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Rachel Ellis
East Tennessee State University

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Emotional Intelligence and Decision-Making in Higher Education Administrators in Post-Secondary Institutions in Eastern Tennessee.

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A dissertation

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the faculty of the Department of Educational Leadership and Policy Analysis

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In partial fulfillment

of the requirements for the degree

Doctor of Education in Educational Leadership

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by

Rachel D. Ellis

May 2020

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Dr. Bill Flora, Chair

Dr. Hal Knight

Dr. Jim Lampley

Dr. Stephanie Tweed

ABSTRACT

Emotional Intelligence and Decision-Making in Higher Education Administrators in Post-Secondary Institutions in Eastern Tennessee.

by

Rachel Ellis

This purpose of this phenomenological study was to understand the impact of emotional intelligence on decision-making in higher education administrators. A qualitative research design was used for this study. Data was collected in three phases from the following sources; survey, case study submissions, and open-ended face-to-face interviews.

The research data, about emotional intelligence and decision-making, were collected form ten higher education administrators. Constant comparative method was an important part of the data collection process for this study. Range of participant leadership experience was 3-8+ years and participant roles were either, Department Chair, Program Director, Dean, Provost, and President.

The findings from this research study indicate that decision-making is impacted by emotional intelligence of higher education leaders. Empathy, self-awareness, and relationship management were influential components in navigating difficult situations, conflict resolution, and the decision-making process.

DEDICATION

This work is dedicated to my family and friends. My immeasurable appreciation for your patience, guiding wisdom, and unwavering latitude in understanding. To my husband, Lance Ellis, for always encouraging and having faith in my abilities. My children, Andrew and Jacob, you have and always will be a large reason for my perseverance.

To my friends, Christy Isbell, Jil Smith, and Jeff Snodgrass, I have immense gratitude for your selfless acts of kindness and willingness to fill gaps and hold space in dark times.

Lastly, but most importantly, this work is dedicated to the memory of a mother who supported and loved me.

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CHAPTER 1

INTRODUCTION

The evolution of leadership and what constitutes exemplary leadership has been widely studied and demarcated based on qualities compartmentalizing leadership. Leadership is routinely associated with styles and approaches; however, the introduction of emotional intelligence as a construct suggests unexplained dimensions that may contribute to leadership capacity (Gunes, Gudmundsson, & Irmer, 2013). Emotional intelligence as a phenomenon covers four broad domains with nineteen competencies focusing on social and personal components. Personal competency areas focus on the emotions of self and consist of self-awareness and self-management. Social competency as a component of emotional intelligence relates to knowing and managing the emotions of others and consists of social awareness and relationship management (Goleman. 1998).

Emotional intelligence studies have expanded beyond cognitive psychology and merged into publications focusing on organizational behavior in both public and private sectors, human resource management, leadership, higher education management, teacher and learning studies, as well as business journals. The recognition and attention given to emotional intelligence across professions highlights the view that general mental aptitude is only one factor necessary for effective leadership and desired organizational outcomes (Wepner, D'Onofrio, & Wilhite, 2008). Research supports the relationship between high emotional intelligence and leadership capacity suggesting effective leaders must also possess high emotional intelligence (George, 2000; Greenockle, 2012; Parrish, 2015; Bowen, 2014). Goleman (2005) indicated, disregarding the influence of emotions is the equivalent of monocular viewing. Without recognizing the role emotional intelligence plays, Goleman (2005:4) stated "we have gone too far in emphasizing the

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value and import of the purely rations of what IQ measures in human life. Intelligence can come to nothing when the emotions hold sway."

As higher education leadership practices align more closely with corporate business leadership strategies, the implementation of exemplary leadership practices is of utmost importance. Emphasis on communication and relationship building continues to grow due to the increasing avenues in which communication must occur during day-to-day operations. Wepner, D'Onofrio, and Wilhite (2008) demonstrated the impact self-awareness and interpersonal relationships has on the decision-making process of deans. Self-awareness was shown to undergird effective communication and achieving positive change in the organization (Wepner, D'Onofrio, & Wilhite, 2008). Singh, Manser, and Metstry (2007) report participants supported a leadership approach that encouraged active involvement in shared decision making, collaborative teamwork, and a shared vision. Additionally, a significant relationship between the development of a collegial environment, emotional intelligence, and meaningful empowerment was reported.

Previous research has shown the relationship between high emotional intelligence and leadership capacity suggesting effective leaders must also possess high emotional intelligence (George, 2000; Greenockle, 2012; Parrish, 2015; Bowen, 2014). Moreover, the impact of emotional intelligence on ethical decision making has also been studied in the context of ethical dilemmas that may present with ambiguity as opposed to clearly defined avenues in decision making (Holian, 2002).

Statement of the Problem

The purpose of this phenomenological qualitative study is to understand the impact of emotional intelligence on decision making in higher education administrators in post-secondary educational institutions in eastern Tennessee. Leadership positions are commonly filled by

academics that have excelled in teaching and research not necessarily because they possess leadership capability. The appointments characteristically lack preparatory training or development resulting in a steeper learning curve and decreased job longevity for individuals in these positions (Parrish, 2015). The importance of the relationship between emotional intelligence and leadership capacity is that it may provide an understanding of what promotes effective leadership in the context of higher education.

Research Questions

The purpose of this study was the understand the impact of emotional intelligence on decision-making in higher education administrators in post-secondary educational institutions in eastern Tennessee.

Research questions for this study are as follows:

1. How does emotional intelligence impact leadership capacity in higher education administrators in post-secondary higher education institutions in east Tennessee?

2. How do higher education administrators describe exemplary leadership practices?

3. How do higher education administrators describe their relationships with subordinates?

Significance of the Study

This research is significant in that it strengthens the body of knowledge surrounding the impact of emotional intelligence and its influence on leadership capacity and decision making. The research will enhance the already robust body of qualitative methodology and further the field of educational research on the positive influence of emotional intelligence. This study directly addresses the need for scholarly investigation regarding emotional intelligence and leadership capacity in higher education administrators in post-secondary educational institutions.

This research may serve as a foundation for subsequent quantitative and qualitative research in the area of emotional intelligence and higher education administrators.

High emotional intelligence is recognized as an important quality for leaders to possess in a variety of settings (Ashkanasy & Dasborough, 2003; Parrish, 2015)Past research in emotional intelligence has been conducted focusing on its influence in areas of human resource management, government, corporate management hierarchies, and general organizational behavior guidance; however, a paucity of research exists relative to the impact of emotional intelligence on leadership capacity and decision-making practices employed by leaders (Hannah & Jennings, 2013; Snodgrass & Shachar, 2008).

Leadership positions in higher education are typically filled through successorship as one way to ensure the mission of the organization will continue to be fulfilled in a similar manner as the previous leader (Parrish, 2015). This process may allow for mentorship and addressing the specifics associated with aligning ideologies; however, determining the individual's emotional intelligence may be an unintentionally eliminated process. This elimination can be attributed to the tome of research that has focused efforts in detailing what leaders do and leadership styles as they are viewed through the lens of cognitive capacity (George, 2000). Successorship may be viewed through narrow optics as current leaders define desired qualities based on similar ideologies currently in place (Parrish, 2015). Additionally, the upward mobility in higher education leadership is largely supplied by faculty and not necessarily by virtue of having exposure or experience in leadership roles (Parrish, 2015). Goleman (2001) postulated that emotional intelligence should be an evaluated area when considering promotions.

The mounting emphasis on higher education institutions to convert operations parallel with corporate business practices suggest the need to appropriately select and train leaders to

possess essential leadership skills for propelling higher education institutions forward. Growing evidence in the area of emotional intelligence and the influence it has on organizations suggests higher education leaders could benefit from understanding the implications this construct has on individual leadership capacity, decision making and its broader implications of organizational success.

Creating and maintaining strength through a collective ethos paves the way for powerful accountability and credibility to leadership processes (Goleman, 2001; Hannah & Jennings, 2013). A qualitative study focusing on leadership of education deans revealed the importance of self-awareness and interpersonal relationships when performing decision making. Self-awareness was shown to be foundational in possessing effective communication skills and effecting positive change in the organization particularly when addressing leadership issues relating to organizational dilemmas (Wepner, D'Onofrio, & Wilhite, 2008). Moreover, a positive correlation between perceptions of emotional intelligence behavior ratings and their principals' level of job satisfaction in a collegial school environment (Singh, Manser, & Metsry, R. 2007).

As higher education is being nudged toward a more commercial and corporate industry-oriented paradigm, a shift in organizational behavior and leadership practice is occurring due to the emphasis placed on enrollment numbers, accountability, institutional effectiveness, and access. Leadership focus is transitioning away from binary transactions into required complex decision making that must consider internal and external issues (Kunnanatt, 2008). Because of these transitions and additional variables external to the organization, the importance of relational competence is emerging as an important area of understanding.

Results from this study may offer a framework or reappraisal of the leadership qualities that are associated with effective decision-making and overall leadership capacity in higher

education. Understanding the importance of relational competence could bridge a gap that may exist between concrete decision-making parameters and intentional personal and organizational development. A shift in decision-making approaches by recognizing the importance of emotional intelligence could positively impact the organization by improving institutional policy making, budgetary planning, and long-term strategic planning strategies.

Definition of Terms

The following terms are defined for the purpose of this study.

1. Self-awareness: Understanding how one feels and the ability accurately assess personal own emotional state (Goleman, 2012; Labby, Lunenburg, Slate, 2012) .

2. Empathy: Sensitivity towards the emotional state, concerns, and viewpoint of others (Labby, Lunenburg, Slate, 2012).

3.   Self-regulation: Controlling one's emotions, ability to regulate and maintain equilibrium in the face of any problem or provocation (Goleman, D. 2012; Labby, Lunenburg, Slate, 2012).

4. Social awareness: Expanding one's awareness to involve the emotions of those around them with the ability to empathize and read the emotional environment (Goleman, 2012; Labby, Lunenburg, Slate, 2012).

5. Motivation: Pursue goals energetically with a passion beyond the need for monetary gain or status recognition (Goleman, 2012; Labby, Lunenburg, Slate, 2012)

6. Relationship management/social skills: Identify, analyze, and manage relationships with people inside and outside of your team. Ability to

communicate, persuade and lead others while being direct and honest without

alienating people (Goleman, 2012; Labby, Lunenburg, Slate, 2012).

Limitations and Delimitations

Limitations. The focus of this research is on post-secondary educational institutions

therefore reducing extensive transferability of the study. Usage of purposive and snowball

sampling although credible, may not produce a sample that is representative of all college or

university administrators; therefore, the level of dependability of this research may be considered

as an area of limitation of the study (Patton, M.Q. 2002).

Further limitations in this study include the omission of observation or additional artifacts

as part of the data gathering component. Although triangulation was achieved in the research

study, observing interactions between the participants and their colleagues may have provided

additional data relating to emotional intelligence, decision making practices, and leadership

capacity. Additionally, the acquisition of artifacts associated with committee meetings,

department meetings, or meetings from upper echelon organizational leaders would have

provided an additional component for qualitative analysis.

Delimitations. The purpose of this study was to understand the impact of emotional

intelligence on decision-making in higher education administrators in post-secondary educational

institutions in eastern Tennessee. By design, this study focused higher education administrators

in post-secondary educational institutions in eastern Tennessee. All selected participants had

served in their current leadership roles a minimum of one year.

Overview of the Study

The focus of the research is revealed from the central research question, is to understand

the impact of emotional intelligence on decision making in higher education administrators in

post-secondary educational institutions in eastern Tennessee. The rich descriptions from the participants concerning their experiences provided theoretical discernment into the phenomenon of emotional intelligence.

Chapter one establishes the need and foundation for this research study by including an introduction, problem statement, research questions, definitions of relevant terms, and the limitations and delimitations of the study. Chapter two is a review of the literature that contains the themes for supporting the scholarly research relating to emotional intelligence and leadership capacity. Chapter three includes the presentation of the methodology and design of the research study. Chapter four is the interpretation of the data, coding, thematic description, and findings of the research study. Chapter five is a summary of the findings, conclusion, implications for practice, and recommendations for future research.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

Leadership, as a concept, has been constructed in the human psyche beginning in childhood (Bass, 2008). This idea of needed guidance has its genesis in our basic need for survival based on the protection, direction, and nurturing provided by parental figures (Bass, 2008). The collective phenomenon of leadership spans across cultures and species as a way to create order and structure within organizations (Bass, 2008). Leadership and the factors that make up the broad construct of leadership, provides a framework for procedures and processes in all types of industry throughout the world. The leadership framework exists regardless of the level of complexity of the organization (Bass, 2008).

The growing conceptualization of leadership and the nomenclature encompassed to describe leadership has proven to be an evolving notion. Because leadership is broadly defined and theorized, argument regarding what constitutes exemplary leadership has been widely debated and studied. However, one thing tends to stand true, organizational achievement or catastrophe is likely to be attributed to the leaders and their qualities even when forces external to the institution are the influence of success or failure (Bass, 2008).

The salient characteristics of leadership continue to experience important changes in an effort to keep pace with changing organizational demands. As stated by Cuco (2011), "strategic leadership matters" Influential leaders throughout history are recalled, in part, by their fervently elucidated communications used to convey passionate views, the "I have a dream" speech by Dr. Martin Luther King and Nelson Mandela's willingness to die for his beliefs illustrate what are often referred to as great leadership qualities (Connelly & Ruark, 2010, Zineldin & Hytter,

2012). Conversely, it is a realistic occurrence that not all leaders have the leadership prowess of Mandela or King. Leadership roles can be garnered through an innumerable event which are not always congruent with followers or the culture and commitment of the organization (Taylor, 2008).

The evidence supporting emotional intelligence as an important construct for evaluating leadership effectiveness is reinforced through the growing body of research in the literature. As challenges facing leaders in all organizations become even more complex, high levels of performance and quality leadership characteristics are demanded by followers, citizens, consumers, and industries (Coco, 2011). Leaders across industries are charged with growing responsibilities while expanding the skillset deemed necessary to produce positive organizational outcomes in changing markets and demands. In addition to applicable industry knowledge and profession specific skills, leaders must also possess the ability to motivate others. As the roles of leadership and environments continue to evolve, emotion is seen as a necessary construct needing addressed with regard to leadership capacity and effectiveness (Kouzes & Posner, 2017; Taylor, 2008; Singh, Manser, & Mestry, 2007; Goleman, 2005; George, 2000).

The recipe for good leadership has been fiercely debated for years with some theorizing leadership and emotional intelligence are correlated with transformational leadership (Connelly & Ruark, 2010). Transformational leadership has been the pervasive leadership theory for greater than three decades (Taylor, A., 2008). Review of the literature has supported the existence of a correlation for transformational leadership and emotional intelligence (Cavazotte, Moreno, Hickmann, 2012; Taylor, 2008). Moreover, transformational leaders have been associated with effectively managing the emotions of groups (Rajah, Song, & Arvey, 2011). Supporting evidence for transformation leadership and its strong positive connection to leadership effectiveness and

the impact of emotional intelligence in transformational leadership are areas that can be attended to by administrators to enact positive institutional change through training (Cavazotte, F., Moreno, V., Hickmann, M., 2012; Kouzes & Posner, 2017; Taylor, 2008; Singh, Manser, & Mestry, 2007; Goleman, 2005; George, 2000; Taylor, 2008). Furthermore, the influence transformational leaders have over followers through their ability to instill confidence and assist in the development of coping skills associated with negative emotions such as frustration, contributes to the overall organizational success (Rajah, Song, & Arvey, 2011).

Research supporting the argument for individuals in leadership roles to possess abilities positively associated with emotional intelligence increase in importance as upward mobility in leadership positions is gained Dulewicz & Higgs, 2003). Often, leadership positions are filled with individuals lacking in experience or formal training in effective leadership practice (Dulewicz & Higgs, 2003). Research conducted by Dulewicz and Higgs (2003) also opposes the notion that logic alone is not a sufficient supporting construct in the workplace. It's a duality that must exist to produce positive organizational outcomes and commitment from followers (Dulewicz & Higgs, 2003).

Historical Perspective of Emotional Intelligence

In Ancient Greece the Stoics held firm to the belief that feelings were inferior to logic and reasoning. However, these sentiments were not held by all, eighteenth century Europe understood feelings to be a more accurate way of displaying wisdom than relying on reason alone (Mayer, Roberts, & Barsade, 2008, Mayer, Salovey, &Caruso, 2004).

The literature in the realm of emotional intelligence contains a variety of terms such as emotional literacy, social intelligence, personal intelligence, and emotional quotient (Mayer, Salovey, & Caruso, 2004). Emotional intelligence is a term first coined by Mayer and Salovey

with roots dating back to 1920 courtesy of Thorndike's earlier research in social intelligence.

The application of Thorndike's research assisted in illuminating discrepancies not taken into

consideration solely by IQ scores (Dulewicz & Higgs, 2000). Because of research conducted by

Mayer, Salovey, Goleman, and many others, the lens in which emotional intelligence is viewed

has been expounded upon using mixed models for proposing and testing the components and

characteristics of emotional intelligence (Meisler & Vigoda-Gadot, 2014). The term emotional

intelligence is referenced in scientific works dating to the 1960s, however; it was Daniel

Goleman who propelled the term into popularity through the 1995 publication of his book

devoted to the topic of emotional intelligence (Mayer, Roberts, & Barsade, 2008)

A variety of outcomes are linked through evidence which supports emotional intelligence

positively impacts problem solving, job satisfaction and effectiveness, organizational success,

organization culture without finding fault or placing blame (Brown, 2014; Lumpkin & Achen,

2018). Additionally, the trait of optimism has been correlated with emotionally intelligent

individuals which enables the optimistic individual to work toward resolution as opposed to

finding culpability (Carmeli, 2003).

Studies addressing the construct of emotional intelligence have borne significant results

however, there is also competing research suggesting emotional intelligence remains to be an

area requiring further inquiry. (Petrovici & Dobrescu, 2014). Variances in thought regarding the

legitimacy of emotional intelligence as a measurable construct with practical application is still a

topic with much debate (MacCann, Newman, Joseph, & Roberts, 2014). Some postulate the

legitimacy of emotional intelligence as an influence or predictor of leadership capacity is not

founded based on what is viewed as a nebulous understanding of the components and its

variability (MacCann, Newman, Joseph, & Roberts, 2014; Petrovici & Dobrescu, 2014).

Emotional Intelligence

The function and interrelation between emotion and reason must be well understood on a biological level before addressing the human interfacing aspect of emotional intelligence as a concept. Advancements in brain research result in findings that establish support for the existence of an association of competing authority between emotional and rational spheres of the brain (Bear, Connors, & Paradiso, 1996, Kunnanatt, 2008,). The amygdala and limbic structures in most individuals tend to dominate the neocortex area of the brain; therefore, it is recognized that, emotionally laden responses override rational reaction in most individuals (Kunnanatt, 2008). When the amygdala overrides the neocortex, it may exaggerate the response of the emotional brain as it switches from a rational frame to an emotion-based reaction. Furthermore, the reaction in the before mentioned scenario results in an emotionally charged response, void of rational reason (Kunnanatt, 2008). In an emotionally excited state, the body will also undergo physiological changes which can include blood pressure changes, change in cardiac rhythms, pupil changes, respiratory pattern changes, or sweating (Kunnanatt, 2008). Kilgore et al.,(2013) demonstrated that neuroimaging indicated that higher emotional intelligence correlated with increased activation in the rostral anterior cingulate cortex which is involved in executive function such as decision making, error detection, empathy, and control of impulsivity.

Furthermore, functional magnetic resonance imaging (fMRI) has revealed the interaction of the orbitofrontal cortex (ORC) between decision-making and processing emotion (Coricelli et al., 2005) This study focused on avoidance behavior when emotion was elicited or were emotions linked with regret in decision-making concerning economic outcomes that did not result in favorable results. Coricelli et al. (2005) also found that the amygdala was activated with emotional adaptation in decision-making using a counterfactual thinking process resulting in a

conditioned behavior by the decision maker. This response was cumulative in effect when regret was the end resulting emotion.

It is important to establish the difference between emotions and mood. Although related, mood and emotion have different characteristics and impact individuals differently. For example, moods are considered low intensity states of feeling which typically does not interfere with activity continuation whereas emotions are the result of specific stimuli from either an external or internal process (George, 2000). Moods are not necessarily situation specific; they can be the lingering manifestation of circumstances (George, 2000).

Feelings and emotions are connected to experiences which lead to reactions, thought processes, and decision making. A wide body of research across a myriad of domains which includes organizational behavior, neuropsychology, and social psychology identifies feelings as a necessary and important component regarding behavior and thought processes (George, 2000). Decision-making performed by leaders and followers can be rapidly occurring and are not void of emotional influence (Alkozei, Schwab, Killgore, 2016). Predicting and anticipating potential emotional responses in the decision-making process by leaders can lead to reliance on previous experience through mental recreation of potential outcomes, which can lead to decisions being guided by these mental references (Alkozei, Schwab, Killgore, 2016). Although, maintaining emotional awareness can streamline the process of decision-making it may prove to be counterproductive when faced with difficult and far reaching implications.

Rapid fire decision making may result in the individual defaulting to intuition as opposed to thoughtful and deliberate consideration of outcomes. Part of the calculus of rapid decision making may also be embedded in social cues from others however, studies have indicated that

individuals with high emotional intelligence are more adept at identifying incongruencies in verbal cues and facial expressions (Wojciechowski, Stolarski, & Mathes, 2014).

Emotional intelligence is no longer thought of as a distractor and is considered a vital element for effectively solving problems, cognitive processing, and ability to adapt on a psychological level (Greenockle, 2010; Heffernan, Griffin, McNulty, & Fitzpatrick, 2010). The elements comprising emotional intelligence as an operationalized construct focus on the ability to be empathetic, maintain self-control, cultivate fulfilling relationships, and low impulsivity (Heffernan, Griffin, McNulty, & Fitzpatrick, 2010). Consequently, individuals who are overly sensitive or have fostered maladaptive coping mechanisms may not possess the skills necessary for proving clarity or context to the emotions they experience (Heffernan, Griffin, McNulty, & Fitzpatrick, 2010). Coping strategies combined with emotion regulation have been correlated with high emotional intelligence quotients in numerous research studies leading to a higher quality of life and increased coping mechanisms. Self-awareness and self-regulation, empathy, and social skills are constructs associated with emotionally intelligent and effective leaders (Lumpkin & Achen, 2018) Effective leaders wielding components associated with a higher degree of emotional intelligence influence needs satisfaction in followers which leads to an increase in leadership effectiveness (Lumpkin & Achen, 2018).

Past research has identified emotional intelligence as both an ability and a trait and in some studies as a mixture of both (Petrovici & Dobrescu, 2014; Rajah, Song, & Arvey, 2011). Identification of emotional intelligence as a trait is founded on the characteristics of self-perception and behavioral temperament while being viewed from the context of frameworks linked by personality (Rajah, Song, & Arvey, 2011). When viewing emotional intelligence as an ability-based construct it is postulated that the individual's abilities should be evaluated

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objectively in lieu of self-reports and focused on intellectual prowess (Rajah, Song, & Arvey, 2011). From a mixed model approach to evaluating emotional intelligence, an integration of abilities associated with personality, factors influencing motivation, and processing information through emotion (Petrovici & Dobrescu, 2014; Rajah, Song, & Arvey, 2011).

Ability-based models and methods are more widely used and accepted by researchers however, this narrow focus eliminated consideration for trait or combining approaches to obtain a more holistic view individuals and circumstances. Research conducted by Edelman and Knippenberg (2018) focused on ability based emotional intelligence constructs measured by the Mayer-Salovey- Caruso Emotional Intelligence Test Version 2.0. Evaluation of psychometric properties and role-play analyzed by expert observers were the methods used in this quantitative approach to evaluate emotional intelligence through the lens of ability (Edelman & Knippenberg, 2018). Participants performed competence-based interviews, aptitude testing, personality assessments, and two role-playing exercises. The results of this quantitative study, according to the researchers where emotional intelligence accounted for a significant portion of variance. Furthermore, emotional intelligence, when controlled for cognitive intelligence and personality traits, was positively related to leadership effectiveness (Edelman & Knippenberg, 2018).

The variability in emotions produced by individuals are not removed in work environments. Effectively navigating the emotions of self and others are measures elicited by effective leaders (George 2000; Goleman, 2005; Greenockle, 2010). An individual with high emotional intelligence can positively influence followers through their ability to effectively communicate with others and understanding the needs while also possessing the ability to influence moods and behaviors of others (Goleman, 2005). Through deliberate training

conducted in phases, reported changes in emotional intelligence have occurred (Lumpkin &

Achen, 2018).

The schema associated with emotional intelligence includes components of emotion and

the emotional impact on followers as noted in a study conducted by Caza, Zang, Wang, and Bai.

A dearth in knowledge possessed by followers allows for open interpretation when viewing an

emotional response from leaders. Emotional sincerity is scrutinized by followers and leaders who

are viewed as projecting contrived or insincere emotions are viewed as less effective (Caza et al.,

2015).

The psychological construct of emotional intelligence continues to be an area of

controversy and deliberation. Emotional intelligence and intellect are not conflicting concepts

but are merely separate constructs. Joining general intelligence with emotional intelligence

signifies the ability to improve thought. Defining emotional intelligence has undergone a few

transformations, for example, some view emotional intelligence as the strategic advantage for

refining organizational success (Kunnanatt, 2008). Others equate the meaning of emotional

intelligence to be centered on specific traits including self-regard, motivation, achievement, and

flexibility.

Mayer and Salovey (1997), describe emotional intelligence as the ability to use emotions

for the purpose of enhancing thinking through an increased capacity to generate emotions that

can assist in understanding thoughts through perception. This is the reflective ability to manage

and evaluate emotional responses resulting in emotional and intellectual development (Mayer,

Salovey, & Caruso, 2004, Meisler & Vigoda-Gadot, 2014). According to Mayer and Salovey

(1997), emotional intelligence is a culmination of five main domains: awareness of personal

emotions, emotions management, self-motivation, identifying the emotions of others, and managing relationships.

A definition formulated by Reuven Bar-On connects emotional intelligence to five categories of non-cognitive abilities: intrapersonal, interpersonal, adaptability, stress management, and mood (Petrovici & Dobrescu, 2014).

Goleman (2005) defined the term, emotional intelligence, as the recognition, understanding, and management of our own emotions as well as the emotions of others. Individuals with high emotional intelligence are aware of the positive and/or negative impact response to emotions can have on themselves as well as others. In addition to the ability to gauge emotional responses, being skilled in managing emotions during high pressure situations is also a trait of high emotional intelligence (Goleman, 2005). The constructs for Goleman's view on emotional intelligence are related to self-awareness, self-control, otherwise known as emotion management, motivation, empathy, and social skills (Goleman, 2005). Goleman posits emotional intelligence is a born ability with predetermined potential for learning emotional proficiencies (Ugoani, Amu, & Kalu, 2015).

Although differences are noted between Bar-On, Mayer and Salovey, and Daniel Goleman, each include domains related to empathy, self-awareness, and interpersonal relationships in their characteristics defining emotional intelligence. The significance of the interpersonal area is related to individual ability to navigate conflict management, verbal and non-verbal communication skills, treatment of others, delivering effective responses regardless of circumstance, and the ability to interpret obvious and subdued reactions of others (Petrovici & Dobrescu, 2014, Zineldin & Hytter, 2012,). Furthermore, research findings using functional

magnetic resonance imaging (fMRI) have revealed a strong relationship between brain encoding through identification of signaling and emotions (Coricelli et al. 2005).

Components of Emotional Intelligence

Self-awareness. The ability to connect feelings to thinking processes, specifically, how one thinks and subsequently the response given in reaction to the emotion is associated with high emotional intelligence (Dulewicz & Higgs, 2003 Mayer & Slavoley, 1993). Additionally, self-regulation contributes to emotional intelligence through one's capacity to manage one's own emotions resulting in logical decision making, tact, and fluid adaptability (Kunnannatt, 2008). To put it another way, self-awareness facilitates guided decision-making through a well-informed sense of confidence resulting from the keen ability to understand an emotion during the moment it is occurring (Ugoani, Amu, & Kalu, 2015). Recognizing emotion and possessing the knowledge to understand the influence it may have over others allows for both, the self-aware individual and person being influenced, to react and respond in a more appropriate manner as opposed to reactionary and impulsive (Lumpkin & Achen, 2018).

Gaining or losing credibility with others can be affected by the ability to observe and discern the thoughts and actions of oneself and others (Dulewicz & Higgs, 2003; Greenockle, 2010; Kellett, Humphrey, & Sleeth, 2002). Understanding emotions can assist in making sense of the feelings of others leading to progress gained and preventing stagnation in productivity. Carmeli (2003) states organizational citizenship behavior (OCB) extends beyond formal role descriptions and requirements, adding the components of understanding feelings of workers while also being able to perform mood modification from negative to positive. Additionally, Carmeli (2003) states positive mood reinforces individual altruistic actions, increase in social interactions, and the likelihood of helping others is increased. Furthermore, positive mood can

affect appraisal, discernment, and favorable memory recall (George, 2000). These optimistic

feelings can also impact task categorization and mental flexibility (George, 2000).

Furthermore, self-concept and self-identify are crafted through interactions within social

environment which brings about a process of reflectivity (Wepner, D'Onofrio, & Wilhite, 2008).

This negotiated awareness can produce flexibility in identity based on intersubjectivity changes

(Wepner, D'Onofrio, & Wilhite, 2008).

Empathy. The capacity to comprehend the feelings of another while also possessing the

ability to experience the same emotion is the defining characteristic of empathy. A genuine

empathetic experience requires personal involvement beyond mental aptitude, the empathetic

response occurs when assimilation of information triggers the listener to experience the

information on an emotional level (Dulewicz & Higgs, 2003, Kellett, Humphrey, & Sleeth, 2002,

Parrish, 2015). A point often overlook with regard to the important role empathy plays in

relationships is the ability to build rapport through considering diverse perspectives. Individuals

with high emotional intelligence are described by others as being empathetic, imparting a sense

of support, trust, empowerment, and understanding. The ability to understand and share the

feelings of others is a point often overlook with regard to the important role empathy plays in

understanding, compassion, trust from others, and sense of support felt by followers. (Alkozei,

Schwab, & Kilgore, 2013).

Relationship Management. A strongly developed emotional intelligence requires

effectively handling emotions in a variety of social situations. Being skilled in relationship

management and social skills translates through the ability to effectively lead people through

conflict management, facilitate cooperation, and the ability to effectively employ negotiation

skills (Goleman, 2005, Ugoani, Amu, & Kalu, 2015). Establishing and managing relationships

requires finesse to translate the positive interactions into efficient social competencies (Petrovici & Dobresco, 2013).

Motivation. The ability to persevere in the face of adversity and hindrances shows strong motivation for success and goal attainment (Ugoani, Amu, & Kalu, 2015). Using emotions constructively as the driving force for facilitating specific performance signifies self-control and motivation (Petrovic & Dobresco, 2013). As stated by George (2000), leaders with positive emotional intelligence can cultivate enthusiasm among their followers.

Emotion Management. Mastering emotions requires self-regulation and the ability to eliminate unnecessary negative emotions. Using emotions as a means to enhance rather than interfere with tasks, roles, and responsibilities is a basic component in emotional intelligence (Petrovic & Dobresco, 2013, Ugoani, Amu, & Kalu, 2015). The degrees of emotional intelligence and the metrics for measuring and ranking emotional intelligence have been shown to reveal the ability of individuals to analyze, evaluate, manage, and regulate emotional states (Lashagai, 2015).

Theoretical Approaches to Emotional Intelligence

Despite the differences in the literature regarding how to correctly define emotional intelligence, all fall under one of three main approaches. The three approaches discussed in this paper include specific-ability approach, integrative-model approach, and mixed-model approach. The delineation of these approaches is centered on either specific skills such as those that identify intelligence in the more traditional sense as an aptitude-based skill, or on a more inclusive amalgamation of those abilities (Muyia, 2009).

Numerous models defining emotional intelligence exist with each consisting of interconnected components. However, they all include the major components concerning

understanding and managing self and others. Although slight differences exist, each model has its underpinning in self-awareness, interpersonal skills, also referred to as relationship management, and empathy. These characteristics are the core components impacting the ability to identify feelings and behaviors in self and others while responding appropriately to the situation and its contexts (Greenockle, 2010).

Specific-Ability Approach. Developed by Salovey and Mayer, the specific-ability approach, and sometimes referred to as the Four-Branch Model of Emotional Intelligence, places an emphasis on four branches of emotional intelligence with a categorized association: (a) the precise perception of emotions, (b) facilitation of thought owing the capacity to use emotions, (c) capability to comprehend emotions, and (d) the skill of managing emotions. The use of an ability-based model or theory subsumes a set of cognitive abilities are the guiding parameters for processing emotion-based information (Palmer, Manocha, Gignac, & Stough, 2003). For example, the impact of emotion discernment accuracy can influence the decision-making capabilities of individuals (Mayer, Robers, & Barasade, 2008).

Perception of emotions is the foundation of emotional intelligence in the specific-ability approach (Mayer, Roberts, & Barasade, 2008). This approach operates on the premise that emotional intelligence develops over time and can be associated with intellectual aptitude (Muyi, 2008). Specific ability is associated with cognitive ability and the impact the two skills may have on solving problems (Ferguson & Austin, 2010).

Using ability as the framework for identifying the emotional intelligence of an individual requires the individual to be assessed during specific conditions and not during typical performance (Fiori et al. 2014). Analysis of the maximum performance of an individual viewed through the optics of the ability-based approach to understanding emotional intelligence does not

allow the individual to be the evaluator of their responses. but is determined by external

principles (Fiori et al. 2014).

      Mixed Model Approach. Conceptually, the mixed model approach to understanding

emotional intelligence is seen as the processing of emotion and is performed based on a

combination of personality characteristics, dispositions of the individual, and competencies

associated with dealing with emotions (Fiori, Antoinette, & Mikolaiczak, et al. 2014). The work

signified by Bar-On and Daniel Goleman is included in the mixed model which concentrates on

noncognitive intelligence. In this model emotional capacities are combined with personality,

motivation, and dispositions aligned with the need to achieve, the capacity for empathy,

emotional awareness, self-esteem, impulse control, and happiness (Muyia, 2009). Goleman's

approach to emotional intelligence examines four dimensions; self-awareness, relational

management, social awareness, and self-management (Goleman, 2005). It is this model that self-

awareness is the foundation for social awareness which in turn, makes available the basis for

relationship management (Goleman, 2005; Muyia 2009). Goleman posited, individuals with high

emotional intelligence perform superiorly, become the most effective leaders, and convey their

visions more effectually (Goleman, 2005). Goleman argued that individuals could learn to

effectively read the emotions of others, inspire, perform conflict resolution, and recognize

limitations of self. In addition to Goleman's beliefs regarding the importance of leaders

possessing emotional intelligence he also believed leaders should possess practical and

conceptual abilities (Muyia, 2009).

      Reasarch by Bar-On, which originated out of his clinical work on life adjustment, is also

considered to fall within the framework of a mixed model approach (Muyia, 2009). The work

conducted by Bar-On has its roots in discerning how individuals cope with the burdens and

stresses of life. This approach evolved into a competency focused method for determining how effective employees understand and relate to others (Muyia, 2009).

Integrative-Model Approach. Acquiring a global sense of emotional intelligence is accomplished by combining several specific abilities. The Four-Branch Model of emotional intelligence is an integrative approach to assessing emotional intelligence and combining abilities from four distinct areas (Muyia, 2009,). The Four-Branch Model of emotional intelligence postulates the four areas; perceiving emotion accurately, facilitation of thought, understanding emotion, and the management of emotion are part of childhood development (Mayer, Robers, & Barasade, 2008),

A series of measurements to include the Mayer-Salovey-Caruso Emotional Intelligence Test Version (MSCEIT) are used to assess emotional intelligence. The measurement addresses components of emotional intelligence by requiring the individual to perform tasks related to emotional intelligence components (Muyia, 2009).

Leadership

Leadership is the key to stable society, business longevity, and organizational success and the industry of higher education is no exception. Preventing industries from lagging behind is the result of enacting change best suited to increase organization progress (Berger, 2010). Leadership and the defined qualities that contribute to effective leadership continue to be a passionately debated topic by researchers, leaders, and non-leaders.

Leadership is also described as unique and specific attributes utilized as a way to influence through process for the purpose of accomplishing shared objectives. (Gunes, Gudmundsson, & Irmer, 2013). The multi-level constructs comprising leadership qualities created the need for considerable research to be conducted regarding the importance of

examining the characteristics and aspects of leaders and categorizing leaders based on style, approach, and type (Gunes, Gudmundsson, & Irmer, 2013; Kouzes & Posner, 2012). A common typecast or misguided thought regarding a necessary character trait in effective leaders and their capacity for leadership is decision makers who can set personal feelings aside are viewed as more effective at calculating risk vs benefit or knowing the best course of action (George, 2000).

Kouzes and Posner outline The Five Practices of exemplary leadership. Model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart, according to Kouzes and Posner, are the required elements for effective leadership capacity in organizations (Kouzes & Posner, 2017).

Results of a study conducted by Brown and Posner (2001) revealed leaders learning strategies differed based on the expected tasks to be learned. Additionally, leadership behaviors also fluctuated among participants. Transformational leadership characteristics were used as the frame of reference for qualities associated with high action leadership in this study (Brown & Posner, 2001). Findings from the study indicated individuals who had high scores associated with learning, also identified as high action learners, routinely engaged in leadership practices more often compared to those who scored lower in learning. The study revealed high action learners were shown to participate in four of the five practices identified in Kouzes and Posner's exemplary leadership (Brown & Posner, 2001).

Volumes of research focusing on transformational leadership and the relationship to the efficiency of organizations has been empirically explored. Transformational leaders are described as models for exemplary leadership with the ability to inspire, motivate, and raise morale in subordinates and those around them (Cavazotte, Moreno, Hickmann, 2012). These distal links between transformational leadership and the abilities and characteristics ascribed to

this leadership style may have a direct influence on organizational outcomes (Cavazotte, Moreno, Hickmann, 2012).

Djan (2013) studied the relationship between leadership, job satisfaction and organizational culture and the impact of these on organizational commitment in private higher education. Although this study focused on organizational commitment of lecturers and faculty it is reinforced by Jason A. Colquit's theory regarding the impact of organizational behavior on organizational commitment. Djan (2013) stated the behavior of leadership has an impact on the performance of employees and their commitment to the organization and its culture. As defined in Djan's (2013) study, organizational culture is the beliefs, values, and a shared system of meaning that marries the individuals to the institution.

Leadership and management are consistently terms positioned at odds with one another. In higher education, managing is described as burdened with superfluous administrative tasks, invasive, and a restrictive approach to guiding the organization. In contrast to managing, leadership is defined as collaborative, an ability to instill trust, and motivating to others through implementing factors associated with higher emotional intelligence (Parrish, 2015).

Implementing exemplary leadership practices is of considerable importance. As the global community becomes more reachable through technology the importance of relationship within and between individuals could not be greater. Emphasis on communication continues to grow due to the increasing avenues in which communication must occur during day-to-day operations. Collaboration, negotiation, conflict management, listening for understanding, and guidance for various populations are a few of the responsibilities held by higher education leaders. These obligations contribute to the differences from the traditional leadership top-down autocratic model that previously existed in institutions (Greenockle, 2010). The importance of

effective communication and relational skills is increasing due to the many facets in which communications are delivered.

Ethical Considerations in Leadership

The practice of unethical behaviors is not an absent practice in leadership (A. Lumpkin & R.M. Achen, 2018). Components of unethical treatment exist through emotional harassment of employees, which can be a nebulous subjective situation to navigate. As stated by O'Connell and Bligh (2009), ramifications of unethical practice by leaders can be felt long after punitive and legal action has occurred. Setting standards and precedent for ethical leadership is an opaque area due to the uncertainty regarding how this feat could be successfully achieved and implemented ubiquitously in organizations (O'Connell & Bligh, 2009). Once an organization has endured an ethical crisis it is up to the leadership to reconstruct the validity of the organization for both, the general public and the active members or the organization (O'Connell & Bligh, 2009). Theoretical framework for ethical leadership largely is divided into two areas, conduct and character of the leader (O'Connell & Bligh, 2009). According to Bass and Steidlemier (1999), the three underpinnings associated with ethical leadership include the moral character of the leader, the acceptability of the principles embedded in the vision of the leader, and the collective actions guiding the achievement of organization success by the followers and leaders.

Alternately, a leader with a positive ethical compass will have a guiding vision, act with integrity based on a foundation of trust, form meaningful relationships, and demonstrate empathy towards others (Lumpkin & Achen, 2018). Furthermore, Goleman and others addressed the need for leaders to possess a high degree of emotional intelligence due to its predictability for success in leaders and ultimately organizations (Goleman, 2005).

Leadership in Higher Education

Higher education institutions endeavor to develop and encourage the acquisition of knowledge, positively influence the development of humanity and ultimately society (Christian, 2017). This hotbed of knowledge is formed through the assembly of scholars from a myriad of backgrounds, cultures, and professional paths (Christian, 2017; Wepner, D'Onofrio, Wilhite, 2008). The unification of these individuals and their backgrounds influences, not only the ethos, but also the commitment and culture of the institution. One output generated from this unique environment of influence for both employees and consumers, is expanding leadership beyond the walls of the institution and into the world and other areas of industry (Snodgrass & Shachar, 2008). Departmental level leadership has a key role in implementing change and is thought to be a major player in effecting change (Gonaim, 2016). Gmelch (2004), states the academic leader position is unexamined, misunderstood, without consideration of leadership skills, and given little attention based on a held belief that the role is temporary.

Leadership roles, particularly department chairs are multifaceted and vague as the chair performs job duties for leadership, influencing faculty, and departmental influence over education of the area (Gonaim, 2016). Each role subsumed in the department chairs leadership provides another level of complexity requiring unique skills to be effective (Gonaim, 2016). Categories and levels of leadership in higher education are on a continuum regarding job responsibilities and reporting structure. As previously mentioned, department chairs have a multifaceted leadership role, as do all higher education leaders, but the role of dean also has a unique split in being in the middle of top-down and bottom-up decision making (Ahlam, Gallear, & Uthayasankar, 2018). Deans have a high likelihood of impacting student success and institutional success (Ahlam, Gallear, & Uthayasankar, 2018; Hannah & Jennings, 2013;

Wepner, D'Onofrio, & Wilhite, 2008). With the high responsibility placed on higher education leadership, efforts of academic deans can be underappreciated (DeBoer, & Goedegebuure, 2009).

Furthermore, changes in higher education leadership responsibilities can also be viewed through the evolution and change in the role and job responsibilities that now frame these positions (DeBoer, & Goedegebuure, 2009). Vice-chancellors operating similarly to chief executive officers in private sector business and emergent of senior management teams comprised of deans, associated deans, and vice-provosts illustrates the changing structures in management (DeBoer, & Goedegebuure, 2009). These changes pit universities in some way as equals among companies by virtue of the assumed similarities creating the university as a corporate actor (DeBoer, & Goedegebuure, 2009). This different and evolving culture in higher education influences a different set of values and ultimately for the individuals below the deanship leadership level and purview (DeBoer & Goedegebuure, 2009).

Leadership in higher education institutions is fluid, rotating, intermediate at times, and democratic in nature. Higher education leadership has gained attention as a topic for dissuasion and research (Ahlam, Gallear, & Uthayasankar, 2018). Gonaim (2016) indicates a democratic leadership style can impact both, students and faculty. The practice of democratic leadership assists in the modification of student behavior and collaborative decision making by faculty. Moreover, when a reflective practice is employed by department chairs is assists in a positive self-awareness and knowledge gain (Gonaim, 2016). The cyclical nature of leadership can be brought about by numerous factors all of which may influence the stability of departments and potentially the organization at large (Christian, 2017). Nordin (2011) describes the necessity in "unfreezing" change for the purpose of evaluating the climate of the organization as it relates to change and advancement. According to Nordin (2011) and Wepner et al. (2008), the role of the

leader in the organizational change process is a construct with much influence over followers and experienced emotions. The depth and breadth of organizational change can impact components of emotional intelligence such as interpersonal skills, self-awareness, relationship management, and emotional regulation of both followers and leaders.

In the case of leadership in higher education, Snodgrass and Shachar (2008) describe the administrative role of department head or program director and its importance in leadership contribution. The role of department head or program director in an academic institution impacts the institution as a whole as well as the smaller entity of department leadership while also ensuring the success of the program, the faculty, and scholarship specific within (Christian, 2017; Gonaim, 2016; Snodgrass & Shachar, 2008). Consequently, an ill-prepared or ill-equipped academic administrator is likely to have a negative impact on the program and or institution which can place education quality and organizational outcomes in jeopardy which may ultimately negatively impact the reputation of the institution (Christian, 2017).

In tandem with the fluidity in leadership, self-concept and self-identify can also be influenced and crafted through interactions within social environment. This flexibility can bring about a process of reflectivity and contribute to the malleability or rigidity of the institution and its people (Wepner, D'Onofrio, & Wilhite, 2008). This negotiated awareness or construction of mental vignettes can impact intersubjectivity changes and effect interpretations of workplace interactions (Wepner, D'Onofrio, & Wilhite, 2008).

Because of the nature of higher education, many leadership positions are acquired by movement from faculty rank to a leadership role without substantive experience in a prior leadership role or responsibilities (Parrish, 2015).

Leadership and Emotional Intelligence

A myriad of challenges threatens the success of colleges and universities as the landscape of higher education undergoes rapid changes. Higher education leaders are required to traverse the complexities of a volatile and uncertain environment with finesse and assurance that the organization will succeed under their tutelage. Perennial demands for greater accountability, rising tuition costs, declining faculty numbers, employer expectations, and increasing scrutiny by the public are just a few of the obstacles being faced by higher education leaders. The before mentioned changes are influencing cultural shifts in the area of leadership in higher education. These changes are requiring administrations to view the higher education industry through a corporate lens as opposed to the traditional and primary focus of scholarly inquiry. As higher education continues to evolve into an industry resembling corporations, leadership effectiveness and how it is being defined is becoming a significant component that must be considered when assessing the success or failure of institutions (Gigliotti & Ruben, 2017).

As the evolution of leadership has transpired, the top-down autocratic, intellect valued over feelings, and control-oriented mentality has taken a backseat to a more communication-oriented approach (Dries & Pepermans, 2007, Greenockle, 2010). Emphasis on workplace communication skills related to emotional sensitivity such as listening, collaborating, understanding, and openness is being placed higher on the continuum of importance regarding effective leadership characteristics. The use of components associated with emotional intelligence qualities such as empathy, awareness, relationship management, fairness, and motivation are associated with satisfaction in followers (Lumpkin & Achen, 2018).

Consideration for feelings, cultural awareness, and relationship building are becoming the new standard for defining leadership characteristics. Analytical abilities must be combined with human skills which are the skills most closely identified with the components of emotional

intelligence (Herbst, 2008). Employees in business as well as academia have evolved into more independent individuals who are no longer content to simply follow a leader (Greenockle, 2010). Emotionally intelligent individuals possess the skillset to clearly articulate thoughts, feelings, and expectations to others without being domineering and insolent. Additionally, emotional intelligent leaders can positively impact behavior change and influence development of emotional intelligence in followers (Lumpkin & Achen, 2018). Possessing the skill for empathy allows cultivation of better relationships both inside and outside the organization (Greenockle, 2010).

As a trait approach to leadership, (Mayer, Roberts, & Barsade, 2008) describes emotionally intelligent individuals as being more effective leaders. Emotionally intelligent individuals possess the skillset to clearly articulate thoughts, feelings, evaluate emotions, and expectations to others without being domineering and insolent. The ability for leaders to recognize and consider the emotional temperament of subordinates assists in navigating stress and pressures associated with responsibilities and expectations (Wang & Berger, 2010).

The unpredictable nature of higher education brings numerous consequences for those at the helm in academia (Vilkinas & Cartan, 2015). Due to the complex and turbulent environment in higher education, the capacity for higher education leaders to effectively navigate dynamic issues is imperative. As higher education leadership roles attempt to balance the ever-changing demands from both external and internal constituents and market drivers, efficient execution of leadership responsibilities can become impaired (Vilkinas & Cartan, 2015). Illustrating this point can be explained further by the need for higher education leaders to think paradoxically as a means to reconcile competing issues such as student enrollment compared to decreasing faculty while attaining quality outcomes with fewer resources. Additional issues such as solidifying

relationships with faculty and staff while realizing the need for competitive technology in online classrooms. The capability to respond behaviorally is necessary when paradoxes exist in the background of the organization, this tacit characteristic embedded in higher education requires thoughtful appraisal in all dimensions to include emotions and relationships (Sadri, 2012). This behavior complexity that must be possessed by individuals in higher education leadership roles is displayed when critical observation, reflection, introspection, and self-awareness are performed as a function of leadership capacity (Sadri, 2012).

Awareness of self assists in the ability to positively direct behavior leading to successful organizational outcomes. An example of how possessing self-awareness translates in the corporate and academic world includes the ability to decrease or eliminate emotions in email communication, identify the emotional context of a situation, and take charge of one's intellectual assessment of events and others. Positive organizational change and development of effective communication was shown to be correlated with self-awareness in a study conducted by Wepner, D'Onofrio, & Wilhite, (2008).

The ability to identify on an emotional level the experiences of others can be seen as an essential leader characteristic (Greenockle, 2010). Thoughtful consideration of the feelings of others assists in effective decision making, retaining talented employees, navigating dynamic organizational environments, and increase in workplace collaboration (Ashkanasy& Tse, 2000, Kellett, Humphrey, & Sleeth, 2002). Feelings have also been attributed to judgement influence, reasoning, both inductive and deductive, and attributes of success and failure (George, 2000).

A unique difference in academia compared to other industries is the matter in which individuals acquire leadership roles. Academics who have a proven track record for either teaching and/or research endeavors are a wellspring for contenders to fulfill leadership roles.

Consequently, these selections routinely do not have training or development in leadership practices which results in decreased job longevity (Parrish, 2015). Brown and Posner (2001) revealed three sources for learning leadership skills: trial and error, instruction, and discernment acquired through observation.

The importance of the relationship between emotional intelligence and leadership capacity is that it may provide an understanding of what promotes effective leadership in the context of higher education Kouzes and Posner (2017) classify leadership as a set of recognizable behaviors accessibly to anyone. The view held by Kouzes and Posner is leadership ability does not lie in the realm of "some have it and some don't" but is accessible to anyone (Kouzes & Posner, 2017, p. 12). Gonaim (2016) states, self-awareness, a component of emotional intelligence is a crucial component for the success of department chairs. demo

According to Kouzes and Posner, exemplary leadership is the culmination of five practices which include "modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart" (Brown & Posner, 2001, Kouzes & Posner, 2017, p. 24,). Modeling the way requires aligning shared values of the group with personal beliefs while presenting an authentic self which becomes evident through leader actions and decision making (Kouzes & Posner, 2017, p. 48). Achieving this practice requires the leader to have keen self-awareness which can also be related to emotion management or cultivating strong intrapersonal and intrapersonal skills. Inspiring a shared vision requires the leader to recruit others through envisioning the future with a forward-looking perspective. The ability to create a clear vision for followers positively impacts motivation and productivity (Kouzes & Posner, 2017, p. 99). Challenging the process requires leaders to enact change through seizing the initiative. Creating process change requires the leader to listen and promote sharing of diverse

perspectives. Enabling others to act and encouraging heart involves collaboration, building trust, fostering relationships, clearly stating expectations, and showing appreciation for others.

Leadership and decision making are bound together through a synergistic relationship. Decision making can be both, a simple or complex charge for leaders (Holian, 2002). A qualitative research study by Holian identified criteria when choosing decision making strategies regarding ethical decision making in managers in Australia. This study categorized alternate decision-making tactics as either dualistic or multiple. The dualism approach is described as "black or white" with narcissistic or legalistic being the identified modes. The modes associated with multiple criteria were described as being "shades of grey" identified as navigation, worried, or entrepreneurial. These modes were defined as follows; navigation considers the impact of others, entrepreneurial considers the consequences for self, and worried is associated with conflict and confusion (Holian, 2002). Navigation was defined is this study to include rules and laws viewed as a legalistic measure. However, entrepreneurial was defined as a mode attributed to the recognition of rules with the option for considering a valuable individual conclusion (Holian, 2002).

Instruments for Measuring Emotional Intelligence

The existence of instruments for evaluating and measuring emotional intelligence are voluminous with a myriad of foci (Raj, Song, & Arvey, 2011). A study conducted by Rossen & Kranzler (2009) to determine the incremental validity of the MSCEIT was conducted while also controlling for personality and general cognitive ability. Confirmatory factor analysis was conducted exposing concerns related to the operational dependability of the instrument.

Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). A number of instruments exist that are declared as valid and reliable measures to assess emotional

intelligence. Examples of the various measurement instruments include self-reports, observer ratings, and performance ability-based tests.

Various studies have used the MSCEIT to measure emotional intelligence and its impact on a variety of variables. The MSCEIT is an ability-based measure linking tasks to various dimensions of emotional intelligence (Grunes, Gudmundsson, & Irmer, 2014, Muyia, 2009, Webb, et al. 2013). Despite the reliability of the MSCEIT many have questioned the validity of the instrument.

Bar-On's EQ-I measure which scrutinizes the relationship between organizational outcomes and emotional intelligence (Muyia, 2009; Conte, 2005). The EQ-I is a 5-point Likert scale consisting of 133 items. Types of reliability conducted on the EQ-I include retest reliability and internal consistency. Kotze' reported 20 predictive validity studies have been conducted globally by 2005 confirming legitimacy of the test regarding human conduct related to emotional functioning (Kotze', 2011). However, according to Muyia (2009) despite convincing results in several research studies using Bar-On's EQ-I instrument there exists a paucity in empirical research clearly stating a robust nature of the study.

Wong and Law Emotional Intelligence Scale. Wong and Law measurement of emotional intelligence scale (WLEIS) is a measurement focusing on the following: self-emotional appraisal, others' emotional appraisal, use of emotion, and regulation of emotion. This instrument was first developed as a response to what was determined to be a deficit in other emotional intelligence instruments according to Wong, Wong, and Law (2007). This instrument has some shortcomings as it may allow for self-reporting bias to include some erroneous response in the event of incentives (Wong, Wong, & Law, 2007). Additionally, the WLEIS measurement was developed in Asia and tested on Asian subjects which may eliminate cultural

transferability. However, in spite of some weaknesses associate with WLEIS reliability of the

instrument was acceptable.

CHAPTER 3

RESEARCH METHODOLOGY

Introduction

The purpose of this phenomenological qualitative study is to explore the impact of emotional intelligence on leadership capacity in higher education administrators in post-secondary higher education institutions in eastern Tennessee. Although interpreting an experience can be achieved through other methods, the phenomenological design provides each participant an opportunity to share an independent and individual version of reality. The findings of this study could provide beneficial to current and future post-secondary higher education administrators.

The term emotional intelligence has evolved into a complex construct defined by some as the strategic advantage for refining organizational success (Kunnanatt, 2008). However, according to Mayer and Salovey, emotional intelligence is a culmination of five main domains impacting our ability to perceive, manage, and convey emotions and the impact on relationships and interactions.

Qualitative Design

This design is framed by a principal question that supports an overarching frame for examination of the central phenomenon of emotional intelligence and its impact on leadership capacity among higher education administrators in post-secondary higher education institutions. Because the aim of this study was to examine and understand the impact of emotional intelligence on leadership capacity the phenomenological approach was chose to illuminate the respondents lived experience and not a theoretical standpoint (Bevan, 2014). The constant comparative method of data analysis was used to assimilate data into categories to build an

understanding of the data through rich descriptive thematic analysis. Additionally, the reduction method employed by the researcher accepts the world view described by the participants as well as an effort to remain unbiased and faithful to the participants described experiences owing to the validity of this phenomenological design (Bevan, 2014).

Role of the Researcher

The researcher was an integral part of the data collection, analysis, and interpretation, the role of the researcher was that of an instrument and inquirer (Creswell, 2009 and McMillan & Schumacher, 2010). Elements within the before mentioned roles include gaining entry to the research site, identification of biases, and ethical considerations. Information quality is dependent on the researcher's ability to hear data, effectively interview respondents, and cultivate relationships with study respondents (Xu & Storr, 2012). Therefore, the researcher is the primary instrument in the qualitative study.

The phenomenological design of the study allows the researcher to ascertain meaning of the topic being investigated through the lived experience of study participants (Chan, Fung, & Chien, 2013). Bracketing of knowledge is an attempt by the researcher to set aside assumptions about the phenomenon being studied. This attempt allows participants lived experiences remain untainted by researcher bias or preconceptions (Chant, Fung, & Chien, 2013). Suspension of personal bias through bracketing is a method utilized to mitigate the possibility for the researcher's personal interpretations to influence data analysis (Chan, Fung, & Chien, 2013).

Ethics

Prior to conducting researching approval from the Human Research Protection Program at East Tennessee State University (ETSU) was obtained. The researcher received approval from the Institutional Review Board (IRB) to conduct the inquiry into the phenomenon of emotional

intelligence and decision-making among higher education administrators in higher education administrators in post-secondary institutions in eastern Tennessee. There is little ethical or safety risk associated with the design and content of this research study.

The purpose of the study was described in depth to each research participant. Additionally, assurance of confidentiality and anonymity was given which included clear description of the informed consent protocol and signed informed consent documents prior to conducting any data collection. Informed consent documents outlined the right of the respondent to refuse or withdraw from the study without consequence. This study followed specific guidelines associated with participant research; do no harm, do not lie, fair treatment to each individual, respect for communities, permit the right to withdraw, gain informed consent, and respect each individual (Portney & Watkins, 2009). Privacy and confidentiality were assured through maintaining participant information in locked and password protected devices and locations. Additionally, the consent to participation informed participants of the volunteer nature of this study and their ability to decline participation at any point during this research study.

Sample

The identified population of this study consists of a total of 10 higher education administrators who are employed in post-secondary higher education institutions in eastern Tennessee. Roles identified as higher education administrators for this study include academic dean, associate dean, provost, president, or department chair. The researcher does not endeavor to generalize findings to all people or groups but seeks to explicate variations in leadership capacity as influenced by emotional intelligence (Creswell, 2011).

Purposeful sampling was the initial sampling method utilized to select respondents for the study (Patton, 2002). The target population was contacted via email for the purpose of requesting

participation in this study, see Appendix E to review initial email for requesting participation. However, this approach did not yield the necessary number of participants therefore, a snowball sampling method was included in the sampling method for this study (A. Victu, Lungu, L. Vitcu, & Marcu, 2007). The initial sampling method using purposeful sampling was attempted sending a total of 231 emails in two separate attempts without yielding participants. The use of snowball sampling was included for the third attempt in participant recruitment.

Sampling Strategy

Due to inconsistencies in the literature regarding sampling strategies and the terms purposeful, purposive, and snowball it is necessary to elaborate on the specific strategies employed for obtaining the sample in regard to this research study. The use of purposeful sampling in qualitative inquiry allows the researcher to select participants that will yield information-rich data related to the central phenomenon of study (Gentles, Charles, Ploeg, & McKibbon, 2015)

A two-tier sampling strategy was used in the participant selection process for this study. In addition to the purposive sampling strategy, snowball sampling was included due to the sparse number of participants resulting from the initial purposive sampling method. The study focused on the impact of emotional intelligence relative to leadership capacity, the use of purposive and snowball sampling permitted the selection of information-rich cases to be studied which provided informative insights and understanding regarding the issues of fundamental significance to the study.

Patton declares all sampling in qualitative research as purposeful to some degree therefore each participant is assumed to yield data-rich information germane to the study (Coyne,

1997). Although sampling strategies in qualitative research are numerous, each is designed to assist the researcher in detecting information-rich cases to decisively fit the study.

Data Collection Procedures

Various procedures of interview design are developed in qualitative analyses as a means to obtain robust information-rich data (Creswell, 2009). The initial step of data collection required disseminating the emotional intelligence instrument, Wong and Law Emotional Intelligence Scale, to prospective research respondents. Permission to use the instrument for this research study was obtained from one of the developers of the instrument, C.S. Wong, see Appendix D. The use of the survey was to understand participant perceived personal level of emotional intelligence. Although this instrument was scored, data was not used to quantify emotional intelligence of respondents but was used to understand participant self-perceptions and how they relate to participant responses obtained from case study responses and interview responses. This instrument was used as part of the triangulation of data for this study (Creswell, 2009).

A case study developed by the researcher was used to obtain typed responses from participants. See Appendix B. The purpose of the case study in this research study was to elicit responses from participants to display a level of emotional intelligence through decision-making and leadership. The case study topic is a situation of tenure denial. The case study focus is a tenure and promotion scenario in a higher education institutional setting. The case study scenario outlined a situation involving a faculty member (Dr. Carruthers) who is denied tenure by a narrow margin. Additional key players in the case study include faculty, staff, and students, each group participants in unsavory or unprofessional behaviors that could lead to secondary conflicts. Participants were asked to submit responses outlining how they would address each individual

and group and the rationale. Case study submissions were obtained as the second data collection and prior to face to face interviews.

Interviews. An open-ended semi-structured interview protocol was developed by the researcher. See Appendix C. The purpose of this open-ended semi-structured interview protocol was to encourage respondents to provide rich information in their answers as they relate to the central phenomenon while allowing for additional follow-up questions to develop organically (Fink, 2000). Interview questions focused on experience, individual's background, values, decision making strategies, and feelings. Elite interviews were tape recorded and field notes were transcribed in real time during the interviews for the purpose of documenting information related to environmental aspects or proxemics and body language cues to identify modes of appearing and analysis of nonverbal communication (Bevan, 2014, McMillan & Schumacher, 2010).

Semi structured open-ended questions were used based on a context-building process in order to gain description rich information through phenomenological reduction (Bevan, 2014). Research questions and the corresponding interview questions are presented in Table 3. The process required a reconstruction of events relevant to the central phenomenon as they were described by the respondent. Using a semi structured approach allowed the researcher flexibility in dialogue engagement with participants and the exploration of answers that present knowledge-producing information related to the study (Denzin & Lincoln, 2018). Context questions provided the respondents with a framework to examine the phenomenon as it stands out in a particular situation while informing meaning that is intrinsically part of the phenomenon studied.

Data Management. Research respondents for this qualitative study were coded with pseudonyms for the purpose of protecting confidentiality and anonymity for each participant.

Pseudonym information was held in a locked file separate from all original data sources. All transcripts, field notes, and documents were masked with pseudonyms and housed in a locked location.

Measures of Rigor

Credibility. Criteria used for evaluating this constructivist work include credibility, transferability, dependability, and confirmability (Patton, 2002). Achievement of the four criteria was accomplished through triangulation, member checks, purposive sampling techniques, rich data description, mechanically recorded data, audit trail, code-recode strategies, and reflexivity.

Establishing an accurate understanding of the data through truthfully representing the experience of the participants is also a key element in establishing credibility in qualitative research (Whittemore, Chase, & Mandle, 2001).

Triangulation. Robust interviewing protocols and thorough document analysis were used to achieve method triangulation (Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014). Field notes documentation and analysis of transcribed interviews were part of the process during the course of the data collection and examination process.

The rigorous analysis of transcribed interviews, document review, and field note analysis helped define categories, themes, and reveal relationship in the study to the point of saturation. Saturation in qualitative phenomenological data is confirmed when redundancy occurs, at this point collecting additional data serves only to corroborate and developed understanding (Walker, 2012).

Transferability

The qualitative term of transferability refers to external validity in the study. Employed strategies used to support the validity in this study include thick description and purposive sampling. The use of the phenomenological qualitative method for this study provided rich description of the lived experiences of the participants while the researcher set aside personal bias, subjectivity, or predetermined ideas regarding participant responses during data collection phases.

Thick Description. Comparisons of the respondents' discernments, artifact information, and field notes were considered in areas defined as leadership capacity and emotional intelligence.

Purposive Sampling Strategy. Patton (2002) states purposive sampling allows deep inquiry into understanding a phenomenon for the purpose of illuminating information-rich data. For this particular study twelve higher education administrators were purposely sampled. They were selected based on the scores of the Wong and Law Emotional Intelligence Scale. Six participants with the highest scores and six participants with the lowest scores were the criteria for sample selection.

Snowball Sampling Strategy. Patton (2002) states snowball sampling provides a method for locating participants with information-rich data. This approach is guided by the suggestions from others who are well-situated in the field of study.

Dependability

Carcary (2009) defines dependability in qualitative research as demonstrating the researcher has not performed carelessly in design, data collection, recording, or analysis. Additionally, transparently outlining the procedures involved through the entire research process.

Audit Trail. The reader's ability to audit the study events reveals trustworthiness and quality assurance. An accurate account of all research decisions and process allows the reader and researcher to conclude the findings were grounded in the collected data (Carcary, 2009). Moreover, an audit trail is a respected tool in enabling future researchers to ratify the research findings.

Code-Recode Strategy. The coding strategy remained open throughout the data coding process allowing for repeated evaluation of the data. This strategy initially produced broad categories but became more precise and concise throughout the coding progression. Initial strategic coding approach used the in vivo method for data coding. See Table 4 for sample data from the in vivo coding method.

Confirmability

Reflexivity. A rigorous examination of personal beliefs and self-scrutiny was performed to bracket personal researcher bias. This was achieved through recognition of the respondents by allowing them to speak freely and unencumbered. A chronological record of the fieldwork is represented in the field notes accurately detailing setting, date of occurrence in the field, and participants involved in each specific incident.

Data Analysis

Qualitative data analysis is achieved through collection and examination of data (Patton, 2002). Interpretation is an evolutionary process linked through coding, categorization, relationship of data, and patterns that emerge through investigation and analysis if the phenomenon being studied (McMillan & Schmacher, 2010). The intellectual competence of the researcher provides the framework for the completed analysis. The management of data is

achieved through the creation of categories through careful analysis of interview transcripts, survey information, and case study submissions.

      Initial Coding. Core themes were identified as a first impression open-ended in vivo coding. In vivo coding as an initial coding technique is supported by Saldana, 2013, because it allows the use of the participants spoken words are the source of data. This ensures the information in the first-round coding is specific to the individual and their own lived experience (Saldana, 2013). Patterns were identified through frequency of appearance, similarity, and differences. Memoing was performed during the coding process as a way to record ideas and thoughts as they developed throughout the data (Saldana, 2013).

      Second-round Coding. Emerging patterns and precision categorization through theme identification were noticed and coded accordingly. Coding method used for the second round of coding was the Eclectic method. This method is an open-ended method meaning the researcher is open to all potential routes of the explanation and understanding from the data (Saldana, 2013)

      Third-round Coding. A third round of coding allowed refinement of the codes along with theme categorization which included unexpected themes, major and minor themes, and interconnected themes. Constant comparisons and data analysis occurred repeatedly with each coding procedure. Third-round coding for this research used the Axial coding method which allowed the researcher to identify the relationship between categories, subcategories, and themes (Saldana, 2013).

Data Presentation

      A thorough data analysis culminated in the development of a master code list indicating how codes fit into categories. Detailed findings for each research question are provided in written form in the body of this text. Data and summative explanation of the research study

findings connected with the qualitative analyses of the interviews, artifacts, and field notes are

presented in Chapter 4.

CHAPTER 4

RESULTS AND DATA ANALYSIS

Introduction

This phenomenological qualitative research study examined the impact of emotional intelligence on decision-making in higher education administrators in post-secondary higher education institutions in eastern Tennessee. One central research question with two supporting questions informed this phenomenological qualitative research study.

The data derived from this qualitative study were collected from three sources owing to the credibility of the findings and triangulation. Findings of this phenomenological study were gathered in an inductive inquiry approach. Study participants were given the Wong and Law Emotional Intelligence Scale (WLEIS) and demographic related questions as the first step in data collection for this study as part of the triangulation method for this study (Creswell, 2009). The Wong and Law Emotional Intelligence Survey was used as an artifact for this study to examine consistencies in participant responses to questions related to decision making, leadership, and emotional intelligence. See Appendix A for survey instrument. Upon completion of the survey participants answers were reviewed and the second portion of the study was provided in the form of a case study. Case study can be found in Appendix B. Participants submitted their typed responses to the researcher for review prior to face-to-face interviews. The post-secondary higher education administrators who voluntarily participated in face-to-face semi-structured interviews using an interview protocol described their rationale for case study responses and how they arrived at their decisions. See Appendix C for a copy of the interview protocol used for this study. The use of survey, case study, and face-to-face interviews as a means of data collection provided rich thick descriptions of individual experience that is essential to qualitative inquiry

(Patton, 2015, Saldana, 2013). The study participants provided detail and examples regarding the development of their leadership prowess and how it has been formed through personal and professional experience, knowledge, and training.

Ethical considerations were addressed in accordance to the standards of the Institutional Review Board (IRB) at East Tennessee State University. Participants were provided with a informed consent statement which can be reviewed in Appendix F. Participants were informed of their ability to decline or cease participation at any time during the study.

The participants were not representative of all post-secondary higher education administrators and because participants have variability in background and expertise care should be taken before generalizing overall leadership capacity based on the findings in this study. Although a two-tiered sampling method was used and send to a diverse group of potential participants the completed study included 6 males and 4 females and all participants were Caucasian resulting in ethnically homogenous participants. To protect the identity and confidentiality each participant was assigned gender-specific pseudonyms and are identified as Anna, Billy, Clark, Danny, Erica, Frank, George, Harold, Iris, and Joanna. See Table 1 for participant demographic and pseudonym information.

Table 1.

Participants' Demographic Data

Gender	Rank	Years in Leadership	Tenure	Current Position	Pseudonyms
Female	Full Professor	3-5	Yes	Program Director	Anna
Male	Assistant Professor	3-5	No	Program Director	Billy
Male	Full Professor	8+	Nontenure track	Provost	Clark
Male	Full Professor	8+	Yes	Department Chair	Danny
Female	Associate Professor	8+	Yes	Program Director	Erica
Male	Full Professor	6-8	Yes	Department Chair	Frank
Male	Full Professor	8+	Yes	President	George
Male	Full Professor	8+	Yes	Dean	Harold
Female	Full Professor	8+	Yes	Department Chair	Iris
Female	Full Professor	8+	Yes	Provost	Joanna

Participant Profiles

The 10 participants were in leadership roles at a post-secondary higher education institution in east Tennessee at the time of data collection for this study. Of the 10 participants 9 held terminal doctoral degrees. The faculty ranks held by participants ranged from Assistant to Full professor with 8 participants being tenured. One participant was in a nontenure track position and one participant had not received tenure at the time of data collection. The range of leadership experience for the study's participants is from 3-8+ years however, this does not include the cumulative total employment in a post-secondary higher education institution where another role has been assumed in the professional experience of the study's participants. Participants provided insight regarding specific influences that contributed to leadership capacity with a focus on the process of decision making. The following themes were most predominant: empathy, self-awareness, organizational commitment, decision making, relationship management.

Researcher's Notes and Memos

The researcher began journaling field notes and memos during the semi-structured, open-ended, face-to-face interviews commencing in 2019. Each interview was audio recorded for accuracy in the transcription process. The researcher compiled memos composed of views and remarks which were coded according to the emergence of themes and categories.

The researcher's notes from survey responses, case study submissions, and face-to-face interviews indicate the participants were thoughtful in contemplation of both the case study and the interview process. Memos from interviews were analogous of the participant responses in the case study submissions and survey responses. Further review of interview transcripts and case study submission revealed organizational commitment was a ubiquitous theme throughout the data collection process. See Figure 4. Four categories identified in this research that were associated with the theme of organizational commitment includes entrenchment, policy adherence, communication and motivation. Additional themes in this research were empathy, self-awareness, relationship management, and decision making. Each theme had corresponding categories.

Categories associated with the theme of empathy included understanding, compassion for others, cultivating trust, and supporting others. See Figure 1. The theme of self-awareness included the following categories; feeling and emoting, supporting others, personal motivation, and monitoring emotion, see Figure 2. The theme of relationship management included building rapport, sense of trust, communication, and conflict management as categories. See Figure 3. The theme of decision making included the categories of unintended consequences, experience level, situational variance, advocacy, and conflict resolution. See Figure 5.

During the interview process the researched made notations regarding participants use of similar words and phrases when responding to questions.

Analysis

Each interview was transcribed by the principal investigator of this study. Statements germane to leadership experience, decision making, and emotional intelligence were selected from each participant. Participant responses were categorized based on the research questions addressing emotional intelligence and its impact on leadership capacity. The following research questions guided the study:

1. How does emotional intelligence impact leadership capacity in higher education administrators in post-secondary higher education institutions in eastern Tennessee? (central question)

2. How do higher education administrators describe exemplary leadership practices?

3. How do higher education administrators describe their relationships with subordinates?

Transcripts were coded and recoded revealing common threads which were grouped into code groups and finalized thematically with conclusions drawn.

Survey Analysis. The findings of this phenomenological study are presented and defined in the below categories. The survey information was collected and pertained to the participants self-report on their ability to understand their own emotions, emotional appraisal of others, use of emotion, and the ability to regulate emotions (W. Shahrazad, W. Sulaiman, &M.Z.M. Noor, 2015). See Table 2 for Wong and Law Emotional Intelligence Scale attributes and associated survey statements.

Table 2.

WLEIS Questions and Associated Attributes

WLEIS Attribute	Associated Survey Statements			
Self-emotional Appraisal	I have a good sense of why I have certain feelings most of the time.	I have a good understanding of my own emotions.	I really understand what I feel.	I always know whether or not I am happy.
Others' Emotional Appraisal	I always know my friends' emotions from their behavior.	I am a good observer of other's emotions	I am sensitive to the feelings and emotions of others.	I have good understanding of the emotions of people around me.
Use of Emotion	I always set goals for myself and then try my best to achieve them.	I always tell myself that I am a competent person.	I am a self-motivating person.	I would always encourage myself to try my best.
Regulation of Emotion	I am able to control my temper so that I handle difficulties rationally.	I am quite capable of controlling my own emotions.	I can always calm down quickly when I am very angry.	I have good control of my own emotions.

Self-emotional Appraisal. The ability to comprehend and evaluate personal emotions was examined through collection of responses from the online Qualtrics survey. Participants were asked to respond to statements related to one's perception regarding their appraisal of their emotions. This section comprised the participants responses to their understanding of their own emotions, the recognition of their own happiness, understanding their feelings, and the ability to determine why they were experiencing emotions. Nine participants responded with feelings of agreement or strong agreement in being able to identify, understand, and detect emotion changes. One participant, Clark, identified the ability to understand his own emotions with a moderate level of agreement to that statement.

Others' Emotional Appraisal. The ability to distinguish and comprehend the emotions of other people is recognized as using others' emotional appraisal to identify the emotions of others. Participants were asked to respond to how they perceive their abilities to recognize team

members' emotions, understanding of the emotions of the people around them, their perceived sensitivity to the emotions of others, and their ability to observe the emotions of others.

Half of the participants reported some difficulty with being able to know the emotions of their team members based on behaviors and the other half of the participant either agreed or strongly agreed with the statement "I always know my team members' emotion from their behavior." Joanna was the only participant that reported with strong agreement in the ability to always know the emotions of team members based on the behavior. Harold reported he neither agreed nor disagreed with the statement addressing the ability to always know the emotions of others based on behavior.

Use of Emotion. The use of emotion in the survey relates to the participants' tendency to enhance performance through motivation (W. Shahrazad, W. Sulaiman, &M.Z.M. Noor, 2015). Functional and dysfunctional response and adaptation to emotion are areas to examine through leadership training as a way to educate current and future leaders on the impact of emotion. Participants were asked to examine their perceptions on personal goals, competence, effort and motivation. Nine of the 10 participants report moderately to strong agreement with the statements regarding use of emotion. Frank did not agree or disagree with the statement "I always tell myself I am a competent person." This response by Frank may be indicative of a lower level of personal motivation (W. Shahrazad, W. Sulaiman, &M.Z.M. Noor, 2015).

Regulation of Emotion. Emotion regulation is the ability for an individual to vary their temperament based on intrinsic and extrinsic factors. This component of emotional intelligence encompasses the ability to monitor, appraise, and adapt emotional reactions in real time. Survey responses in this area revealed the lowest self-report in agreeableness with statement in this category. The statement "I can always calm down quickly when I am very angry" is the only

statement in the survey that elicited a response of "disagree" by one of the participants. This category revealed most participants identifying with moderately or strong agreement in their abilities to regulate their emotions through controlling their own emotions. Appropriate positive monitoring, evaluating, and adjusting emotions for self may also have a positive impact on the affective responses of others which is linked to a positive influence on leadership effectiveness (Carmeli, 2003).

Empathy. The skill to comprehend, appraise, and share the feelings of others is a point often overlook with regard to the important role empathy plays in understanding, compassion, trust from others, and sense of support felt by followers. (Alkozei, Schwab, Kilgore, 2013). Because of the difference in degree to which individuals recognize and identify their awareness of emotions from self and others, empathic response is individual specific. Accuracy in emotion appraisal provides a better situational understanding. This soft skill leads to being better understood and the potential for better leadership through recognizing the ability to relate to the emotions of both, being experienced and experienced by others (Carmeli, 2003).

Summary of Survey Responses. Self-report from the survey regarding the ability of participants to appraise personal emotions indicated a high level of agreement by all participants evidenced by selecting either agree or strongly agree. Based on participants self-report all indicated they did not perceive their personal ability to understand personal emotions as an area of deficiency. This section encompassed the participants responses to their understanding of their own emotions, the recognition of their own happiness, and understanding their feelings.

The ability for an individual to identity and understand the emotions of others is a key component of positive emotional intelligence. Participant self-report responses relating to the ability to comprehend the emotions of others were identified as a range from moderately agree to

strongly agree. Indicating all participants view this as a skillset they possess. Carmeli (2003), states understanding the emotions of others can assists the perceiver as a way to adjust personal mood modification and promotes positive outcomes. Understanding emotions can assist in making sense of the feelings of others leading to progress gained and preventing stagnation in productivity Carmeli (2003.

Use of emotion was regarding as a strong skillset among nine out of ten participants. One participant identified the component related to self-talk for affirming personal competence a neutral area without agreement or disagreement. The ability to use emotion as a component of positive emotional intelligence was also indicated as a factor in predicting and anticipating potential emotional responses in the decision-making process (Alkozei, Schwab, & Killgore, 2016).

Emotion regulation practiced by leaders can enhance self-regulation and mitigate negative emotions while producing a positive influence on the ability to analyze, evaluate, and manage states of responsiveness (Lashagai, 2015). Self-report in emotion regulation also was reported by participants as a range of moderately agree to strongly agree, indicating that overall all participants view their ability for emotion regulation to be high. One participant neither agreed nor disagreed with their ability to quickly calm down after experiencing a negative emotion. Regulating emotions impacts the ability of the individual to modify their temperament and adjust their responses (Lashagai, 2015) Survey responses associated with this skillset, although most participants reported a level of agreement in this area, were among the lowest in the self-report survey. This finding indicates this is an area where individuals may have difficulty. Inadequacies in this area are shown to impact suitable positive monitoring, gauging

personal emotions, or the ability to adjust emotions which can impact positive outcomes (Carmeli, 2003).

Case Study Analysis. Participants were given a fictitious case study focusing on tenure denial of a faculty member in their organization. Participants were asked to view the case study through their current role in leadership and provide a typed submission addressing how they would respond to specific individuals and groups identified in the case study. Additionally, participants were asked to provide their rationale for their responses as part of the typed submission. Case study responses were elaborated on during the interview portion of the study. Variance in length of responses from participants to the case study ranged from participants providing a small paragraph to multiple pages. Key players in the case study include the professor denied tenure, Dr. Carol Carruthers, faculty, staff, and students. The case study for this study can be reviewed in Appendix B.

Research Question 1

How does emotional intelligence impact leadership capacity in higher education administrators in post-secondary higher education institutions in eastern Tennessee?

Decision making was the primary lens used in examining leadership capacity in the case study and therefore participants were asked to provide information regarding how they would respond and address each group and individual in the case study and the rationale for their decisions. Prominent themes in response to the case study were organizational commitment, empathy, and relationship management.

Research conducted by Lumpkin & Achen (2018) suggests that organizational culture and success are linked by the ability to use high emotional intelligence in problem-solving as opposed to identifying blame. Responses from research participants focused primarily on policy

guidelines as a way to address the problem and the direction for their solutions in the case study. This pervasive method for problem-solving in participants is in opposition to the research conducted by Wojciechowski, Stolarski and Mathes, 2014 which identifies supporting deliberate consideration through examination of potential outcomes leads to greater organizational success and psychological flexibility.

More than half of the participant's statements centered on the need to examine the policy and criteria for tenure approval as their first step in addressing the main character, Dr. Carruthers, in the case study. The majority of responses are typified in Joanna's response:

Promotion and Tenure is a peer review process and requires that faculty be involved in identifying criteria that are accepted by all within a department/college. If the criteria are clearly delineated both applicants and reviewers know what the expectations are and should be held to those expectations. The Promotion and Tenure process also has checks and balances along the way and the input from the Department Chair and Dean would also be important.

Clark stated:

I will remind Carruthers of the established protocol for appealing the decision of the T&P Committee. I will ask her if she is aware of that policy and whether she believes she has followed it here.

Iris agreed with Joanna and Clark by stating her need to review guidelines as they relate to the tenure and promotion process and stated this would influence her decision making in this situation. Iris stated:

My first step would be to obtain and review the approved promotion and tenure

guidelines. Secondly, I would review the reasons why promotion and tenure were not

granted. It is very difficult to make decisions until this information is reviewed.

Frank stated:

Go back to the document. There has to be a tenure and promotion document and that is

where I always refer to and there should be no question. I would have to look at the

guidelines.

George commented on the importance of adhering to the committee's decision as they are the

experts in evaluating dossiers for tenure and promotion by virtue of being selected for the

committee. George stated:

I would support the committee's recommendation. My decision is based on what's in the

case and the assumption that I'm not an expert in this particular field. The committee is

charged with the responsibility of evaluating such applications and I would trust their

ability to do so. I would operate under the assumption that the committee knows better

than I do.

Danny stated:

In my role I would first deal with the immediate situation of the public outcry. More

specifically, I would need to meet with Dr. Carruthers as soon as possible and address her

participation in the aforementioned town hall campus meetings. Basically, I would

strongly advise her to cease and desist with her participation until final deliberations

regarding her T and P have been vetted.

Anna stated:

I would express my concerns noting I am sure she is quite disappointed. I would ask Dr. Carruthers to share her feelings about the process. I would listen closely as I believe it is pertinent that she feels heard and respected. I would assure Dr. Carruthers that I am also disappointed in the outcome, while staying away from specifics about the process. Since she met requirements for my program regarding "required publication" her teaching is stellar, and her service is strong, I assume I would have given her a strong recommendation. Therefore, I would begin by reiterating Dr. Carruthers's strengths.

Harold echoed similar statements to Iris, Danny, George, and Frank. Harold stated:

Invite Dr. Carruthers in for a meeting with myself and other appropriate personnel to discuss her disgruntlement. If our university has an appeal process for this, I would inform Dr. Carruthers of the process and recommend she appeal. Personally, I think I agree with Dr. Carruthers and her view that she should be promoted and tenured therefore, I would advocate with the committee on behalf of Dr. Carruthers.

Erica also commented on the need to advocate for Dr. Carruthers and stated:

I would express my appreciation to Dr. Carruthers's commitment to excellence and her service to our students. I would reiterate that if it was the Director's decision, she would be granted tenure, without question. I would assure her that I would "go to bat" for her and explore ways that the committee's decision could be overturned. I would ask her to continue her great work and let me, the director, examine the situation.

Billy's responses regarding his approach to addressing Dr. Carruthers was a different method compared to most of the other participants. He emphasized the need for Dr. Carruthers to be a role model in this situation through actively meeting with staff, faculty, and students to request the public demonstrations cease. Billy stated:

I would schedule a meeting with Dr. Carruthers as soon as possible. During the meeting I would express to her that although I understand her frustration with this current situation she is not going about coming to a resolution in an appropriate professional way. I would ask her to ask the students and faculty that support her to stop having town hall campus meetings because that is not helping this situation. I would review the policy that deals with filing an appeal of this tenure and promotion decision and ask her to follow that policy. If no policy exists for such an incident, I would ask the Dean or other members of administration if a policy should be created in order to address this matter more effectively.

Additional members in the case study included staff, faculty and students. Each fictitious group chose to react to the news of Dr. Carruthers's tenure denial in a particular way. Students in the case study were using social media to voice their disapproval. Furthermore, all characters represented in the case study had participated in student led town hall meetings for the purpose of conveying their dissatisfaction in the denial of tenure. These additional elements were addressed in research participant submissions. Participant responses varied in the methods for addressing faculty, staff, and students of this case study.

Clark stated:

In the spirit of shared governance, faculty have the recourse of inquiring into and even objecting to administrative decisions that affect the academic life of the college. But they must do so within the shared governance frameworks the institution has established to facilitate this dialogue. If I can determine which faculty were expressing these "grave concerns" over this tenure denial, I would approach their department chairs first to find out what they knew had been said or had transpired. I would ask the chairs to intervene as

they thought appropriate to help ensure that any conversations on this topic go forward in the spirit of constructive dialogue and mutual respect. I will also explain to the chairs that if the concerned faculty would like to meet with me individually or as a group, I would be more than happy to engage them in this kind of conversation. Should those conversations occur, I would begin by saying that, just as I respect the confidentiality of the details of their professional record with the University, so I must respect the confidentiality of Dr. Carruthers. So, I won't be able to speak to individual faculty regarding any specific reasons behind any administrative decision affecting Dr. Carruthers's place on the faculty. But I will remind these faculty that those who make the decisions on the T&P Committee are their own faculty colleagues, and that it was our own faculty who developed the policies and procedures that resulted in this situation.

Clark's appraisal and method to address student involvement was the most unique relative to the responses of the other participants. Clark statements regarding his response to students in the case study stated:

I must be aware of the ways that student involvement is affecting the overall situation. But unless students are misbehaving in a learning space on campus, I should not reprimand them in any way. To a significant degree, the quality of the student learning experience involves students feeling enfranchised in their learning environment. And that enfranchisement involves their ability to speak into situations and circumstances that affect student learning. Instead, any response to students involved in this incident should begin with the question: What forms of student engagement in a controversial administrative matter are most helpful for students in the long run? We should see student concern over this situation not as a rebellion that needs to be quelled but as a teachable

moment that can guide students toward wisdom and maturity. I would advise the VP for

Student Life to coach these students (but not upbraid them) on better ways to make their

concerns known. These include working through their SGA representatives or

approaching campus leadership politely but directly to express their concerns about the

situation.

Billy's response shifted the responsibility of communicating with the students to Dr. Carruthers

as well as viewing the actions of the students to be an area that may require disciplinary action if

a policy addressing behavior existed. Billy stated:

I would ask her (Dr. Carruthers) to ask the students and faculty that support her to stop

having townhall campus meetings because it is not helping this situation. They (students)

should be allowed to express their thoughts as long as it is not disruptive to the safety and

security of other members of the campus community. If the townhall meetings were to

become more intense or the students were to become more problematic in some way the

consequences of such behavior would need to be enforced according to the policies and

procedures.

Joanna's response:

If Dr. Carruthers and staff are participating in townhall meetings about the promotion and

tenure process I would be concerned about her professionalism and judgement. The role

of the faculty, staff, and students reflects passion for the faculty member but naivete on

the promotion and tenure process. Any outcome of these session would be information

but would have no official role in the review process. Focusing on and following the

process for a decision that involves a "property-right" of a faculty member is essential.

George, Iris, Harold, Erica, Frank, and Danny reverberated similar ideas regarding how to address the students in this case study. George said:

> I would not engage students in what is clearly a personnel matter. Knowing students, they will quickly move on to their next social justice issue.

Iris stated:

> I would hold off on addressing the students. I would be careful to give students their right to exercise freedom of speech and at the same time keep confidential information protected.

Harold's response:

> It is not really the role of students to be involved in the tenure and promotion process directly. They are involved through their student evaluations of professors. Therefore, at this moment I don't think I would address the students.

Erica stated:

> I would request that the Provost or President release a statement that the students' concerns regarding the committee's decision have been heard and that the University is looking into matters.

Frank said:

> I would tell the students there is a process that we must go through. I know everyone is on board with this teacher but there is more to it here. At the university these other components are required, you can be an outstanding teacher but if your original contract was to do research or get grants and you don't fulfill that the consequence is you don't get tenure or promotion.

Danny stated:

I would confer with the Dean of the College as to the best approach to dealing with the

larger group of students and staff that may be participating in the town hall meetings.

Anna's response on how to she would address the students reflected support and empathy. Anna

stated a need to educate students on effective problem solving and professionalism while also

outlining the process for addressing concerns. Anna said:

I would note that I understand many students are concerned about Dr. Carruthers and the

outcome. I would voice how showing support and empathy for another person is a quality

we want to develop in our students. However, there are appropriate routes to take in this

process. I would educate them on the proper channels to take when they have a concern

starting with the direct supervisor which in this case is myself. I would recommend that

the students work with their student leaders to politely and calmly express their concerns

to the VP of student affair

Summary of Case Study Responses

Participant responses were consistent and analogous to one another however, their

responses to the case study were in opposition to the literature supporting the positive impact of

emotional intelligence in organizational culture and outcomes (Lumpkin & Achen, 2018;

Greenockle, 2010). Policy adherence, which is a category in the theme of organizational

commitment for this study, overshadowed implementation of positive emotional intelligence

which has been shown in previous research to positively impact coping strategies, and influence

satisfaction in followers (Lumpkin & Achen, 2018; Greenockle, 2010; Herrernan, Griffin,

McNulty, & Fitzpatrick, 2010). Strict protocols are not the methods used in interpreting

qualitative data. The researcher of a qualitative study employs an investigative and interpretive

approach by examining image and text data (Creswell, 2009).

Relevant and specific quotes from participants interview transcripts are presented in the remainder of Chapter 4. Quotes from participants are used to provide evidence and support for the themes identified by the researcher. Conclusions, recommendations, and a summarization of the study findings are derived from the principle investigator and are presented in Chapter 5.

Table 3.

Research Questions and Corresponding Interview Protocol Questions

RQ1 : How does emotional intelligence impact leadership capacity in higher education administrators in post-secondary higher education institutions in eastern Tennessee?	RQ2: How do higher education administrators describe exemplary leadership practices?	RQ3: How do higher education administrators describe their relationships with subordinates?
Interview Protocol Questions		
IPQ2 Tell me why you responded the way you did. (both written response and initial reaction. IPQ3 How would you describe your role and responsibilities in this situation? IPQ4 How do you typically address conflict resolution? IPQ5 How did you determine your course of action for each individual/group in this case? IPQ6 What are some of the potential impacts or possible secondary conflicts that could arise? IPQ7 How do you approach/navigate decision making when addressing complex multifaceted issues in your organization?	IPQ1 Describe your initial reaction and how you felt about the case. IPQ4 How do you typically address conflict resolution? IPQ5 How did you determine your course of action for each individual/group in this case? IPQ6 What are some of the potential impacts or possible secondary conflicts that could arise?	IPQ7 Describe your initial reaction and how you felt about the case. IPQ8 Can you describe a situation where someone reacted differently than what you anticipated or predicted?

Interview Analysis

Research Question 1: How does emotional intelligence impact leadership capacity in higher

education administrators in post-secondary higher education institutions in eastern Tennessee?

 Themes: Decision making, organizational commitment, and empathy

Responses from participants were informed by previous experience, situational variance, advocacy, and understanding. When asked to describe and elaborate on their case study responses many participants identified procedural knowledge and policy adherence as the gold standard for making their decisions. Anna stated:

> I have had experience and I've been on TP committee for a long time so I thought about how my current committee works and how I would want that to work and if it wasn't working effectively for my people and how I would want that to work so my first response as Dr. C Chair is old assume that I submitted her portfolio in full support and if I did that then obviously I feel like she was qualified and I would also assume all along the way I would have been helping her to meet the proper channels for achieving of tenure and promotion because that's what I would do. I am a rule follower even though I emote high. I'm also high responsibility, high responsibility to a higher being high responsibility to my college and that's how I work. I like to make the right decisions and do the right thing for the greater good and not just one person so I have to know the policies

Billy commented on the authority of the committee and the importance of information gathering. Billy said:

> I would like to know more about how they came that decision. I always have to go back and make sure I heave a full understanding of the issue itself before I go on and make any decisions related to that issue. That issue might be something that is just an issue and that's it might involve several levels of faculty or student involvement as part of that understanding you need to understand the viewpoints of those involved and then once

you have that I think you have to take all that information and do your best to make a
decision based on facts not as much feelings you have to do your best based on policies
that affect that area not so much what people think should happen and so that is where
you can have a little bit of problem when those two areas collide.

Clark stated:

I think what caught my mind the most was not that tenured had been denied. It wasn't the
reason for which the committee had denied tenure, it was instead that the faculty member
who was up for tenure had become involved in a public demonstration which I thought
was the first and most egregious issue that needed to be addressed. Rationally speaking,
what are the reasonable courses of action available to me here and what is the help harm
calculous for each one of those and try to find the pathway that's going to do the most
help and do the least harm. Primary to pursue the mission of the institution as resolutely
as you can frankly create the greatest happiness for the greatest number. Our first
obligation is the mission of the institution but in pursuit of the mission of the institution
there are competing demands desires and interests and your goal is for everyone to be
100% enfranchise in a common goal. I want to make sure everyone feels heard, everyone
must at least sense they are at least franchised in the process, that their views matter, that
their emotions, their feelings matter. They should have the ability to express all those
things openly without fear of retribution

Danny stated:

 I think it's unfortunate but I think there is a pretty methodical procedural process that needs
to be followed that is separate and apart from any emotional response that I had or the
committee had or perhaps the dean to whom I may report or higher administrator that it ought

to be looked at objectively and methodically. I have an important role to play in whether not this person moves along with tenure and promotion and in conjunction with whatever the committee's decision is and will be in the event of an appeal. We have clear Tenure and promotion guidelines they are fairly objective and they are nuanced and certainly room for a lot of interpretation that some people are confused or unsure as to why decisions are made. We do have clear guidelines set forth both for tenure and promotion. Some faculty could be very upset about this decision some would probably agree with this decision. If the committee is upheld and nothing changes you could have a lot of fallout with that if it changed there could be fallout with that. There are the nuances with situations like this particularly in this as the Chair you have to have your thumb on the pulse of the environment and the department and how best to deal with that beyond the procedure step by step things.

Erica commented on the importance of objectively examining the situation from more than one viewpoint. Erica stated:

> I try to keep both sides in mind, I try to be respectful of both views and both are probably in this scenario are coming from a place of being informed and not ignorance. I think there are folks that react out of ignorance so I try to see both sides of the stories and then form an opinion. I tried to think of both sides, what are they both trying to say with this. I hear the administration's decision of "we have this criterion and you are not meeting it" there is a time and a place and reason why solid lines are drawn. I also empathize, I think this is probably great work that she has done. I came from an "advocate" for changing the criteria if that really is the line why is this the bottom line why can't it be something different and that's what we do here so it came from an informed position we have input

and an informed position that I do know committees can work this way. I'm not a conflict avoider at all.

Frank said:

> I thought of it as more as I'm the chair and that's the way I would attack the problem. First of all, the vote was based on these other things that I'm not sure of and I would have to look at that the guidelines. I would tell the students there is a process that we must go through. I know everyone is on board with this teacher but there is more to it here. At the university these other components are required you can be an outstanding teacher but if your original contract was to do research or get grants and you don't fulfill that the consequence is not usually tenure or promotion. I will evaluate without looking at what the committee said and then compare and then we send to the college once it goes to the college it is gone from me typically. Very rarely have they asked me for any clarification because they are going back to the tenure and promotion document.

George had similar views as Billy regarding the authority of the committee and their experience in making decisions as described in the case study. George stated:

> My decision on the overall tenure vs not tenure was strictly based on the assumption that the Committee is experienced enough in this process and they know what they are doing and they generally do it fairly and given the lack of information to suggest otherwise I assumed was well grounded, well founded and therefore that is why and also that they would know better than me. Unless I have a real good reason to overturn a decision then I don't think I should do that. If there is some problem with the tenure application the Dean follows up on behalf of the committee. I don't have any interaction with Carruthers I don't think. I wouldn't ordinarily communicate with a tenure applicant other than a

congratulatory note. A previous incident very close to this case study example, someone's research wasn't quite what was anticipated and tenure was ultimately approved but was initially denied and another year's worth of work was given so that's another example and that was before I was president, that was the president before me and it actually strengthened her and ultimately it was a really good end result even though it was awkward relationally here. I've met in here with parents and faculty, not very often but on occasion we are not a high school, so it doesn't happen often, but it does on occasion happen. I have had students in here that have conflict with each other and even faculty with faculty and almost always it's a communication breakdown. If you can get in the same room and talk about it 99% of the time its better well that probably extreme probably 90% of the time. Never by email never impersonally in fact I don't send lots of emails that deal with anything very difficult I just don't' do it. I call or go visit or invite people in here. I don't like to play the games but if I need the authority of the office to help deliver a message the best place is in the office.

Harold echoed similar views to Danny, George, and Frank. Harold stated:

If they would have had a previously approved criteria that would have been the basis for the administrator to decide. Either you have of have not met the criteria. It appears as though there must be some criteria in place because it mentioned how minimum standards for the university were met but I don't know departmentally. That takes some guess work out of the decision. If a faculty member takes issue with some of the quality of research that should be documented in the evaluation process. We have had situations similar to this and its always been when one department evaluates another department or another faculty member's criteria from another department and one of the things I do

every year when the college TP committee gets together I go to that committee and give

them their charge but one of the things I say is it doesn't' matter what your criteria is in

your department you have to use the candidates criteria from their own department to

evaluate their dossier. When looking at this the simple thing to do is let me see the

department criteria and the criteria says you have to have "x" number of primary

authorships in a publication and if it says secondary is ok then it's in writing and there is

not a lot of debate about it. Now if there is a question or its vague and unclear that is

where it gets a little sticky you have to use your best judgement. Typically, what I would

do is bring each person in privately and let them present their case to me and make notes.

If on the other side, the faculty member comes and I would say there were previously

preapproved criteria and you did not meet those criteria so I agree with the faculty that

you are not tenure able at this time. Or I would say, there are criteria approved and

you've met them and the faculty do not agree but that's not your concern that they don't

approve of that. Now the issue moving forward is they have to go back and work within

the department hat faculty that didn't think they were tenure able. And that happened

several years ago. I've attempted to be fair, open, and as honest as possible so that when I

make a decision. I try to explain to everyone involved why I made the decision. They

may not agree with it but I at least want them to know how I came to the decision that I

made. You try to be as transparent, honest, and open as possible.

Iris stated:

I have people just like this. In order to apply you have to meet the minimum criteria that

are outlined. I would recommend holding off and maybe even asking for an extension for

tenure or if they are really good at teaching and they don't want to quit, and it sounds like

you don't want to lose someone like this and it sounds like the students like this person.

At the same time the university has a standard maybe switch their contract instead of

tenure tract be on another track, there are other options. I don't think this is a problem

employee I think this is a great employee I just think they might not be in the right tract.

You really have to have all 9 of the committee members together and my assumption was

that this person did not meet the criteria for research. I had a faculty member that met all

the criteria and had the points and the faculty member was denied and she appealed you

can't be personal with this decisions-you have to take personality out of it and totally go

by the criteria for tenure and promotion. You can't ignore it because it doesn't go away.

Avoidance is sometimes the easiest way and I've tried that and it doesn't' work because

it doesn't go away. I see a split in the faculty and department, eventually that will pass,

you ride the wave

Joanna stated:

In my current position I would be one of the reviewers so I would be pretty much hands-

off. I would be able to advise within our policy. My role would likely be if the "NO" was

at the Deans level and the decision was to deny the faculty member has the right to come

talk to me before he or she makes a decision before they decide if they want to appeal and

the talking to me can take various forms. My role is to help someone get information, to

help put them in the position to make a choice, an informed choice, may or may not be

the best choice but at least it helped them make an informed choice. Its's not my role to

be defensive it's my role to make sure policy is enforced. I've matured in my ability to

respond to conflict and try to resolve it I think you have to get people around a table to

talk I think sometimes conflict occurs from misunderstanding sometimes it occurs from

strongly held opinions and sometimes out of ignorance but if you don't' get people

around the table to talk about what the issues are it continues to fester. I believe that

direct dialogue and focus on the issue not the people involved but the issue and help

resolve it and help people say that lets come out of here with a decision that is going to

work for everyone. Some will like it better than others but let's listen to all sides and see

what we can do. I think listening is extremely important.

Research Question 2: How do higher education administrators describe exemplary leadership

practices?

Themes: Relationship Management and Organizational Commitment.

Participant responses were informed by how they viewed the importance of developing

the following; rapport with others, trust, response to situations, and navigating conflict. Anna

stated:

My initial reaction was probably empathy first for Carruthers I could see where

something like that could happen. It took me a minute to collect my thoughts and how I

would respond to this seeing as how research is going to be such an important aspect for

a T/P process for a faculty. I really don't like conflict I don't like-I like to think on it for a

minute I don't like to jump right in I am very high emotion person I emote high I feel

high I'm a feeler I have to step back for a minute. I have found my first responses are

more extreme me so if I can take some time. In terms of conflict resolution, I like to use

the approach of really listening and maybe circling the bases or that idea if there is a

conflict of myself and the other person get them in and do a face to face. Almost all

decisions I make are complex and multifaceted because my considerations are for the

students, faculty, for the program and for myself the greater being of our profession and
how we working as a profession to help others. There are lots of levels to most big
decisions. I like to write it down and collect my thoughts. I also like to run it past a
mentor if it is a real significant challenge.

Participants were asked to identify potential secondary conflicts or impacts that could arise in the
case study. Anna stated:

I think there would be potential conflicts between each other or maybe "she got TP and
she only did this..." a lot of that could happen. I also think there is potential for conflict
within the tenure and promotion committee. When you have a 5/4 vote, in my experience
there was probably a whole lot of discussion around this and how this turned out I think
there could be conflict within the committee itself because there was such a strong divide.
Obviously for DR. C her internal conflict, now where does she go from here, does she
stay here if she doesn't' feel valued because ultimately I think that's how I would feel so
I am projecting that onto her. And how does that impact our program and there could be
conflict there and she decides to give it all up and she's not going to keep going so how is
that going to impact students, colleagues, and the program.

Billy said:

I just had to go with their recommendation I would like to know more about how they
came to that decision. Make sure you have a full understanding of the conflict itself and
that is a full understanding of not only just the conflict but of each side's perspective.
Once you have that then you have to look at any policies or procedures that are in place
that are related to that conflict and try to make the best decision possible based on
something you have whether it's a policy, previous situation you have seen like that and

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use the best information you have to help you make the best decision. You need to

understand the viewpoints of those involved and then once you have that I think you have

to take all that information and do your best to make a decision based on facts not as

much feelings you have to do your best based on policies that affect that area not so

much what people think should happen and so that is where you can have a little bit of

problem when those two areas collide.

Regarding potential secondary conflicts Billy stated:

You could have faculty that disagree with each other members that disagree some that

support the TP committee. You could have the same thing amongst students, some that

support and some supporting the committee decision.

Clark stated:

My initial reaction, well what sort of details would I need. I had to play the hypothetical a

little more broadly than the case study did and proceed on the basis of the assumptions

that I created. I keep in the forefront of my mind is the mission of the institution, that's

the first thing I always asked. Even when I get tired of asking myself that it's what I

continue to ask anything we do should be mission focused. My approach typically is to be

nice and direct. In a sense it becomes about trust. The way that I've built trust is by being

frank and open with people when things aren't stressful and there isn't a disagreement.

That builds up a repository of trust between us so if a disagreement ever does occur

between us you feel more comfortable laying it on the line with me, once again nicely,

but honestly. You will discover that I listen and that you can talk me into and out of stuff

when you treat me that way and that works very well. On the other hand, what I don't

deal with well are any kind of political games or any sense I'm being manipulated in some way.

In response to being asked about potential impact or secondary conflicts Clark responded:

The members of the Tenure and Promotion committee could become very alarmed that anyone was calling into question their decision. And they could become especially alarmed if they learn that senior administrators are paying any attention to whatsoever given the sensitivity of Tenure and Promotion deliberations. It's going to be very alarming to the committee and their antennae are going way up and will be especially sensitive to anything that remotely looks like administrative interference in a faculty governance matter. Area Chair is supposed to be in the loop in the instance of any faculty grievance. Finally, and not least I we should be very concerned about the students, not because their favorite faculty member hasn't gotten tenure but because they have been dragged into something that really isn't; their business and the people who have dragged them into this are taking advantage of their natural passion and energy about their college education and using as a tool to circumvent the established shared governance procedures of the college. The students are being used here. That's another reason I don't think they should be punished unless they are rioting or breaking glass. If they are just objecting and if it is being incited by college faculty and staff it's a problem of the faculty and staff not the students.

Danny stated:

I am generally pretty procedural oriented when it comes to decision making. With this case study I would have to think about it. I would have to tell myself and plan out to whom do I need to be talking and how do I need to go about it. That's part of the initial

decision making in this case and it is a very complicated perhaps a multifaceted issue.

Both from that side and also for reaching out in a methodical way to HR. It seems from

an administrator's perspective and unfortunate situation. Beyond the unfortunate situation

I thought it was an inappropriate response probably from the students. I'm not sure. It is

concerning that the students are organizing but then the question to what extent were the

faculty involved in precipitating. Which raises a lot of red flags and concerns for me as

an administrator. In terms of her involvement in that particular situation in terms of her

denial of tenure and promotion. Most conflict boils up in a moment in a situation that

generally would require typical face to face conversation and it could be on the spot and

it could be as a follow-up.

Regarding potential secondary conflicts or impacts relating to the case study Danny said:

There are a lot of unknowns with this-size of the department the fallout could be a lot of

animosity a lot of anger both ways so for example whoever these, beyond the faculty

member themselves which is central to this story. A lot of anger in terms of consequences

of that person depending on the support. We already have students who are apparently

unhappy with the situation, that can't be ignored or brushed aside in this case. There are

the nuances with situations like this particularly in this as the Chair you have to have your

thumb on the pulse of the environment and the department and how best to deal with that

beyond the procedure step by step things.

Erica stated:

My initial reaction is actually both at the same time nearly-though I can't believe they

would deny her tenure and so some indignation, righteous I'm sure, on her behalf and at

the same time I could see the administrative side. I realized, what don't I hear from the

person that is upset because I like to trust the administrators, you can't always, but I like to trust them. I look are the uniqueness of the case and where have we had anything similar that can inform the decision making.

Regarding conflict resolution and potential secondary conflicts or secondary impacts Erica stated:

Depends on where the conflict is, who it is between, and what my role is, so if it's between myself and someone else I do try to say where is the truth in what they say. Are coming from a place of knowledge, trustworthiness, etc. Where is the conflict-you see it from this view they see it from that view, do you understand in some ways you are both right so I try to consider the source respectfully. I try to implement the conflict/anger management approach.

The all or nothing, the mob mentality, we like this person therefore everything that person does should be ok and that's a poor way of thinking. You get a student group and they just get emotional or you know some of the coworkers of the faculty member and jump on the bandwagon and we are going to bully our way and more is better so the more of us that feel this way then we will be able to get our way.

Frank responded similarly to other participants and stated:

My initial reaction would be to go back to the document, there has to be a tenure and promotion document and that is where I always refer to and there should be no question.

Frank provided insight on his experience and views regarding the skillset of conflict resolution. Moreover, Frank reiterated information similar to the findings by Parrish, 2015 stating the rarity of academic staff having experience in formal leadership practices, roles, or tasks, Frank stated:

I was never trained to do this. I'm like-I have 2 parents and a kid and they wanted

someone fired-I'm like. OK I'm getting your side I don't have all the information I have

to gather the information. If someone files a complaint and again, I usually have to talk to

them if it's against a faculty. I have to inform the faculty "hey this person is filing a

complaint" it's my job to figure out what happened.

The person can probably sue. I could see it blowing up I think that's when and I think we

have had some situations maybe with not Tenure and Promotion but other things with this

campus that things can blow up and then the president has to come out and say

something.

Navigating multi-faceted complex situations is a component of leadership and requires a

multitude of considerations. George described his views and experiences as the bedrock to

governing his techniques. George also explained the rationale behind his verdict to let the tenure

and promotion process be the foundation for the decision making in this case study. George

stated:

My first reaction is this is probably a situation who is a really good professor but isn't

quiet meeting the research expectation. My decision on the overall tenure vs not tenure

was strictly based on the assumption that the Committee is experienced enough in this

process and they know what they are doing and they generally do it fairly. I assumed was

well grounded, well founded and therefore that is why, and also that they would know

better than me. I start by thinking about it at the student's perspective and if we make a

change or have a decision that is in place is it going to be positive or negative for the

students. I feel a little bit more empowered to talk about faculty attitudes because I was

one. Faculty generally think they have the answer and they know what's best and they are

not bashful in saying so. I assume the majority wisdom is the right wisdom. I would say

to the Dean you need to tell your faculty to shut-up, grow up, and be adults and let this

process work.

Potential secondary conflicts and impacts that George highlighted involved faculty replacement

and how this could negatively impact the morale in the institution, potential loss of students due

to their affinity towards the professor, and the potential for the faculty to lose trust in the tenure

and promotion process. George said:

I presume the school will be looking for another professor. Another issue is overall

faculty morale perhaps because if there was the perception that she was unfairly treated

that's going to be a negative although the majority voted on this committee. The faculty

have trust in the process and that they don't' think there is a witch hunt or something

going on. I suppose you might be concerned about losing students perhaps although it's

probably not going to happen. Sometimes faculty get fired or whatever and you carry on.

The student attitude may have a negative impact on student morale. Ultimately you want

your students to feel. Heard but you can't talk to them about personnel matters that's why

I think you let it work itself out and reassure them that the school has their best interest at

heart.

Harold echoed comparable responses to George and Danny regarding procedural knowledge and

policy adherence with one exception. Harold explained a checks and balances system to the

tenure process should be in place to facilitate transparent communication therefore reducing the

likelihood of an unfortunate outcome. Harold stated:

A situation like this in not uncommon at a college like this, it's just really important that

you have the proper procedures and guidelines preapproved and in place as best you can.

What you should be doing is looking at your department's criteria for tenure. Every year you should submit a plan and you also submit a report from the previous year and you simply say I was going to do five things in teaching and I did them all and this is the result. You do a plan, report, and self-evaluation. It's the Chair's responsibility and my responsibility to let you know how well you are doing or how well you are not doing so there are not any surprises that come up when you submit your dossier. One of the more difficult things I do is manage conflict. It's important to hear both sides of the complaint or issue independent of each other. Typically, what I would do is bring each person in privately and let them present their case to me and make notes and bring the second person in to make their case and see if I could come up with some type of resolution. I've attempted to be fair, open, and as honest as possible so that when I make a decision. I try to explain to everyone involved why I made the decision. They may not agree with it but I at least want them to know how I came to the decision that I made. You try to be as transparent, honest, and open as possible. What I say to the students might inflame them and they may go off even more and that is a potential outcome and the other issue then is that faculty member having to go back in the department and the challenges and issues of having to work with someone who you know didn't want you to be tenured. Or you are working with someone who you don't think met the criteria. That will cause a lot of interpersonal and interdepartmental issues moving forward.

Iris's responses were framed by experience, policy adherence, advocacy, communication, and rapport with colleagues. Additionally, Iris identified the need to consult with others to gain perspective in pursuit of the best options. Iris stated:

I have people just like this and they have come to me and they said I would like to
promote for promotion usually from assistant to associate. Expectations are outlined at
the beginning, you have service, teaching, and research. In order to apply you have to
meet the minimum criteria that are outlined. I would recommend holding off and maybe
event asking for an extension for tenure or if they are really good at teaching and they
don't want to quit. You can't go against a tenure promotion policy that is outlined black
and white because you have faculty that are upholding the criteria and if you don't agree
with them it will set up another problem.

It's always better to step address back and do some research. There are times you have to
contact HR, Legal or sit with the Dean and brainstorm. Once you weigh your options and
look at the positives and negatives with the options the bottom line is no matter what
decision you make how has it affected the students and if it's a detrimental effect to the
students you probably don't want to do that. You may need to have the conversations, sit
down and say I understand this outcome was not favorable and where can we go from
here. Most people can accept it and move on and some can't like I said you can only do
so much. It's better to all sit around the table and share for each of the parties and come
to a happy agreement, not everybody is going to win everything, even me. I would say
for conflict resolution the thing that is the most frustrating is to ignore it because it
doesn't go away and accept the fact that both people aren't going to get 100% of what
they want.

Iris had similar concerns regarding potential secondary issues and conflicts that could arise based
on the decision outlined in the case study. Iris said:

Unfortunately, you start to get a divided faculty.

Joanna described her experience as a foundation for her approach in determining the calculous of her responses. Much of Joann's answers focused on the importance of clear communication and understanding the issues for the purpose of examining alternatives based on knowledge. Joanna said:

> I try to get as much information as I can. I try to get it from literature so I have some expert theoretical basis for decision making. I like to know what some of the best practices are related to how to approach or solve the problem. I often talk to trusted advisors to get their input, it could be bosses, people who report to me, or peers. It's a peer process not a student process and I think my reaction was that there was nothing that the faculty member was gaining by getting the cheering squad from students to support her and that the criteria for promotion and tenure should be clearly spelled out in the departments. My recommendation would have been to the faculty member. Appeal through the policy process and nothing is being gained by getting the students involved. Even if they say you were wronged, they can't say you ought to be promoted and the best they can say is you can reapply next year and so what is there to be gained? My role is to help someone get information to help them put them in the position to make a choice, an informed choice.

Conflict resolution and the approach taken by Joanna involved transparent honest communication both in articulation and active listening others express their thoughts and views. Joanna stated:

> I've always tried to be a good listener. I believe that direct dialogue and focus on the issue not the people involved but the issue. Let's come out of here with a decision that is going to work for everyone. Some will like it better than others but let's listen to all sides

and see what we can do. I think listening is extremely important. You have the marketplace of ideas and you aren't always going to hear what you want to hear and you don't always resolve things the way people want them resolved but people at least need to know they have been heard and understood. I were Dean I would meet with them (students) and I would say let me talk to you about the process-and talk about the idea that tenure and promotion is a peer review process. Faculty member say and criteria and that Professor Caruthers appreciates their support but this isn't a place where they actually have a voice. Their voice has been heard though the assessment of instruction instruments. I would be glad to listen to their concerns and glad to hear about their support if it's appropriate I would share it but at this point it's a process we have to let work through the system. I think it's an opportunity to help educate students.

Joanna identified what she felt would be potential secondary conflicts as a result of the decision portrayed in the case study. Joanna said:

If this is a situation that is so out of the ordinary and people are this much up in arms about it then we need to go back and look at our policy and see if its flexible enough to recognize various skill levels or then you say we need to change or you affirm it and you say it doesn't need more flexibility and we believe this is what we think it should be. It's got to go back to the faculty that have control of those policies, do they want to change or affirm their policies. I've gained a lot more confidence in making decisions and I have become a lot less concerned about keeping people happy. You have to have people who like doing what they are doing but you can't keep everybody happy all the time and I've learned that people really do want parameters. I use a lot of theories and frameworks.

Research Question 3: How do higher education administrators describe their relationships with subordinates?

Themes: Self-awareness, empathy, and relationship management

Leadership is characteristically associated with styles and approaches. The introduction of emotional intelligence as a construct suggests unexplained dimensions that may contribute to leadership capacity (Gunes, Gudmundsson, & Irmer, 2013). Kouzes and Posner (2012) identified recognition as an influential currency without any expense to the leader. Leaders who exhibit empathy toward followers can identify individual needs, temperament, and provide feedback while also allowing others to question and scrutinize decision making (Kouzes, & Posner, 2012). Additionally, challenging the process is a way to invoke change and depart from status quo when it seems necessary particularly in examining, they how and why things are done (Kouzes & Posner, 2012).

Relationally, Goleman's attention to the importance of interpersonal competencies and its impact on understanding emotions, behaviors, needs of the organization while also considering the needs of others (Goleman, 2005).

The management, analysis, and control of emotions is a conscious and unconscious experience with influence on outcomes in formal and informal situations (Lashgari, 2015). As a separate but connected attribute, empathy is associated with understanding the individual's needs, abilities, and concerns (Parrish, 2015) An empathic approach in leadership will contribute to the leader's appropriateness and effectiveness to promote success and productivity in others (Parrish, 2015). Anna reflected the research performed by Parrish and Holian regarding how she viewed her responses to situational variance and the unpredictable and often complex nature of decision making. Anna stated:

My experience has always been at a teaching college so I had to take a moment and see

how I would deal with that. Not have background so how would you deal with a research

institution. I don't like conflict. I'm surprised sometimes for the good and sometimes for

the bad. I like to look for the good. I have to cognitively say to myself, and I'm running a

script in my brain" stay calm and keep your face." I also show a lot of emotion so keep

your face plain and breathe. I do self-talk which is also a challenge as you listen. Stay

calm. I feel other people's feelings. I try to reverse that and bring myself down instead of

meeting them where they are emotionally.

Billy's response and experience example outlined the adherence to policy as the framework for

navigating decision making. Billy said:

I think faculty, staff, and students, themselves as supporting Dr. Carruthers by going

against the committee and ultimately against the institution. Having Dr. Carruthers step-

up and be a leader, not necessarily go against those who are supporting her but have her

remind them this is not the way we do things here. This is not a way we do things when

we are upholding standards of professionalism. Dr. Carruthers being a leader in calming

down the conflict would be very effective. As another example, I had a student in the past

few months who came to my office to discuss a potential problem in a class she was

having. I told her I understood where she was coming from reminded her of the program

policy. She did not become upset in an angry way with me but she was somewhat upset

just in general um slightly emotional that sort of thing. I think it was because she didn't

expect me to necessarily to stick to the policy and the procedure of our program.

I think that a policy is in place for a specific reason. I think every situation is different so

where a policy might apply very specifically to one situation in another situation it may

have a slightly different application. I don't think policies and procedures should be bent but the way you apply them to different situations may be different.

Clark stated:

Damage control is an important concern of mine but also administrative propriety and the integrity of personal relationships and trust. I'm trying to think through all that so I don't want to respond just viscerally. Stop, take a break and say rationally speaking, what are the reasonable courses of action available to me here and what is the help harm calculous for each one of those. Try to find the pathway that's going to do the most help and do the least harm. Once the situation gets to this point it's almost impossible for a good resolution without any pain whatsoever on anybody's part. There's already pain being experienced. I'm not really blaming the students here. The faculty and staff should have known better.

Clark elaborated on situational variance and the unpredictability regarding responses when impacts from decisions effect followers. Clark stated:

This is one of the hardest things that I do. That happens almost every day in this job particularly when I deal with any kind of issue when I think is going to be sensitive controversial or will raise discussion at all and I don't have to go back any further than yesterday's faculty meeting. I never can tell exactly what's going to press somebody's button. I have been responding both in terms in doing pastoral care and taking some concrete steps. I try to be ready for anything but there can be upwards of 90 people and the dynamics so convoluted it's impossible for me to predict how it's going to happen. Maybe the third hardest thing about this job is being able to think on your feet in a stressful situation. The thing I try to do, sometimes successful and sometimes not, take a

deep breath, keep things in perspective and realize it's not personal and put myself in the position of the person making the comment. I've noticed the way in which objections would be phrased in a public setting like a faculty meeting. Tend to be a little edgier at the end of the semester compared to the beginning of the semester because we get tired. I see all persons as individuals who are made in God's image who are inherently worthy of respect.

Danny said:

It's always unfortunate when someone is up for rank promotion and tenure and it isn't achieved. Sometimes these things are symptomatic of a larger problem that may have been stewing and this isolated case is perhaps revealing bigger problems that have been going on for a long time. Then again maybe it is an isolated case. That's why you have to have your thumb on the pulse of things. You can't do that unless you are engaged with the students and the faculty and talking to them about what is going on. I would definitely want to talk with student's vis a vis round tables. I can give you a situation that is related where a faculty member was denied tenure and their reaction was to react like I did not exist for a certain period of time. No eye contact, not facing me during meetings, or when passing one another down the hall. A very unexpected reaction and what I felt like was immature and unacceptable reaction. I did not try to force the faculty member to engage with me anymore that what would be normal or necessary I did not call them out or call down on them around others I made efforts to have conversations individually with that person to talk about and talk through the issues and eventually we did get to that point and it took quite a while.

Erica described her past experiences regarding managing unpredictable responses. Erica said:

I have many hats, so I have to remember which lens to view it from-so viewing it

through. I would see my role just to advocate for some change because this is really

valuable stuff in the field and maybe the other stuff is outdated so let's advocate for

change. That's how I see my role. I see my role if I am in charge going to bat for my

employee. I like being able to predict reactions so when someone is unpredictable, I have

a tough time, meaning I don't like it. It doesn't necessarily mean I change the way I do

anything.

Frank described the thought process he navigates in decision making and considering the grey

areas that are not purely based in factual data. Frank stated:

My responsibility I think is trying to be objective as possible. It's very difficult because

as you work with people you have personal relationships that you build to make the

department stronger. It's the hardest thing, just sticking to the facts. I will talk to my

faculty and talk to faculty, but I will also bounce ideas off other Chairs. I will get there

view on it what do you think of this or that. I have to evaluate people on occasion, I've

had them not agree with my evaluation and I think I have been very careful in just

looking at what this person did. Well they didn't like my response and then the Dean

steps in.

George's responses were similar to Frank, Danny, Anna, and Clark regarding previous

experience in navigating difficult situations where predictability of reaction from others was not

possible.

George stated:

Faculty who are that entrenched and unwilling to change when we are in a world that is

constantly changing and that shocks me and astounds me not surprised that there is some

resistance but to say flat out that I don't think we should do it. Change keeps you alive. If

I'm able I will make a personal visit I will say I see that we are on different pages but I

still respect and appreciate your contribution here. Let's talk about how we can get closer

together and see if we can resolve this. It really ends up being a conflict resolution

opportunity, conflict may be too harsh a word just because they don't want to do

something, I want them to do. I also remember that some people don't want anyone every

telling them what to do. I'm never surprised at push back on budget cuts or the decision

to do this instead of that because not everybody can be happy. I decided a long time ago

not to keep trying to make everyone happy. My main goal is to make as many people as

possible and less unhappy as a slightly modified bar. My own personal philosophy in

terms of leadership is it works best when its more personal and less legalistic-autocratic,

hierarchical and you have to approach things more personally and be willing to think

about where people are emotionally.

Harold stated:

I want to do what is best for the individual but above and beyond I want to follow

university procedure. Whether I agree with university procedure is irrelevant, I'm going

to follow it. The university goes to a lot of effort to try to be fair to faculty. When I make

decisions, you try to think of potential outcomes and how people are going to react. It all

depends on how strong the personalities are you are dealing with.

Iris said:

I've had faculty that have had difficulty accepting some decisions and upset crying. I've

seen people leave and it's been the best thing they have ever done. Were they great

teachers, yes, were they great mentors to students, yes, but they were not happy. When

someone isn't happy it starts to infiltrate the other faculty and the classroom. I didn't

realize the intensity of the anger. Try to let them know what you've done to help them, I

did not expect this one outcome to be as bad as it was and it's been 3 years and the person

has never gotten over it.

Joanna stated:

I think in general I try to find where the person is coming from. I had a situation this

week, my first reaction was disappointment, it was dismay, and probably was a little

anger that they couldn't see the benefit that was there and the problem wasn't resolved.

Then I decided ok, there is probably someone else who would love to have this

opportunity and I will look elsewhere. I think I reacted emotionally to that more than I

thought I would to someone not reacting the way I thought. Because I was so sure, it was

more the disappointment, the people, the Chair not seeing the opportunity, and the Dean

not being able to communicate with the Chair saying this is something that you ought to

do for various reasons. I think that was what bothered me more than not accomplishing

what I had set out to accomplish. I'm still thinking about that. Women always look to see

if they did something wrong, men think it is outside of them and the other person did

something wrong.

Summary of the Chapter

Strict protocols are not the methods used in interpreting qualitative data. The researcher

of a qualitative study employs an investigative and interpretive approach by examining image

and text data (Creswell, 2009). Quotes from participants are used to provide evidence and

support for the themes identified by the researcher. Conclusions, recommendations, and a

summarization of the study findings are derived from the principle investigator and are presented in Chapter 5.

Qualitative data was obtained from 10mparticipants through survey, case study submissions, and face-to-face one-on-one interviews. Rich narratives and description about emotional intelligence and its impact on decision-making and overall leadership capacity were provided during the data collection process. Data collected were used to answer three guiding research questions. The researcher recorded memos during the interview process and read through the transcript's multiple times using the constant comparative method to isolate categories and thematic analysis of the data. The primary researcher used three methods for coding in order to reveal the salient themes through qualitative reduction.

Findings from the data collection in this study revealed a disconnect from participants self-reported perceived ability to use, appraise, and regulate emotions of self and others. Additionally, the widely held view of participants based on the answers provided in both, the case study and interview, suggests adherence to policy guidelines supersedes situational variance or applied sensitivity in a circumstance where the outcome may be nebulous or complex. Conversely, as stated by Lashgari, 2015, the addition of using positive emotional intelligence in problem-solving adds value when outcomes are ambiguous. Responses provided by participants relating to decision-making and leadership capacity were not congruent with the literature that states comprehensive information analysis to include conscientiousness results in effective problem-solving and decision making (Cavotte, Moreno, & Hickmann, 2012.

Leaders who employ the use of compassion, supporting others, developing trust, and empathic responses are signs of high emotional intelligence as evidenced by research conducted

by Alkozei, Schwab, Kilgore, 2013, However, participants in this study did not verbalize in the interviews or document in their written case study submissions that use of empathic responses were part of their decision-making or calculous in their leadership approach. This was evidenced by responses focusing on policy driven viewpoints, mission focused direction, and reliance on previously approved guidelines pertaining to the tenure and promotion process.

Although the global response from participants indicated the narrow view of policy adherence and organizational commitment as the structure for their decision-making in this research study, some participants indicated the importance of possessing components of emotional intelligence such as self-awareness, empathy, and regulation of emotion. Self-awareness, which uses the ability to connect feelings to cognitive processing, was identified as an important aspect in leadership capacity and decision-making processes for Anna and Erica. This singular component of emotional intelligence was shown to be important for effective communication skills and implementing positive change in the organization particularly when addressing leadership issues relating to organizational dilemmas (Wepner, D'Onofrio, & Wilhite, 2008).

The empathic response would include the ability to use self-awareness, empathy, and relationship management as a way to invoke change and broaden their leadership beyond the status quo (Gunes, Gudmundsson, & Irmer, 2013; Holian, 2002; Kouzes, & Posner, 2012; Parrish, 2015;). Self-reports from participants indicated each valued and recognized the use, appraisal, and management of emotions however, individual responses regarding case study individuals or groups did not mirror those self-reports. Sensitivity towards viewpoints of others

was not widely recognized by participants as a component to be considered in the case study scenario or a factor in the final decision-making process in this study.

Communication was viewed by all participants as an important and necessary component to addressing problem-solving, support others, and as a way neutralize a situation that has the potential to create secondary and tertiary conflicts. This supported the evidence by Greenockle (2010) which states the myriad of communication approaches in organizations impacts relational skills and organizational outcomes. Additionally, Herbst (2008) identified the need for soft skills in communication are closely aligned with positive emotional intelligence.

Unfortunately, the use of communication by participants focused mainly on addressing the individuals and groups in the case study as a way to reprimand, blame, or chastise. Although this type of response was singular ,one participant stated his communication with the main independent subject in the case study would address the need for deflecting responsibility from others and placing it on the main character in the case study and require this individual to take responsibility in promoting a positive outcome for the institution. This form of communication is antithetical to the research identifying the evolution of leadership from a top-down autocratic, intellect over feelings approach to a communication centered focus (Dries & Pepermans, 2007, Greenockle, 2010). Samples of first-round In Vivo coding are presented in Table 4.

Table 4.

Sample of 1ˢᵗ Round In Vivo Coding Responses

| Participant	Sample In Vivo Responses 1ˢᵗ Round Coding
Anna	- I had to take a moment - I don't like conflict - I want you to share your feelings
Billy	- I would like to know more - I would meet with them - You need to understand the viewpoints of others
Clark	- We are here to solve problems - How do you help pursue the mission? - I make sure everyone feels heard
Danny	- I thought it was an inappropriate response - Beyond my initial feelings, it was unfortunate - I have an important role to play in whether this person gets tenure
Erica	- I could understand - I like to trust them (administration) - I try to see both sides
Frank	- Go to the document - I'm not trained for this - It can be very emotional
George	- This is probably a good professor but isn't quiet meeting the research requirement - Reiterate the importance of the process - Always face-to-face and personal
Harold	- Either you have or have not met the criteria - It's important to hear both sides - I've attempted to be fair, open, and hones
Iris	- The university has a standard - It's better to sit around a table and share - Have people work together
Joann	- The university should have a clearly developed criteria - I would be able to advise them within our policy - Get people around a table to talk, I'm glad to listen to their concerns

Evolution of Themes
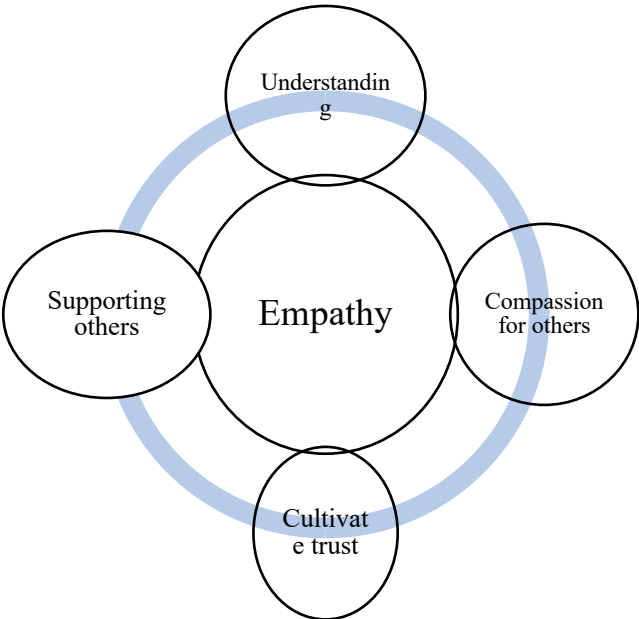
Figure 1. Empathy

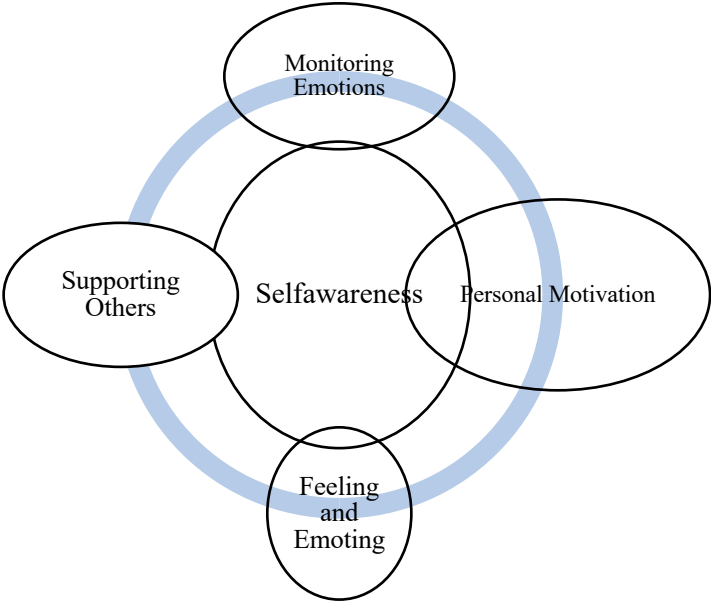

Figure 2. Self-awareness
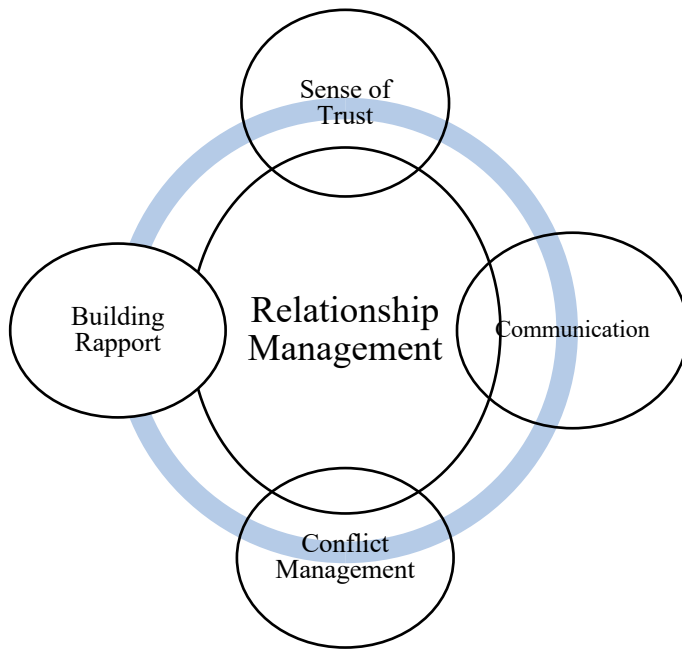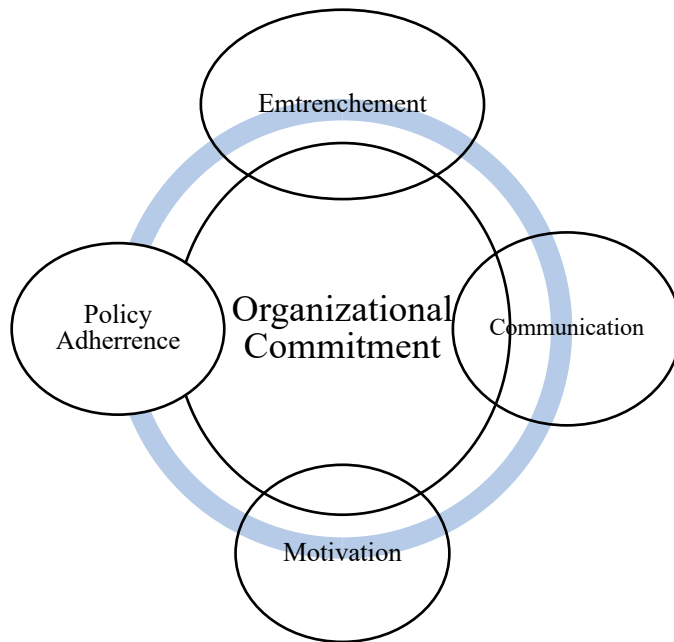
Figure 3. Relationship Management

Figure 4. Organizational Commitment
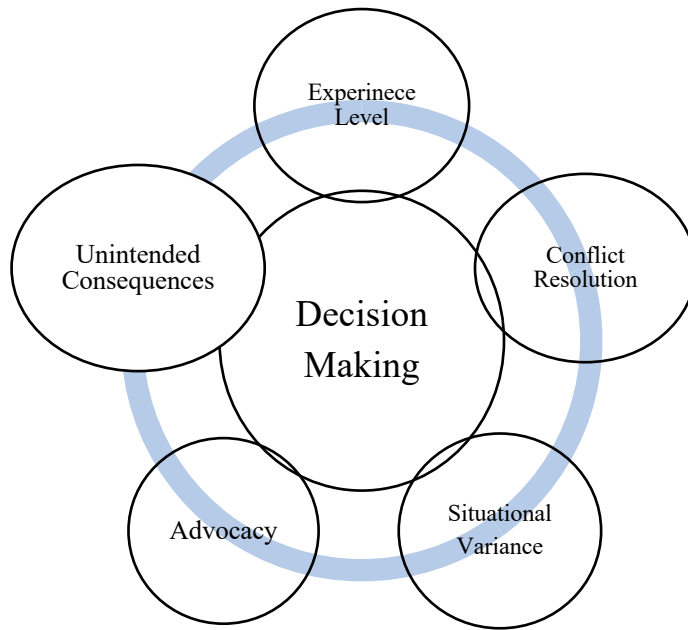
Figure 5. Decision Making

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

Chapter 5 presents the study findings, conclusion, and recommendations for further research. This study consisted of survey, case study, and one-on-one face-to-face interviews to conduct the research and findings reported in Chapter 4. In addition to discussing the emergent themes connected with the research questions in this study, interview results and analysis are also included in Chapter 4. The coding process consisted of multiple rounds beginning with in vivo coding. First round coding was achieved by using in vivo coding technique. Frequency of appearance, similarity, and differences revealed identifiable patterns in the data. Emerging patterns and precision categorization through theme identification were noticed and coded accordingly in the second-round coding process. A final round of coding allowed fine-tuning of the codes along with theme categorization which included unanticipated themes, major and minor themes, and interrelated themes. Continuous assessment and data analysis occurred continually with each coding procedure. The introduction, literature review, and methodology were introduced in Chapters 1, 2, and 3.

This study produced rich descriptive data supporting emotional intelligence as an area for consideration for evaluating leadership capacity. Finally, results from this study provide a contextually rich framework for exploring the phenomenon of emotional intelligence and its impact on leadership capacity.

Statement of Purpose

The purpose of this study was to understand how emotional intelligence impacts leadership capacity in higher education administrators in post-secondary institutions in east

Tennessee. Some dissimilar research studies focus on identified leadership styles and their characteristics, leadership ethics, and culture of organizations, this research focuses on the experiences of higher education administrators and its connection to leadership capacity and emotional intelligence. Results from this study could provide insight and the considerations that are part of the process of decision making in higher education administrators.

Conclusions

This phenomenological study sought to find a deeper understanding of the impact emotional intelligence has on leadership capacity in higher education administrators. The qualitative approach to this study was guided by three overarching research questions throughout the investigative process:

1. How does emotional intelligence impact leadership capacity in higher education administrators in eastern Tennessee? (central question)

2. How do higher education administrators describe exemplary leadership practices?

3. How do higher education administrators describe their relationships with subordinates?

The principal investigator was able to understand and infer meaning from the data collected in this study through data collection and analysis. The findings and conclusions in this study may assist current and future higher education administrators in developing a strong positive leadership capacity and effectiveness. Each research question is provided with corresponding emergent themes and supporting information.

Research Question 1: How does emotional intelligence impact leadership capacity in higher education administrators in post-secondary institutions?

Themes: Decision making, organizational commitment, and empathy.

Collectively the participants held a similar view regarding the importance of policy adherence and referred to this as the criteria influencing the decision-making process and the foundation to their responses. Participants also viewed decisions made by the Tenure and Promotion Committee to be somewhat protected through expertise, knowledge of the process, and the importance of shared governance as part of the decision-making process. Experience also provided scaffolding and framework that informed for decision-making by participants in this research study. Although decision-making was a prominent theme revealed in the data analysis, this does not support a direct connection to the construct of emotional intelligence as a factor in the decision-making process used by the participants for this study.

Two additional themes relating to research question one were identified as organizational commitment and empathy. The construct of organizational commitment emerged from the data as a theme derived from the categories entrenchment, motivation, communication, and policy adherence. Neither, supporting categories or the overarching theme of organizational commitment, support the construct of emotional intelligence in the study findings. Findings from this research study do not support a direct connection to leadership capacity being impacted by emotional intelligence. However, the theme of empathy emerged from some participant responses related to research question one revealing a direct connection to the construct of emotional intelligence.

Individually, the results revealed some variance. Compassion for others and trying to understand the consequences for the individuals in the case study were evaluated and impacted the recommendations of some participants. Compassion and understanding are directly associated with the theme of empathy in this research study which directly links to the construct of emotional intelligence. However, empathic responses were not part of the decision-making

calculous for participants of this study. Situational variance and advocacy, evidenced by challenging the process, were part of the decision-making calculous for some participants, but ultimately final decisions and action were driven by approved and established policies, institutional mission guided, or reverence for committee-based resolution. Additionally, the larger picture of the institution's mission being central to how the case study situation was addressed by two of the participants.

Research Question 2: How do higher education administrators describe exemplary leadership practices?

Themes: Relationship management, and organizational commitment.

Categories relating to the themes for this research question included trust, rapport building, conflict management, communication, and influence of procedural criteria. Many administrators agreed the potential for secondary conflicts and unintended consequences could develop. Obtaining additional information either through communicating with others, reliance on procedural knowledge, and the already developed foundation of trust helped inform the responses by participants. Referencing policy and procedures associated with an appeals process was a frequently mentioned as a way to mentor the aggrieved case study professor. Only one participant mentioned reliance on expert theoretical research and specific frameworks associated with decision making and leadership. Responses related to research question 2 indicate emotional intelligence was surpassed by the focus of policy in decision-making and leadership.

Participant responses the case study and interview questions did not support the construct of emotional intelligence based on their staunch adherence to approved institutional policies. Although, communication and building trust were directly linked to the emotional intelligence associated construct of relationship management, they were not consistently used as a way to

cultivate positive relationships with followers but were used as a hierarchy and tool for enforcing approved institutional policy.

Research Question 3: How do higher education administrators describe their relationships with subordinates?

Themes: Self-awareness, relationship management, and empathy.

Respectful and considerate of the perspectives of others were consistently reported from participants regarding how they relate to those with whom they work. Identifying emotions in self and others as a metric for tempering and altering responses were given as methods employed in sensitive situations. Participants from one institution commonly referenced variance in circumstances as an option to leniency or loose interpretation of policy when necessary. Unfortunately, the final decision regarding this research study was consistently referenced and framed by institutional policy and guidelines.

One participant commented on the internal dialogue that occurs when communicating with others when outcomes may be unpredictable. Another participant felt a personal responsibility to address others in authority as a form of advocacy for others. Still others described their personal decision-making approach is typically guided by approved institutional policy and ultimately stated the importance for policy adherence regardless of the situation on the basis that policies exist for the greater good and stability of the institution.

The data supporting the themes related to research question three are empathy, self-awareness, and relationship management. Data analysis for this study revealed relationship management was supported through necessary communication which was used as a tool for reprimand or to place blame on followers. Using this approach to relationship management

demonstrates a lack of emotional intelligence by participants in this research study. Self-reports, case study data, and interview responses by participants did not support the construct of emotional intelligence and indicate a lack of emotional intelligence displayed by participants of this study.

Recommendations for Practice

Data collected from memos, survey, case study submission, and interviews, the following recommendations have been made to increase opportunities for identifying emotional intelligence as part of the metric and training of current and future administrators in post-secondary institutions. Recommendations are based on the gestalt of the findings and the implications supported by previous research. Additionally, numerous research studies have reported a change in emotional intelligence when training is deliberate and focuses on the dimensions of emotional intelligence (Goleman, 2005; Lumpkin &Achen, 2018).

- Training methods for developing transformational leadership practices in current and future organizational leaders.
- Provide training on metacognition and reflection of self as an opportunity for evaluation when interacting with others.
- Program development for senior level leadership focusing on workplace sensitivity and emotional comprehension.
- Establish a mentor program pairing emotionally intelligent exemplary university leaders with new and current college administrator to ensure development of emotionally intelligence leaders.

- Training regarding methods for managing and navigating personal emotions and emotions of others.

- Provide strategies that include self-awareness and addressing unintended consequences to effectively manage conflict.

- Development and implementation of an inclusive training program that includes emotional intelligence as an educational component for future and current administrators in higher education.

- Retrospective and assessment to recognize and influence conceptual change relating to emotional intelligence acquisition and implementation.

Recommendations for Further Research

It is the recommendation of the principal investigator for future research to include emotional intelligence and gender influence on decision making in higher education administrators. This study did not focus on gender as an isolated consideration in participant responses in this research design. However, one participant commented on gender regarding their reflection process when evaluating unpredictable behavior and responses from others. Although some studies have been conducted focusing on gender differences in the context of soft skills vs hard skills there is a paucity in research linking emotional intelligence, gender, and higher education leadership capacity.

Additionally, examining the influence of metacognition committee decision making in higher education institutions may provide additional understanding and framework for university policy development, policy adherence, and procedural knowledge of various administrative levels in the institution. All participants of this research study referenced the importance of

adhering to policy criteria and its influence on decision making. However, variance was stated in how policy may be viewed, interpreted, and navigated when evaluating job security of colleagues if the tenure and promotion process is the measurement tool.

Summary

This phenomenological qualitative research study was guided by three research questions. Review and analysis of data obtained from survey, case study submissions, and face-to-face interviews allowed the principal researcher to ascertain meaning from the findings. Examining the data from participants as both, collective and individual components the research is supported regarding the value of emotional intelligence. Although the researcher does not seek to generalize the results to all post-secondary higher education administrators.

As stated in the conclusion, the findings of this study revealed an overwhelming response by participants advocating the use of approved policy and institutional criteria as it relates to tenure and promotion for the purpose of guiding the decision-making process. Although previous research and literature framing this study describe the use of high positive emotional intelligence as a component supporting positive outcomes, effective leadership, and improved decision-making in organizations, the findings in the study are in opposition for those factors as a metric in defining overall leadership capacity. These findings are suggestive of leadership weakness overshadowing the use of emotional intelligence in several levels of organizational leadership.

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Appendix A: Survey

<u>Wong and Law's Emotional Intelligence Scale</u>

Strongly Disagree	Disagree	Moderately Disagree	Neither agree nor Disagree	Moderately Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

I have a good sense of why I have certain feelings most of the time.	1	2	3	4	5	6	7
I have good understanding of my own emotions.	1	2	3	4	5	6	7
I really understand what I feel.	1	2	3	4	5	6	7
I always know whether or not I am happy.	1	2	3	4	5	6	7
I always know my friends' emotions from their behavior.	1	2	3	4	5	6	7
I am a good observer of other's emotions.	1	2	3	4	5	6	7
I am sensitive to the feelings and emotions of others.	1	2	3	4	5	6	7
I have good understanding of the emotions of people around me.	1	2	3	4	5	6	7
I always set goals for myself and then try my best to achieve them.	1	2	3	4	5	6	7
I always tell myself that I am a competent person.	1	2	3	4	5	6	7
I am a self-motivating person.	1	2	3	4	5	6	7
I would always encourage myself to try my best.	1	2	3	4	5	6	7
I am able to control my temper so that I handle difficulties rationally.	1	2	3	4	5	6	7
I am quite capable of controlling my own emotions.	1	2	3	4	5	6	7
I can always calm down quickly when I am very angry.	1	2	3	4	5	6	7
I have good control of my own emotions.	1	2	3	4	5	6	7

Appendix B: Case study

A Case Study of Tenure Denial

Faculty evaluations for tenure and promotion are underway at Superior University. Dr. Carol Carruthers is currently an Associate Professor in the Health Sciences and Rehabilitation Studies department and submitted her dossier for consideration to full professor and tenure. She has a stellar teaching record and was recently nominated for a university-wide teaching award that is given by students. Dr. Carruthers's meets the minimum service standard for the university. The committee recommendation by a slim margin (5 deny: 4 approved) resulted in a denial of both promotion and tenure and was primarily based on strong disagreements about Carruthers's research. Dr. Carruthers meets the requirement of her department regarding required publications however, some committee members argued that her co-authored publications should not count because she was not principal investigator. Additionally, three of her first-authored publications are in public health rather than her specialty area of genetics.

Committee deliberations are intended to be confidential, but word quickly gets out. Students have taken to Twitter under the hashtags #fight4Carruthers and #superiourlyunfairuniversity. Faculty are becoming vocal and express grave concerns about the manner the criteria have been applied in this situation. It has also been noted that some faculty, Dr. Carruthers, and staff have been seen participating in student led town hall campus meetings focusing on this specific incident.

Please describe your rationale and specific methods used to address the following individual and groups in this case *(Dr. Carruthers, faculty, staff, and students)*.

Appendix C: Interview Protocol

1. Describe your initial reaction and how you felt about the case. (RQ 3, RQ2)

2. Tell me why you responded the way you did. (both written response and initial reaction. (RQ 1)

3. How would you describe your role and responsibilities in this situation? (RQ 1)

4. How do you typically address conflict resolution? (RQ1, RQ2)

5. How did you determine your course of action for each individual/group in this case? (RQ1, RQ2)

6. What are some of the potential impacts or possible secondary conflicts that could arise? (RQ1, RQ2)

7. How do you approach/navigate decision making when addressing complex multifaceted issues in your organization? (RQ1, RQ, RQ3)

8. Can you describe a situation where someone reacted differently than what you anticipated or predicted? (RQ3)

Appendix D: Permission to Use Wong and Law Emotional Intelligence Scale

From: Chi Sum Wong (MGT) <wongcs@cuhk.edu.hk>
Sent on: Friday, July 20, 2018 12:16:26 PM
To: Ellis, Rachel <REllis@milligan.edu>
Subject: 回覆：Request permission to use instrument

Yes.

郵件由華為手機發送

--------原始郵件--------
主旨：Re: Request permission to use instrument
寄件者："Ellis, Rachel"
收件者："Chi Sum Wong (MGT)"
副本：

Good morning,

Thank you, yes, my error was in requesting the WEIS when I was actually referring to WLEIS. For clarification, is your permission for the use of the WLEIS?

Rachel

Appendix E: Letter of Request for Participation

Dear Sir or Ma'am,

Hello, my name is Rachel Ellis. I am a doctoral student at East Tennessee State University (ETSU). I am conducting a study that involves understanding emotional intelligence and decision making in higher education administrators. Participants for this study must hold one of the following positions in their institution; Program Director, Dean, Associate Dean, President, Provost, or Department Chair. This study involves survey, case study, and one on one interviews using a mixed sampling method of purposeful and snowballing. Projected time commitment from participants is approximately 90 minutes. The survey is an online survey, case study responses are electronically submitted to the principal investigator, and interviews can occur digitally or in person at the location requested by the participant. Participation is voluntary. If you have any questions please contact me (principal investigator) via email at zrdd4@mail.etsu.edu

Timeline and information requests for each participant listed below.

- Please complete the survey and submit your response to the case study by April 5th.
- Along with your submission please provide some optional times and dates that you may be available for the interview portion of this study.

Access the link to complete the survey.
https://milligan.az1.qualtrics.com/jfe/form/SV_aguCfPWUD9wcWLH
Sincerely,
Rachel Ellis

Appendix F: Waiver of Consent

Date: TBD

Dear Participant:

My name is Rachel Ellis, and I am a graduate student at East Tennessee State University. I am working on my doctoral degree in Education. In order to finish my studies, I need to complete a research project. The name of my research study is Impact of Emotional Intelligence on Decision Making in Higher Education Administrators.

The purpose of this qualitative phenomenological study is to understand the impact emotional intelligence has on decision making among higher education administrators. This steps in this qualitative study include giving a brief survey questionnaire to deans, associated deans, program directors, department chairs, presidents, and provosts. It should only take about 10 minutes to complete the survey. Survey results will be categorized and six respondents from each category will be randomly selected for the next phase of the study. Once participants are selected to advance into the next phase of the study, they will be asked to respond to a case study in writing prior to a one on one interview. Total time for each participant to complete all phases of the study is 1.5-2 hours. You will be asked questions about regulation of emotion, self-emotion appraisal, use of emotion, and appraisal of other's emotions. Since this project deals with emotional intelligence minor stress brought on by answering the questions could occur. There are no direct benefits to participating in this study. However, as a benefit to participating in this study you may also feel better after you have had the opportunity to express yourselves about components of emotional intelligence. This study may also provide benefit by providing more information about the impact emotional intelligence has on decision making and how relationships and interactions may contribute to desired outcomes.

Your confidentiality will be protected as best we can. Since we are using technology no guarantees can be made about the interception of data sent over the Internet by any third parties, just like with emails which does allow for the potential risk for loss of confidentiality. We will make every effort to make sure that your name is not linked with your answers. Qualtrics has security features that will be used: IP addresses will not be collected and SSL encryption software will be used. Although your rights and privacy will be protected, the East Tennessee State University (ETSU) Institutional Review Board (IRB) (for non-medical research) and people working on this research (Principal Investigator: Rachel Ellis and Advisor: Dr. William Flora) can view the study records. Although I am collecting your name, email, and phone number, this information will not be associated with your responses in the research report.

Demographic data will be collected as part of the study data, items such as employment position, gender, age range, ethnicity, and time in current position are questions to be completed in the online survey. Interviews will be digitally recorded, and direct quotes will be used as part of the reported qualitative data for the purpose of identifying themes and categories.

Participation in this research study is voluntary. You may refuse to participate, and you can quit at any time. If you quit or refuse to participate, the benefits or treatment to which you are

otherwise entitled will not be affected. You can exit the online survey form if you want to stop completely.

If you do not want to take part in this research study, it will not affect you in any way. There are no alternative procedures except to choose not to participate in the study.

If you have any research-related questions or problems, you may contact me at 423-461-1549. I am working on this project together under the supervision of Dr. William Flora. You may reach him at 423-439-7616. Also, the chairperson of the Institutional Review Board at East Tennessee State University is available at (423) 439-7617 if you have questions about your rights as a research subject. If you have any questions or concerns about the research and want to talk to someone independent of the research team or you can't reach the study staff, you may call an IRB Coordinator at 423/439-6055 or 423/439/6002.

Sincerely,

Rachel Ellis

VITA

RACHEL ELLIS

Education: Ed.D. Educational Leadership
                               East Tennessee State University
                               Johnson City, Tennessee
                               2020

                               M.S. Occupational Therapy
                                Milligan College
                                Johnson City, Tennessee
                                2006

                               B.S. Public Health Administration
                               East Tennessee State University, Johnson City, Tennessee,
                               2002

                               A.A.S. Respiratory
                               Therapy, East Tennessee State University
                               Johnson City, Tennessee,
                               1998

Professional Experience: 2020-Present Assistant ProfessorEast Tennessee State University
                               College of Clinical and Rehabilitative Health Sciences

                               2019-2020 Assistant Professor
                               Milligan College
                               Occupational Therapy

                               2012-2019 Academic Fieldwork Coordinator
                               Milligan College
                               Occupational Therapy

Publications: Snodgrass, Jeff, PhD,M.P.H., O.T.R./L.,
                               Douthitt, Shannon,M.S., O.T.R./L., Ellis, Rachel, M.S.,
                               O.T.R./L., Wade, Shelly,M.S., O.T.R./L., & Plemons,
                               Josh,M.S., O.T.R./L. (2008). Occupational therapy
                               practitioners' perceptions of rehabilitation managers'
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