

**Improving the Emotional Intelligence Competencies of  
Principals and Vice-Principals in an Educational  
Organization: An Exploratory Study**

A Dissertation submitted by  
Graham Shantz, B.A. (Hons), B.Ed., M.Ed.

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University of Southern Queensland

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## ABSTRACT

Research has recognized that the principal is second only to the teacher in regards to impact on student learning (Leithwood, Day, Sammons, Harris, & Hopkins, 2006) and the importance of emotional intelligence competencies of school leaders has been highlighted by Fullan (2014). As school districts strive to improve student learning and achievement, the emotional intelligence competencies of the principal/vice-principals can play a critical role in leveraging this influence.

While studies have shown that emotional intelligence competencies can be improved upon over time (Groves, McEnrue, & Shen, 2008), research has not focused on whether all individuals benefit from specific training or what other factors may be influencing any improvement. This research study examined both of these aspects by investigating whether the emotional intelligence competencies of principals and vice-principals improved through participation in a focused professional development training program and what factors influenced any change. Participants in the study held positions of educational leadership within specific publically funded school districts in Ontario, Canada.

In this study, a mixed method research approach was utilized with a two phase sequential design. Phase #1 involved quantitative data collection using the EQ-360 measurement tool (Bar-On, 2006). Participants completed a pre-test prior to engaging in the professional development training program and post-test following the training. Demographic information permitted participants to be sorted into sub-groups and statistical comparisons to be drawn between these groups.

Phase #2 involved qualitative in-depth interviews with a probability sample group of participants who had been surveyed in Phase #1. Five key factors that also impacted emotional intelligence capacity emerged from the analysis of the Phase #2 interview data: Journey of Learning; Way of Being; Past Experience; Personal Supports and Professional Networks; and Way of Working.

The findings presented in this study reaffirm that emotional intelligence competencies can be improved through professional development training. As well, variables that impact the ability of principals and vice-principals to improve their emotional intelligence competencies were identified and described. It was then illustrated how these variables interact with one another to support the individual's journey of learning. These variables included Journey of Learning, Way of Being, Past Experience, Personal Supports and Professional Networks, and Way of Working. Whilst these variables were not in the design of the professional development training, they did contribute to the improvement of the participants' emotional intelligence development. The identification and exploration of the interrelationship of these variables provide new knowledge, not previously identified in the literature.

Further, the study presents a framework for developing emotional intelligence competencies. This framework focuses on fostering commitment, adopting a professional learning model, developing readiness, targeting audience and promoting supports. It is from an exploration of this framework that a number of recommendations were made which will assist school districts in becoming more aware of the effectiveness of professional development training programs and better able to support the development of the emotional intelligence competencies of its principals and vice-principals.

Whilst this study focused on the experiences in a professional development training program of a group of principals and vice-principals in five Ontario school districts, the general findings should have significance to other school districts that provide similar large scale professional development training. Consideration and implementation of the recommendation from the findings from this study have the potential to enhance the effectiveness of similar professional development training in their education district, region or system.

## CERTIFICATION OF DISSERTATION

I certify that the ideas, experimental work, results, analyses and conclusions reported in this dissertation are entirely my own effort, except where otherwise acknowledged. I also certify that the work is original and has not been previously submitted for any other award, except where otherwise acknowledged.

\_\_\_\_\_  
Signature of Candidate

\_\_\_\_\_  
Date

## ENDORSEMENT

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Signature of Supervisor

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Date

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Signature of Supervisor

\_\_\_\_\_  
Date

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# CHAPTER 1: INTRODUCTION TO THE STUDY

Leaders must be consummate relationship builders with diverse people and groups - especially with people different than themselves. This is why emotional intelligence is equal to or more important than having the best ideas. In complex times, emotional intelligence is a must.

(Fullan, 2002b, p. 7)

## 1.1 Chapter Introduction

This thesis examines whether the emotional intelligence competencies of educational leaders improved through participation in a professional development training program designed to develop these competencies. For many years, Ontario public schools systems have recognized that emotional intelligence aids educational leaders in their duties and have built this understanding into their Leadership Framework (Ontario Ministry of Education, 2008a). Many Boards of Education across Canada have had their leadership teams participate in emotional intelligence awareness workshops and more recently, training programs have been developed by school boards. Theorists, such as Bar-On (1997a), Goleman (2000) and Mayer and Salovey (1997) have provided frameworks that have led to the development of these programs, but little study has been done on what factors influence improvement in emotional intelligence competencies of principals and vice-principals. This study seeks to illuminate those factors.

## 1.2 Background

Educational institutions are constantly examining ways in which to improve student learning and achievement. Leithwood, Seashore Louis, Anderson, and Wahlstrom (2004) demonstrated that educational leadership is second only to effective teaching when examining the improvement of student learning. These authors explain that leadership is widely regarded as a key factor in the successful fostering of student learning and claim that “school leadership often accounts for the different success rates that exist between schools and there are virtually no documented instances of troubled schools being turned around in the absence of an intervention by a talented leader” (p. 5). While other factors within the school also contribute to such turnarounds, leadership is the catalyst (Cawelti & Protheroe, 2001; Coleman & LaRoque, 1990; Murphy & Hallinger, 1986; Togneri & Anderson, 2003).

As studies continue to examine what causes organizations (educational and otherwise) to be successful, it is regularly noted that the emotional intelligence competencies of the leader play a critical role in the leader’s ability to successfully guide others (Cote & Miners, 2006). These emotional intelligence competencies are required to understand self, interact with others, and deal with the personal and professional aspects of one’s life (Bar-On, 2006).

The study of emotional intelligence has long been an area of focus for both practicing leaders and academics (Hughes & Terrel, 2007; Mayer & Salovey, 1997) and for the past century, numerous researchers have referenced this concept. Thorndike (1920) and David Wechsler (Fernandez-Berrocal & Extremera, 2006) both spoke to non-intellective aspects of an individual's intelligence. Like those before him, Gardner (1983) felt that emotions impacted who we are as individuals and suggested that all individuals had access to a variety of intelligences. The concept of emotional intelligence gained popularity through the work of Goleman (1996).

Through the work of these researchers, a number of emotional intelligence models have been developed. The Mayer and Salovey (1997) Ability Based model theorized that individuals could gain ability in perceiving emotions, using emotions, understanding emotions and managing emotions. Goleman's Emotional Intelligence model itemized twenty-five competencies that he felt were the driver of individual performance (Boyatzis, Goleman, & Rhee, 2000; Goleman, 2000). Bar-On (1997a, 2006) developed the Emotional-Social Intelligence framework. He contended that a strong correlation existed between high emotional intelligence competencies and success in life and felt that both emotional intelligence and cognitive intelligence contributed to a person's general intelligence.

The development of each of these three models also lead to the development of tools designed to measure an individual's emotional intelligence competencies. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is used to measure Mayer and Salovey's model of emotional intelligence (Mayer, Salovey, Caruso, & Sitarenios, 2003; Salovey & Grewal, 2005). The Emotional Competency Inventory (ECI) and the Emotional and Social Competency Inventory (ESCI) were created based on Goleman's model (Boyatzis & Goleman, 2007; Wolff, 2005). The Bar-On Emotional Quotient Inventory (EQ-i) (self-report) and Emotional Quotient Inventory 360 (EQ-360) (multi-rater) were developed to measure emotional intelligence using the Bar-On model (Bar-On, 2002, 2003).

With the development of these models and their respective measurement tools, individuals and organizations began to place greater emphasis on acquiring and honing emotional intelligence competencies. Many studies provided evidence that emotional intelligence competencies can be improved (Groves et al., 2008; Lenaghan, Buda, & Eisner, 2007; Nelis, Quoidbach, Mikolajczak, & Hansenne, 2009). Training programs, such as the work of Kirk, Schutte and Hine (2011) have been developed, implemented and evaluated. Studies of these programs provided greater insight into the approaches and techniques that would elicit the development of emotional intelligence competencies (Grant, 2007; Leonard, 2008).

Just as the study of emotional intelligence has evolved over the past century, so has the study of leadership theory. The concepts of Great Man theory (Carlyle, 1841), Trait theory (Bass & Bass, 2008), Behavioral Theory of Leadership (Bass, 1990a), and Situational Leadership theory (Hersey, Blanchard, & Johnson, 2001) were superseded with a recognition that relationships are essential for successful leadership. Shared and distributed leadership models promoted that leadership should exist at all levels of the

organization and must be cultivated by the positional leader (Carson, Tesluk, & Marrone, 2007; Handy, 1996).

Within the education sector, models of leadership that acknowledge the relational nature of leadership have emerged; for example, Parallel Leadership (Crowther, Ferguson, & Hann, 2009); Relational Leadership (Uhl-Bien, 2005); and Distributed Leadership (Spillane, 2005). These developments reaffirmed the link between emotional intelligence and positional leader effectiveness (Antonakis, Ashkanasy, & Dasborough, 2009; Cote, Lopes, Salovey, & Miners, 2010; Gooty, Connelly, Griffith, & Gupta, 2010; Hargreaves, Boyle, & Harris, 2014).

Not only is there recognition that a link between emotional intelligence and effective leadership exists, but studies have also begun to illustrate the strength of this correlation. In cases where this is evident, organizations are able to maximize their employees' contributions toward the goals of the organization (Northouse, 2013). Effective leaders are able to impact business results, retain talent, and positively elevate organizational morale, motivation, and commitment (Goleman, Boyatzis, & McKee, 2002). According to Goleman (2011), the ability to manage emotions in the workplace sets high performing leaders apart from ineffective leaders. These competencies are essential and must be fostered and sustained (Brotheridge & Lee, 2008). Koman and Wolff (2008) found that an emotionally intelligent team leader has a significant positive impact in creating an emotionally competent team, as well as on the performance of that team.

A number of publications have also outlined the link between emotional intelligence competencies and the role of the principal (Fullan, 2014; Leithwood & Beatty, 2008). Fullan (2014) suggests that principals must use the drivers of capacity building, collaborative effort, pedagogy and systemness to develop an environment that will positively promote student achievement and wellbeing. Collaborative cultures, learning communities and capacity building are concepts that have received extensive attention as they have been shown to promote student learning and achievement (DuFour & Fullan, 2013; DuFour & Marzano, 2009; Fullan, 2014; Leithwood & Beatty, 2008).

In Ontario, Canada, a number of studies have examined explicit links between emotional intelligence competencies and the success of principals (Leithwood & Beatty, 2008; Stone, Parker, & Wood, 2005). Williams (2008) used critical incident interviews and written questionnaires to demonstrate that emotional intelligence competencies can be used to differentiate between highly effective principals and average or low performing principals. These findings have been summarized and incorporated into the Province of Ontario's understandings of effective leadership through the work of Leithwood and Seashore Louis (2012).

In the context of this study the most notable provincial document that references the importance of emotional intelligence competencies is the Ontario Ministry of Education's *Ontario Leadership Framework* (Ontario Ministry of Education, 2008c). This document provides a framework that describes effective leadership practices of principals/vice-principals, as well as school districts. Later versions of this framework included personal leadership resources that describe the individual qualities that

influence the effectiveness of the leader. They include cognitive resources (problem-solving expertise; knowledge of school and classroom conditions that directly affect student learning), social resources (perceive emotions; manage emotions; act in emotionally appropriate ways), and psychological resources (optimism; self-efficacy; resilience) (Ontario Ministry of Education, 2012). The framework outlines the practices that research has indicated have the greatest impact on student achievement and wellbeing (Marzano, Waters, & McNulty, 2005; Waters & Marzano, 2006).

Furthermore, it is recognized that context has an impact on the learner and the learning that occurs. To this point, it has been stated that organizational effectiveness is affected by situational factors not under the leader's control, situations shape how leaders behave, and influence the consequences of leader behaviour (Vroom & Jago, 2007). Recognizing that context will influence the learning of any individual, it must be taken into consideration when training leaders and therefore context/situation was also a factor taken into consideration when developing this study.

The importance that emotional intelligence competencies play in effective leadership has been outlined throughout this section. It has been noted that these competencies can be improved upon and that improvements can be sustained over time. Equally important, it has been noted that competencies can be eroded if continuous improvement and renewal opportunities are not provided (Boyatzis & Saatioglu, 2008). As such, augmenting individual emotional intelligence can be viewed as a developmental process. It may be argued that organizations need to develop strategic opportunities for enhancing and maintaining the emotional intelligence competencies of its staff. These opportunities should enable individuals to be attuned to their emotions and the emotions of others, allowing them to effectively achieve organizational goals, while feeling fulfillment in their personal lives. Understanding the manner in which this can be accomplished is a focus of this study.

Though a link has been shown to exist between the emotional intelligence of principals and their ability to successfully lead a school, a gap exists in understanding the effectiveness of professional development training programs in elevating school leaders' emotional intelligence competencies (Leithwood & Jantzi, 1990; Leithwood et al., 2004). A deeper understanding of how to effectively accomplish this would in turn enable an organization to better respond to the challenge of improving student achievement (Hamilton, Ross, Steinbach, & Leithwood, 1996).

### **1.3 Context**

The Ontario education system is a provincially funded system. Ontario's 72 District School Boards are made up of 31 English-language public boards, 29 English-language Catholic boards, four French-language public boards, and eight French-language Catholic boards. As well, a small number of Ontario schools are operated by School Authorities that manage special types of schools, such as schools in hospitals and treatment facilities, and schools in remote and sparsely-populated regions. Each of these



districts is operated by a School Board. Each School Board is comprised of elected officials (Trustees) who are responsible for providing governance for the District. Revenue from the province permits School Boards to meet their obligations under the Education Act (Ontario Ministry of Education, 2014).

Within the Ontario context, the Ministry of Education has set three core education priorities:

- High levels of student achievement
- Reduced gaps in student achievement
- Increased public confidence in publicly funded education

To meet these priorities, it has been recognized that school leaders, in particular the school principal, play an integral role (Fullan, 2014; Leithwood et al., 2006).

Over the past decade there has been increasing recognition of the role that leadership plays in the Ontario education sector, as evidenced by the development of The Institute for Education Leadership (IEL). This organization is composed of representatives from Ontario's principals' and supervisory officers' associations, councils of directors of education, and the Ministry of Education. The concept of this tri-level leadership organization was first contemplated in the discussion paper *Leading Education: New Supports for Principals and Vice-Principals* (Ontario Ministry of Education, 2005). The first meeting of the IEL was held in 2006. Through its structure, the IEL is able to bring partners in the education sector together to work through leadership challenges in a collaborative manner.

The overarching goal of the IEL is to support the development of effective leadership. To meet this end, four key areas have been defined:

- Leadership development: Identify and promote effective practices.
- Research: Support research on effective leadership theories, models and practices.
- Practice: Assist with implementing evidence-based leadership practices.
- Communication: Improve communication, inquiry and dissemination of information with the education community.

(Ontario Ministry of Education, 2005)

Linked to this development was a commitment by the Ontario Ministry of Education to develop a strategy to promote and further support leadership in the education sector. With the publication of *Reach Every Student: Energizing Ontario Education* (Ontario Ministry of Education, 2008c), the Ministry outlined its *Ontario Leadership Strategy*. Within this strategy a plan was presented to strengthen leadership in Ontario. One key aspect of this strategy was the aforementioned *Ontario Leadership Framework* (2012). This document describes the characteristics of effective leadership (Appendix A) and includes descriptions of the practices and personal leadership resources that research has shown essential in the education sector (Leithwood et al., 2006).

The *Ontario Leadership Framework* identifies the important role principals play in improving instructional practice within a school (Ontario Ministry of Education, 2008a). The principal is considered the “lead learner”, promoting student achievement and wellbeing (Fullan, 2014, p. 55). Leithwood et al. (2004) reinforce the notion of this key role when they describe the principal as second only to the role of the teacher in promoting academic achievement for students. In addition to student achievement and wellbeing, principals are responsible for building a learning culture among staff and community partnerships with parents and community members.

Over the past two decades the principalship has been enlarged to include more managerial responsibilities, such as facilities and human resources (Ontario Ministry of Education, 2014). Stakeholder expectations have increased and a higher demand has been placed on the principal to implement government directed initiatives. Due to the structure of schools and the school day, the environment that principals work in is unique (above average number of direct-reports, high number of parent contacts) and is highly fragmented, filled with ongoing interruptions. Principals are also required to multitask on a regular basis and deal with ongoing, complex issues due to student, social and political influences. At times a disparity seems to exist between the principal’s student achievement responsibilities and the managerial duties of the role (Pollock, Wang, & Hauseman, 2014).

Working in an environment such as this requires highly effective skills and abilities. To be successful, it has been argued, principals/vice-principals need to possess well developed emotional intelligence competencies (Leithwood, 2013; Stone et al., 2005). These competencies aid principals/vice-principals in forging strong relationships with others, which is essential to be successful in the role. The *Ontario Leadership Framework* outlines the importance of these attributes and itemizes nurturing productive working relationships with staff and stakeholders as an indicator of a strong school district (Ontario Ministry of Education, 2008a).

## **1.4 Purpose**

The purpose of this study is to examine whether the emotional intelligence competencies of principals and vice-principals improved through participation in a professional development training program designed to enhance the development of a participants emotional intelligence competencies. As a component of the professional development program, improvement is measured by the EQ-360 (Bar-On & Handley, 2003). However, it is also recognized that the emotional intelligence competencies of individuals are impacted throughout life by the various interactions and situations that present themselves. This study will explore and illuminate the factors that have influenced emotional intelligence competency development and provide recommendations to assist organizations in supporting principals in developing these competencies.

### **1.4.1 Research question.**

An overarching question was formulated to guide the research within this study. The research question for this study is:

What improvements occur in principal/vice-principal emotional intelligence competencies through their involvement in a professional development training program?

### **1.4.2 Research sub-questions.**

Five (5) research sub-questions were formulated to guide the two phases of the study and provide recommendations as a result of the findings.

Question #1: What improvements in emotional intelligence competencies have occurred over the time of the engagement in the project/professional development, as measured by the EQ-360 inventory?

Question #2: What demographic variables emerge from the survey data indicating improved emotional intelligence in identified sub-groups?

Question #3: What other variables, as reported by the participants, have impacted on the improvement of emotional intelligence competencies?

Question #4: How do these variables interact with one another to impact the improvement of emotional intelligence competencies?

Question #5: What recommendations emerge as a result of these findings?

## **1.5 Methodology**

This study utilized a mixed method research approach with a two phase sequential design (Creswell, Plano Clark, & Garrett, 2008). Mixed methods was the chosen approach as it allows the researcher to gather deeper understandings of the phenomena that is being studied (Creswell, 2010; Greene & Hall, 2010; Teddlie & Tashakkori, 2012). Mixed methods uses both quantitative and qualitative data to best answer the research question. The decision to use mixed methods is supported by Bryman's (2006a) framework, as this approach provides completeness (a more comprehensive account of the area of inquiry can be found when mixed methods is used), explanation (one method is used to explain the findings of the other method), and context (qualitative research provides contextual understanding). Due to the sequential mixed methods design in this study, integration of data occurred at two points, that is, at the completion of Phase #1 and at the end of Phase #2.

Initially, this study had more fixed aspects to its design. It was acknowledged that a quantitative phase of research would first be conducted followed by a qualitative phase to further explain the findings of first phase. In this study, emphasis was equally divided between the two phases. Due to the sequential approach specified above, integration occurred at the intermediate stage of the study. In this study, the data collected in Phase #1 indicated that there were other factors that impacted the improvement of emotional intelligence competencies. A sample of participants were then interviewed to better understand what other variables, as reported by the participants, impacted on the improvement of emotional intelligence competencies.

### **1.5.1 Phase #1 of the data collection.**

Phase #1 involved quantitative data collection using the EQ-360 measurement tool (Bar-On, 2006). Numerous studies indicate the validity and reliability of this tool (Bar-On, 2004; Dawda & Hart, 2000; Tapia, 2001). Participants completed a pre-test prior to engaging in the professional development training program and post-test following the training. Demographic information permitted participants to be sorted into sub-groups and statistical comparisons to be drawn between these groups. Participants were certified educators as regulated by the Ontario College of Teachers and were principals and vice-principals within the Province of Ontario, Canada. Analysis of Phase #1 data occurred using the Statistical Package for the Social Sciences (SPSS) software with repeated measures being selected as the statistical approach (IBM Corporation, 2011).

### **1.5.2 Phase #2 of the data collection.**

Phase #2 involved qualitative in-depth interviews with a probability sample group of participants who had been surveyed in Phase #1. Data collection and analysis from Phase #1 demonstrated that there were specific trends. To best account for these trends and the contextual and perceptual factors that may have impacted the training experience, a semi structured interview process were used. To ensure the trustworthiness of this collected data, member checking were used; Creswell (2007) suggests that there are a number of positive reasons why this is an effective technique to ensure trustworthiness of data. Using a coding technique, the interview data were analyzed.

### **1.5.3 Synthesis and reporting.**

Synthesis and reporting of data analysis occurs at the end of each phase of research. Phase #1 quantitative data are presented using statistical charts and statistically significant findings are identified. Phase #2 qualitative data are presented using vignettes which capture and portray the substance of the in-depth conversation held with each participant. These vignettes provide key learnings; insights and perspectives that

emerged from discussions with the interviewee. Each vignette provides the reader with an opportunity to become connected with the interview, better understand the experience as told by the participant, and appreciate the emotional context within which the participant is living. They also allow the reader to better understand the interviewee as a person, to recognize the many facets influencing their lives, and learn through the interviewee how the professional development training impacted them. At the end of each vignette, I provide my reflections, highlighting aspects of the interview and summarizing my interpretation of what was shared. Meta-inferencing of the data, including both Phase #1 and Phase #2, occurs in Chapter #6.

## **1.6 Role of the Researcher**

A researcher must always be aware of the bias that may influence research. In research, there is always a level of subjectivity. It is important for me to acknowledge the role I have taken as the researcher in this study.

Presently, I work in the education sector as a member of the senior administration of a school district. In the past, I have been an administrator in both elementary and secondary school settings. The importance of skill and knowledge development for school leaders has always been a keen interest of mine and my previous experiences assisted me in better understanding the descriptions provided by interviewees. That being said, as I progressed with the study I constantly reminded myself that I needed to ensure that I was not inserting my personal experiences in the descriptions being provided by the participants. In the design of this study, the possibility of researcher bias was considered and strategies were developed to minimize this risk. This is discussed in more detail in the methodology chapter.

Initially though, I must acknowledge that with any type of qualitative research there is a level of subjectivity. The researcher gathers a great deal of data and then selects and interprets what they perceive as important and as such, there is the potential for bias. As Rajendran (2001) explains, qualitative researchers try to acknowledge and take into account their own biases as a method of dealing with them. They attempt to seek out their own subjective states and their effects on data but they never think they are completely successful. Through my reading on the topic of bias, I found numerous references to the work of Bogdan and Biklen (1998). They argue that the data collected through research studies provide a much more detailed rendering of events than even the most relatively prejudiced mind might have imagined prior to the study. This understanding and belief has added to the comfort I have in my efforts to reduce personal bias.

## **1.7 Significance**

A strong correlation exists between emotional intelligence and the effectiveness of an educational leader (Cavallo, 2001; Ryback, 1998; Stone et al., 2005). As well, studies

have shown that these emotional intelligence competencies can be developed (Groves et al., 2008; Lenaghan et al., 2007). This being said, a gap currently exists between these two understandings. The question must be asked: How do we effectively improve an educational leader's emotional intelligence?

This project has gathered data on the level of improvement in the emotional intelligence of educational leaders in a public school system after the participants have engaged in a specifically designed professional development training program. For many years, Ontario public schools systems have recognized that emotional intelligence aids educational leaders in their duties and many Boards of Education have had their leadership teams participate in awareness workshops on the topic. More recently, professional development training programs aimed at improving key competencies have emerged; however, little study has been done on what factors impact the effectiveness of these programs.

This study examines the impact that a professional development training program has had on the emotional intelligence competencies of principals and vice-principals in the context of Ontario, Canada. The study also identifies, examines and explains factors that impact principals and vice-principals in their quest to improve their effectiveness through the development of emotional intelligence. The interconnectedness of these factors and how they support emotional intelligence development is also highlighted. Understanding the impact of emotional intelligence training, as well as the factors that influence emotional intelligence development will enable Boards of Education to better foster effective principals and vice-principals.

The research reported in this thesis took place in the Province of Ontario, Canada. The structure of the education system is not dissimilar to that in many developed nations. Furthermore, it can be argued that educational institutions across the globe have seen similar policies and pedagogy development. There is also growing recognition that effective emotional intelligence is closely linked to the success of educational leaders. These understandings are not confined to the Province of Ontario. As such, I would suggest that the findings of this study may be applicable to other jurisdictions; in a globalized teaching society the findings and recommendations of this study could have worldwide ramifications for all schools if implemented.

## **1.8 Summary of Structure**

The first chapter provides an overview of the thesis. The first sections outline the background and rationale for the study. An overview of the Ontario education system is also provided, linking to what educational leadership means in the province of Ontario. The purpose of the research is also explored, including a listing of the research question and sub-questions. I provide an understanding of the significance of the thesis to the field of study, as well as describe its importance to me as a researcher.

In the second chapter a review of the literature is provided. This forms the theoretical basis for the study. The history of emotional intelligence is explored with focus also

given to the concept of developing emotional intelligence and addressing the question, “Can emotional intelligence be improved?” The interconnectedness between emotional intelligence and leadership theory is also discussed. In the final section of this chapter the relationship between learning context and competency acquisition is explored. In conclusion, while studies have shown that emotional intelligence competencies can be improved upon over time (Groves et al., 2008), a gap exists in the literature as to whether all individuals benefit from specific training or what other factors may be influencing any improvement.

The methodology of the study is introduced in the third chapter. Mixed methods research is explained in detail. Topics such as validity of mixed methods, design typology, data integration, as well as research design and approach are explained prior to exploring each specific phase of research. Phase #1, the quantitative phase of the study, is discussed (data collections techniques, reliability, validity, data analysis). Phase #2, the qualitative phase of the study, is then outlined (data collection techniques, trustworthiness, procedure). Ethical considerations and limitations of this research are the final areas of focus.

Chapter #4 provides an overview of the quantitative findings of the first phase of data collection. Initially, focus is given to the analysis of emotional intelligence domains. The areas of competencies are next to be explored. A number of sub-groups are then analyzed using the available demographic and other data (board; facilitator; principal vs. vice-principal; elementary vs. secondary; years in education; gender; years in current role; age). Descriptions of each sub-group are provided along with the corresponding results from analysis and research sub-questions #1 and #2 are answered.

Following the collection and analysis of data in the fourth chapter, it was recognized that not all participants experienced the professional development training in the same way. Further exploration was required to better understand the factors that impacted participant’s ability to improve their emotional intelligence competencies. The fifth chapter contains the data presentation and analysis of the qualitative findings of second phase of data collection. Vignettes are used as a literary tool to illustrate the experiences of six participants. The second half of this chapter provides an opportunity to link the ‘numbers and words’ shared during the phases of research. Five (5) commentary factors are presented and described. As reported by interviewees, these factors have influenced the development of emotional intelligence competencies. Finally, research sub-questions #3 is answered.

The final chapter provides an overall summary of the outcomes and areas of significance. In this chapter, the findings of each phase of research are integrated. Overall findings from the study are presented, research sub-questions #4 and #5 are responded to and the research question is answered.

## 1.9 Chapter Conclusion

The study of emotional intelligence is a field of ever growing interest to educational leaders. Correlations between successful leadership and emotional intelligence are seen in the literature. This information, coupled with the understanding that emotional intelligence abilities can be improved, is a key understanding within this study.

As defined by the research question, this study will examine what improvements occurred in educational leaders' emotional intelligence capacity through their involvement in a professional development training program. Measuring and quantifying emotions is never easy but emotional intelligence is important for leaders; significant effort should be put in place to support administrators in developing these competencies. As a profession, we should be trying to improve these competencies.

Chapter #2 explores the literature relating to emotional intelligence. The history of emotional intelligence, as well as its applicability to the role of principal/vice-principal is examined. Describing, comprehending and replicating effective school leadership is closely linked to growth within the field of emotional intelligence. It is important to appreciate this evolution of understandings, as they form the foundation for this research study.



## CHAPTER 2: THE LITERATURE REVIEW

There are leaders and there are those who lead  
Leaders hold a position of power or influence  
Those who lead inspire us.

Whether individuals or organizations, we follow these who lead not because we have to, but because we want to. We follow those who lead not for them, but for ourselves.

(Sinek, 2009, p. vii)

### 2.1 Chapter Introduction

School districts around the world are continuously examining ways to realize their primary goal of improving student learning and achievement (Leithwood et al., 2006). When the question is asked, “What are the tools a school district has to accomplish this important goal?”, certainly items such as a clear organizational vision and purpose, a safe learning environment, strong instructional practices, a deep understanding of assessment and evaluation approaches, and strong partnerships with parents and communities would be listed (Leithwood, 2013). Over the past decade, the positive impact that the principal has on student learning has become better understood and recognized as a key driver. The principal is second only to teaching among school-related factors that impact on student learning (Leithwood & Seashore Louis, 2012; Leithwood et al., 2004).

Sinek (2009) suggests that we must always start with ‘Why’. This study explores why it is important to study and understand how educational leaders’ emotional intelligence competencies are improved. As outlined later in this chapter, emotional intelligence is a critical competency for school leaders (Leithwood & Beatty, 2008). If emotional intelligence is a key lever for educational leaders to provide leadership and execute their role, and we know that principals have a substantial impact on student learning, then it should motivate organizations to ensure they are preparing their leaders to meet the challenges and responsibilities of their role. This understanding is the basis for this study and these links will be described in greater detail in this chapter of the thesis.

In this chapter, the history of emotional intelligence research will be outlined, the ability of individuals to improve their emotional intelligence competencies will be established and links will be drawn between leadership theory, emotional intelligence competencies and the role of the school principal.

Figure 2.1 portrays the relationship between student achievement and well-being and emotional intelligence/effective leadership. Throughout this chapter, this figure will be unpacked and discussed in greater detail. Research has begun to examine the impact that emotional intelligence has on the effectiveness of leaders within an educational district but more work can be done on identifying the demographic and other variables that have impacted on the ability of the school leaders to improve their emotional intelligence competencies.

### 2.1.1 Conceptual Framework.

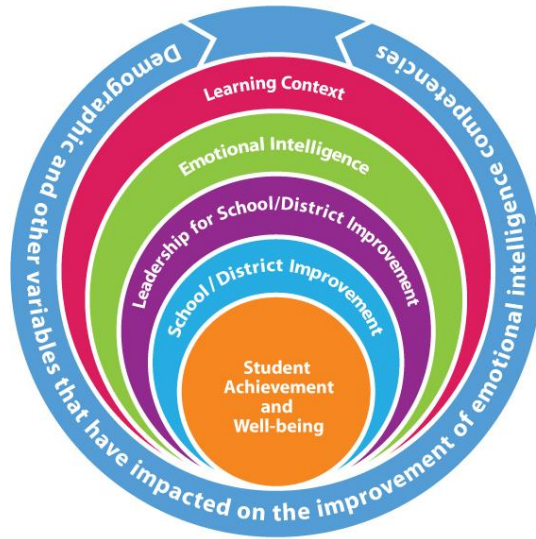


Figure 2.1: Factors Influencing Emotional Intelligence Development in an Educational Organization

## 2.2 The History of Emotional Intelligence

In many ways, the study of emotional intelligence is a relatively new field of study within the domain of leadership literature. It is in the past three decades where substantive academic writing has occurred on the topic. That being said, early descriptions of emotional intelligence can be identified in the early 20<sup>th</sup> century. Increased interest and study in the area of emotional intelligence has led to the creation of a number of theoretical models, each with specific measurement tools. It is this evolution of understanding that has facilitated discussion and debate regarding the merits of emotional intelligence training for educational leaders. As further understandings developed regarding this relationship, it has been increasingly recognized that the emotional intelligence competencies of school leaders can positively impact student achievement and well-being (Figure 2.2).



**Figure 2.2:** Primary Goal of School Districts - Student Achievement and Well-Being

The relationship between the emotional intelligence competencies of a school leader and student achievement and well-being is central to this study. The following section of this chapter will focus on the development of emotional intelligence theory and its link to school/district improvement efforts.

### **2.2.1 Historical significance.**

Though the study of emotional intelligence became more popular with *Frames of Mind: The Theory of Multiple Intelligences*, by Howard Gardner (1983), literature on the topic dates back many years prior to this publication. The concept of ‘social intelligence’ was initially referenced by Thorndike (1920) during the early part of the nineteen hundreds in his book entitled *Intelligence and Its Uses*. David Wechsler, the father of IQ testing, also spoke of non-intellective aspects of general intelligence (Fernandez-Berrocal & Extremera, 2006). Wechsler describes his understanding of non-intellective aspects of intelligence:

The main question is whether non-intellective, that is affective and conative abilities are admissible as factors of general intelligence. [My contention] has been that such factors are not only admissible but necessary. I have tried to show that in addition to intellective there are also definite non-intellective factors that determine intelligent behavior. If the foregoing observations are correct, it follows that we cannot expect to measure total intelligence until our tests also include some measures of the non-intellective factors. (1958, p. 103)

Thorndike, Wechsler, and other researchers provided the basis for Gardner’s multiple intelligence theory (1983). Gardner argues that all individuals have a number of different kinds of intelligences. He describes seven different intelligences (linguistic; logical-mathematical; spatial; bodily-kinesthetic; musical; interpersonal; intrapersonal). Even though he described distinct intelligences, Gardner opposed attaching individuals to a specific intelligence. He suggested that each individual possesses a blend of all the intelligences. He also proposed that individuals could use the understanding of his theory to grow as learners, not to limit them to a single intelligence. Gardner (2000)

argued that intelligence is categorized into three overarching categories (formulated by the abilities), these are:

1. The ability to create an effective product or offer a service that is valued in a culture;
2. A set of skills that make it possible for a person to solve problems in life; and
3. The potential for finding or creating solutions for problems, which involves gathering new knowledge.

Gardner published many writings advocating for the multiple intelligence framework and through these further developed the understanding of emotional intelligence (Gardner, 1993, 2000, 2004).

Building upon Gardner's work, Daniel Goleman's publications became well known in the area of emotional intelligence. Often credited with popularizing the concept of emotional intelligence, he referred to emotional intelligence as the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well internally and in our relationships (Goleman, 1996, 1998a, 1998b). His further works demonstrated the importance that emotional intelligence competencies have for leaders (Goleman, 1998a, 1998b, 2000, 2006a, 2006b; Goleman et al., 2002). He made frequent comparisons between IQ and EQ (emotional quotient). "IQ, at best, probably contributes about 20% to the factors that help determine a person's life success. EQ, on the other hand, can be much more powerful and contributory to success in life than IQ" (Goleman, 1996, p. 33). He also examined over 160 high performing individuals in a variety of industries and job levels and revealed that emotional intelligence was two times more important in contributing to excellence than intellect and expertise alone (Goleman, 2006a).

Other studies have also demonstrated the importance that emotional intelligence plays for leaders in a variety of sectors (Cavallo, 2001; Koczwara & Bullock, 2009; Ryback, 1998; Stone et al., 2005). To be effective, leaders must understand how their emotions and actions affect the people around them and be able to respond to those emotions in an empathetic manner. The better a leader relates to and works with those around them; the more successful he or she will be at providing leadership (Cavazotte, Moreno, & Hickmann, 2012; Cote et al., 2010; Downey, Papageorgiou, & Stough, 2011). The growth of emotional intelligence theory has also prompted the development of a number of emotional intelligence models.

## **2.2.2 Emotional intelligence models.**

The literature identifies a number of emotional intelligence frameworks. There are three current theoretical models that are prevalent in the field (Mayer, Salovey, & Caruso, 2000). These include Mayer and Salovey (1997) Ability Based Model, Goleman's Model of Emotional Intelligence (Boyatzis et al., 2000; Goleman, 2000) and the Bar-On (1997a, 2006) Emotional-Social Intelligence Framework.

Salovey and Mayer (1990) described emotional intelligence as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (p. 189). Salovey and Mayer shared in their 4-Branch Model a framework comprised of four ability based domains, that is:

1. Perceiving emotions
2. Using emotions
3. Understanding emotions
4. Managing emotions

Using their model, they asserted that individuals who were highly skilled in emotional intelligence would progress through these domains at a quicker rate and ultimately master more of them (Mayer, Salovey, & Caruso, 2004). As they describe below, this is important for individuals dealing with life problems.

When people approach life tasks with emotional intelligence, they should be at an advantage for solving problems adaptively. And it is for this reason that such skills are included within the construct of emotional intelligence. The sorts of problems people identify and the way they frame them will probably be more related to internal emotional experience than will be the problems addressed by others. For example, such individuals are more likely to ask not how much they will earn in a career, but rather whether they will be happy in such a career. Having framed a problem, individuals with such skills may be more creative and flexible in arriving at possible alternatives to problems. They are also more apt to integrate emotional considerations when choosing among alternatives. Such an approach will lead to behavior that is considerate and respectful of the internal experience of themselves and others. (Salovey & Mayer, 1990, p. 211)

Goleman (1996) described emotional intelligence as abilities. Examples include being able to motivate one’s self and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathize and to hope. Goleman (1996) described emotional intelligence as the ability to identify, access and control one’s own emotions, the emotions of others and that of groups (p. 43). Goleman (1998a) presented a mixed model of emotional intelligence abilities that was comprised of twenty-five competencies arranged in five clusters. He contended that these competencies were a driver of individual performance (Goleman, 1998b). These clusters/competencies include:

1. Self-awareness Cluster (emotional awareness, accurate self-assessment, self-confidence);
2. Self-regulation Cluster (self-control, trustworthiness, conscientiousness, adaptability, and innovation);
3. Motivation Cluster (achievement drive, commitment, initiative, and optimism);
4. Empathy Cluster (understanding others, developing others, service orientation, leveraging diversity, and political awareness);

5. Social Skills Cluster (influence, communication, conflict management, leadership, change catalyst, building bonds, collaboration and cooperation, and team capabilities).

(Boyatzis et al., 2000)

Goleman (1998b) explained that these competencies are not innate; they can be learned and developed over a lifetime. Goleman describes further that all individuals have a general emotional intelligence that determines their potential for the further learning of these competencies.

Bar-On (2006) provides us with the following description of emotional intelligence: “A cross-section of interrelated emotional and social competencies, skills and facilitators that determine how well we understand and express ourselves, understand others and relate with them, and cope with daily demands, challenges and pressures” (p. 2). His model is called the Bar-On Model of Emotional-Social Intelligence (ESI).

Bar-On (2006) organized his model into five composite scales and 15 subscales:

1. Intrapersonal (self-regard, emotional self-awareness, assertiveness, independence, self-actualization)
2. Interpersonal (empathy, social responsibility, interpersonal relationships)
3. Stress Management (stress tolerance, impulse control)
4. Adaptability (reality-testing, flexibility, problem-solving)
5. General Mood (optimism, happiness)

Bar-On (2002) states that emotional intelligence develops over time and can be improved upon through training. He also explains that those with higher emotional intelligence competencies are more successful in dealing with demands and pressures in work and personal environments. He describes the correlation between high emotional intelligence competencies and one’s success in life and sees both emotional intelligence and cognitive intelligence contributing to a person’s general intelligence (Bar-On, 2006).

Table 2.1 provides a summary of the emotional intelligence models discussed in this thesis. As depicted in the table, there are similarities between the models. Each recognizes that a relationship exists between an individual’s cognitive functioning, their emotions and the actions they determine to display. All models are structured into components or domains. Finally, all the models discussed have a corresponding measurement tool.

Recognizing these similarities, an analysis of these models was required to determine which was suitable to form the framework for this study. Two reasons have been identified:

1. The definition that Bar-On (2006) developed speaks to the interrelation between emotional/social competencies and the manner in which we understand and express ourselves, how we understand others and relate to them, and how we cope with daily demands. It is this complex interaction that principals and vice-

principals encounter on a daily basis, and as such, this model most closely aligns with the study.

2. The second rationale links to the measurement tool associated with Bar-On's model. The EQ-i and EQ-360 have had extensive testing of their reliability and validity (Conte, 2005; Cox, 2001). A substantial number of studies have examined and validated these tools. These analyses will be discussed in greater detail in the methodology chapter. This longevity of use, coupled with the endorsement of many researchers, supports the use of the Bar-On model.

**Table 2.1:** Summary of Emotional Intelligence Models

<b>Author</b>	<b>Model</b>	<b>Definition</b>	<b>Components/Domains</b>	<b>Measurement Tool</b>
<b>Peter Salovey John Mayer</b>	Salovey and Mayer Ability Based Model	The ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions	Abilities (perceiving emotions, using emotions, understanding emotions, managing emotions)	Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)
<b>Daniel Goleman</b>	Goleman's Emotional Intelligence Model (Mixed Model)	The ability to identify, access and control one's own emotions, the emotions of others and that of groups.	25 competencies arranged in 5 clusters	Emotional and Social Competency Inventory (ESCI)  Emotional Competency Inventory (ECI)
<b>Reuven Bar-On</b>	Bar-On Model of Emotional-Social Intelligence	A cross-section of interrelated emotional and social competencies, skills and facilitators that determine how well we understand and express ourselves, understand others and relate with them, and cope with daily demands, challenges and pressures	15 competencies arranged in 5 domains	Bar-On Emotional Quotient Inventory (EQ-i) (self-report)  Emotional Quotient Inventory 360 (EQ-360)



### **2.2.3 Measurement tools.**

A variety of tools have been developed to measure emotional intelligence. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is used to measure Mayer and Salovey's model of emotional intelligence (Mayer et al., 2003; Salovey & Grewal, 2005). This measurement consists of 141 items and provides a score for each of the four branches of emotional intelligence, as well as an overall score (Mayer et al., 2000). The MSCEIT has participants perform a number of tasks and problems. As described above, this is an ability based measure and is mirrored after intelligence (IQ) tests.

A number of measures have been developed based on Goleman's model. The Emotional Competency Inventory (ECI) was created in 1999 (Wolff, 2005). The Emotional Intelligence Appraisal was developed in 2001 (Bradberry & Greaves, 2009; Bradberry & Su, 2003). This measure uses twenty-eight items to determine a total emotional intelligence score. It consists of a self-report, as well as a 360-degree measure (a measure that includes the assessment from individuals who know the participant). Another skill-based self-report is the Emotional and Social Competency Inventory (ESCI) developed in 2007 (Boyatzis & Goleman, 2007). This measure also provides feedback from individuals who know the participant. These individuals are termed multi-raters.

The Bar-On Emotional Quotient Inventory (EQ-i) (self-report) and Emotional Quotient Inventory 360 (EQ-360) (multi-rater) were developed to measure emotional intelligence using Bar-On's model (Bar-On, 2002, 2003). This measure uses one hundred and thirty three questions (described as items) to provide scores for the domains and competencies of this model. This model is designed to measure the mental ability to be successful in dealing with the demands and pressures of both work and personal life (Bar-On, 2006).

More recently, researchers are offering other alternatives for measuring emotional intelligence. Hughes and Terrel (2007) developed the Team Emotional and Social Intelligence Survey. The authors outline seven core skills of team success: team identity, motivation, team emotional awareness, communication, stress tolerance, conflict resolution, and positive mood. Their survey is designed to assist individuals, team members, and leaders in becoming more emotionally and socially intelligent (ESI) team members. Newman, Joseph, and MacCann (2010) describe that new measures, such as video-based situational judgment tests of emotional regulation and emotional understanding, may provide better measures than the ability or self-report measures currently in use. Riggio (2010) argues that effort should be placed on developing tools that measure specific emotional competencies. Riggio's belief is that more specific measures would be more useful in training and development compared to the broad based measures currently in use.

The measurement tools described above can be used for personal insight, professional growth, and in some cases promotion/application processes. They have spawned a variety of assessment tools that aid organizations in improving the emotional intelligence of their human resources. As these tools develop and are used, the knowledge and understanding of the field continues to grow (Bar-On, 2004).

## **2.2.4 Criticisms.**

It is also important to note, even with the constantly growing body of literature supporting the study of emotional intelligence, critics have been voicing their concerns (Conte, 2005; Cox, 2001; Guion, 2001). In reviewing the literature, a number of criticisms exist regarding these emotional intelligence models and their respective measurement tools. In an effort to provide an overview of the concerns that have been presented, the criticism has been arranged into four general categories. These categories apply either to a specific model or in some cases to all the models that have been discussed.

### ***2.2.4.1 Emotional intelligence should not be considered an intelligence.***

Closely following the release of emotional intelligence models, critics questioned whether emotional intelligence should even be recognized. Eysenck (2000) is critical of the work of Goleman. Eysenck argued that the competencies and skills that Goleman has referenced in his model are simply that, competencies and skills. He further explains that they cannot be grouped together and described as intelligence. Locke (2005) also believes that the emotional intelligence constructs are based on a misunderstanding. He considers those that are emotionally intelligent to be in fact intelligent individuals that are applying that intelligence to their emotions.

Waterhouse (2006) has also debated many of the theoretical constructs. She claims that emotional intelligence finds limited empirical support in literature. As well, she feels there are many conflicting constructs of emotional intelligence, that emotional intelligence has not been differentiated from personality measures or IQ measures, and claims that emotional intelligence and real world successes do not correlate. Gardner and Moran (2006) have provided a rebuttal to these arguments. They explain that Waterhouse misunderstands and oversimplifies multiple intelligence theory. As well, they feel that Waterhouse's own line of argument undermines her claim that multiple intelligence theory is not supported by the literature. In their concluding comments Gardner and Moran (2006) state, "By limiting her synthesis to the singular disciplinary frames of psychometrics and experimentation, Waterhouse (2006) misses the core of MI theory. We are open to disconfirming evidence but not to closing down an entire line of inquiry" (p. 231).

### ***2.2.4.2 Ability models do not measure ability.***

A number of criticisms exist regarding the Mayer and Salovey (1997) ability based model (Follesdal, 2008). Some researchers have proposed that this model does not measure what it is declared to measure, that is ability. Roberts, Zeidner, and Matthews (2001) have postulated that this model and its corresponding measurement tool (MSCEIT) in fact measure conformity (matching attitudes, beliefs and behaviours to

norms). Brody (2004) explains that the MSCEIT actually measures a knowledge of emotions but not application. Brody argues that an individual may know how they should emotionally react in a situation, but this does not necessarily mean that in an emotionally charged situation they have the intelligence to behave in this way. Other researchers have argued that Mayer and Salovey's model actually measures personality. Schulte, Ree, and Carretta (2004) provide findings that support this belief. This study was reproduced by Fiori and Antonakis (2011) with similar findings. In two different articles, Antonakis and Dietz (2011a, 2011b) stress the importance of ensuring appropriate controls are in place for personality and general intelligence when testing the validity of emotional intelligence measures.

#### ***2.2.4.3 Self-reporting measures are susceptible to faking.***

It is recognized that there is an underlying desire of many individuals responding to self-report measures to provide a more positive response than appropriate. Paulhus and Williams (2002) describe this as "self enhancement bias": the pattern where a test taker represents him or herself with excessive positive bias (p. 559). This phenomenon has been referenced by many researchers examining self-report instruments. Holtgraves (2004), as well as McFarland and Ryan (2000), speak to the challenges that must be considered when attempting to design a self-report instrument; the field of emotional intelligence is no different. Grubb and McDaniel (2007) found that self-reporting measures of emotional intelligence have also been found to be susceptible to faking. This was reinforced by Day and Carroll (2008). Whitman, Van Rooy, Viswesvaran, and Alonso (2008) speak to the limitations and restrictions that employers should consider when using various tools within an organization. Their findings indicated an elevated opportunity for self enhancement bias when an individual has taken the tool multiple times.

#### ***2.2.4.4 Emotional intelligence has little predictive value.***

Predictive value relates to the ability of any model to actually predict a specific outcome or likelihood of an occurrence. Landy (2005) challenges the predictive value of emotional intelligence by asserting that an inaccessibility of researcher's data exists and as such the credibility of the findings cannot be substantiated. He claims that there are few validity studies that support the theories of emotional intelligence. Antonakis et al. (2009) also raise concerns about research design. They request that more robust investigation must occur prior to signaling emotional intelligence's predictive value. There are also concerns about the popularity and commercialization of the emotional intelligence concept. Mayer (1999) has written about how these challenges have caused individuals and corporations to overstate the predictive nature of the models. Mayer, Roberts, and Barsade (2008) take a more moderate view of the predictability of emotional intelligence. They feel that emotional intelligence has predictive value in the areas of social relations, workplace performance, and mental and physical well-being as shown through valid measure. Newman et al. (2010) state there is predictive value in

some job performance situations. Both studies indicate that there are many predictive values attributed to emotional intelligence that have not been thoroughly proven.

#### **2.2.4.5 Summary of criticisms.**

Through my reading of the literature, it is clear that critical analysis of the emotional intelligence models and measurement tools permits a deeper understanding of their validity. The criticisms listed above have enhanced academic dialogue; this is appreciated as it allows the understandings of emotional intelligence to be further delineated and clarified. In the methodology chapter, rationale for the selection of the specific measurement tool used in this study is provided.

#### **2.2.5 Summary.**

Thought the study of emotional intelligence is considered a relatively new area of study, references to emotional and social aspects have been referenced for almost the past century. Over the past thirty years the field has seen rise to a deeper understanding of emotional intelligence theory, as well as the development of a number of emotional intelligence models. Measurement tools have also been created for personal insight, professional growth and organizational development. At the same time, critics have emerged questioning the concept of emotional intelligence. All these advancements have heightened the awareness and appreciation of emotional intelligence theory and its importance to leaders. The following section of this chapter will explore ability of these competencies to be developed.

### **2.3 Developing Emotional Intelligence**

Before examining what specific emotional intelligence competencies are linked to the role of principal, it must be determined whether these competencies can be improved. The following section will examine literature related to the development of emotional intelligence competencies. A specific look at training programs and job performance will occur, focusing on how educational organizations meet their goals and objectives.

#### **2.3.1 Can emotional intelligence competencies be improved?**

A number of studies have indicated that an individual's emotional intelligence competencies improve naturally over time (Fernández-Berrocal, Cabello, Castillo, & Extremera, 2012; Shipley, Jackson, & Larisa Segrest, 2010). Beyond this natural development, a study by Groves et al. (2008) demonstrates that it is possible to deliberately develop emotional intelligence as conceptualized in the Mayer and Salovey

(1997) model. Their article explains that all competencies in the construct can be improved. Other studies also supported the understanding that competencies can be improved (Cherniss & Goleman, 2001; Lenaghan et al., 2007; Marrow, Jarrett, & Rupinski, 1997; Seal, Boyatzis, & Bailey, 2006). Nelis et al. (2009) also found that emotional intelligence competencies were improved through training and sustained over time. Their participants were divided into two groups. One group received an emotional intelligence training of four group sessions of two and a half hours each. The other group did not receive any training. After the treatment was completed, the training group showed a significant increase in emotion identification and emotion management compared to the control group. Six months later, the training group still had the same improvement on emotion identification and emotion management. The control group showed no change. As a consequence, Nelis et al. (2009) concluded, "Our results suggest that some emotional abilities and habits may be effectively improved, even using a relative short training" (p. 40). These findings were also supported by Boyatzis and Oosten (2002).

In addition to knowing that competencies can be improved, there is recognition that emotional intelligence has a positive impact on job performance. Lenaghan et al. (2007) describe organizations that enabled employees to develop their emotional intelligence. These employees were also able to determine that emotional intelligence plays a critical role in ensuring one's health and well-being when dealing with challenging situations. Kotsou, Nelis, Gregoire, and Mikolajczak (2011) found similar results. They explained that through an intervention emotional intelligence competencies can be improved and that these competencies can impact the critical components of a person's life such as well-being, physical health and relationships. A longitudinal study focusing on MBA students from Case Western Reserve University's Weatherhead School of Management examined the ability of participants to improve their emotional intelligence competencies. Boyatzis, Cowan, and Kolb (1995) reported a 40% improvement in these competencies. They also added that the competencies were sustained over seven year time frame. Sjolund and Gustafsson (2001) explain that those holding jobs in managerial positions can improve their emotional intelligence. Similar findings have been noted with corporate executives (Orme, 2003).

Not only is there evidence that these competencies can be improved upon, but studies have begun to examine at what stage in one's life it is most beneficial to develop emotional intelligence competencies. Goleman (1996) felt that the critical time was in childhood. A study by Dulewicz and Higgs (2004) explained that these competencies can be developed later in life through workplace experiences. Other studies have found that emotional intelligence development can occur in adulthood (Boyatzis, 2009; Davidson, Jackson, & Kalin, 2000).

Studies have also examined the gender differences that have been identified in regards to emotional intelligence development. The literature does not provide clear rationale for some of the differences that exist when examining emotional intelligence competencies and gender. In some cases, little to no differences has been attributed to gender (Depape, Hakim-Larson, Voelker, Page, & Jackson, 2006; Lumley, Gustavson, Partridge, & Labouvie-Vief, 2005; Tiwari & Srivastava, 2004). Other studies have

suggested that females have higher abilities when dealing with emotions and understanding them, when compared to males (Brackett, Rivers, Shiffman, Lerner, & Salovey, 2006; Thayer, Rossy, Ruiz-Padial, & Johnsen, 2003). Lopez-Zafra and Gartzia (2014) have also made a number of statements relating to gender and emotional intelligence competencies. They have found that a gender bias may exist particularly among female participants whereby they attribute higher scores to women than to men. As well, they suggest that self-report emotional intelligence measures may be influenced by gender stereotypes.

There has been a range of approaches in the literature as to the best manner to improve the emotional intelligence of employees. Lindebaum (2009) asserted that organizations which encourage individual initiative in the acquisition of emotional intelligence will see better results than those that seek to impose it. Kramer (2007) sees action learning (group process where organizational challenges are solved) as a method of developing emotional intelligence.

Traditionally, leadership has been seen as a mysterious, lofty quality granted only to a few privileged people, and if one is not born with that quality, one cannot acquire it. Not so. Leadership is a composite of listening and speaking skills that can be learned, developed, and exercised by anyone in working with others to carry out a task. (Kramer, 2007, p. 222)

Though a very simplistic construct was used to describe emotional intelligence in this study, it is proven that the essential competencies required by a leader, can be developed to maximize effectiveness through the use of action learning by school leaders. Clarke (2010a, 2010b) outlined a similar approach, arguing that team learning should be a component of any development program. The findings of these studies support that team learning created stronger relational bonds that supported the development of emotional competencies once individuals had gained insights into their own emotional intelligence.

### **2.3.2 Training programs.**

Training programs supporting the development of emotional intelligence competencies have emerged in the literature. The following section will outline the research findings of emotional intelligence training programs.

When examining the design of training programs, Grant (2007) argues that any training program should use a spaced learning approach. The training program should occur over a period of time to allow participants to develop and consolidate skills. The setting of learning goals, such as focusing on a specific skill or competency, was another technique used by Grant that yielded positive results and should be incorporated into a training program. The setting of goals was also supported by Leonard (2008) who found that participants demonstrated greater improvement on competencies for which they set goals.

There are personal attributes and characteristics, as well as reflective practices that also aid in the development of these competencies. McEnrue, Groves, and Shen (2009) found that receptivity to feedback was directly associated with emotional intelligence improvements. Being open to new experiences and self-efficacy were predictors of training gains. Participants must also be willing to reflect on their own learning. Dulewicz and Higgs (2004) also found that reflecting and discussing emotional experiences while in a job or role can have a positive influence on emotional intelligence development. Reflection and discussion were techniques that are supported by others (Bierema, 2008; Fambrough & Hart, 2008; Horton-Deutsch & Sherwood, 2008). Clarke (2006) summarizes these understandings by indicating that through the conversations and interactions that occur in a work setting, an employee can gradually increase the capacity to deal with the feelings and emotions of self and others. As well, in a study by Kirk, Schutte and Hine (2011), participants demonstrated increased emotional intelligence and decreased workplace incivility after participating in a program that focused on an expressive writing paradigm. In this study, individuals were asked to write about their thoughts and emotions without a formal feedback loop to the supervisor.

Emmerling and Goleman (2003) promote the role of providing reliable and valid feedback on specific social and emotional competencies, so long as it is provided in a safe and supportive environment and helps to provide employees with insights into their strengths and areas for development. They explain that providing a more balanced view (strengths; an articulation of a personal vision; how developing emotional intelligence competencies helps one achieve that vision), paired with a supportive environment, can help the development of social and emotional competencies. It is important to note that many studies have referenced variations in the importance of different emotional intelligence competencies (Barbuto & Burbach, 2006; Cote & Miners, 2006; Herbst, 2007).

### **2.3.3 Summary.**

The literature indicates that competencies associated with emotional intelligence can be improved. Personal attributes and characteristics, reflective practices and effective feedback have all been referenced as effective methods of promoting the development of emotional intelligence competencies. From the references provided above, it is also evident that training itself is not the only requirement for improvement of emotional intelligence competencies. Each study hints at other factors or variables that impact the acquisition of these competencies. These factors will be explored further through the research contained in this thesis. The next sections will focus on leadership theory and its links to emotional intelligence theory.

## 2.4 Leadership Theory

The leadership within schools is closely linked to the school's/district's ability to improve; all members of the team play a role in ensuring the goals of the organization are accomplished. Within an educational organization, school or district improvement is the key to supporting student achievement and well-being (Hargreaves & Fullan, 2012; Leithwood et al., 2004) (Figure 2.3). "Districts that help their school leaders feel more efficacious or confident about their school improvement work have positive effects on important school conditions, as well as on student learning" (Leithwood & Seashore Louis, 2012, p. 107).



**Figure 2.3:** School/District Improvement to Support Student Achievement and Well-Being

The link between emotional intelligence and effectiveness as a leader is important (Antonakis et al., 2009; Cote et al., 2010; Gooty et al., 2010; Hargreaves et al., 2014). To examine this connection, the development that has occurred in the field of leadership theory needs to be acknowledged. This evolution has deepened the understanding of how leadership impacts individual and team performance. Leadership theory has also evolved to recognize the role that emotional intelligence plays in top performing leaders. The education sectors, and more specifically schools, have not been isolated from this process. In fact, as these theories have been embedded into practice by principals, it could be argued that district improvement has been enabled. This chapter will provide an understanding of the evolution of leadership theory and form a foundation for understanding how leadership theory and emotional intelligence assists school districts in supporting student learning.

### 2.4.1 Historical models.

Early leadership theories tended to focus upon the characteristics and behaviours of successful leaders. The Great Man theory was based on the belief that leaders are exceptional people, born with innate qualities and were destined to lead (Carlyle, 1841). The Trait theories supported the idea that people are born with certain character traits or



qualities. Since certain traits are associated with proficient leadership, it assumes that if you could identify people with the correct traits, you will be able to identify leaders and people with leadership potential (Allport, 1937; Bass & Bass, 2008). The Behaviourist theories concentrated on what leaders actually do, rather than on their qualities (Skinner, 1974); Bass and Bass (2008) explain that the different patterns of behaviour are observed and categorized as leadership styles. Situational Leadership theory sees leadership as specific to the situation in which it is being used; different situations require the use of various approaches or styles (Hersey et al., 2001). The Contingency Theory is a refinement of this theory, and focuses on identifying the situational variables which best predict the most appropriate or effective leadership style to fit a certain circumstance (Fieldler & Chemers, 1974).

As leadership theories have developed, focus has moved towards considering the role of followers and the contextual nature of leadership; Transactional Leadership theory and Transformational Leadership theory became prominent theories as this shift in focus occurred. The Transactional Leadership theory, first developed by Weber (1947), is based on the hypothesis that followers are motivated through a system of rewards and punishment. If follower does something positive, they will be rewarded; if the follower does something negative, they will be punished. In comparison, Transformational Leadership is described by Burns (1978) as a process where leaders and followers engage in a mutual process of raising one another to higher levels of morality and motivation. Researchers (Barbuto, 2005; Bass, 1990b; Bass, Avolio, Jung, & Berson, 2003) advocate that there are four factors that make up transformational leadership:

1. Idealized influence: (charismatic vision/behaviour that inspires others to follow)
2. Inspirational motivation: (capacity to motivate others to commit to the vision)
3. Intellectual stimulation: (encouraging innovation and creativity)
4. Individualized consideration: (coaching to the specific needs of followers)

These factors are interdependent (Gellis, 2001); when they co-exist a team has the ability to produce results that are beyond expectations (Hall, Johnson, Wysocki, & Kepner, 2008).

#### **2.4.2 Shared and distributed leadership models.**

The concept of shared leadership or distributed leadership further evolved the understanding of how leaders must interact with their team to ensure organizational improvement. Some would advise that shared leadership or distributed leadership frameworks are based on studies dealing with teamwork (Salas, Cooke, & Rosen, 2008; Solansky, 2008; Valentine, Nembhard, & Edmondson, 2012). Carson et al. (2007) emphasize that leaders do play a critical role in the function of effective teams. There is also recognition that one individual will most likely not have all the skills and knowledge required in complex organizational situations (Spillane, 2005). This understanding supports the development or distribution of leadership among many.

Carson et al. (2007) describe the concept of shared leadership as “an emergent team property that results from the distribution of leadership influence across multiple team members” (p. 1218). The state of shared leadership can be fostered in an environment that consists of following three dimensions:

1. Shared purpose (similar understandings of team goals)
2. Social support (team members provide emotional and/or psychological support to one another).
3. Voice (team members have input towards how the team accomplishes its goals or objectives).

(Carson et al., 2007, p. 1218)

Carson argues that these three dimensions work together to create an environment where leadership can flourish.

As organizational structure and requirements have become more complex, so has the need for a more complex theory of leadership (Pearce & Conger, 2003). Bergman, Rentsch, Small, Davenport, and Bergman (2012) discovered that on teams that were based on shared leadership theory, each individual typically exhibited one effective leadership approach, but across the entire team there were numerous leadership behaviours present.

Similar to shared leadership, distributed leadership recognizes that mobilizing leadership at all levels of the organization is essential to reach goals (Handy, 1996). Literature suggests that there are differences between shared and distributed leadership. These differences focus in on the relationship between leaders and their teams. “Such authors go to great lengths to argue that, while leadership may be shared and/or democratic in certain situations, this is not a necessary or sufficient requirement for it to be considered distributed” (Bolden, 2011, p. 256). As such, distributed leadership focuses on the interaction between leaders, followers and the situations they face (Spillane, 2005; Spillane & Diamond, 2007). “A distributed model of leadership focuses upon the interactions, rather than the actions of those in formal and informal leadership roles. It is primarily concerned with leadership practice and how leadership influences organizational and instructional improvement” (Harris & Spillane, 2008). There is a two-way relationship between the situation and the practice. Spillane and Diamond (2007) also describe it as the ability to influence the practices of others, and in doing so major change processes may occur.

A few reasons exist as to why distributed leadership has become more prominent in the literature. Hargreaves and Fink (2006) explain that there is ever increasing evidence that improved student outcomes are linked to distributed leadership approaches. Solansky (2008) also found that “teams in this study with shared leadership enjoy motivational, social and cognitive advantages over the teams led by a single individual” (p. 338). As well, school and school districts are becoming more and more complex organizations. As such, it is a natural occurrence for leadership to be distributed in nature.

Confusion sometimes arises when attempting to distinguish between distributed leadership and delegation. Delegation involves the handing of tasks or responsibilities.

Distributed leadership is the by-product of shared activity, discussion or dialogue (Spillane & Diamond, 2007); it is concerned with the process of leadership (how leadership occurs within the organization, as well as the leadership activity is enhanced and developed). Evidence of distributed leadership would include a team that focuses on activity (professional dialogue, conversation, inquiry) rather than role (title, positional authority) (Hopkins & Jackson, 2003). It is also characterized by communication throughout the hierarchy that supports it as a learning organization (Hargreaves & Fink, 2006).

### **2.4.3 Parallel leadership.**

With the desire of school district to improve learning environments, teacher pedagogy, and ultimately student achievement, researchers have more closely examined the link between school leadership and school improvement. Hallinger and Heck (1996) advocated that the relationship between leadership and school improvement was a “black box” (p. 11). At that time, the contents of this “black box” were an unknown. As Lambert (2007) explains:

Sustainability, though receiving a great deal of attention in recent years, continues to be the most confounding problem in human organizations. Education is no exception. If anything, the complexity of the product – student learning – and bureaucratic limitations, place education more at risk. (p. 252)

The fundamental question that must be asked is what are the processes and environments that successful leaders create to promote school improvement?

Fundamental to school improvement is capacity building. Senge (1990) developed the concept of learning organizations. Such organizations continuously attempt to expand their capacity in an effort to reach the end goal of the group. This is done by supporting and nurturing new patterns of thinking. Senge (1990) described System Thinking is the 5<sup>th</sup> Discipline, the interactions within the organization and across organizations, which supports the development of learning organizations. More recently, Crowther (2011) outlined a number of school based capacity building models that have been developed over the past ten years. These include:

1. Newmann and Wehlage (1997) and King and Newmann (1999): Professional learning communities are in place and teachers are proficient, collaborative professionals.
2. Mitchell and Sackney (2001): Personal, interpersonal and organizational development occurs.
3. Hargreaves (2001): social capital and intellectual capital are required.
4. Hopkins and Jackson (2003): Dispersed leadership is required.
5. Fullan (2005): System wide supports, leadership networks and incentives are required.

6. Hargreaves and Fink (2006): The values of global sustainability and quality of life are linked to sustainable capacity building.

Adapted from Crowther (2011, pp. 6-7) and Dinham and Crowther (2011)

It is recognized that school leadership needs to be distributed in nature (Mulford, 2007; Timperley, 2005). Leithwood and Jantzi (2012) support this understanding when they state: “Collective leadership has a stronger influence on student achievement than individual leadership” (p. 11). Clarity was required as to what aspects of school leaders actually promoted school improvement. In fact, Hopkins and Jackson (2003) state “we are still in a position of needing to develop understandings about what leadership really involved when it is distributed, how school might function and act differently, and what operational images of distributed leadership in action might look like” (p. 97). To assist in developing clarity to the question of what is known about distributed leadership; Crowther (2011) provides four insights:

1. There is a direct relationship between distributed leadership and successful school improvement.
2. There is a lack of clarity around what distributed leadership means in school affairs.
3. There is an evolving international policy context for distributed leadership in school practice.
4. Leadership in different phases of capacity development requires different functions.

(p. 7-11)

These statements link school leadership and capacity building and create a foundation for the concept of parallel leadership. The key attributes of successful school reform provide a glimpse into this “black box” (Andrews & Crowther, 2002; Crowther, Hann, & Andrews, 2002).

Parallel leadership is a concept that was first introduced by Crowther et al. (2002). This theory was developed following a five year longitudinal study examining nine successful schools in Queensland, Australia. The study examined leadership styles, as well as the factors and processes that seemed to be the catalyst for high school outcomes. Three outcomes were presented in this study:

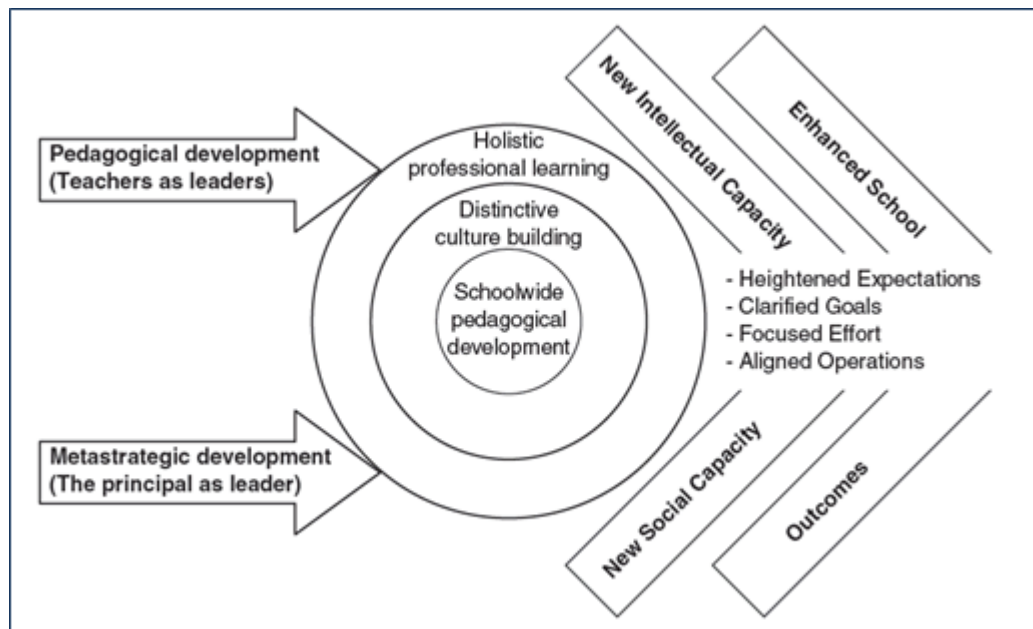
1. The Teachers as Leaders Framework: A correlation between teacher leadership and educational success
2. The Concept of Parallelism: Recognition that leadership of both the principal and teacher leaders occurs at the same time
3. How Parallelism Works to Enhance School Outcomes: School wide professional learning, school wide pedagogy and culture building are essential processes

(Crowther et al., 2002)

The concept of Parallelism fundamentally describes the relationship between the principal and teacher leaders. Parallel leadership is defined as “a process whereby teacher leaders and the principals engage in collaborative action to build school capacity.

It embodies three distinct qualities – mutual trust, shared purpose, and allowance for individual expression.” (Crowther et al., 2009, p. 53). Mutual trust speaks to the values of dignity, respect and personal wellbeing. As pointed out by Bryk and Schneider (2002), Elmore (2005), and Halverson (2007), trust cannot be underestimated and is an essential component for any team. Shared purpose speaks to the alignment between the school’s vision and the teacher’s pedagogical approaches, commitment to learning, and assessment and evaluation strategies. Allowance for individual expression speaks to the culture within the school, seeing teacher leaders as strong, skilled, autonomous individuals while still ensuring that they operate in collaboration with one another.

As depicted in Figure 2.4, the Parallel Leadership Model sees principals and teacher leaders having distinct roles (Crowther et al., 2009, p. 60). “Nurturing parallel leadership involved a change in the roles and responsibilities of principals – to lead in metastrategic development – and of teachers to lead in pedagogical development.” (Ng, Jeyaraj, Lim, Goh, & Chew, 2005, p. 1).



**Figure 2.4:** Parallel Leadership Model (Crowther et al., 2009, p. 60)

By developing a working relationship, both the principal and the teacher experience equal value on the leadership they provide. The model of parallel leadership allows the culture of the school to develop so that school wide professional learning, culture building and approaches to pedagogy become evident and the norm (Andrews et al., 2004).

Building on the model of parallel leadership and in an effort to help understand the ways that principals and teachers leaders should be defined, Crowther (2011) and Crowther et al. (2010) provide six criteria that can be used to define a successful school improvement process:

1. Committing to Revitalization: A deep conviction and a sense of hopefulness form the foundation starting with the principal and quickly spreading to the teacher leaders.
2. Organizational Diagnosis and Coherence: The alignment of staff opinions, knowledge and school processes.
3. Seeking New Heights: To provide hope, purpose and direction, a statement of vision must exist at the Strategic management level and a school wide pedagogical framework at the level of classroom practice.
4. Micro-Pedagogical Deepening: The core work of expert teachers when growth in school wide teacher excellence and expertise occurs.
5. Invoking Reaction: Processes are put in place to enhance the school improvement process by ensuring new knowledge is shared, critiqued and refined.
6. Consolidating Success: Sophisticated forms of distributed leadership exist within the school and system ensuring sustainability of success.

The approach of developing systematic approaches to school and system change, building capacity and implementing best pedagogical practices, as outlined in the criteria above, is an example of what Fullan (2011) and Levin (2011) speak to when they discuss school/district improvement.

Practical applications of the parallel leadership model have also been developed. The IDEAS (Innovative Designs for Enhancing Achievements in Schools) initially began in 1997 in Queensland, Australia and expanded to Singapore schools in 2004 (Andrews et al., 2004). As Andrews et al. (2004) explain, IDEAS supports enhanced school capacity through school wide culture building, professional learning and approach to pedagogy. “Two of the key concepts underpinning IDEAS are parallel leadership – which acknowledges the pivotal role of teachers and their classroom practice in improving student outcomes – and the alignment of the components of the Research-Based Framework.” (Ng et al., 2005, p. 2). Evidence of the success of this framework has been shared by Andrews and Lewis (2004). As well, Lewis (2006) demonstrated that the IDEAS framework can have positive impact and promote school change in a school supporting students with high social disadvantages.

In all of these cases the clear development of a professional learning community was evident. A great deal of evidence exists promoting the positive impact professional learning communities have on student achievement (Louis & Marks, 1998; McLaughlin & Talbert, 2001). More recently, there continues to be great interest in how professional learning communities support school improvement (Katz & Earl, 2007; Katz, Earl, & Ben Jaafar, 2009). Stoll and Seashore Louis (2007) advocate for ongoing effort to determine who should be involved in professional learning communities and how to better stimulate authentic professional dialogue within large networks of people. Others also believe that new approaches to professional learning communities must be encouraged (Earl & Katz, 2007; Katz et al., 2008). Aligning with this thinking, Hargreaves (2007) provides seven principles for sustaining professional learning communities (depth, breadth, endurance, justice, diversity, resourcefulness,

conservation). Andrews and Lewis (2007) shared two case studies where the IDEAS process was implemented and effective professional learning communities evolved. Lewis and Andrews (2009) demonstrate that principals must promote and support the leadership capacity of their teacher leaders. This demonstrates how the principles of parallel leadership allow for both principal and teacher leadership to develop in a unified effort to promote school improvement efforts.

#### **2.4.4 Relational leadership.**

As outlined in the previous section of this chapter, the interaction between individuals within an organization is recognized as highly important. Ospina and Uhl-Bien (2012b) recognize this in their statement: “There is hunger to find novel ways to respond to organizational challenges stakeholders face in our post-industrial, communication technology driven , social media oriented , global society” (p. xxi). While the concept of relationship oriented behaviour has been recognized for some time (Graen & Uhl-Bien, 1995), the term relational leadership is relatively new to the literature (Brower, Schoorman, & Tan, 2000; Drath, 2001; Uhl-Bien, 2005). Traditionally, research in the area of relationship oriented leadership styles has focused on developing high quality, trusting, work relationships (Uhl-Bien, 2005). More recent literature has provided two different perspectives by which the term relational can be viewed (entity perspective; relational perspective) (Fletcher, 2012; Ospina & Uhl-Bien, 2012b).

The entity perspective follows the more traditional understandings of relational leadership, focusing on individuals, both leaders and the members of their team. Emphasis is on individual behaviours, personalities, perceptions and intentions (Ospina & Uhl-Bien, 2012a; Uhl-Bien, 2006). When viewing the world from this perspective, Dachler and Hosking (2013) explain, “Social relations are enacted by subjects to achieve knowledge about, and influence over, other people and groups” (p.3). Using the entity perspective organizations can be viewed through the actions of individuals. These are interpersonal in nature, typically between a leader and a follower. There are many theories that align with this perspective. Three prominent theories include:

1. Leaders-member exchange (LMX) theory: Leadership occurs when leaders and followers develop relationships that result in influence over one another and allow for positive outcomes to occur (Gerstner & Day, 1997).
2. Hollander’s Relational Theory: Leadership is a two-way influence and social exchange between the leader and the follower (Hollander, 1979, 1995). It is important to note that Hollander (1995) also explains that the relationship is influenced by the leader’s perception of him/her and the follower’s perception of the leader.
3. Charismatic Relationships: Leadership is a social relationship between leaders and followers based on quality of charisma. This theory provides insights into what causes a follower to perceive a leader as charismatic and how their relationship develops over time (Howell & Shamir, 2005).

The second perspective (relational perspective) does not focus on the individual, but rather views knowledge as socially constructed and distributed (Dachler & Hosking, 2013; Ospina & Uhl-Bien, 2012a). As Dachler and Hosking (2013) explain, this perspective does not focus on attributes of individuals, but on the social construction processes by which the understandings of leadership develop. Uhl-Bien (2006) explains:

Relational perspective do not adopt traditional organizational and management language of “structures” and entities”; instead, they view organizations as elaborate relational networks of changing persons, moving forward together through space and time, in a complex interplay of effects between individual organizational members and the system into which they enter. (p. 661)

Hosking (1988) recommended that the study of leadership must switch from leaders as persons, to leadership as a process. Seers and Chopin (2012) support this view in their statement, “Relational leadership conceptions de-emphasize, in varying degrees, this search for the “right stuff” and its romanticizing of leadership” (p. 44). In some cases, calls have been made to shift focus away from the leader in the relationship and emphasize the follower (Alvesson & Sveningsson, 2012; Uhl-Bien & Pillai, 2007). In line with this thinking, Uhl-Bien (2006) theorized that the Relational Leadership Theory is “an overarching framework for the study of the relational dynamics that are involved in the generation and functioning of leadership” (p. 667). This theory supports the processes by which leadership is produced and enabled.

Relational leadership approaches allow for consideration of leadership relationships more widely than the traditional focus on the manager-subordinate dyad. There is a field of research that explores the relationship between managers and subordinates, but this will not be directly explored in this thesis (Kotter, 2012). Views of leadership as relational recognize leadership wherever it occurs, and does not fall into the common practice of using the terms leaders and manager interchangeably. “Relational perspectives do not seek to identify attributes or behaviours of individual leaders but instead focus on the communication process (e.g., dialogue, multilogue) through which relational realities are made” (Uhl-Bien, 2006, p. 664). This theory sees leadership not as management or managers and subordinates, but instead as an interactive process engaged in by participants, collaborators, or partners.

#### **2.4.5 Summary.**

The field of leadership theory has evolved greatly from its initial beliefs that leadership was an inherent ability or set of behaviours or traits one could possess. There is recognition that leadership is relational in nature; the interaction of individuals within the organization and the context within which they work are interdependent. Those that are able to harness this understanding are more apt to be successful in their role. Figure 2.5 depicts the relationship between leadership and school/district improvement. The school leader’s ability to influence others and build team member’s capacity is at the



heart of effective school leadership. The following sections will focus on how emotional intelligence supports leadership for school improvement.



**Figure 2.5:** Leadership for School/District Improvement

## **2.5 Emotional Intelligence and Leadership Theory**

As indicated earlier in this chapter, leadership theory has continued to provide a deeper understanding of the necessary competencies and abilities of leaders. This in turn has allowed organizations to maximize their employee's contributions toward established goals (Northouse, 2013). There is ever increasing evidence that emotional intelligence plays a key role in supporting leaders in this quest (Cavazotte et al., 2012; Gooty et al., 2010; Stein, Papadogiannis, Yip, & Sitarenios, 2009). Building on these leadership theories, Goleman (1996) demonstrated the significant impact that effective emotional intelligence competencies play for a leader. The study of emotional intelligence has yielded insights into how to measure the impact of a leader's emotions, as well as how the best leaders have found effective ways to understand and improve the way they handle their own and other people's emotions. The findings that will be described in this section focus on the link between emotional intelligence and leadership theory as it relates to transformative leadership and the development of leaders, as well as its relationship to the workplace and performance of teams.

### **2.5.1 Transformative leadership.**

In a study by Cavazotte et al. (2012), it was found that leadership effectiveness was directly related to the transformational abilities of the person, which are supported by emotional intelligence competencies. An earlier study by Gardner and Stough (2002) found similar findings in that emotional intelligence was correlated with transformative leadership. Likewise, Downey et al. (2011) found that female managers that displayed

transformational leadership behaviours were more likely to display high levels of emotional intelligence. Lam and O'Higgins (2012) found that these transformational leadership styles and the emotional intelligence of the leader have a positive impact on the employee's job satisfaction. Not only do effective leaders require these competencies, there is also evidence that those individuals who have emotional intelligence competencies are more apt to emerge into leaders (Cote et al., 2010). An earlier study by Higgs and Aitken (2003) supported this finding citing emotional intelligence as a good predictor of leadership success.

### **2.5.2 Emotions and the workplace.**

There is extensive research into the role emotions play in the workplace (Beatty, 2007; Offermann, Bailey, Vasilopoulos, Seal, & Sass, 2004; Webb, 2009). Goleman et al. (2002) explained how understanding the powerful role of emotions in the workplace sets the best leaders apart from the rest; these abilities impact business results, retention of talent, and organization morale, motivation, and commitment. Brotheridge and Lee (2008) found that emotional competencies are essential for leaders, as they are expected to create and sustain positive relationships within the workplace. Stein et al. (2009) also found direct correlations between executives who possessed elevated competencies of empathy, self-regard, reality testing and problem solving and the profit earnings of the company. These studies demonstrate the importance that emotional intelligence plays in supporting effective leadership.

### **2.5.3 Team performance.**

Team performance has also been a focus of studies. Koman and Wolff (2008) examined the relationship between emotional intelligence competencies, team emotional intelligence and team performance. They found that an emotionally intelligent team leader has a significant positive impact in creating an emotionally competent team, as well as on the performance of that team. Kafetsios, Nezelek, and Vassiou (2011) found that a leader's appropriate use of emotion had a positive impact on a direct reports attitude and emotion relating to work. It was also noted by Smollan and Parry (2011) that the manner in which a leader deals with emotions will impact on how open employees are about their own emotions. Momeni (2009) recognized that a leader's effectiveness in creating a positive organizational climate is also affected by the emotional intelligence competencies of the leader; specifically, findings demonstrated that social awareness and self-awareness have a direct impact on organizational climate. As well, credibility was also found to be influenced by the leader's emotional intelligence competencies.

As emotional intelligence theory has evolved, so has precision of studies linking emotional intelligence and leadership ability. Goleman and Boyatzis (2008) examined the relationship between how an empathetic leader affects the brain chemistry of both the leader and the direct report. Using the Emotional and Social Competency Inventory

(ESCI), they found that social competencies of empathy, attunement, organizational awareness, influence, inspiration and team work all positively impact leadership. In a separate study, it was found by that leaders with strong emotional intelligence competencies were able to better mitigate against turnover of employees, as well as promote higher levels of job satisfaction (Jordan & Troth, 2011).

Hargreaves et al. (2014) describe effective leadership in organizations, teams and communities as Uplifting Leadership: “Emotional and spiritual uplift is the beating heart of effective leadership. It raises people’s hopes, stirs up their passions, and stimulates their intellect and imagination” (p. 3). This description indicates the importance that emotional intelligence plays for leaders. They acknowledge that the influence of emotional based skills is not new to study of leadership:

Some of the founding literature in this area of soft skills is more than a quarter century old. For example, Bernard Bass argued that leaders of organizations that perform beyond expectations articulate a convincing and inspiring vision. They appeal to people’s emotional engagements and attachments to their leaders and fellow followers so that everyone will be prepared to transform their habits and work practices in order to reach an entirely new level of performance.

(Hargreaves et al., 2014, p. 182)

Habits, practices and performance of individuals and teams are all linked to the emotional effectiveness of the leader. How is this measured? Hargreaves et al. (2014) share their reflections: “And the greatest sign of success for a teacher is to be able to say, “The children are now working as if I did not exist.” This is the ultimate goal of all uplifting leaders.” (p. 176). This is when a leader can truly know they have had a positive impact.

It is recognized that with further understanding, additional questions present themselves. As Gooty et al. (2010) have shared, there is need for further study examining the links between leadership and emotional intelligence competencies.

#### **2.5.4 Summary.**

Emotional intelligence and leadership theory are closely linked to one another. The relational nature of leadership requires an appreciation and honing of emotional intelligence competencies. This statement is especially true within the context of school districts. The school setting is one based on relationships; students, parents, teachers, principal, and community members must all interact in an effective manner to support student achievement and well-being. The following sections will focus on the link between emotional intelligence and effective school leadership.

## **2.6 Emotional Intelligence and Effective School Leadership**

Throughout this chapter I have discussed the historical understandings of emotional intelligence and its link to leadership theory. This information has been provided in an effort to create a broad understanding of the interdependency of leadership and emotional intelligence. As this study focuses on emotional intelligence and effective school leadership, the following section will outline how emotional intelligence supports leadership for school improvement and ultimately promotes student achievement and well-being.

### **2.6.1 Emotional intelligence and the principal.**

The theories of leadership and their link to emotional intelligence have provided a framework for discussion around educational leadership and the role of change in schools and school systems. Efforts have been made by Elmore (2000) to clarify the application of leadership theory in educational settings. The work of Fullan (2001, 2003, 2008) has provided insights into how effective leadership must exist in a school district to ensure that continual improvements are occurring. Leithwood and Beatty (2008) specifically link leadership theories and the importance of strong emotional intelligence. In a recent publication, Fullan (2014) summarizes thinking around the role of the principal:

New, rapidly emerging change dynamics almost organically favor a different and more powerful role for principals, and really for all – students, teachers, parents, administrators, and policymakers. Tensions are growing between, on the one hand, an urge to tighten the focus around standards and, on the other hand, a tendency to allow digital innovations to flourish. The capacity to navigate, indeed to help others navigate these troubled waters will require a new kind of leadership. We will see that this new view of leadership has the advantage of being more in harmony with the human condition. Humans are fundamentally motivated by two factors: doing things that are intrinsically meaningful to themselves, and working with others – peers, for example – in accomplishing worthwhile goals never before reached. If principals can get the knack of stimulating and enabling these organic forces, then fundamental changes will occur in rapidly accelerating time frames, transforming stodgy or moribund school systems into dynamic learning environments. (p. 7)

The role that emotional intelligence plays for leaders, both principals and leaders in general, cannot be underestimated. Organizations must be aware that emotional intelligence predicts job performance, especially in occupations that tend to be highly emotional in nature (Cherniss, 2010; Newman & Joseph, 2010). O'Boyle, Humphrey, Pollack, Hawver, and Story (2010) found that emotional intelligence was a predictor of job performance (meeting performance expectations of a particular job). In fact, in their study they put forward that emotional intelligence ranked third in relative importance to cognitive ability and conscientiousness. Maulding, Peter, Roberts, Leonard, and Sparkman (2012) also identify a strong correlation between emotional intelligence and

leadership success and resilience. Job satisfaction and employee emotionality also can impact performance at work. As Kafetsios et al. (2011) point out, the emotional intelligence competencies of a leader are positively related to employee's attitude, emotional state and job satisfaction. Continuing with the belief that strong emotional intelligence competencies are essential for effective leaders, a number of studies examine the importance of assisting individuals, team members, and leaders in developing their personal emotional intelligence, as well as the emotional intelligence of their organization (Groves et al., 2008; Leithwood et al., 2004).

As advocated by Fullan (2014), the role of the principal must “shift to that of an agent of contagion and fundamental change” (p. 8). He suggests that principals must use the drivers of capacity building, collaborative effort, pedagogy and systemness to develop the environment that will positively promote student achievement and wellbeing. Collaborative cultures, learning communities and capacity building are concepts that have received extensive focus (DuFour & Fullan, 2013; DuFour & Marzano, 2009; Fullan, 2010). More recently, Hargreaves and Fullan (2012) spoke to the professional capital of principals which links these concepts. They explain their model:

Professional capital is a function of the interaction of three components: human capital, social capital, and decisional capital. In the principal's case, human capital refers to the human resource or personnel dimension of the quality of teachers in the school – their basic teaching talents. Recruiting and cultivating the skills of individual teachers is one dimension of the principal's role. Social capital concerns the quality and quantity of interactions and relationships among people. Social capital in a school affects teachers' access to knowledge and information; their sense of expectation, obligation, and trust; and their commitment to work together for a common cause. Decisional (or decision-making) capital refers to the sum of practice and expertise in making decisions across many individuals or groups within a school and its community. Decisional capital is that which is required to make good decisions – specific decisions, as we shall see, about how to put human and social capital to work for achieving the goals of the school. (Fullan, 2014, pp. 70-71)

All of these notions speak to the importance that emotional intelligence plays for an educational leader. The ability to develop collaborative cultures, participate in a learning community, build the capacity of a school staff or leverage professional capital are all reliant on effective emotional intelligence competencies. The evidence does not end there. Kirtman (2013) outlines seven leadership competencies that an effective leader will exhibit. They include:

1. Challenges the status quo
2. Builds trust through clear communications and expectations
3. Creates a commonly owned plan for success
4. Focusses on team over self
5. Has a sense of urgency for sustainable results
6. Commits to continuous improvement for self
7. Builds external networks and partnerships

Again, these leadership competencies continue to support the need for strong emotional intelligence competencies (Figure 2.6).



**Figure 2.6:** Emotional Intelligence and Effective School Leadership

Studies in Ontario, Canada (Leithwood & Beatty, 2008; Stone et al., 2005) have been examining educational leaders and have determined the competencies that a leader will need to be successful. In a similar study, Williams (2008) demonstrated the emotional intelligence competencies that differentiated outstanding principals from typical principals. They noted in their study that those principals with strong emotional intelligence competencies were better able to interact with a range of organizational environments, as well as use a wide range of strategies to accomplish organizational goals. The work of these researchers was consolidated by Leithwood and Seashore Louis (2012). In their publication, they specifically outline the personal resources that principals must exhibit. This thinking has become the basis for the *Ontario Leadership Framework* (see Appendix D).

### **2.6.2 Ontario leadership framework.**

The *Ontario Leadership Framework* was first published by the Ontario Ministry of Education in 2007. The 2012 version of the framework outlines the successful individual and small group practices for school/system leaders, as well as the effective practices for schools/systems. The framework is the foundation of the *Ontario Leadership Strategy* and describes what good educational leadership looks like in the province of Ontario (Ontario Ministry of Education, 2008b). This publication was developed in part, due to the contextual requirements of the Ontario educational sector where principals are viewed as instructional leaders (Campbell, Fullan, & Glaze, 2006).

A highlight of the 2012 framework is a section outlining the personal leadership resources. These personal leadership resources identify the individual qualities that

influence the effectiveness of the leader. They include: cognitive resources (problem-solving expertise; knowledge of school and classroom conditions that directly affect student learning), social resources (perceive emotions; manage emotions; act in emotionally appropriate ways), and psychological resources (optimism; self-efficacy; resilience) (Ontario Ministry of Education, 2012).

The framework defines leadership practice as a collection of patterned actions that draw on a set of competencies comprised of skills, knowledge and attitudes (Elmore, 2006). The practices outlined in the framework are the ones that research has indicated have the greatest impact on student achievement and wellbeing (Marzano et al., 2005; Waters & Marzano, 2006). The framework is divided into five categories (setting directions; building relationships and developing people; developing the organization; leading the instructional program; securing accountability). The work of Leithwood et al. (2006) assisted in developing these categories.

### 2.6.3 Team emotional and social intelligence.

Hughes and Terrel (2007) provided a connection between academic literature and the pragmatics of improving a business or organization. Their model is depicted in Figure 2.7.

From Emotional Intelligence to Collaborative Intelligence™  
A Team Model



Figure 2.7: Team Emotional Social Intelligence (TESI®) Model

The Team Emotional and Social Intelligence Survey (TESI) includes seven key dimensions to effective teams. They are:

1. Team Identity – reflects the level of inclusiveness that team members grant one another and how much differences on the team are valued.

2. Motivation – provides feedback on whether creative thinking is promoted and whether competition is working for or against the team.
3. Emotional Awareness – measures the amount of attention the team pays to noticing, understanding, and respecting the feeling of its members.
4. Communication – indicates how well team members listen, encourage participation, share information and discuss sensitive matters.
5. Stress Tolerance – addresses whether team members feel safe with one another, and if they will step in if someone on the team needs help.
6. Conflict Resolution – measures how flexible the team is in responding to challenging situations.
7. Positive Mood – indicates the members’ willingness to provide encouragement, their sense of humor, and how successful the team expects to be.

Adapted from Hughes and Terrel (2007)

The TESI enables teams to self-assess their effectiveness in each of these dimensions. This tool also provides a means of measuring the emotional intelligence of a team. Prior assessment tools focused only on the individual. This has provided a critical link that was missing in the body of emotional intelligence literature.

#### **2.6.4 Implications for organizations.**

Boyatzis and Saatchioglu (2008) prepared a comprehensive review of 17 longitudinal studies of the impact of a particular MBA program on developing emotional, social and cognitive intelligence competencies. The findings indicate that competencies that predict effectiveness in management and leadership can be improved in adults through a graduate management program and that these improvements can be sustained out as far as seven years. The main implication of this paper is that emotional intelligence based competencies can be developed but that development can be eroded without continuous improvement and renewal. This could have negative implications for an organization (decreased effectiveness, reduced staff morale, diminished confidence from clients). Thus, augmenting individual emotional intelligence must be viewed as a developmental process; a process that must be enabled and supported. Organizations must not only provide strategic plans for enhancing emotional intelligence, but they must also ensure that measures are taken to ensure these improvements are sustained.

#### **2.6.5 Summary.**

Strong links exist between emotional intelligence competencies and the effectiveness of school leaders. This relationship is outlined in the *Ontario Leadership Framework* (Ontario Ministry of Education, 2012); the personal leadership resources identify the individual qualities that influence the effectiveness of the leader. A large component of the principal’s role focuses on the intrapersonal and interpersonal aspects of



relationships. The ability of a principal to effectively influence and support individuals and teams as a whole is an essential driver for when promoting student achievement and well-being. The next section will focus on the learning context within which these relationships occur.

## 2.7 Learning Context

When examining the development of an educational leader's emotional intelligence, I would be remiss to not recognize the influence that context has in the development of competencies and the learning process in general (Figure 2.8). In the following pages, I will provide a review of the literature of the learning context and how this impacts on the development of the attuned effective individual.



**Figure 2.8:** The Impact of Learning Context on Emotional Intelligence Development

### 2.7.1 The learning context.

As discussed earlier in this chapter, there is a wide range of leadership theories that discuss the impact of context or situation. Vroom and Jago (2007) explain that pure situational theorists feel the attributes of the leader are irrelevant to organizational effectiveness due to three facts:

- Leaders have very limited power (much less than is attributed to them)
- Candidates for a given leadership position will have gone through the same selection screen that will drastically curtail their differences
- Any remaining differences among people will be overwhelmed by situational demands in the leadership role

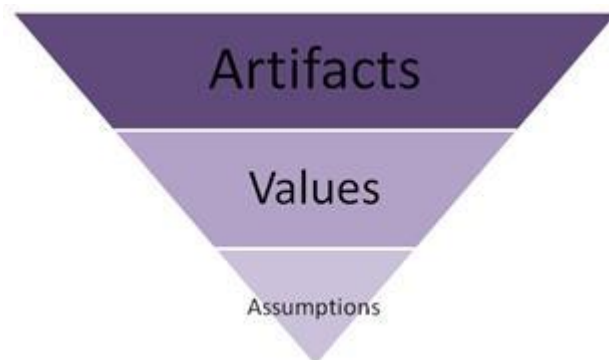
These factors are directly linked to leadership in general, but also can be applied to the learning process.

Vroom and Jago (2007) also provided three roles that context or situation plays in the leadership process:

- Organizational effectiveness (often taken to be an indication of its leadership) is affected by situational factors not under leader control
- Situations shape how leaders behave
- Situations influence the consequences of leader behavior

These roles could also be applied to how context or situation impacts leadership skill development.

It is obvious that the culture of an organization greatly impacts the learning context for leaders. In his model, Schein (2004) identified three distinct levels in organizational cultures: Artifacts and Behaviours, Values, and Assumptions (Figure 2.9).



**Figure 2.9:** Schein's Model of Organizational Culture (adapted from Schein, 2004, p. 26)

As Schein (2004) describes, artifacts include any tangible, overt or verbally identifiable elements in an organization. Architecture, furniture, dress code, and office jokes are all examples of organizational artifacts. Artifacts are the visible elements in a culture and they can be recognized by individuals not part of the culture. Values are the organization's stated values and rules of behavior. It is how the members represent the organization both to themselves and to others. This is often expressed in official philosophies and public statements of identity. It can sometimes be a projection for the future, of what the members hope to become. Examples of this would be employee professionalism, or a family first mantra. Trouble may arise if the values of leaders are not in line with the general assumptions of the culture. Assumptions are the deeply embedded, taken-for-granted behaviours which are usually unconscious, but constitute the essence of culture. These assumptions are typically so well integrated in the office dynamic that they are hard to recognize from within.

Learning context is impacted by the organization, but also is influenced by the individuals themselves and how they view themselves in their learning context. This can be termed existentialism. Existentialists examine what it means to exist as a human being in the world, and existentialists believe that understanding who we are as human beings is the key to understanding the world (Marino, 2004). Percy Walker provided a number of questions that needed to be answered: Who am I and why am I here?, I do exist, and what does that mean, if anything?, and Do I have a purpose in life, or does life have a meaning? (Crowell, 2010). These questions frame the belief that individuals must know and understand themselves. It is recognized that there is no finish line in respect to understanding self, but rather the journey of ongoing understanding is truly the important aspect of this factor.

Also connected to how the individual sees themselves is how they make efforts to continually improve themselves. Kolb (1984) describes the process whereby an individual engages in a concrete experience. Using this experience they engage in reflective observation on the experience. Their next step is to think about ways to improve (abstract conceptualization). The final step is active experimentation, whereby they attempt to implement the newly learned information. As Merriam, Caffarella, and Baumgartner (2007) explain, Kolb's experiential learning theory (ELT) proposes two approaches to understanding experiences (concrete experience and abstract conceptualization), and two modes of transforming experience (reflective observation and active experimentation). More recently, Katz's (2010) has evolved this thinking into his Plan, Act, Access, and Reflect model. At its essence, these models represent continuous improvement.

To learn from past experiences certain abilities are required:

- The learner must be willing to be actively involved in the experience;
- The learner must be able to reflect on the experience;
- The learner must possess and use analytical skills to conceptualize the experience; and
- The learner must possess decision making and problem solving skills in order to use the new ideas gained from the experience.

(Kolb, 1984; Merriam et al., 2007)

Past experiences also impact a leader's motivation, self-efficacy and desire to improve. These are powerful catalysts for learning. Chan (2010) provides an overview of the impact past experiences has on future learning:

Based on the above understanding of how efficacy beliefs are developed, one can surmise that the experience of having performed well in a leadership situation will lead to an increase in one's leadership efficacy. This is because performing well in a situation is a powerful form of enactive mastery of the required leadership behaviors. Likewise, recalling past enactments of these successful behaviors is a powerful source of vicarious learning, due to opportunities for reviewing and learning new insights that may contribute to better performance.

(p. 29)

Context or situation will influence the learning of any individual. As such, context or situation must be taken into consideration when training leaders. This factor has been taken into consideration when developing this study. An opportunity to examine the contextual factors that impact the emotional intelligence development amongst principals is a component of this study's design.

### **2.7.2 Attuned effective individual.**

In the fields of organizational development or human resources management a common goal exists to maximize and develop leaders to their greatest potential. There is a symbiotic relationship between the organization and the individual with both parties providing opportunity and resources to accomplish this desired outcome. The concept of becoming an attuned individual is discussed in the literature (Huy, 1999; McKee, Goleman, & Boyatzis, 2004). As described by Webster's Dictionary, the concept of attuned means to "bring into accord, harmony, or sympathetic relationship". The same concept applies to a leader in an educational institution. In this way, attunement will be reached when emotions are accepted and reciprocated (Huy, 1999). The word applies to both the attunement of relationship and the attunement of emotions. McKee et al. (2004) felt that when this occurs an individual becomes effective in their role with a company, as well as in their personal life.

Ultimately, the goal of an organization is to have leaders develop into attuned effective individuals who are able to support the achievement of organizational goals, have a balanced personal life and find joy and happiness in all that they do. Rogers (1961) spoke to the fully functioning person as an ideal that people should aspire to. Rogers identified five characteristics of the fully functioning person:

1. Open to experience: Both positive and negative emotions accepted. Negative feelings are not denied, but worked through (rather than resort to ego defence mechanisms).
2. Existential living: In touch with different experiences as they occur in life, avoiding prejudging and preconceptions. Being able to live and fully appreciate the present, not always looking back to the past or forward to the future (i.e. living for the moment).
3. Trust feelings: Feeling, instincts and gut-reactions are paid attention to and trusted. People's own decisions are the right ones and we should trust ourselves to make the right choices.
4. Creativity: Creative thinking and risk taking are features of a person's life. Person does not play safe all the time. This involves the ability to adjust and change and seek new experiences.
5. Fulfilled life: Person is happy and satisfied with life, and always looking for new challenges and experiences.

(Adapted from McLeod, 2014)

The attuned effective individual is the desired product of emotional intelligence training. The ability of an educational leader to effectively meet school/organizational goals and feel fulfillment in their personal lives is preferred. Understanding the manner in which this can be accomplished is a focus of this study.

### **2.7.3 Summary.**

The learning context of an individual is influenced by the environment in which they work and learn as well as how they view themselves in their learning context. Context or situation will influence the learning of any individual; context or situation must be taken into consideration when training leaders. Ultimately, the goal of a school district is that school leaders develop into attuned effective individuals who are able to support student achievement and well-being, as well as enjoying a balanced personal life. These understandings have been incorporated into the design of this study.

## **2.8 Chapter Conclusion**

What implications does this have for the public education institution? Research consistently indicates strong links between emotional intelligence and individual and/or organizational success (Qualter, Gardner, & Whiteley, 2007). Though research has begun to examine the impact that emotional intelligence can have when fostered within the organizational structure of an educational district, more work can be done on identifying the demographic and other variables that impact upon the development of emotional intelligence competencies.

As depicted in Figure 2.1 presented in section 2.1 of this chapter, these variables will provide new insights into how educational leaders' emotional intelligence capacity can be improved. The link between these factors, the learning context of the individual, emotional intelligence, leadership for school/district improvement, and school/district improvement efforts, supports student achievement and well-being. The following chapter will focus on the methodology used to determine these demographic and other variables.

## CHAPTER 3: THE METHODOLOGY

Scientific research consists in seeing what everyone else has seen, but thinking what no one else has thought.

(Szent-Gyorgyi, 2015, para. 4)

### 3.1 Chapter Introduction

Chapter #2 examined the literature that influenced and informed this study. Before discussing the methodology that will be used, it is essential to appreciate the theoretical considerations that underpin the research in this study. Philosophical beliefs provide a framework and understanding by which the research will be carried out (Johnson & Gray, 2010). Beliefs underpin and provide the lens on how knowledge is perceived and how it will be acquired throughout the study. Delineating the theoretical position of the researcher allows for two important things to occur. First, it provides others with knowledge of the researcher as a person. This involves the researcher's beliefs, biases and foundational understandings. Secondly, it assists in delineating the framework that will be used to conduct the research, as well as the methods associated with collecting, analyzing and inferring the data.

The previous sections of this thesis have provided context and justification for the methodology that will be outlined in this chapter. This chapter outlines the research approaches that were used this study. An overview of the historical development of mixed methods research and the controversies that exist within this methodological community will be provided. Focus will be given to how mixed methods is understood today, including its definition in literature. Rationale will be provided as to why mixed methods is used in this study and research design will also be discussed. Design typology (how data will be integrated through the study) and details such as participants, data collection techniques, and data analysis procedures will be provided regarding the two phases of research. Discussion will also occur around the reliability and validity of the quantitative data phase, as well as the trustworthiness of the quantitative data phase. The final components of the chapter will discuss ethics, as well as limitations of research as it applies to this study.

### 3.2 Mixed Methods – A Historical Overview

Mixed methods research has come to be known as the third methodological movement, along with the quantitative and qualitative communities (Freshwater & Cahill, 2013; Teddlie & Tashakkori, 2009). Many researchers have worked towards bringing further understanding, greater clarity, and providing definition to mixed methods research (Creswell, 2010; Greene, 2007; Ivankova & Kawamura, 2010; Johnson, Onwuegbuzie, & Turner, 2007). Creswell and Plano Clark (2011) have offered an overview of the development of mixed methods research. They outline five time periods in the field's development (formative, paradigm debate, procedural development, advocacy and

expansion, reflective). Throughout these time periods, knowledge and debate have allowed for various viewpoints to be stated and debated. Openness to constructive criticism seems to exist within mixed methods' literature. Though efforts have been made to unify thoughts and beliefs, there still exists a range of viewpoints relating to the topic. These controversies have, and will continue to, provide enlightenment and clarity to the field of study. In the following section some of these controversies will be discussed.

Teddlie and Tashakkori (2012) speak to four contemporary issues. The first issue raised is the challenge of training mixed methods researchers to have methodological eclecticism. There is an expectation that researchers develop skills for using both qualitative and quantitative techniques. The second issue raised by the authors is the use of paradigm pluralism (Morgan, 2007). Though the paradigm wars have ended, a question still arises around what it means to have more than one paradigm underlying a study (Mackenzie & Knipe, 2006; Mertens, 2005, 2007, 2010, 2012; Mertens, Bledsoe, Sullivan, & Wilson, 2010). Teddlie and Tashakkori (2012) discuss the third challenge of developing research and analytic techniques specific to mixed methods. It is felt that further clarification is required regarding the technique that should be used. The final concern raised by these authors is linked to an iterative approach to research. With iterative design, interaction with the designed system is used as a form of research. Changes and refinements are made in an effort to improve quality and function of design. As the researcher is informed by this interaction, successive versions, or iterations of a design are implemented. This could be described as a cyclical improvement design.

Heyvaert, Hannes, Maes, and Onghena (2013) provide a critical appraisal of mixed methods studies. They cite Greene and Hall (2010) in sharing that there are a variety of stances a researcher can maintain while mixing methods (purist, complementary strengths, dialectic, aparadigmatic and pragmatism). Recognizing the interaction that the researcher has in a study, it is important for the researcher to identify or acknowledge their stance in relation to the study (Heyvaert et al., 2013).

Offering a more holistic view, Christ (2014) suggests that three challenges or controversial issues exist in relation to mixed methods research and policy developments. The first relates to the fact that government policies often promote scientific method as the preferred methodology. The second challenge, relates to funding, in particular, that funding is often directed toward approaches that may not yield the optimal research results. In cases such as this, policy is driving research design rather than the research question being the driver (Plano Clark, 2010). The third challenge that has been identified relates to research paradigms (i.e., constructivist, transformative) and the associated research methodologies. There is still debate as to which methodologies are being associated with the various paradigms. It is recognized that there are controversies that still exist in the mixed method research. Whilst there is disagreement, this approach to research has gained acceptance.

### **3.3 Defining Mixed Methods Research**

Initial definitions focused on the mixing of methods (Greene, Caracelli, & Graham, 1989). Later, definitions evolved away from the concept of mixing two methods and began speaking to mixing in all phases of the research process (Tashakkori & Teddlie, 1998). Creswell and Plano Clark (2007) developed a definition that incorporated multiple meanings that have been linked to mixed methods. Their definition was directly linked to the author's effort to identify core characteristics of mixed methods.

A composite approach was also developed by Johnson et al. (2007). Through their work, 19 definitions provided by twenty-one highly published researchers were the basis of their composite definition (Teddlie & Tashakkori, 2011). It is acknowledged that many definitions of mixed methods research have been presented (Johnson et al., 2007). For the purpose of this study, the following definition will be used to describe mixed methods research:

Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroborations.

(Johnson et al., 2007 as cited by Teddlie & Tashakkori, 2011, p. 271)

This definition represents and supports the research's philosophical orientation and aligns with the approach that will be taken in this study.

### **3.4 Rationale for Use in this Study**

The question must ultimately be asked, "Why was mixed methods used in this study?" Throughout the literature shared in this study, there are numerous reasons why mixed methods may be chosen as an approach of research (Johnson & Christensen, 2012). Within the framework of this study, there are three key reasons why mixed method was selected: Mixed methods allows for deeper understandings, narratives are powerful tools to comprehend and relay findings, and there is an intrinsic humanistic component to this study.

#### **3.4.1 Deeper understanding.**

Many have referenced the rationale that mixed methods allow researchers to gather a deeper understanding of the phenomena that they are studying (Creswell, 2010; Greene & Hall, 2010; Teddlie & Tashakkori, 2012). Greene (2012) even argued that mixed methods research provides a deeper understanding of phenomena than either qualitative or quantitative methods.



Pragmatism supports the focus on the research question, allowing the researcher to select the best approach to answer that question (Denzin & Lincoln, 2005). As Maxwell (2010) describes, the distinction in mixed methods is not between the number and the text, but rather between understanding the research question through the variables and correlations presented. Ultimately, the desired result is to better understand this question in terms of events and interactions. The interaction between the variables (the numbers and the text) is at the core of understanding the data. It is this interaction that allows the researcher to more fully understand and appreciate the findings of the study. Mixed methods are also particularly useful for studying interventions (Christ, 2014). This factor is especially significant for this study as the research questions focuses on the effectiveness of a professional training program.

Also linked to this understanding is the recognition that effective quantitative and qualitative tools exist to study improvements in emotional intelligence competencies. These tools and approaches will be discussed in greater detail later in this chapter. The combination of quantitative and qualitative approaches will enable for a deeper understanding of the improvements that have occurred.

### **3.4.2 Power of the narrative.**

Narratives have the ability to illustrate and explain the experience of the participant in a manner that numbers cannot. The emotions and subtleties that participants express can be captured through the use of text. In some cases, it is these nuances that are critical to the research (Madill & Gough, 2008). Teddlie and Tashakkori (2011) stated, “In our own research, we have found that information gleaned from narratives generated by participants and investigators often proves to be the most valuable source in understanding complex phenomena” (p. 286). The ability to use narratives (in the form of vignettes) is a key component of this study.

### **3.4.3 Humanistic nature of the research.**

The nature of this study is linked to human interaction. This interaction is first and foremost situated between the participant and the environment/content of the professional development training program. That being said, there are further interactions for the participant (fellow participants, work environment, personal life, etc.). Tashakkori and Teddlie (2010) state: “We contend that mixed methods emphasizes this humanistic conceptualization of the research process more so than the other two monolithic methodological approaches/movements” (p. 273). This humanistic conceptualization is important in the context of this study not only from the standpoint of the participant, but also from the standpoint of how the research question is answered.

Mixed methods research blurs the dichotomy between researchers and human problem solvers.

We believe that mixed approach closely parallels everyday human problem solving in a way that neither qualitative nor quantitative methods alone can do. Everyday problem solvers use multiple approaches concurrently or closely in sequence and examine a variety of sources of evidence in decision making  
(Tashakkori & Teddlie, 2010, p. 273).

Emotional intelligence is at the core of human interaction. Utilizing a mixed methods approach enables the researcher to better understand the improvements that occur in educational leaders' emotional intelligence capacity through their involvement in a professional development training program.

### **3.5 Validity of Mixed Methods Design**

Validity is often described as how well the scientific test or research measures what it was designed to measure. The topic of validity in mixed methods research is an area that continues to be debated and discussed. Some would even describe it as being in its early stages of development (Johnson & Onwuegbuzie, 2004; Onwuegbuzie & Johnson, 2006). There are a variety of viewpoints that exist regarding validity. There is ever growing recognition that validity must be considered in all aspects of research (Onwuegbuzie & Johnson, 2006). A rubric has also been developed in an effort to provide a general framework of validity for quantitative, qualitative and mixed methods research (Dellinger & Leech, 2007). There are also propositions that the topic of validity has even been rejected by some authors due to overuse, meaninglessness or that it is commonly used in quantitative research and thus disliked by qualitative researchers (Maxwell & Mittapalli, 2010).

Creswell and Plano Clark (2011) define validity in mixed methods research as, “employing strategies that address potential issues in data collection, data analysis, and the interpretations that might compromise the merging or connecting of the quantitative and qualitative stands of the study and the conclusions drawn from the combination” (p. 239). They make a number of proposals regarding validity in mixed methods research. They recognize that since mixed methods research involves both quantitative and qualitative approaches, there is a need to address validity in all areas of the study (data collection, data analysis, interpretation). The topic of validity will be discussed further within this chapter in regard to each of these areas.

### **3.6 Design Typology**

Typologies for mixed methods have been refined to assist in creating a common language within the field. They provide a blueprint for researchers working with mixed methods, introduce designs that are unique to mixed methods, and permit distinction from purely quantitative or qualitative research (Teddlie & Tashakkori, 2011). Over the past twelve years, there have been a variety of design options that have been shared in

the literature (Bryman, 2006a; Creswell & Plano Clark, 2007; Greene, 2007; Morse, 2003; Teddlie & Tashakkori, 2009).

### **3.6.1 Criteria for research design.**

Previous work by Creswell (2003) (as cited in Creswell & Plano Clark, 2011) provided criteria for the research design of mixed methods research. It was recommended that four criteria must be considered when mixing approaches. The first criterion, implementation, refers to the sequence by which qualitative and quantitative methods are used in the research design. The second criterion, priority, refers to which method is most important in the data analysis. Specifically, it references which approach most directly influences the findings. The third criterion, integration, speaks to at what stage of the research design is the data from the different methods related to one another. The final criterion, theoretical perspective, delves into whether the theory informing the analysis is explicit from the beginning or emergent during the research process.

### **3.6.2 Frameworks.**

Though a number of typologies exist, two specific frameworks have been heavily cited and referenced. One of these frameworks suggests that the purpose of the study impacts on the design decision while the second framework suggests that the design can be separate from the research purpose.

#### ***3.6.2.1 Framework based on process.***

In this framework, the purpose of the study impacts directly on design decisions. Greene (2007) provides the position that a researcher is unable to separate the method from the frameworks when designing mixed methods research. Linked to this belief, Greene et al. (1989) highlight five major purposes why mixed-method research would be used (triangulation, complementarity, development, initiation, and expansion). Based on this framework, the following two purposes would provide justification for using a mixed methods research in this study:

1. Complementarity (clarifies and illustrates results from one method with the use of another method);
2. Development (results from one method shape subsequent methods or steps in the research process),

Both complementarity and development act as rationale and provide support for the mixed method approach that has been used in this study.

Based on purpose of the study, Greene (2007) provided two component designs (convergence, extension) and four integrated designs (iteration, blending, nesting, mixing for reasons of substance or values). Other researchers have advocated for a more detailed description of purpose. Bryman (2006b) recommended that a less parsimonious schema is required to access the more granular justifications that exist. As such, Bryman (2006a) provided a schema representing eighteen rationale for the use of mixed methods (triangulation, offset, completeness, process, different research questions, explanation, unexpected results, instrument development, sampling, credibility, context, illustration, utility, confirm and discover, diversity of views, enhancement, other/unclear, and not stated). Based on this framework, the following three rationales would provide justification for using a mixed methods research in this study:

1. Completeness (a more comprehensive account of the area of inquiry can be found when mixed methods is used);
2. Explanation (one method is used to explain the findings of the other method);
3. Context (qualitative research provides contextual understanding).

### **3.6.2.2 Process.**

Teddlie and Tashakkori (2011) have presented a typology based on the premise that the design can be separate from the research purpose. Their system is based on a three-stage model of process that includes: conceptualization (development of questions), experiential (methods, data collection, and analysis) and inferential (theory development, explanation). They advise that there are four families of mixed methods design:

1. Parallel Mixed: Designs in which there are at least two independent strands (one quantitative; one qualitative). Inferences are made on the results of synthesizing the findings of each strand at the end of the study.
2. Sequential Mixed: Designs that answer questions in a pre-specified chronologically order (quantitative followed by qualitative).
3. Conversion Mixed: Design in which the mixing of quantitative and qualitative data occurs in all stages of the study (one type of data is gathered and analyzed accordingly and then transformed and analyzed using the other methodological approach).
4. Fully Integrated Mixed: Designs in which the mixing of quantitative and qualitative approaches occurs in an interactive manner at each stage of the study.

Adapted from Teddlie and Tashakkori (2006, p. 20)

Each of these design typologies is effective in its own right. As such the research question (and research sub-questions) has driven the approach I have selected. The sequential design, described by Teddlie and Tashakkori (2006), is best positioned to provide understanding to the questions asked.

### 3.7 Data Integration

Data integration is the joining of multiple sets of data in an effort to answer a research question. Integration is of high importance in mixed methods research. Fielding (2012) explains that the topic of integration is more than when it happens, it is at the heart of the matter: “It is not so much the stage when integration occurs but additionally what types of data are being integrated and how we integrate them” (p. 127).

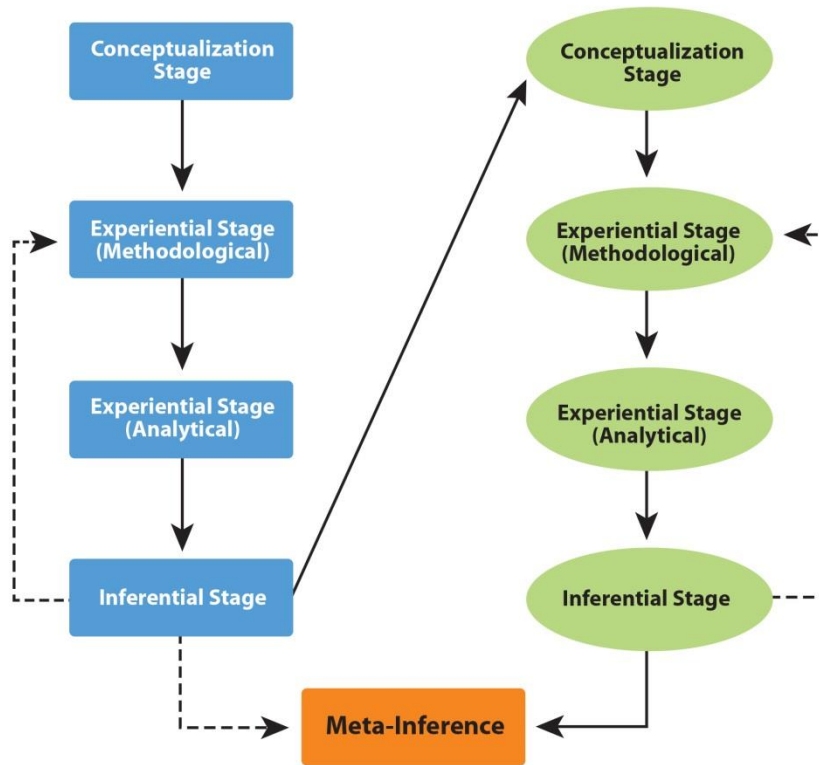
Fielding (2012) outlines three broad reasons for mixing methods: illustration, convergent validation, and analytic density.

1. **Illustration:** This concept relates to the ability of demonstrating the research topic in presentations or publications. Rather than using purely statistical data to understand a phenomenon, qualitative data has the ability to provide a more holistic understanding of the topic being investigated.
2. **Convergent Validation:** This concept links to whether different methods engaged in a research design provide findings that agree. Underpinning this reason is the belief that different designs have different inherent biases or kinds of error. By utilizing different approaches it minimizes the likelihood of error. There are criticisms of this reason. Criticism sometimes is heard from the fact that the epistemology of one method conflicts with another. In essence, one approach may support or undermine the other approach.
3. **Analytic Density:** This concept relates to the ability for researchers to have multiple sources of data to validate a finding. Triangulation is the term that is often used when multiple data points/sources are analyzed. Triangulation is a technique that is used to validate data by verifying it from multiple sources. It should be noted that Burt (2005) raises concerns over the concept of analytic density. He submits that in some cases bogus triangulation occurs in mixed methods, whereby findings through different means are not truly independent. This criticism must be considered in research design.

Due to the sequential mixed methods design in this study, integration of data will occur at two points, that is, at the completion of Phase #1 and at the end of Phase #2.

At the completion of Phase #1 of the study, the findings informed the approach of study in Phase #2. Specific trends could be identified through the quantitative analysis that occurred during the first phase of research. However, to better understand the participant's experience, the qualitative phase of research was designed in such a manner as to explore what other variables impacted the improvements of emotional intelligence competencies.

Not only did Phase #1 findings inform the second phase of research, integration of both data sets occurred at the end of Phase #2. This type of integration can be described as meta-inferencing: the “conclusion generated through an integration of the inferences that have been obtained from the results of the qualitative and quantitative strands of a mixed methods study” (Teddlie & Tashakkori, 2009, p. 152). This sequencing is illustrated in Figure 3.1.



**Figure 3.1:** Sequential Mixed Methods Design (Teddle & Tashakkori, 2009, p. 152)

Integration of both sets of data, enables the researcher to better understand what impacted the improvements of emotional intelligence competencies. From these findings recommendations have been made that have the capacity to assist school district leaders in enhancing the strategies used to improve emotional intelligence competencies of principals and vice-principals.

### 3.8 Research Question

The overarching research question that framed this study is:

What improvements occur in principal/vice-principal emotional intelligence competencies through their involvement in a professional development training program?

The following are the sub-questions that enabled the exploration of the research question:

Research Sub-Question #1: What improvements in emotional intelligence competencies have occurred over the time of the engagement in the project/professional development, as measured by the EQ-360 inventory?

- Research Sub-Question #2: What demographic variables emerge from the survey data indicating improved emotional intelligence in identified sub-groups?
- Research Sub-Question #3: What other variables, as reported by the participants, have impacted on the improvement of emotional intelligence competencies?
- Research Sub-Question #4: How do these variables interact with one another to impact the improvement of emotional intelligence competencies?
- Research Sub-Question #5: What recommendations emerge as a result of these findings?

### **3.9 Context of the Study**

The importance of building leadership capacity in emotional and social competencies for effective leadership has been explored in Chapter #2. Acknowledging the importance of developing these competencies, the participating school districts adopted an emotional intelligence training program as a focused offering for principals and vice-principals.

While this training program emphasized the importance of all emotional competencies, the focus was on key emotional and social competencies identified in the *Report on the Ontario Principals' Council Leadership Study* (Stone et al., 2005). The training series was composed of three modules:

1. *Knowing Your Heart: Understanding the Emotions of Self and Others*

(Developing an understanding and awareness of emotions and their influence on behaviours)

Emotionally self-aware administrators have a deep understanding and sense of their emotional make-up, and therefore are more capable of managing challenging emotional events to achieve positive results. The internal drive, to maximize current and potential competencies, abilities and talents with the intention of making a positive difference in their chosen role, characterizes self-actualization in school leaders. Self-actualization involves having a clear purpose as a leader and in life (Bar-On, 2006). A description of this module is provided in Appendix B.

2. *At the Heart of Relationships: Developing, Maintaining and Repairing Relationships*

(Relationships, Relationships, Relationships: It's all about relationships!)

Effective leaders in education are all about people, realizing that the success of all initiatives from the classroom to provincial initiatives depends on the engagement of the hearts and minds of those who will be responsible for implementation. The interpersonal relationships required supporting ongoing initiatives and new

endeavors don't occur by happenstance, but require purposeful attention by those charged with leadership responsibilities. Essentially it is the difference between taking the perspective of another person (cognitive empathy), having an emotional response similar to the other person (emotional empathy) or being motivated to take action regarding a particular issue (compassionate empathy). Empathy is arguably the basic building block for positive relationships. A description of this module is provided in Appendix C.

3. *At the Heart of Leadership: Managing the Daily Demands of the Job*

(Managing emotions and resolving challenging encounters while preserving relationships and maintaining a balanced life)

Problem solving can be described as the ability to identify and define problems, as well as to generate and implement potentially effective solutions. Problem-solving is associated with being conscientious, disciplined, methodical and systematic in persevering and approaching problems. Flexibility is the ability to adjust your emotions, thoughts and behaviour to changing situations and conditions. This competency also applies to one's overall ability to adapt to unfamiliar, unpredictable and dynamic circumstances. School leaders are faced, on a regular basis, with situations that evoke a strong emotional reaction. Emotionally self-aware administrators have a deep understanding and sense of their emotional make-up, and therefore are capable of managing challenging events to achieve positive results through effective impulse control. Those who experience difficulty with impulse control have a low frustration tolerance, anger-control problems and a leap-before-they-look tendency. A description of this module is provided in Appendix D.

Participants engaged in a variety of activities, dialogue and self-reflective practices that have been designed to promote the positive development of these emotional intelligences competencies.

These modules were delivered to participants through the use of a facilitator. In two of the cases, the facilitator was the individual who had designed the modules (not directly employed by the school district); in the three other cases the facilitator was a member of school district. The researcher was not involved in the delivery of the modules.

### **3.10 Research Design**

In mixed methods, there are two research designs that can be used (Creswell & Plano Clark, 2011). Fixed mixed methods design ensures that the quantitative and qualitative methods are predetermined and planned at the start of the research. There is more rigidity to this design. Emergent mixed methods design is when a mixed methods approach develops during the course of the research (Hesse-Biber & Leavy, 2006).



### **3.10.1 Design.**

Robson (2002) describes emergent methodology as a term that is used to describe a flexible design, in which the detailed framework emerges during the study. It involves a process that is ongoing, changeable, and iterative in nature but implies that choices will be purposeful and carefully considered prior to, during, and after, implementation (Wright, 2009).

It is important to understand that these designs are not set out in an either-or fashion. As Creswell and Plano Clark (2011) explain, “We view these two categories – fixed and emergent- not as a clear dichotomy but as end points along a continuum. Many mixed methods designs actually fall somewhere in the middle with both fixed and emergent aspects to the design.” (p. 55). Initially, this study had a great deal of fixed aspects to its design. It was acknowledged that a quantitative phase of research would first be conducted. It was understood a qualitative phase would follow to further explain the findings of first phase. That being said, there were details that emerged in the study that also required further exploration.

### **3.10.2 Approach.**

As described by Creswell (2002), as well as Creswell et al. (2008), there are a number of major research approaches that align with a mixed research method (triangulation; embedded; explanatory; exploratory; embedded). The sequential explanatory approach has been used in this study. Creswell et al. (2008) explain, “Researchers use the Explanatory Design when they start with quantitative methods and then follow up with qualitative methods usually to help explain the initial quantitative results” (p. 69). Further, Tashakkori and Teddlie (2003) explain, “The conclusions based on the results of the first strand lead to the formulation of design components for the next strand. The final inferences are based on the results of both strands of the study.” (p. 153).

The sequential approach is commonly used among researchers. In this approach, the researcher first collects and analyzes quantitative data, followed by qualitative data. These collections occur in two consecutive phases. The second phase elaborates, expands upon or better explains the outcome of the first phase. This is done through the exploration of the participant’s views, thoughts and impressions (Rossman & Wilson, 1985). As Ivankova, Creswell, and Stick (2006) explain, the characteristics of this approach are well described in literature (Creswell, 2002, 2003, 2005; Creswell, Plano Clark, Gutmann, & Hanson, 2003; Tashakkori & Teddlie, 1998). Also widely discussed in literature are the strengths and weaknesses of the design (Creswell, 2003, 2005; Greene & Caracelli, 1997; Moghaddam, Walker, & Harre, 2003). As Ivankova et al. (2006) outline, the advantage of this approach includes the opportunity to explore quantitative results in greater detail, as well as straightforwardness. Morse (2003) also suggests that on the occasion of unexpected results arising from the quantitative phase, this approach aids in lending explanation.

When using a mixed method approach, the challenges of priority, implementation and integration of the two phases must be addressed.

### ***3.10.2.1 Priority.***

Priority speaks to the emphasis that is given to one phase of data collection/analysis over another phase, as well as the order of the phases. In this study, emphasis was equally divided between the two phases. All sub-questions required answering to fully understand what improvements in educational leaders' emotional intelligence capacity occurred.

### ***3.10.2.2 Implementation.***

Implementation speaks to the order in which data collection and analysis occurs (Ivankova et al., 2006). This could happen in sequence (one following another), or concurrently (at the same time). As discussed above, with the research focus and research question as a key decision making framework, the quantitative phase (called Phase #1) was situated first, followed by the qualitative phase (called Phase #2). This sequential approach is specifically tied to research sub-question #3 where a contextual field-based explanation of the initial statistical results is explained.

### ***3.10.2.3 Integration.***

The final consideration is the integration of the phases. Due to the sequential approach specified above, integration occurred at the intermediate stage of the study. As Hanson, Creswell, Plano Clark, Petska, and Creswell (2005) outline, the results of the data analysis in the first phase of the study inform and guide the data collection in the second phase. In this study, the data collected in Phase #1 indicated that there were other factors that impacted the improvement of emotional intelligence competencies. An in-depth interview of participants was then conducted to better understand what other variables, as reported by the participants, impacted on the improvement of emotional intelligence competencies.

In the following pages, detail will be provided regarding each of the phases of the study. Within each phase, the following components will be discussed: participants, data collection, reliability, validity, procedure, and data analysis.

### 3.11 Phase #1 of the Study

Phase #1 of the study involved collecting data from participants involved in the training program. This phase used quantitative data collection and analysis to determine what improvements in emotional intelligence competencies occurred over the time of the engagement in the professional development training. As well, this phase explored what demographic variables emerged from the survey data indicating improved emotional intelligence in identified sub-groups.

#### 3.11.1 Participants.

Participants involved in the training program were required to hold a position of educational leadership within specific districts. They are certified educators, as regulated by the Ontario College of Teachers. Participants were selected from five school districts within Ontario, Canada and they represented a cross-section of educational leaders within each district as well as a balance of gender and age. All 230 participants were involved in the initial data collection (N=230, where N represents the total population). These individuals were required to participate in Phase #1 data collection (pre-test) prior to beginning the professional development training program. Following the completion of the learning series, participants were invited to complete the post-test data collection. Eighty-three (83) participants chose to complete the post-test data collection tool (n=83, where n represents the subset). Table 3.1 outlines the eighty-three (83) participants that completed both data collections.

**Table 3.1:** Phase #1 Participants

<b>Board</b>	<b>Participants</b>	<b>Role</b>	<b>Gender</b>
1	25	Principal: 16 Vice-Principal: 9	Male: 7 Female: 18
2	13	Principal: 6 Vice-Principal: 7	Male: 6 Female: 7
3	12	Principal: 8 Vice-Principal: 4	Male: 5 Female: 7
4	8	Principal: 4 Vice-Principal: 4	Male: 2 Female: 6
5	25	Principal: 12 Vice-Principal: 13	Male: 4 Female: 21

A sample group of this size allows for a number of variable analyses to occur (school district; facilitation approach; principal versus vice-principal; elementary versus

secondary panel; years in education; gender; years in current role; age). These sub-groups were established from the literature review in Chapter #2.

### **3.11.2 Data collection.**

The EQ-360 was developed to assess the Bar-On model of emotional-social intelligence. This tool was developed by Dr. Reuven Bar-On and Rich Handley (Bar-On & Handley, 2003). This instrument consists of two components:

1. The EQ-360 sees participants complete an EQ-i. This tool is a self-report measure consists of demographic questions (gender, age), as well as 133 items emotional intelligence related questions. It takes approximately thirty (30) minutes to complete.
2. This component has raters assessing the participant's emotional IQ. It takes approximately thirty (30) minutes to complete and can be done online as well. The raters' responses are averaged to create a total Emotional Quotient (EQ) score and composite scale scores and subscale scores. For the purpose of this study, participants will be asked to have ten direct reports, five peers, and five other individuals rate the participant. These raters are selected by the participant.

These assessments were completed prior to, and following the completion of the professional development training program (See Appendix E).

Both tools utilize a 5-point response scale with a textual response format ranging from "very seldom or not true of me" (1) to "very often true of me or true of me" (5). This data is then used to determine the overall EQ score, as well as scores for the following five composite scales and 15 subscales (Bar-On, 2006). The following table outlines Bar-On's scales:

**Table 3.2:** Bar-On's Emotional Intelligence Composite and Subscales

<b>Composite Scale</b>	<b>Subscale</b>
<b>Intrapersonal</b> (self-awareness and self-expression)	<ul style="list-style-type: none"> <li>• Self-Regard: To accurately perceive, understand and accept oneself</li> <li>• Emotional Self-Awareness: To be aware of and understand one's emotions</li> <li>• Assertiveness: To effectively and constructively express one's emotions and oneself</li> <li>• Independence: To be self-reliant and free of emotional dependency on others</li> <li>• Self-Actualization: To strive to achieve personal goals and actualize one's potential</li> </ul>
<b>Interpersonal</b> (social awareness and interpersonal relationship)	<ul style="list-style-type: none"> <li>• Empathy: To be aware of and understand how others feel</li> <li>• Social Responsibility: To identify with one's social group and cooperate with others</li> <li>• Interpersonal Relationship: To establish mutually satisfying relationships and relate well with others</li> </ul>
<b>Stress Management</b> (emotional management and regulation)	<ul style="list-style-type: none"> <li>• Stress Tolerance: To effectively and constructively manage emotions</li> <li>• Impulse Control: To effectively and constructively control emotions</li> </ul>
<b>Adaptability</b> (change management)	<ul style="list-style-type: none"> <li>• Reality-Testing: To objectively validate one's feelings and thinking with external reality</li> <li>• Flexibility: To adapt and adjust one's feelings and thinking to new situations</li> <li>• Problem-Solving: To effectively solve problems of a personal and interpersonal nature</li> </ul>
<b>General Mood</b> (self-motivation)	<ul style="list-style-type: none"> <li>• Optimism: To be positive and look at the brighter side of life</li> <li>• Happiness: To feel content with oneself, and life in general</li> </ul>

Adapted from Bar-On (2004)

Administration of the EQ-360 and EQ-i requires a certified supervisor. The researcher gained certification in use of both instruments. An on-line version of the instrument was used to collect participant information and the on-line process was managed by Multi-Health Systems Inc. (Bar-On & Handley, 2003). This organization is a reputable company, with extensive experience dealing with public educational institutions.

Analysis of Phase #1 data occurred using the Statistical Package for the Social Sciences (SPSS) software (IBM Corporation, 2011). SPSS was first established in 1968. This software is primarily used for research in social studies as it is designed to perform statistical analysis on quantitative data (George & Mallery, 2011). It aids a researcher in running complex calculations to analyze numerical data. For the purposes of this research, a limited number of specific calculations were used. Basic demographic and informational data was calculated. This information provided two distinct purposes. First, it allowed for better understanding of who the participants were. Secondly, it allowed for comparisons to be made within the various demographic groupings.

In addition to gathering demographic information regarding the participants, this study compared the pre and post-tests of participants in an effort to identify statistically significant results. Statistically significant is a term used to represent the relationship between two events where there is, at most, a five percent chance that the two events would happen by coincidence (Freedman, Pisani, & Purves, 2007). Though this five percent line is arbitrary, it has become the standard for measuring the significance of data. For events that demonstrate a five percent level of significance it is legitimate to infer that there is a reason that the events occurred together or that the events can be considered correlated. This level of significance is also reference as the p-value, where a p-value of 0.05 or less is deemed to be statistically significant (Mann, 2010).

Repeated measures was the selected statistical approach to use in this study as it measures change over a period of time. Repeated measures designs allow researchers to monitor how the participants change over the passage of time, both in the case of long-term situations like longitudinal studies and in the much shorter-term case of order effects (Mann, 2010). Mann (2010) explains that order effects occur when a participant in an experiment is able to perform a task and then perform it again at some later time. Generally, they either have a positive (subjects become better at performing the task) or negative (subjects become worse at performing the task) effect. In the case of this study, the purpose was to measure the change in emotional intelligence scores, as measured by the EQ-i/360 over a period of time.

### **3.11.3 Procedure.**

Participants were required to complete an EQ-360 prior to beginning the pre-designed professional development training program. Communication occurred with participants regarding the intention of the study and the rights they had as participants. This communication complied with the ethical clearance that was granted by the University of Southern Queensland.

The program consisted of three modules (see Appendices B-D). These modules were designed in such a way that participants were presented with skills and tools that can be used to improve personal emotional intelligence. The modules focused on the competencies of emotional self-awareness, self-actualization, empathy, interpersonal relationships, flexibility, problem solving, and impulse control. It should be noted that

the EQ-360 evaluates all competencies within the Bar-On model (Bar-On, 2004), not just the competencies of focus within these modules. The development of this program has occurred completely independently of this research proposal. This assists in ensuring objectivity when analyzing results. At the completion of the professional development training, participants were required to complete another EQ-360. It is recognized that there are some identified challenges with a pretest posttest approach to quantitative research (Steckler & McLeroy, 2008). This design does improve the internal validity of the research but limits external validity; that is whether the results can be generalized to other populations. As well, it is recognized that it is impossible to completely isolate all participants. As such, as result participants may communicate with one another and as such may impact the results beyond the professional development training that was provided. These challenges have been recognized and limited through the use of best practices relating to pretest and posttest design.

The professional development training program spanned over an eight month timeframe. The program concluded in the spring of 2011. The second phase of data collection included the selection of an in-depth study of identified participants to account for context and individual's perceptual factors. It is recognized that the context one is experiencing can significantly impact a participant's ability to learn (Goleman et al., 2002).

#### **3.11.4 Reliability and validity.**

Somekh and Lewin (2005) describe reliability as:

The term used to mean that the truth of the findings has been established by ensuring that they are supported by sufficient and compelling evidence. In quantitative research, it refers specifically to a measurement repeatedly giving the same result (being consistent). (p. 348)

The reliability of the EQ-360 has been examined by a number of researchers over the past 20 years. As stated by Conte (2005), "At the end of the literature review, it was clearly seen that validity and reliability studies of many scales have already been done. Reliability coefficients of many scales were found between 0.70-0.85" (p. 436). A consensus of findings reveals that the Bar-On conceptual and assessment model is consistent, stable and reliable. This reliability has been referenced in numerous studies (Bar-On, 2004; Dawda & Hart, 2000; Tapia, 2001). Based on the results from these studies, the researcher feels that this tool offered reliability for Phase #1 of the research study.

The term validity is used to claim that the results of a study have precisely addressed the research questions (Somekh & Lewin, 2005). Based on more than twenty years of investigation, the EQ-360 is considered scientifically valid. Reviews have acknowledged the validity of this measure of emotional intelligence (Conte, 2005; Cox, 2001; Guion, 2001). More specifically, other studies have found the EQ-i was significantly correlated with morale (0.55), stress (0.41), general health (0.50), and supervisor ratings of performance (0.22) (Slaski & Cartwright, 2002).

One common concern that is raised about the use of these tools is linked to the fact that participants are able to select their own raters. As described in the Bar-On Technical Manuals, these tools provide a technical description of how positive impression (tendency toward exaggerated positive responding) and negative impression (tendency toward exaggerated negative responding) have been dealt with through the psychometric design of the tool (Bar-On, 1997a, 1997b). The effectiveness of this component has been confirmed by a fairly high degree of overall correlation ( $R=.69$ ) between observer ratings of the behavior assessed and the scores of individuals who completed this instrument (Bar-On, 1997a).

### **3.11.5 Data analysis.**

This on-line administration of the EQ-360 was managed using Multi-Health Systems Inc. Information gathered through this on-line process was made available in a variety of tables relating to the various composite scales and subscales. These tables allowed for comparisons to occur between various demographic subgroups, as well as in relation to the composite scales and subscales.

Raw scores on the EQ-360 are automatically tabulated and converted into standard scores based on a mean of 100 and standard deviations of 15. This scoring system resembles that which is used by cognitive intelligence tests that generate an IQ. Average to above average scores on the EQ-360 means that the respondent is effective in emotional and social functioning, meaning that he or she is most likely emotionally and socially intelligent.

### **3.11.6 Transition to phase #2.**

The results from analysis of the quantitative data from Phase #1 of the study provided specific trends/themes in regards to the demographic variables that impacted the development of emotional intelligence competencies. This information was essential in beginning to answer the research question of what improvements in educational leaders' emotional intelligence capacity have occurred.

It was noted that emotional intelligence competencies did improve for a number of participants. Demographic variables indicated that some sub-groups demonstrated statistically significant results (years in education; gender; years in role; and age grouping each). The variation in results indicated that the experience of each participant was not identical. Other, yet to be identified, variables were impacting each participant's experience. Recognizing that further investigation was required, Phase #2 of the study was designed using an in-depth interview approach. Interview themes were developed that would enable the researcher to better understand the variables that had impacted the improvement of emotional intelligence competencies.



### **3.12 Phase #2 of the Study**

Phase #2 of the data collection involved the selection of an in-depth study of identified participants (from specific sub-groups) to account for contextual and individual perceptual variables. This information provided the opportunity to gather a more holistic description of the factors that impacted the development of emotional intelligence (Brannen, 2008). The approach used during this phase helped explain the findings of Phase #1. The interview approach was viewed as the most appropriate approach. The sustainability of emotional intelligence gains is not a direct outcome of this research. The potential does exist for a follow-up, longitudinal study to occur examining the retention of competencies over a longer period of time.

#### **3.12.1 Participants.**

Phase #1 data collection and analysis demonstrated that there were specific trends that existed due to the training. To best account for what contextual and perceptual factors impacted this training, an in-depth interview process was used. As Creswell and Plano Clark (2007) explain, “The qualitative idea is not to generalize from the sample (as in quantitative research) but to develop an in-depth understanding of a few people” (p. 174).

Participants for this phase of research were chosen from the pool of participants in phase #1 that had completed the pre and post EQ-360 assessment. Consistent results were not evident when comparing participants from different school districts. This information demonstrated that participants from the school districts had experienced the training in different ways. To better understand how this occurred, a participant from each school district was selected to participate in Phase #2.

To select the participant from each school district a probability sampling approach was used. Probability sampling technique is one in which every individual in the study has a chance of being selected in the sample, and this probability can be accurately calculated (Onwuegbuzie & Leech, 2007). There are a variety of probability sampling techniques that can be used. These include: simple random sampling, systematic sampling, stratified sampling, probability proportional to size sampling, and cluster sampling (Denzin & Lincoln, 2005). For the purpose of this study, a simple random sample technique was used. One of the most referenced strengths of the simple random sample technique is its ability to reduce the potential for researcher bias in the selection of interviewees to be included in the sample (Collins, Onwuegbuzie, & Jiao, 2007; Onwuegbuzie & Leech, 2005).

The general rule in qualitative research is that you continue to sample until no new information or new insights are gained (Onwuegbuzie & Leech, 2007). Sampling also tries to explore the general patterns that define people and phenomena in a context while at the same time preserving a sense of the unique perspectives individuals have of their

experiences and the unique aspects of their experiences (Denzin & Lincoln, 2005). Six participants were ultimately selected to participate in this phase of research; however, there was the potential to go beyond these six interviewees if required. As data collection occurred a consistency of themes emerged and as such, there was no need to interview further candidates. Each participant either maintained their emotional intelligence competency scores or experienced an improvement in their results. All participants agreed to participate in an interview process. In the Phase #2 Data Presentation and Analysis chapter these individual perspectives are shared in the format of vignettes (Elliot, 2005).

**Table 3.3:** Phase #2 Participants

<b>Board</b>	<b>Role</b>	<b>Context</b>	<b>Experience in Education (years)</b>	<b>Time in Role (years)</b>	<b>Gender (M/F)</b>
1	Elementary Principal	<ul style="list-style-type: none"> <li>• Previously employed as a vice-principal and guidance councillor</li> <li>• Chose to participate in professional development training program</li> </ul>	26	2	F
2	Elementary Principal	<ul style="list-style-type: none"> <li>• Prior to working the education sector, was employed in manufacturing</li> <li>• Chose to participate in professional development training program</li> </ul>	20	5	M
3	Secondary Vice-Principal	<ul style="list-style-type: none"> <li>• He has found it an adjustment working in a large secondary school</li> <li>• Chose to participate in professional development training program</li> </ul>	22	1	M
3	Elementary Principal	<ul style="list-style-type: none"> <li>• She has been principal in a variety of schools</li> <li>• Mandatory participation in professional development training program</li> </ul>	33	12	F
4	Secondary Principal	<ul style="list-style-type: none"> <li>• Recently was hired by another District and is very new to that District's culture and belief system</li> <li>• Mandatory participation in professional development training program</li> </ul>	25	2	M
5	Elementary Principal	<ul style="list-style-type: none"> <li>• Currently assigned to a small school</li> <li>• Chose to participate in professional development training program</li> </ul>	15	1	F

### 3.12.2 Data collection.

The choice of using a qualitative data collection technique for the second phase of research was very deliberate in intent. There is a variety of data collection tools used in qualitative studies. Denzin and Lincoln (2005) provide a description of each of these tools (Interviews; Questionnaires; Direct Observations; Reporting). Each of these tools are effective in their own right, but the proper selection of tool allows the researcher to better answer the research question (Creswell & Plano Clark, 2011). The choice of tool is influenced by the data collection strategy, the type of variable, the accuracy required, the collection point and the skill of the enumerator. Links between a variable, its source and the practical methods for its collection help the researcher in choosing an appropriate method (Denzin & Lincoln, 2005).

Based on the theoretical construct, the variables outlined in Phase #1 of the study and the skills of the researcher, an interview method was selected as the most appropriate approach. Denzin and Lincoln (2005) explain that even though interviews are more expensive than questionnaires, they are better for more complex questions. Interviews (especially face-to-face interviews) have a distinct advantage of enabling the researcher to establish rapport with potential participants and therefore gain their cooperation (Leedy & Ormrod, 2001). These interviews yield highest response rates in survey research. They also allow the researcher to clarify ambiguous answers and when appropriate, seek follow-up information. It should be noted that this approach could become impractical when large samples are involved rendering the approach time consuming and expensive.

A variety of definitions of an interview exists. Burns (1997) shares: “An interview is a verbal interchange, often face to face though the telephone may be used, in which an interviewer tries to elicit information, beliefs or opinions from another person.” (p. 329). Interviews have also been described as consisting of accounts given to the researcher concerning issues or topics of interest. The topics discussed in the interview are the focus, not the interview itself (Perakyla & Ruusuvuori, 2011). I prefer a description used by many researchers who have believe that qualitative interviews can be referred to as conversations with a purpose (Creswell & Plano Clark, 2011; Denzin & Lincoln, 2005). This is useful in understanding the perspective of the participant.

Further, the semi-structured interview was considered the most appropriate approach to better understand the experiences of the participants. Semi-structured interviews are widely used in qualitative research. Leedy and Ormrod (2001) share that semi-structured interviews consist of a list of open-ended questions based on the topic areas the researcher intends to study. The open-ended nature of the questions provides opportunities for both the interviewer and interviewee to discuss certain topics in more detail. The second phase of data collection included the selection of an in-depth study of identified participants to account for context and individuals’ perceptual factors. As Goleman et al. (2002) explains, the context one is experiencing can significantly impact a participant’s ability to learn. These participants represented specific sub-groups that demonstrated improvements in emotional intelligence skills, as outlined in the quantitative data collection of Phase #1. This group was much smaller in number as to allow an interview approach. Prior to the interview, participants were provided with a

framework from which questioning would occur. These themes guided the conversation that occurred between the researcher and interviewee.

Vignettes have been used in this study to present the data of Phase #2. Vignettes have been widely used as a technique alongside other data collection methods for presenting and analyzing qualitative data (Hughes 1998). As described earlier when discussing the rationale for the mixed methods approach, vignettes are a power means to share the narrative of participants (Madill & Gough, 2008; Teddlie and Tashakkori, 2011).

### **3.12.3 Validity.**

Why utilize this approach? Qualitative interviewing is said to be an effective collection method because it was more focused and because of its insightfulness to provide perceived casual inferences. Further to the definition of reliability shared earlier in this chapter, there are additional understandings as to how the repeatability of a study can be examined. Kirk and Miller (1986) propose that there are three types of reliability when examining research, including: the degree to which a measurement, given repeatedly, remains the same; the stability of a measurement over time; and the similarity of measurements within a given time period.

When examining the use of an interview, it is essential to understand the true purpose of this method of investigation. According to Denzin and Lincoln (1998), the in-depth qualitative interview provides a greater breadth than other types of interviews. Qualitative interviewing provides a means for exploring the points of views of our research subjects (Silverman, 1997). The importance of using qualitative interviews is also supported by Marshall and Rossman (1999) who shared reflections of when a researcher uses this method:

The researcher explores a few general topics to help uncover the participant's views but otherwise respects how the participation frames and structures the responses. This, in fact, is an assumption fundamental to qualitative research: The participant's perspective on the phenomenon of interest should unfold as the participant views it, not as the researcher views it. (p. 108)

A key understanding that is noted in the literature relates to the relationship that is developed between the interviewer and interviewee. Reinharz (1992) explains that the reliability of the data collected is enhanced by ensuring a strong trustworthy relationship with the interviewee is in place. Reinharz (1992) supports this viewpoint by stating, "Finally, the quality of the interview data and their reliability is enhanced when the researcher is knowledgeable and integrated into the community under study" (p. 26). The interview approach is considered valid and reliable (Fowler & Mangione, 1990; G. Morgan, 1997). The reliability of the qualitative interview provides the opportunity for the researcher to have a conversation with purpose to better understand the findings of Phase #1 data.

The quality of research is closely linked to how data is collected and analyzed (Tracy, 2010). When examining validity in a quantitative study, it is important to recognize that the term has a slightly different meaning and application from when it is mentioned in a quantitative study. Joppe (2000) outlines validity in quantitative research as the following:

Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit "the bull's eye" of your research object? Researchers generally determine validity by asking a series of questions, and will often look for the answers in the research of others. (p. 1)

The term construct validity is often seen associated with qualitative work. Wainer and Braun (1988) explain that the construct is the initial concept, notion, question or hypothesis that determines which data is to be gathered and how it is to be gathered. Further, they outline that the researcher can actively cause or affect the interplay between construct and data in order to validate their investigation.

Qualitative researchers have often felt challenged to develop the same notions of reliability and validity as their colleagues who used quantitative methods. However, often it is argued that when searching for similar procedures, that there is no simple equivalent. Krefting (1991) states:

Too frequently, qualitative research is evaluated against criteria appropriate to quantitative research and is found to be lacking. Qualitative researchers contend that because the nature and purpose of the quantitative and qualitative traditions are different, it is erroneous to apply the same criteria of worthiness or merit.

(p. 214)

Issues such as rigor and trustworthiness have been sometimes challenging to confront. Grounded theory, for example, sought to address these issues (Edmonds & Kennedy, 2013). Other authors have outlined a number of methods that exist to enhance the validity of qualitative research. Johnson (1997), as well as Benz and Newman (1998), discusses in detail the issue of internal validity of qualitative research. They identify a variety of strategies as ones that a researcher should consider if the desire is to enhance the internal validity of the research. The other challenge that sometimes faces qualitative researchers is that some qualitative researchers have actively rejected assumptions about reality and our ability to represent it accurately and objectively (O'Cathain, 2010). Regardless of the school of thought one belongs to, the key question that must always be addressed is: How can I assure to the user of my work that it is trustworthy?

Guba and Lincoln (1985) were among the first to submit that the trustworthiness of a research study is important to evaluating its worth. It is trustworthiness that is now most closely linked to validity in qualitative research (Marshall & Rossman, 2011). It is the concept of trustworthiness that differentiates qualitative research from simple stories or anecdotes (E. N. Williams & Morrow, 2009). Given and Saumure (2008) explain that trustworthiness involves establishing:

1. Credibility - confidence in the truth of the findings
2. Transferability - showing that the findings have applicability in other contexts
3. Dependability - showing that the findings are consistent and could be repeated
4. Confirmability - a degree of neutrality or the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation, or interest.

Authors have also outlined a variety of strategies or techniques that can be used to conduct qualitative research that achieves the criteria listed above. These techniques include: prolonged engagement, persistent observation, triangulation, peer debriefing, negative case analysis, referential adequacy, member-checking, thick description, inquiry audit, confirmability audit, audit trail, triangulation, and reflexivity (Finlay, 2006; Guba & Lincoln, 1994; Oliver, 2011). For the purpose of this study, member checking was selected to be the most appropriate technique to demonstrate trustworthiness.

Guba and Lincoln (1985) described member checking as the process when data, analytic categories, interpretations and conclusions are tested with members of those groups from whom the data were originally obtained. This process could include the researcher restating or summarizing information and then questioning the participant to determine accuracy. In other cases, the researcher will share all the findings with the interviewees and allow them to critically analyze the findings and comment on them. This allows the opportunity for participants to affirm that the summaries reflect their views, feelings and experiences and in doing so validates the respondent's comments.

A number of other ways to utilize member checking have also been shared (Benz & Newman, 1998; Johnson, 1997). A researcher could return to the subjects who were interviewed and check whether what had been recorded was what they had said in the interview. (e.g., "Is this what you meant when you said ...?"). Also, the researcher could go back to subjects and ask them whether what had been recorded about their behaviour is accurate (e.g., "Did you do this?"). Through this process of verification, the internal validity of qualitative research is enhanced. This can be done both formally and informally (sometimes opportunities arise for member checks during the normal course of observation and conversation).

There are a number of reasons why member checking was selected to ensure trustworthiness. Creswell (2007) provides a number of positive reasons why this technique is effective. These include the opportunity to better understand what the participant intended, the ability to make corrections to errors or wrong interpretations, gain additional information or insight, as well as summarize preliminary findings. It should also be noted that there are a number of researchers that raise concerns regarding the member checking technique. Cautions have been offered for researchers planning to use member checks to establish the validity of qualitative research (Angen, 2000; Morse, 1991; Sandelowski, 1993). Krefling (1991) also offers a strong

recommendation: “Despite the usefulness of member checking in enhancing credibility, one must consider the ethical aspect of this strategy” (p. 219). In some studies it may actually be harmful to the participants to share the results or findings through the member checking process. These cautions were mitigated in this study by through effective design and application of the member checking approach.

### **3.12.4 Procedure.**

The ultimate goal of analyzing the data collected in this phase is to better understand how the participants experienced the professional development training program and how they perceive this experience impacted their emotional intelligence improvement (Bogdan & Biklen, 2012; Lichtman, 2012). The procedure outlined below summarizes the steps taken during Phase #2 of the study.

#### **3.12.4.1 Interview stages.**

The work of Kvale and Brinkmann (2009) provided a framework by which to develop and implement, as well as understand the data from the interview. They speak to the “Seven Stages of an Interview Investigation” (Kvale & Brinkmann, 2009, p. 97). Below is a summary of these seven stages:

1. **Thematizing:** Formulate the purpose of an investigation and describe the concept of the topic to be investigated before the interviews start. The why and what of the investigation should be clarified before the question how – method – is posed.
2. **Designing:** Plan the design of the study, taking into consideration all seven stages of the investigation, before the interviewing starts. Designing the study is undertaken with regard to obtaining the intended knowledge and taking into account the moral implications of the study.
3. **Interviewing:** Conduct the interviews based on an interview guide and with a reflective approach to the knowledge sought and the interpersonal relation of the interview situations.
4. **Transcribing:** Prepare the interview material for analysis, which commonly includes a transcription from oral speech to written text.
5. **Analyzing:** Decide, on the basis of the purpose and topic of the investigation, and on the nature of the interview material, which methods of analysis are appropriate for the interviews.
6. **Verifying:** Ascertain the generalizability, reliability, and validity of the interview findings. Reliability refers to how consistent the results are, and validity means whether an interview study investigates what is intended to be investigated.



7. Reporting: Communicate the findings of the study and the methods applied in a form that lives up to scientific criteria, takes the ethical aspects of the investigation into consideration, and that results in a readable product.

This framework was used as the basis for developing the procedure for this study. The following paragraphs apply this framework to the study at hand.

#### **3.12.4.2 Interview themes.**

Included in Appendix I is a list of themes that were provided to interviewees. These themes were derived from the data presented and analyzed in Phase #1 of this study. The interview was designed using a semi-structured approach. A semi-structured interview has the following three characteristics:

1. The interviewer and respondents engage in a formal interview;
2. The interviewer develops and uses an interview guide. This is a list of questions and topics that need to be covered during the conversation, usually in a particular order;
3. The interviewer follows the guide, but is able to follow topical trajectories in the conversation that may stray from the guide when he or she feels this is appropriate.

(Bernard, 1988; Cohen & Crabtree, 2006)

The interview itself was created, knowing that it was going to be audio recorded. Written permission was obtained from candidates prior to beginning this process. Two audio recording units were utilized in each interview to ensure that if one recording unit malfunctioned, the other device would capture the interview. This occurred for both the face-to-face interviews (two interviews), as well as the interviews conducted over the telephone (four interviews).

#### **3.12.4.3 Interviewer considerations.**

When preparing for the interviews with candidates, reading occurred around the considerations I must have when performing qualitative research. Many authors speak to the importance of ensuring the interview remains impartial (Denzin & Lincoln, 1998; J. Kirk & Miller, 1986; Marshall & Rossman, 1999). This factor is essential as the interviewer is central to the collection of the data. In her work, Merriam (1998) identifies four skills that a qualitative researcher must always exhibit:

1. Tolerance for Ambiguity: Merriam (1998) explains that tolerance for ambiguity means the ability to tolerate or accept inconsistencies and uncertainties. Formal process, guideline, or procedure does not exist in qualitative research. Thus, the researcher must be prepared to deal with unforeseen events and changes in direction as the study unfolds. This can occur at any stage of the study, from design to data collection and analysis. (Merriam) compares the role of the

qualitative researcher to that of a detective who looks for clues, finds the missing clues and puts the pieces together. This specific skill was one that the researcher was required to recognize and embrace.

2. **Sensitivity:** Merriam (1998) uses this term in respect to the data collection portion of a study. She feels that the researcher should be sensitive to the obvious or explicit information, as well as the not so obvious or implicit information such as the nonverbal behaviour of people (such as gestures, silence, etc). The researcher should be sensitive to the information collected in terms of what it reveals and how it reflects what is happening. The researcher should have a keen sense of timing. When observing he/she knows when it is enough and to stop observing. When interviewing, the researcher should know when to probe, when to allow for silence, when to change the direction of the interview.
3. **Detect Personal Biases:** It should be remembered that the primary instrument is the researcher. Since all researchers bring with them experiences, beliefs and perceptions, there is a strong opportunity for personal values to creep into the observations as interviews are being conducted. The researcher will bring personal perceptions or interpretations into the phenomenon being studied. Some scholars have argued that this is unavoidable and to accept this as part and parcel of qualitative research (Denzin & Lincoln, 1998; J. Kirk & Miller, 1986). However, if the findings of any qualitative research are to be accepted by others, there is need to ensure these personal perceptions are minimized. As such, a qualitative researcher should be able to understand how biases or subjectivity shape an investigation and interpretation of findings (Glesne & Peshkin, 1992).
4. **Be A Good Communicator:** “A good communicator empathizes with respondents, establishes rapport, asks good questions, and listens intently” (Merriam, 1998, p. 23). The extent to which qualitative researchers are able to communicate warmth and empathy often marks them as good or not-so-good data collectors. These thoughts are closely linked to the concept of being a strong empathetic listener. As Leithwood and Beatty (2008) state, “Only by engaging in respectful, reflective conversations to find out if what we have ‘sensed’ is accurate can we hope to know what someone feels” (p. 132). Another vital communication skill is listening. It is only by listening to individuals can a researcher obtain good information. Besides having oral skills, a good qualitative researcher must also be a good writer. Writing is needed when taking notes and writing the report of findings. A qualitative researcher needs to do a lot of writing; much more than in quantitative research.

The next step involves taking the words that have been spoken and electronically recorded, and transcribing them to written copy. It was more efficient use of time to access the services of an external professional provider to accomplish this task. An agreement of confidentiality was required for the individual providing this service. The external professional provider executed their task as required. When the transcripts were returned from the vendor, the audio and written versions were compared to ensure accurate transcribing had occurred.

### **3.12.5 Analysis and presentation.**

To assist with presenting and understanding the stories each participant shared, vignettes were used. Vignettes go beyond a simple description of the experience, but rather share the emotion, insight, learnings, and growth experienced by each participant. In the case of this study, they were a powerful tool to illustrate the experience each participant described. Through the analysis of these vignettes, coupled with the data from Phase #1, key themes arose from the research.

### **3.13 Validation**

The process of validating data ensures not only the words that have been spoken are accurately reflected, but also the meaning or intent of the interviewee is captured. A number of steps were taken to validate the information that was collected during Phase #2 of this study.

#### **3.13.1 Analysis and verification of data.**

As described earlier, an interview approach has been used to collect Phase #2 data. Analysis of this data occurred through appropriate initial and focused coding techniques (Bogdan & Biklen, 1998). As described by Berkowitz (1997), the following six questions should be considered when coding the qualitative data:

1. What common themes emerge in responses about specific topics? How do these patterns (or lack thereof) help to illuminate the broader central question(s) or hypotheses?
2. Are there deviations from these patterns? If so, are there any factors that might explain these deviations?
3. How are participants' environments or past experiences related to their behavior and attitudes?
4. What interesting stories emerge from the responses? How do they help illuminate the central question(s) or hypotheses?
5. Do any of these patterns suggest that additional data may be needed? Do any of the central questions or hypotheses need to be revised?
6. Are the patterns that emerge similar to the findings of other studies on the same topic? If not, what might explain these discrepancies?

The outcome/results from this process are discussed in the Phase #2 Data Presentation chapter of this thesis.

Verification of data is an important process in ensuring the data collected is being interpreted in the correct manner. As discussed in the Validity of Measurement component of this chapter, there are a variety of approaches to verify data. This researcher has utilized the member checking approach. In this process, the researcher

engages with the interviewees again to ensure that the interpretation of the data is true. Guba and Lincoln (1985), argues that at its core, member checking establishes credibility in the interview process. “Credibility is a trustworthiness criterion that is satisfied when source respondents [like people who provided the information] agree to honor the reconstructions; that fact should also satisfy the consumer” (p. 329). Through this process, the opportunity was provided by interviewees to confirm understandings/perceptions, offer clarifications, and resolve any misunderstandings that may have been cited in the initial work of the interview process. This provided greater clarity and understanding on the part of the interviewer.

### **3.13.2 Coding of interview data.**

The goal of coding in qualitative research is all about data retention. I found myself revisiting the data numerous times in an effort to better understand the patterns and explanations that the interviewees had provided. Though this process I found that rather than labeling all the parts of the transcripts, I was able to bring these parts together and review them. This allowed me to better understand the story that the interviewees were telling.

A code in qualitative research is a word or short phrase that is assigned to a section of text. This code represents the essence of what the interviewee was explaining. In this study, both the transcribed notes of the interview, the audio taped version of the interview and the member checking process allowed me to gain insights into the words that were shared.

Following the six (6) in-depth interviews the process of coding the interviews was of great importance. Using the Grounded Theory approach to coding, three steps were taken to analyze the data (Edmonds & Kennedy, 2013):

1. Open Coding: This step refers to the process of reading through the data numerous times and creating labels or descriptions that summarized what was being described.

*Example: Below is an example of a quote from one interviewee. One label that was used to summarize this description is the term ‘Mentor’.*

*Equally, there was a principal that I had met early in my career who had steered me into administration and education and then similarly had helped me realize that there are personality traits that lead people to these roles, but there is also a lot of work and skills that can be learned and developed to help you be better at it as well.*

*Mentor's Influence*

2. Axial Coding: This step consists of identifying relationships between the open codes. During this step, effort needs to be made to make connections between the codes.

*Example: Below is an example of the axial coding process. This example represents one axial code that was used to summarize a number of open codes.*

***Open Coding***

***Axial Coding***

*Mentor's Influence*

*Mentor Leadership Development*

*Peer Network*

*Family Support*

*Personal Supports and Professional Networks*

3. Selective coding: This is the final step of the data analysis. During this step, effort was made to link the relationships identified in step #2 to theoretical development. Ultimately, during this step the story of the interviewees is explained, in an effort to answer the research question and sub-questions.

*Example: Below is an example of the selective coding process. This example represents one selective code that was used to summarize a number of axial codes.*

***Axial Coding***

***Selective Coding***

*Way of Being*

*Personal Supports and Professional Networks*

*Past Experience*

*Journey of Learning*

*Way of Working*

*Learning Context*

The process of coding allowed me to make sense of and analyze the data. It also facilitated the organization, retrieval and interpretation of data. This led to the

development of conclusions that ultimately supported my theory. The short examples provided above illustrate the principles that were used during the coding process.

### **3.14 Ethics**

Ethical norms play an important role in any research project. These norms promote the aims of research, represent the values of the research community, and provide accountability to the public (Clegg & Slife, 2009). Within the research community and embedded in each individual academic institution is a clearly defined ethical procedure that must be adhered to. This section provides background on the ethical considerations embedded in this research.

As described earlier in this chapter, this study examined how the emotional intelligence competencies of educational leaders change through participation in a professional development training program. Studies have shown that emotional intelligence competencies can be improved upon over time but research has not focused on which sub-groups benefit the most from specific training. Ethical clearance was obtained from the University of Southern Queensland (H10REA245).

Prior to the beginning of the first phase of study, each prospective participant received a Plain English Statement outlining details of the study (Appendix F). As well, a Letter of Invitation was provided outlining details of the study (Appendix G). The Letter of Invitation also provided participants with an overview of the professional development training program. A Participant Consent form was provided and was required to be signed and returned prior to the beginning of the first professional development training session (Appendix H). The consent forms also outlined that a participant may be contacted as a follow up to their Phase #1 results. Once perspective participants for the Phase #2 research were identified, follow up communications occurred to confirm their desire to continue participation in second phase of research.

### **3.15 Limitations of Research**

As guided by the research question and sub-questions, there are specific outcomes of this study that were achieved. It should also be noted that specific limitations did exist.

1. Participants of this study were required to hold a position of educational leadership (Principal/Vice-Principal) within specific school districts in Ontario. They also were required to be certified educators, as regulated by the Ontario College of Teachers. Though readers of this study may wish to extrapolate the findings to other sectors or groups of individuals, caution must be made to ensure further study is given to warrant such an extension of thought.
2. This study does focus on the change in emotional intelligence competencies of participants following their engagement in a professional development training program. The sustainability of emotional intelligence changes is not a direct

outcome of this research. The potential does exist for a follow-up, longitudinal study to occur examining the retention of competencies over a longer period of time.

3. It should also be noted that emotional intelligence competencies can change over time due to a variety of life circumstances (Goleman et al., 2002; Leithwood & Beatty, 2008). These circumstances could include personal development approaches, increased maturity due to life experiences, or possibly a traumatic event. This study focuses on the impact on emotional intelligence due to a designed professional development training program. The study does not claim that this is the only manner in which improvements can be seen is through a training regime.

### **3.16 Chapter Conclusion**

Throughout this chapter an effort was made to provide clarity to the methods used in the study. Mixed methods research permits a researcher to combine both qualitative and quantitative research approaches as a best approach to answer the research question. The measures taken to ensure reliability and validity, while minimizing the impact of bias, are an important aspect of this chapter.

The researcher has remained committed to the procedures that have been outlined. In the following chapters, the data collected through these procedures will be presented and analyzed to effectively answer the research question and research sub-questions.

## CHAPTER 4: PHASE #1 DATA PRESENTATION

The measure of greatness in a scientific idea is the extent to which it stimulates thought and opens up new lines of research.

(Dirac, 2015, para #1)

### 4.1 Chapter Introduction

The complexity of the data provided through this study created challenges for me as a researcher. There were a number of ways in which the data could be examined. This depth of information provided the opportunity for a critical analysis of the reported impact that emotional intelligence training has had on the participants. Working through the analysis of this data provided moments of excitement, as well as moments of disappointment (as many of the analysis that occurred did not foster any significant findings, based on my assumptions). Over the course of this chapter, many of the components reported individually have not been significant, but when examined in their totality, they do provide a pathway that has led to some significant findings.

This chapter provides both the presentation and analysis of quantitative data collected in Phase #1 of the study. As outlined in the Methodology chapter, analysis of pre and post EQ-i/EQ-360 quantitative data occurred using the Statistical Package for the Social Sciences (SPSS) software (IBM Corporation, 2011). A number of data sets were analyzed including demographic data, as well as emotional intelligence domains and competencies described in the work of Bar-On (2006). In addition, using repeated measures design, a number of comparisons were made involving sub-groups. These sub-groups (as previously described in Chapter #3) included: school district, facilitation approach, principal versus vice-principal, elementary versus secondary panel, total years working in the education sector, gender, age, and years in current role. In all cases, the changes in emotional intelligence were measured over time.

### 4.2 Domain Scales

Bar-On (2006) defines emotional intelligence as: “A cross-section of interrelated emotional and social competencies, skills and facilitators that determine how well we understand and express ourselves, understand others and relate with them, and cope with daily demands, challenges and pressures” (p. 2). His model, the Bar-On Model of Emotional-Social Intelligence (ESI), is unique in that it combines mental abilities and other characteristics. The model is comprised of five domains (intrapersonal, interpersonal, stress management, adaptability, general mood). The interpersonal domain represents an individual’s ability in the areas of self-awareness and self-expression. Interpersonal is linked to social awareness and interpersonal relationships. Stress management speaks to emotional management and regulation. Change management skills and abilities best describe the domain of Adaptability. The final domain, General Mood, is linked closely to concepts of self-motivation. Each of these



domains represents general areas of emotional intelligence within the model. Initial investigation centered on the domain scales of the Bar-On model of emotional social intelligence. In Chapter #3, Table 3.1 provided a description of these domains.

#### 4.2.1 Findings - Specific domain scales.

Statistical data relating to the specific domains of Bar-On’s model is located in Table 4.1: Emotional Intelligence Data Collection - Domain Scales and Table 4.2: Emotional Intelligence Competencies Data: Measures of Significance. The five domains include intrapersonal, interpersonal, stress management, adaptability, and general mood. There are three data points for each domain. In the second column, the sample size is provided. In the third column the level of significance (p-value) relating to the participant’s self-rating is provided. These values are derived from the EQ-i results that the participant submitted. To determine the level of significance, an analysis was made comparing pre and post test results. The third column represents the level of significance as indicated by the raters of each participant. These values were derived from the EQ-360 results provided by raters. For this calculation, a summation of the rater’s scores is compared using pre and post test results.

**Table 4.1:** Emotional Intelligence Domain Data: Measures of Significance

<b>Domain</b>	<b>Sample Size</b>	<b>Self</b>	<b>Rater</b>
Intrapersonal	83	p = 0.520	p = 0.120
Interpersonal	83	p = 0.132	p = 0.861
Stress Management	83	p = 0.439	p = 0.245
Adaptability	83	p = 0.317	p = 0.458
General Mood	83	p = 0.340	p = 0.202

Table 4.1 provides results of the examination of data on whether changes (improvements or declines) can be noted in any specific domain(s). Eighty-three participants, outlined in Table 3.1 from Chapter #3, completed this portion of the survey. As indicated by the data, there are no significant changes to domain measures as reported by the participant or by their cumulative rater scores. A comparison also occurred between the participant and raters scores. Significant results were not noted through this comparison either.

#### 4.3 Findings - Competencies

The next areas of focus were the sixteen competencies of the Bar-On model. Each of these competencies is a subset of the domains shown in Table 4.1 and detailed in Table 3.1. For example, the Intrapersonal domain is comprised of five competencies: self-

regard, emotional self-awareness, assertiveness, independence, and self-actualization. Each competency represents more specific aspects of the domain to which it is linked. Table 4.2 demonstrates specific findings linked to the competencies of the Bar-On scale. Similar to Table 4.1, there are two data points (participant and rater) for each competency. The fourth column describes the level of significance (p-value) relating to the participant's self-rating while the fifth column represents the level of significance, as indicated by the raters of each participant.

**Table 4.2:** Emotional Intelligence Competencies Data: Measures of Significance

<b>Domain</b>	<b>Competencies</b>	<b>Sample Size</b>	<b>Self</b>	<b>Rater</b>
Intrapersonal	Self-Regard	83	p = 0.660	p = 0.131
	Emotional Self-Awareness	83	p = 0.798	p = 0.116
	Assertiveness*	83	p = 0.124	p = 0.002
	Independence*	83	p = 0.835	p = 0.050
	Self-Actualization	83	p = 0.580	p = 0.574
Interpersonal	Empathy	83	p = 0.151	p = 0.924
	Social Responsibility*	83	p = 0.046	p = 0.812
	Interpersonal Relationships	83	p = 0.388	p = 0.751
Stress Management	Stress Tolerance	83	p = 0.590	p = 0.274
	Impulse Control	83	p = 0.604	p = 0.337
Adaptability	Reality Testing	83	p = 0.415	p = 0.512
	Flexibility	83	p = 0.285	p = 0.278
	Problem Solving	83	p = 0.674	p = 0.610
General Mood	Optimism	83	p = 0.995	p = 0.244
	Happiness	83	p = 0.169	p = 0.204

\* Signifies statistically significant change

Though many of the competencies did not demonstrate significant changes, there were some that did. The competencies that demonstrated significant change (and in all of these cases, improvement) included: assertiveness (p=0.002), independence (p=0.05), and social responsibility (p=0.046). Overall, these findings do not indicate any specific trends that are notable. Analysis also occurred between the participant and rater scores. No significant findings were determined. It is evident that further analysis is required at deeper level. This will occur through the examination of the data focusing on the defined sub-groups used in this study.

## 4.4 Findings - Sub-Groups

Data from the Bar-On survey has been analyzed according to a number of characteristics of the participants. These are referred to as sub-groups. The sub-groups were identified in Chapter #2 and data analyzed using demographic data and other (school board; facilitator; principal/vice-principal; elementary/secondary; years in education; gender; years in current role; age). In the following section, each of these sub-groups will be described, as well as the noted impacts that existed in relation to changes in emotional intelligence.

### 4.4.1 Sub-group #1: School boards.

As discussed earlier, the responsibility for providing educational services in Ontario is held by seventy-two (72) districts and six school authorities. School boards are responsible for:

- determining the number, size and location of schools; building, equipping and furnishing schools;
- providing education programs that meet the needs of the school community, including needs for special education;
- prudent management of the funds allocated by the province to support all board activities, including education programs for elementary and secondary school students, and the building and maintaining of schools;
- preparing an annual budget;
- supervising the operation of schools and their teaching programs;
- developing policy for safe arrival programs for elementary schools;
- establishing a school council at each school;
- hiring teachers and other staff;
- helping teachers improve their teaching practices;
- teacher performance;
- approving schools' textbook and learning materials choices, based on the list of approved materials provided by the Ministry of Education;
- enforcing the student attendance provisions of the Education Act; and,
- ensuring schools abide by the Education Act and its regulations

(Ontario Ministry of Education, 2014)

Principals and vice-principals from five school boards were involved in this study; these boards varied in size and location. Table 4.3 provides a comparison of emotional intelligence results by school board. The second column indicates the number of participants from the specified school board. The third column indicates the percentage of participants participating from that board while the final column represents the cumulative percent of participants.

**Table 4.3:** Changes in Emotional Intelligence Competencies When Comparing Participants by School Board

	<b>Frequency</b>	<b>Percent</b>	<b>Statistical Significance</b>
Board #1	25	30.1	P=0.316
Board #2	13	15.7	
Board #3	12	14.5	
Board #4	8	9.6	
Board #5	25	30.1	
Total	83	100	

Within each school board the participating principals and vice-principals represented various ages, gender, years of experience within the education sector, and years of experience in a leadership role. A comparison between these five boards was made examining the mean emotional intelligence results of the pre and post assessments. Using a repeated measures statistical analysis, it was determined that statistically significant results were not present ( $p=0.316$ ). This indicated that the changes that occurred over time within any one participating board were not statistically different from the other participating boards.

#### **4.4.2 Sub-group #2: Facilitation approach.**

During the course of this study, participants were involved in a three-day professional development training program that was designed to assist in improving emotional intelligence competencies. Facilitation of this training series occurred in two different formats. In two of the participating boards, the presenter was an external facilitator who had been directly involved in the development of the content and curriculum that was being delivered. The other three boards utilized a train-the-trainer approach, having their own staff present the course material. The train-the-trainer model helps create a team of community-based trainers who are capable of delivering a specific program. These trainers are then equipped to train other members of their work environment. Benefits of this approach for trainers include enhanced skills and knowledge, mastery of curriculum material and knowledge transfer to community members, organizational benefits include increased asset building, knowledge and the opportunity to engage in curriculum-based practical hands-on activities (Kumpulainen & Wray, 2002). In essence, this theory supports the belief that learning is a social process.

A comparison was made between the facilitation models that were used. Mean emotional intelligence results from participants were compared using a repeated measures statistical analysis. The results are listed in Table 4.4.

**Table 4.4:** Changes in Emotional Intelligence Competencies When Comparing Participants by Facilitation Approach

	<b>Frequency</b>	<b>Percent</b>	<b>Statistical Significance</b>
Professional Facilitator	2	40	p=0.820
Train-the-Trainer Model	3	60	

As indicated, the statistical analysis did not result in significant findings (p=0.820). These results indicate that the facilitation model used by school boards did not have a statistical significant impact on the changes in emotional intelligence competencies.

#### **4.4.3 Sub-group #3: Principals/vice-principals.**

The school principal serves as the educational leader, responsible for managing provincial and school board policies, regulations, and procedures. The principal is responsible to ensure that all students are supervised in a safe learning environment that meets the approved curriculum, as well as the mission of the school. Specific responsibilities of the Principal are outlined in the Education Act (Ontario Ministry of Education, 2014).

Achieving academic excellence requires the school principal to work collaboratively with all members of the school staff and to communicate effectively with parents. Inherent to the position are responsibilities such as scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.

The vice-principal role could be considered an apprenticeship for the role of principal. As outlined in the *Ontario Education Act*, the vice-principal will, in the absence of the principal, assume the duties and responsibilities of the principal (Ontario Ministry of Education, 2014). Other duties of the vice-principal shall be those worked out by mutual agreement with the Principal. Often, as an individual gains skills and knowledge, they will be afforded additional responsibilities within the administrative team. Some of these duties would include responsibility for student instruction, budget, facility obligations, health and safety responsibilities, community partnerships, etc. Table 4.5 provides a comparison of emotional intelligence results between principals and vice-principals.

**Table 4.5:** Changes in Emotional Intelligence Competencies When Comparing Participants by Principal/Vice-Principal Role

	<b>Frequency</b>	<b>Percent</b>	<b>Statistical Significance</b>
Principal	46	55	p=0.271
Vice-Principal	37	45	

When examining the improvements of emotional intelligence competencies between principals and vice-principals, there was no statistically significant findings ( $p=0.271$ ). Being in the role of principal or vice-principal did not have a statistically significant impact on changes that occurred in emotional intelligence competencies.

#### **4.4.4 Sub-group #4: Elementary/secondary panels.**

In the Province of Ontario, the school system is divided into two separate panels. Elementary schools support students in junior kindergarten up to and including grade eight (ages 4-14). In an elementary setting, math, reading, and writing are the main focus of these grades. Science, social studies, health and civics are introduced but only in a broad, general way. As a student progresses through these grades, math and reading skills are expanded from basic to complex, with emphasis on the process of learning as well as the product. Social sciences are taught as core subjects with specific benchmarks to be covered in a school year. These benchmarks are called expectations. Typically, the principal of these settings has expertise in early language acquisition and knowledge of the early learner.

Secondary schools are responsible for delivering curriculum to students in grades 9-12 (ages 15-18). Curriculum in secondary schools is taught in a subject specific manner, supported by teachers who have certification in specific subject matter. Ontario legislation requires that students complete a specific number of mandatory and optional courses. To graduate from a secondary school setting students must complete a prerequisite set of credits. These credits align with classes that are available to students. In addition, students must successfully complete a literacy exam and complete community based volunteer hours. Traditionally, schools in the secondary panel are larger in size when compared to their elementary counterparts. The principal of a secondary school has a specialized knowledge of the adolescent learner, with a requirement of an ever increasing knowledge of student success strategies.

Table 4.6 provides a comparison of emotional intelligence results between participants in the elementary and secondary panel.

**Table 4.6:** Changes in Emotional Intelligence Competencies When Comparing Participants by Elementary/Secondary Panels

	<b>Frequency</b>	<b>Percent</b>	<b>Statistical Significance</b>
Elementary Panel	57	69	p=0.678
Secondary Panel	26	31	

A statistically significant finding did not occur between elementary and secondary administrators through this analysis (p=0.678). Being a principal or vice-principal of an elementary or secondary panel did not have a statistically significant impact on the changes in emotional intelligence competencies.

#### **4.4.5 Sub-group #5: Years in the education profession.**

In the education sector it is a normal progression for principals and vice-principals to have served a number of years in the role of teacher. There are a few exceptions to this trend, where an individual has been in the teaching role for a very minimal time frame, or where a transition has occurred from another sector other than education. In an attempt to capture this demographic variable, the years in education sub group was analyzed.

For the purpose of this study, participants were asked to outline the total number of years that they have been working in the education sector, regardless of the role they were fulfilling. For the purpose of analyzing this data, participants were classified into one of three categories. These included: seven to fourteen (7-14) years in education, fifteen to nineteen (15-19) years in education, or twenty or greater (20+) years in education. These divisions were used based on two reasons. First, based on the participants in the study, these divisions provided reasonable timeframes for when an individual can be viewed as being newer to the profession, mid-way through a career, or very experienced. As well, these divisions provided adequate numbers of individuals in each category to reasonably compare.

Table 4.7 provides a comparison of the three categories representing the years in education groupings.

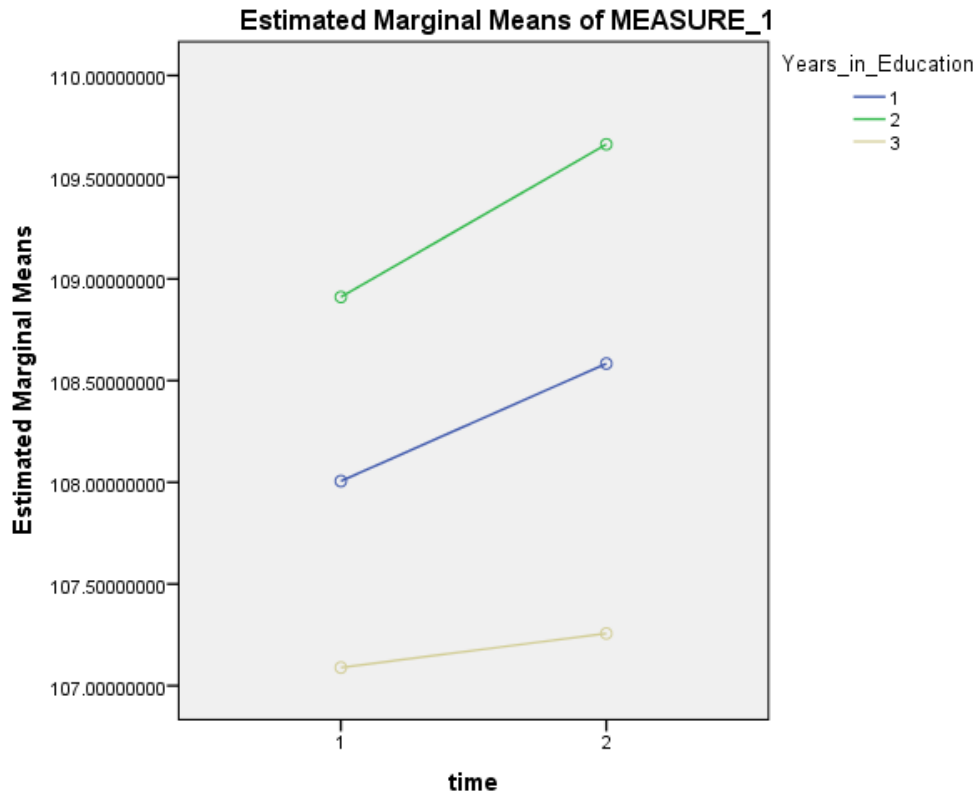
**Table 4.7:** Changes in Emotional Intelligence Competencies When Comparing Participants by Years in the Education Profession

<b>Years in the Education Profession</b>	<b>Number of Respondents</b>	<b>Statistical Significance</b>
Group #1 (7-14 years)	24	p=0.051
Group #2 (15-19 years)	25	
Group #3 (> 20 years)	34	

When examining the relationship of years in education to improvement of emotional intelligence scores, a very near statistically significant result was noted ( $p=0.051$ ). The number of years a participant had in the education sector did significantly impact the changes in emotional intelligence competencies.

Further exploration was required to better understand what impact the years in education had on a participant. Figure 4.1 represents the changes demonstrated by participants while grouping participants into the three categories discussed above. Along the horizontal axis of this figure the two data points represent the pre and post-tests collections. The vertical axis represents mean participant emotional intelligence competency scores. The first category (7-14 years in education) is distinguished in Figure 4.1 by the blue line. The second category (15-19 years in education) is represented in Figure 4.1 by the green line. The third category (20 + years in education) is represented in Figure 4.1 by the yellow line.





**Figure 4.1:** Estimated Marginal Means of Measure – Years in Education  
 Key: Group 1 (7-14 years); Group 2 (15-19 years); Group 3 (20+ years)

Figure 4.1 illustrates the relationship between participants with varying experience in the education sector. Participants in the first two grouping (7- 14 year; 15-19 years) show higher levels of improvement in their emotional intelligence competencies compared to their counterparts in the third grouping. The number of years working in the education sector has had a statistically significant impact changes in emotional intelligence competencies. It will be important to better understand the rationale for this variation between individuals who have various years of experience in education. Further exploration of this finding will occur in the second phase of the study.

#### 4.4.6 Sub-group #6: Gender.

Bar-On (1997a) claims that there are intuitive observations that one could make between the genders when examining emotional intelligence competencies. The research of Bar-On (1997a) establishes that females appear to have stronger interpersonal competencies than males, but the latter have a higher intrapersonal capacity, are better at managing emotions and are more adaptable than the former. More specifically, the Bar-On model claims that women are more aware of emotions, demonstrate more empathy, relate better interpersonally and are more socially responsible than men. On the other hand, men appear to have better self-regard, are more self-reliant, cope better with stress, are more

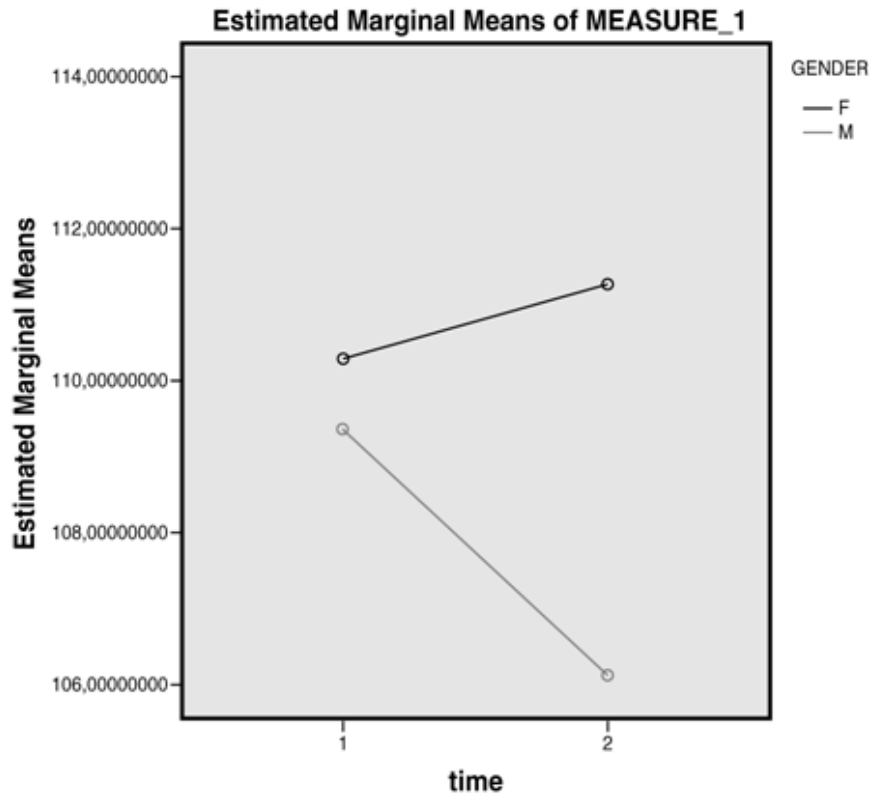
flexible, solve problems better, and are more optimistic than women. The findings of this study do recognize variation between the genders but do not directly align with the claims that Bar-On (1997a) has made.

Table 4.8 demonstrates the changes in emotional intelligence competencies when comparing by gender. In this study, fifty-eight (n=58) females participated in the entire study and twenty-four (n=24) males participated. When examining changes in emotional intelligence competencies for males and females over time, a statistically significant score was evident (p=0.033).

**Table 4.8:** Changes in Emotional Intelligence Competencies When Comparing Participants by Gender

	<b>Frequency</b>	<b>Percent</b>	<b>Statistical Significance</b>
Male	24	28.9	p=0.033
Female	59	69.9	

Accompanying this result was the finding that the mean scores for females increased, while the similar score for males decreased. This change over time is reflected in the Figure 4.2. Along the horizontal axis of this figure the two data points represent the pre and post-test collections. The vertical axis represents mean participant emotional intelligence competency scores.



**Figure 4.2:** Estimated Marginal Means of Measure – Gender

Key: Female (F); Male (M)

Further exploration into this significant statistical finding will be required later in this study to better understand what factors impacted this outcome.

#### 4.4.7 Sub-group #7: Years in current role.

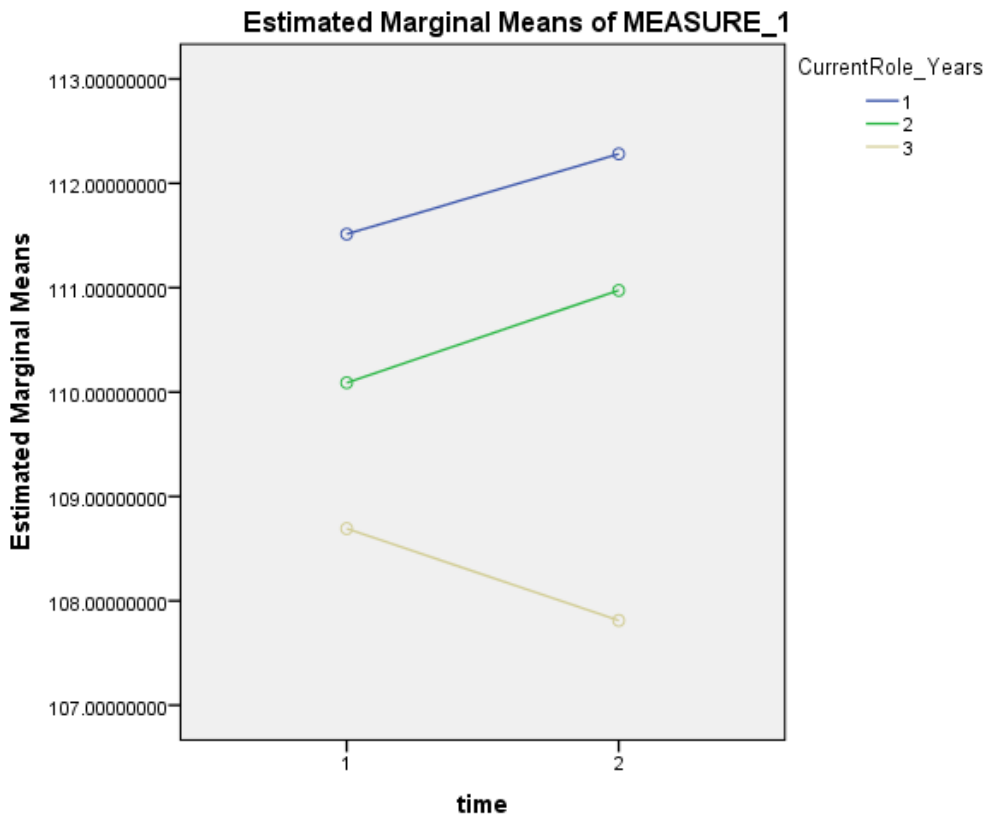
Participants in this study were asked to identify the number of years that they have been in their current role (principal, vice-principal). For the purpose of analyzing Phase #1 data, participants were classified into one of three categories. These included: one to three (1-3) years of experience, four to six (4-6) years of experience, or 7 or greater (7+) years of experience. These classifications were selected as they represent reasonable timeframes within the profession for a principal/vice-principal to be considered novice, mid-career, or experienced in their role. It can be noted that these timeframes also provided a suitable number of participants in each category to compare.

Figure 4.9 provides an overview of the changes in emotional intelligence competencies when comparing participants' year of experience in their current role. A statistically significant result was obtained when comparing these three groupings ( $p=0.017$ ).

**Table 4.9:** Changes in Emotional Intelligence Competencies When Comparing Participants by Years in Current Role

Years in Current Role	Number of Respondents	Statistical Significance
Group #1 (1-3 years)	31	p=0.017
Group #2 (4-6 years)	30	
Group #3 (7+ years)	22	

Accompanying this result was the finding that the mean scores for two of these groupings saw improvement while one group saw a decrease. Figure 4.3 reflects this change over time. Along the horizontal axis of this figure the two data points represent the pre and post-test collections. The vertical axis represents mean participant emotional intelligence competency scores. The first category (1-3 years in current role) is distinguished in Figure 4.3 by the blue line. The second category (4-6 years in current role) is represented by the green line. The third category (7+ years in current role) is represented by the yellow line.



**Figure 4.3:** Estimated Marginal Means of Measure – Years in Current Role

Key: Group 1 (1-3 years); Group 2 (4-6 years); Group 3 (7+ years)

Two of the groupings demonstrated consistent improvements in their emotional intelligence scores over the course of the study (groupings 1-3 years and 4-6 years). The third grouping (7+ years) demonstrated a slight decrease in scores over the same time frame. This is depicted in Figure 4.3.

Overall, those individuals (both male and female) that have been in their positions for the least amount of time (1-6 years) demonstrated the greatest improvements in their emotional intelligence scores over the course of this study.

#### **4.4.8 Sub-group #8: Age.**

Over time there has been a strong belief that emotional intelligence has the ability to continue to improve throughout one's life (Goleman, 1998b; Gross et al., 1997; Kunzmann, Kupperbusch, & Levenson, 2005). Shiota and Levenson (2009) summarize these findings in their statement:

It appears that the meaning of late life centers on social relationships and caring for and being cared for by others... evolution seems to have tuned our nervous systems in ways that are optimal for these kinds of interpersonal and compassionate activities as we age. (p. 895)

The belief that emotional intelligence continues to improve over one's life has started to be challenged over the past decade as studies have examined the relationship between emotional intelligence and age. One study that took into account a broad range of ages found an interesting relationship between emotional intelligence and age. Derksen, Kramer, and Katzko (2006) examined the relationship between emotional intelligence and age using a sample of 873 subjects ranging in age from 19 to 84 years old, with a mean age of 50.74 years old. The study found that emotional intelligence peaked in the 35-44 age intervals, and then decreased in older age. Another study by Shipley, Jackson & Segrest (2010) also examined the relationship between emotional intelligence and age. Their results also demonstrated a higher level of emotional intelligence by those in the middle age group (an inverted-U curve).

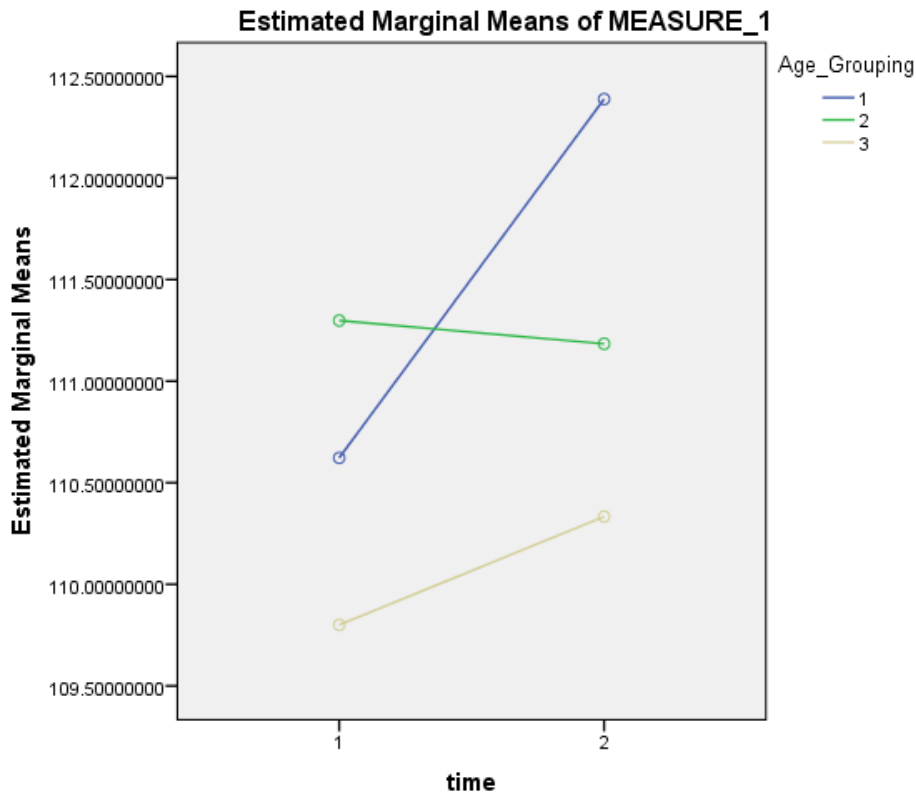
In this study, participants ranged in age from thirty-two (32) years of age to fifty-nine (59) years of age. For the purpose of analyzing Phase #1 data in this study, participants were classified into three specific age groups. These included: thirty-nine years of age and less ( $\leq 39$ ); forty to forty-nine years of age (40-49); fifty years of age and greater ( $\geq 50$ ), as depicted in Table 4.6. Each grouping consisted of both male and female participants.

**Table 4.10:** Changes in Emotional Intelligence Competencies when Comparing Participants by Age

Age	Number of Respondents	Statistical Significance
Group #1 ( $\leq 39$ years)	27	p=0.020
Group #2 (40-49 years)	30	
Group #3 ( $\geq 50$ years)	26	

A statistically significant difference was recognized between these three age groupings (p=0.020).

Accompanying this result was the finding that the mean scores for two of these groupings saw improvement while one group saw a decrease. Figure 4.4 reflects this change over time. Along the horizontal axis of this figure the two data points represent the pre and post-test collections. The vertical axis represents mean participant emotional intelligence competency scores. The first category ( $\leq 39$  years of age) is distinguished in Figure 4.3 by the blue line. The second category (40-49 years of age) is represented by the green line. The third category ( $\geq 50$  years in current role) is represented by the yellow line.



**Figure 4.4:** Estimated Marginal Means of Measure – Age

Key: Group 1 ( $\leq 39$ ); Group 2 (40-49); Group 3 ( $\geq 50$ )

The thirty-nine years of age and less ( $\leq 39$ ) age grouping demonstrated the most dramatic improvement in emotional intelligence scores. The forty to forty-nine years of age (40-49) exhibited a slight decrease in emotional intelligence scores. The fifty years of age and greater ( $\geq 50$ ) age grouping demonstrated a moderate improvement in emotional intelligence scores.

#### **4.5 Summary of Findings**

Through the pre and post measurements used in this study, evidence demonstrated that some emotional intelligence competencies could be improved through the use of focused professional development training. It also needs to be noted that not all participants saw their results improve. When analyzing the domains Bar-On (2006) describes (using repeated measures analysis), no statistically significant results were found. However, the competencies within the domains, that is, of assertiveness ( $p=0.002$ ), independence ( $p=0.05$ ), and social responsibility ( $p=0.046$ ) did demonstrate significant change (and in all of these cases, improvement). As indicated previously, further analysis is required.

Also, when data was analyzed, the following sub-groups presented statistically significant results: years in education, gender, years in role and age grouping. These findings are depicted in Table 4.10. This table summarizes these findings and establishes that emotional intelligence competencies have improved over the research period for some participants. They also indicate that there may be other variables that are influencing the development of these competencies.

**Table 4.11:** Summary of Statistically Significant Findings from Research Phase #1

<b>Statistically Significant Competencies</b>	
Assertiveness Independence Social Responsibility	The competencies that demonstrated significant change (and in all of these cases, improvement) included: assertiveness (p=0.002), independence (p=0.05), and social responsibility (p=0.046). Overall, these findings do not indicate any specific trends that are notable.
<b>Sub-Groups Demonstrating Statistically Significant Growth</b>	
Years in Education	A very near statistically significant result was noted (p=0.051). Those individuals in the first two grouping (7- 14 year; 15-19 years) represented a substantial improvement in their emotional intelligence measures.
Gender	A statistically significant score was evident (p=0.033). The mean scores for females increased, while the similar score for males decreased.
Years in Role	A statistically significant score was evident (p=0.017). Groupings 1-3 years and 4-6 years demonstrated consistent improvements in their emotional intelligence scores. Grouping 7+ years demonstrated a slight decrease in scores over the same time frame.
Age	A statistically significant score was evident (p=0.020). The thirty-nine years of age and less ( $\leq 39$ ) age grouping demonstrated the most dramatic improvement. The forty to forty-nine years of age (40-49) exhibited a slight decrease in scores. The fifty years of age and greater ( $\geq 50$ ) age grouping demonstrated a moderate improvement.

#### 4.6 Responding to Research Sub-Question #1

The quantitative data collection and analysis of Phase #1 examined the changes that participants experienced over time through their involvement in the professional development training program. Using these findings, I will now answer Research Sub-Question #1.

*What improvements in emotional intelligence competencies have occurred over the time of the engagement in the project/professional development, as measured by the EQ-360 inventory?*

Through the pre and post measurements used in the first phase of this study, it became evident that emotional intelligence ability could be improved through the use of a focused professional development training program. That being said, it was noted that not all participants saw improvements to their respective results. Analysis of the EQ-



360 results occurred in a variety of ways. When examining the specific domains of the Bar-On (2006) model, no statistically significant results were found. Certain competencies within the Bar-On (2006) did experience statistically significant variations. The competencies of assertiveness ( $p=0.002$ ), independence ( $p=0.05$ ), and social responsibility ( $p=0.046$ ) demonstrated change (and in all of these cases, improvement).

#### **4.7 Responding to Research Sub-Question #2**

A component of the quantitative data analysis of Phase #1 data involved examining the demographic variables. Using these findings, I will now answer Research Sub-Question #2.

*What demographic variables emerge from the survey data indicating improved emotional intelligence in identified sub-groups?*

Analysis of a variety of demographic sub-groups occurred (school board; facilitator; principal/vice-principal; elementary/secondary; years in education; gender; years in current role; age). When examining these sub-groups, four demonstrated statistically significant results (years in education; gender; years in role; age grouping).

- When examining the participant's years in education, participants were classified into one of three categories. These included: seven to fourteen (7-14) years in education, fifteen to nineteen (15-19) years in education, or twenty or greater (20+) years in education. A very near statistically significant result was noted ( $p=0.051$ ). Those individuals in the first two groupings (7- 14 year; 17-19 years) represented a substantial improvement in their emotional intelligence measures.
- When examining gender as a sub-group, a number of statistically significant findings occurred. When examining changes in scores for males and females over time, a statistically significant score was evident ( $p=0.033$ ). Accompanying this result was the finding that the mean scores for females increased, while the similar score for males decreased.
- When examining years in role, participants were classified into one of three categories. These included: one to three (1-3) years of experience, four to six (4-6) years of experience, or 7 or greater (7+) years of experience. These classifications were selected as they represent reasonable timeframes within the profession for a principal/vice-principal to be considered novice, mid-career, or experienced in their role. A statistically significant result was obtained when comparing these three groupings ( $p=0.017$ ). Two of the groupings demonstrated consistent improvements in their emotional intelligence scores over the course of the study (groupings 1-3 years and 4-6 years). The third grouping (7+ years) demonstrated a slight decrease in scores over the same time frame. Overall, those individuals that have been in their positions for the least amount of time (1-6 years) demonstrated the greatest improvements in their emotional intelligence scores over the course of this study.

- When examining the sub-group of age, participants were classified into three specific age groups. These included: thirty-nine years of age and less ( $\leq 39$ ); forty to forty-nine years of age (40-49); fifty years of age and greater ( $\geq 50$ ). A statistically significant difference was recognized between these three age groupings ( $p=0.020$ ). The thirty-nine years of age and less ( $\leq 39$ ) age grouping demonstrated the most dramatic improvement in emotional intelligence scores. The forty to forty-nine years of age (40-49) exhibited a slight decrease in emotional intelligence scores. The fifty years of age and greater ( $\geq 50$ ) age grouping demonstrated a moderate improvement in emotional intelligence scores.

These findings establish that emotional intelligence competencies have improved over time for some participants. They also indicate that there are other factors that are influencing the development of these competencies. It is challenging to use statistics to represent all components of a participant's experience. The statistics of this phase of research represents only part of the story. The next research sub-question will focus on the results of the second phase of research where an in-depth study occurred examining what other variables, as reported by participants, impacted on the improvement of participant's emotional intelligence competencies.

#### **4.8 Chapter Conclusion**

The results of this study demonstrate that emotional intelligence competencies can be improved through a professional development training program. This finding aligns with the literature shared in Chapter #2. The understanding that emotional intelligence competencies can be improved through focused training has been shown in many studies (Lenaghan et al., 2007; Nelis et al., 2009).

As described, this study found that the most significant increase in emotional intelligence was experienced by participants thirty-nine years of age and younger. The literature has also examined the interplay between ages with that of emotional intelligence. In general studies, such as Shipley et al. (2010), have demonstrated that there is a slight increase in emotional intelligence as individuals age, presumably due to the life experiences one engages in. The literature does not speak to the manner in which age impacts upon emotional intelligence competency development in training situations.

This study found that the mean scores for females increased, while the similar score for males decreased. In the literature, there have been claims that differences do exist between male and females (Fernández-Berrocal et al., 2012). Likewise, there have been studies where little to no differences has been attributed to gender (Depape et al., 2006; Lumley et al., 2005; Tiwari & Srivastava, 2004). The literature did not speak to the impact that gender plays on acquiring competencies through training.

This study demonstrates that years of experience in the education sector, age, gender and years in current role do influence the development of emotional intelligence competencies. Likewise, the literature makes numerous references to the positive impact that effective emotional intelligence competencies have on one's professional and personal life (Bar-On, 2006; Cote et al., 2010). There is limited understanding on how one's professional and personal life influence one's ability to improve personal emotional intelligence competencies.

It is challenging to use statistics to represent all components of the participant's experience. The statistics of this phase of research represent only part of the story. The sub-groups reference above, along with other personal reflections of the participants, will form the basis of a second phase of data collection. An in-depth study of participants will occur to determine what other variables, as reported by participants, have impacted on the improvement of emotional intelligence competencies. For participants being interviewed, the story they tell will be presented in the form of vignettes. This format will ensure the insights, emotions and understandings of the participants to be shared.

## CHAPTER 5: PHASE #2 DATA PRESENTATION

It's like everyone tells a story about themselves inside their own head. Always. All the time. That story makes you what you are. We build ourselves out of that story.

(Rothfuss, 2007, para. 2)

### 5.1 Chapter Introduction

As indicated in the previous chapter, general factors and trends emerged from the Phase #1 data collection and analysis. Statistically significant findings were indicated for the competencies of assertiveness ( $p=0.002$ ), independence ( $p=0.05$ ), and social responsibility ( $p=0.046$ ) all of which demonstrated significant improvement. The sub-groups of years in education, gender, years in role and age groupings also demonstrated statistically significant results. These statistics represent only part of what was experienced by participants. Other factors impacted the experience of participants. This created the need to interview participants, to better understand the variables they perceive have impacted the development and understanding of their emotional intelligence competencies.

This chapter provides both the presentation and analysis of qualitative data collected in Phase #2 of the study. Initially, a description of the intended outcomes of the emotional intelligence professional development training program for principals and vice-principals is provided. Six vignettes are then presented to illustrate the insights, emotions and understandings of each interviewee. Through these vignettes, participants outlined in Table 3.3 from Chapter #3 reflect on their life experiences, interactions with others, and the impact that the professional development training has had on them.

### 5.2 Outcomes of Professional Development Training Program

The research and literature regarding effective school leadership discussed early in this thesis indicates that building leadership capacity in emotional and social competencies is a key factor in school improvement efforts. These competencies need to be at the forefront of professional development training programs for principals and vice-principals. The emotional intelligence professional development training was designed to focus on a number of the key emotional and social competencies identified in the report *Ontario Principals' Council Leadership Study* (Stone et al., 2005): emotional self-awareness, self-actualization, interpersonal relationships, empathy, problem-solving, flexibility and impulse control.

The professional development training program had a number of intended outcomes:

1. Heighten participants understanding of emotional intelligence research and the theory of emotional intelligence.

2. Support participants in understanding the application of emotional intelligence competencies to the role of Principal/Vice-Principal.
3. Provide participants with the competencies and opportunities to improve emotional intelligence competencies in the areas of emotional self-awareness, self-actualization, interpersonal relationships, empathy, problem-solving, flexibility and impulse control.

It was anticipated by the designer and facilitators of the professional development training program that participants would be aware of and see improvement in their emotional intelligence competencies over time, as measured by the EQ-360 (Bar-On, 2006). The interviews provided the opportunity to confirm or refute this assumption. As well, the interviews provided the opportunity to both better understand what each participant experienced and to explore their perceptions of what variables impacted their ability to improve their emotional intelligence competencies. The next section of this chapter examines the themes that evolved from examining interview data collected during the in-depth interviews.

### **5.3 Vignettes**

Vignettes are used in this study as a literary device to capture and portray the substance of the in-depth conversation held with each participant. Each vignette is beyond a retelling of the interview; it is more involved than a simple summary. Rather, it provides the reader with an opportunity to become connected with the interview, better understand the experience as told by the participant, and appreciate the emotional context within which the participant is living. The following section provides six vignettes that represent data collected in Phase #2 of the study. Table 5.1 provides an introduction to the interview participants. Each of the names listed in this table is a pseudonym that has been used to protect the confidentiality of the interviewee.

**Table 5.1:** Introduction of Interview Participants

<b>Participant</b>	<b>Background</b>
Mary	Mary is an elementary principal with two years of experience in the role. Previous to becoming an administrator, Mary was a guidance counselor.
Steve	Steve is an elementary principal with five years of experience in the role. Prior to working the education sector, Steve was employed in manufacturing.
Chris	Chris new to the role, being in his first year as a secondary vice-principal. He has found it an adjustment working in a large secondary school.
Carla	Carla is a very experienced elementary Principal with over twelve years in her current role. She has been in a variety of schools as an administrator and enjoys new challenges.
Martin	Martin is in his second year as a secondary principal. He recently was hired by another District and is very new to that District's culture and belief system.
Beth	Beth is very new to the role of principal of an elementary school. She is currently assigned to a small school.

These vignettes provide key learnings; insights and perspectives emerged from discussions with the interviewee. The vignette is also a vehicle for readers to better understand the interviewee as a person, to recognize the many facets impacting their lives, and learn through the interviewee how the professional development training impacted them. At the end of each vignette, I provide my reflections on our conversation, highlighting aspects of the interview and summarizing my interpretation of what was shared.

### 5.3.1 Vignette #1

Mary is an elementary principal. With only two years in the role, she is relatively inexperienced in this position. Prior to becoming an administrator, Mary was a guidance counselor. Entering the professional development training program with great interest and excitement, Mary experienced improvement in many competencies as measured by the EQ-360. She felt that the scores and comments from the measurement fairly represented her. Her colleagues and her family all recognized that Mary has challenges in the competency of self-regard. She experienced improvement in this competency. In the other competencies within the intrapersonal domain, Mary demonstrated enhanced skills. These were recognized in both the pre and post test results.

#### Mary's story....

Mary's fascination with emotional intelligence stems from involvement in a series of experiential leadership experiences starting at high school. She was curious about what makes an effective leader. Early in adulthood, it became clear to her that emotional intelligence plays an important role in leadership. Mary spent a great deal of time exploring the concept of leadership at the Ontario Leadership Camp Centre. Working with teenagers and staff in this setting was a very powerful experience. Here she found "like-minded souls" who were fascinated by group leadership. Mary remembers fondly being intrigued by many late night conversations about how a leader facilitates questions, and moves people forward. In these conversations she saw a variety of perspectives. She remembers the viewpoint of a rock climber (leading a team up a rock ledge) and how different this perspective was compared to someone who was focused in a school/counselling setting. The question of what leadership looks like for her is a concept that she has discussed with colleagues, reflected upon, and continues to debate.

Mary recognizes that in her role as principal she is first and foremost the instructional leader of the school. This role is not one of comfort for her. As she thinks about interpreting student achievement scores, her stress levels increase, sometimes to the point of being "on the edge". Often she will return from meetings contemplating what it means to be the instructional leader. For someone with high personal expectations, this causes great personal strain. She typically does not view situations as black and white and questions whether this impacts her ability to lead a school. A high level of personal dissonance is evident in both her words and tone. She recognizes that she is very self-critical and at times lacks self-confidence. The words of the district are sometimes confusing for her; both instructional leadership and emotional intelligence are considered important. Are they equal? What is their link?

After much internal debate on these questions, Mary began to reflect on what has influenced her desire to improve her emotional intelligence competencies. She has worked with two principals who were very supportive and willing to talk about emotional intelligence. Having supervisors who value these competencies is important to her. She noted a number of examples where a strong mentor has influenced her. On one occasion Mary described a difficult situation where she was faced with a parent who was a very intense politician and exhibited bullying behaviour. She acknowledged that she is not effective in dealing with bullies. Situations such as this have a substantial impact on both her and her family due to how she internalizes these emotions. Her mentor was able to sit down with her and provide her a framework to work through this situation. She knows that she may not have been able to resolve these challenging situations if it were not for his approach. He was very clear and emotionally controlled. She recognizes that this is a “next step” for her.

Mary expressed some interesting insights regarding the perspective of the school board’s value of emotional intelligence. Believing that individuals in leadership roles should be well-rounded and live balanced lives, she sees a discrepancy with how districts vocalize the way leaders are actually expected to act. She used an analogy of looking after all the “pockets in your life”...if there’s a leak, eventually all the change will fall out. She views herself as doing a great job in terms of balancing her role as a leader; along with her role of showing all staff that she has a family and values them. This viewpoint is often contrary to society’s view of the leader being on their Blackberry or laptop on call 24/7. Mary believes that society has lost the perspective of a healthy balanced life. Mary described stories of children in her school who say their parents are always so busy or they are over-programmed. She believes that the heart of being a good leader is being able to find balance in life...there are times when family needs to come first. She finds it challenging when comparing herself to friends that say they are working until 3:00 a.m. She is glad that the school board speaks to balance, but it sometime feels like an uphill battle. To her it’s the “elephant in the room”. As a system, if we say we value people having emotional intelligence and looking at stress level and interpersonal competencies, where does that fit in? Mary stressed that the organization’s philosophy and the actions it takes play a substantial role in promoting emotional intelligence competencies.

The principal’s role in the school is changing constantly and as such the ability to adapt to these changes is important. Mary was very reflective of her own experiences. On a number of occasions she discussed how the act of reflection was critical for her and her colleagues as they grew in their skills. She shared one example of how staff members expressed themselves regarding her connectedness to them. In this case, interpersonal relationships formed the basis for these connections. She found that her staff were starving for someone to give them permission to spend time with their family at night.

From her experience as a guidance counsellor, she often found herself trying to negotiate between parties, often working in a restorative approach. Now in the



role of principal she isn't always able to take on this type of role. This transition to principal has been a struggle. Initially she found that after a really intense meeting she would need to cry. "I'm getting there", she explains. "At least I don't cry anymore." Mary tends to find that she reflects on her actions all the time. Sometimes she would second guess what she did and would be hard on herself. She now believes that she is learning that you can't control other people's responses. You just have to respect that sometimes people are irrational; sometimes there are other factors impacting their decisions and actions. Mary explains that she sometimes can help other people, but can't always help herself through this process. Role reflection plays a critical part in improving her competencies. She now uses a journal to collect her thoughts. She will write notes and often goes back to the journal and examines how she can use past learnings to deal with a difficult situation. Mary believes that this has assisted her improving her personal self-regard.

Mary shared how the professional development training has made a positive impact on her. She found the format of the learning series to be very conducive to her approach to learning. The opportunity to discuss in-depth issues with colleagues was especially important for her. She recognized that in a "busy world" there are few true opportunities to sit and truly discuss/debate critical issues. She felt that the facilitator did an appropriate job of creating an environment where all would feel safe to be fully engaged. With that being said, at times she questioned if all participants were fully engaged.

While Mary saw many of her scores improve throughout her involvement in the professional development training, she was very quick to point out that intrinsically she recognized an improvement in her abilities and was less concerned about the numeric measurement of this improvement. When prompted to explain a specific example of how her emotional intelligence competencies have improved, it wasn't a story from work she shared, but rather a story from her personal life. She described how she has been dealing over the past year with her mother passing away. As the youngest of two siblings, she found herself providing the "lion's share" of caretaking. Now when acting as Executor of her mother's will she finds herself accommodating her older sibling...Not wanting to rock the boat; not being assertive when appropriate. She still believes she has experienced growth in her personal life and when dealing with personal situations.

## **Researcher's Reflections:**

*Mary had begun her story with memories of past experiences that have shaped her knowledge of emotional intelligence. This knowledge created a foundation of understanding for her through her participation in the learning series. Mary's story was filled with emotion. Her passion for her profession and her absolute devotion to students and staff was evident throughout. An underlying internal tension was evident; a pull between personal skills and professional obligations existed. This tension was a regular challenge for Mary. There was also recognition that emotional intelligence competencies play an important role in her professional and personal lives and enable her to better strive towards a balance. Numerous comments were made about previous mentors she had. Some mentors were from within the profession while others were from other aspects of her life. These mentors had a profound impact on her ability to understand emotional intelligence and apply it to her daily life. Underpinning all these learnings is Mary's view of the organization in which she works. She strongly believes that the philosophy of the organization has either a positive or negative impact on how emotional intelligence is embraced. This philosophy does not only need to exist within a mission statement, a set of values, or a board document. It also needs to reside in the daily manner in which all leaders and employees interact with one another. Based on what Mary has shared, her words speak to the positive impact that the professional development training has had on her ability to improve her emotional intelligence competencies.*

### 5.3.2 Vignette #2

Steve, an elementary principal with five years of experience in the role, joined the professional development training program with a great deal of optimism. He was hopeful that learning about emotional intelligence would have a positive impact on his school culture. Steve saw little change in his EQ360 results. Nearly all competencies remained statistically unchanged. Even though numerically there weren't substantial gains, Steve viewed the professional development training as having a positive impact on his work and personal life. It should be noted that Steve demonstrated an enhanced functioning when examining the competencies within the intrapersonal domain (self-regard, emotional self-awareness, independence, and self-actualization).

Steve's story....

Steve first heard about emotional intelligence over twenty (20) years ago. He remembers hearing a speaker, Steven Stein (author of EQ Edge) speaking at a local conference about interpersonal connections and how they link to leadership. Steve remembers the message being that leadership is all about how you inspire people and create positive culture in one's workplace. This immediately resonated with Steve, as even at this stage in life he had a strong conviction that culture can "make or break" an organization.

Following graduation from teacher's college, teaching positions were scarce so Steve began working at Toyota, a car manufacturing plant. He was fortunate to work in the engineering department as they developed the brand new Solara. It was an amazing opportunity to work with a team from pilot process through to production. One of the facets that made this so interesting was examining how Toyota staff were required to work as a team. Aspects of interpersonal connections, reflecting and problem solving are all part of the Toyota culture. He recalls his team members having effective emotional intelligence competencies and those aspects of relating to others and problem solving were part of the Toyota culture. Underpinning this culture of continuous improvement is the Toyota "Lean Philosophy". Steve works passionately to ensure his school team continuously improves. Steve struggles with not only improving his own emotional intelligence competencies but also assisting his team members in developing more refined competencies.

As Steve spoke, he reflected on his own struggles. Though not diagnosed, he feels he is at the start of the autism spectrum and at times misses social cues. As much as he enjoys his job, he sometimes

would feel more comfortable being by himself and finds a level of irony in the fact that he is responsible for supporting and leading so many people. This makes it very challenging for him to connect with others and develop relationships that ultimately support the students in his school. At times in the past, his reserved personality has led others to perceive him as arrogant, standoffish or not approachable. Due to the training he has made an intentional effort to be aware of how others perceive him and this has made a difference in his life. People now connect with him more quickly and the relationships are more authentic. He compared this to experiences he had as a child where he was “burned” by friends...he learned to keep a safe distance. Through his involvement in the professional development training he has learned to overcome these barriers.

Steve acknowledged many positive aspects of the training session. He felt he was engaged a majority of the time. He appreciated the techniques to hone competencies that were provided to him. Though he did not see significant gains in his scores he still felt he gained great value from the sessions. Steve described his deeper understanding of what emotional intelligence is and how the competencies can be used in a school setting as highly valuable. He laughed at himself when reflecting on his prior knowledge of emotional intelligence. Before beginning the sessions he thought he had a “solid” understanding of emotional intelligence but through participation in the sessions he realized his knowledge was very superficial. He did feel that group discussion was a technique that was overused by the facilitators. He wasn’t sure if it was his predisposition or not, but would have preferred more variation in the instruction approaches. He acknowledged that he may be in the minority in holding this viewpoint. Many of the women in his group truly appreciated this approach and commented on it positively many times.

Steve shared on a number of occasions the role that mentors have played in his leadership journey. He reflected on one principal he worked with that has great people skills and really modelled emotional intelligence. He was truly authentic; staff responded to that. Being able to see others model these competencies is essential for Steve due to his “social blinders”.<sup>1</sup> On other occasions he remembers how one of his superintendents managed area meetings. At one meeting, talking about equity and inclusion, he shared how one of his own family members was gay and his own personal struggles with that. The openness and honesty of this mentor deeply impacted Steve. Even in his previous experiences at Toyota, he remembers a senior vice-president who would come to the manufacturing floor and talk with

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<sup>1</sup> Note: “social blinders” is a cultural term meaning an individual is unable to see the entire situation within which they are operating. Steve uses this term to describe the challenges he faces.

team members in an effort to better understand challenges and possible solutions. These key mentors have had a profound impact on Steve.

When asked how he felt about his pre/post test results (Steve's scores remained statistically unchanged), Steve explained that he was surprised that there were no dramatic improvements. He recognized that these changes in perception require numerous opportunities for those around him to experience the competencies he feels he has developed. This surprise was not something he dwelt on. Rather, he explained that he had set some personal goals for himself at the onset of the series and was measuring success by these goals. He wished to improve the culture within his school. As well, he hoped to use these competencies in his personal life. His feeling was that his participation in the professional development training added a great deal of value to his daily work and personal life.

Regarding the impact that emotional intelligence has had on his personal life, Steve remembers on the many occasions where his wife would be talking about an issue and he is already mentally trying to solve it for her. The challenge is that she didn't want him to solve it for her. She just wanted him to listen and process it, be a good listener and assist her in vocalizing it. His involvement in the professional development training assisted him in better understanding these situations and aided him in reacting appropriately. He emphasized his appreciation that through focused teaching emotional intelligence competencies can be improved.

### **Researcher's Reflections:**

*Steve's interview was one based in honesty and openness. He offered an interesting perspective on the professional learning training experience. One of the most unique aspects of this interview was Steve's background. He has a deep professional experience base outside of the educational sector. These life experiences impacted the manner in which Steve entered the professional learning training, the way in which he perceived the training, and the way in which he applied his learnings. In some ways these experiences created an anchor for him of which he could link new learnings. In other ways it enabled him to comfortably 'go deeper' with the concepts being shared. It became clear through the interview that Steve was an intensely reflective practitioner and person. Using reflective practice to hone emotional intelligence competencies was common among all interviewees, but Steve's use of this approach was elevated. This may have been due to his self-described introverted personality but regardless, it was clearly key factor in his experience. Steve stressed the importance of mentoring; providing a number of examples to*

*demonstrate the positive impact that a skilled mentor can have on supporting the development of emotional intelligence competencies. Steve also discussed the disparity he experienced between his perceived improvement and the changes measured through the EQi/EQ-360. Not only is a change in emotional intelligence competencies required, but there also must be repeated opportunity to demonstrate those changes to those with whom one interacts and ultimately impact their perception of him.*

### 5.3.3 Vignette #3

Chris is a secondary vice-principal. He is very new to the role. He explained that he had very little understanding of emotional intelligence prior to the program. His EQ360 results stayed relatively consistent over the course. He was happy that those that work with him see him as a confident leader, but one that did not easily share emotions. His scores demonstrate strengths in the competencies of assertiveness and stress tolerance. Chris shared a number of reflections regarding male participants in his sessions.

Chris's story....

Chris was excited about joining the professional development training program. As an administrator, he had limited formal knowledge about emotional intelligence or the theory that supports it. Some preparatory reading provided him with background knowledge and helped generate the anticipatory excitement.

Chris already knew certain things about his “emotional” self, but there were many areas of his life that he needed to better understand. He always felt he was a good communicator, but found it interesting to discover a deeper level of communication. Being able to understand and read others is part of communication. As well, being able to deliver a message in an emotionally responsive way is essential for a leader and in personal life. When Chris received his first set of results this was an “eye-opener”...these were areas he had never considered. One area included the recognition that these competencies span beyond one's work life and are equally important in one's personal life. Chris explained that he feels different at work then at home. He feels that he is “on his toes” while at work, being much more attuned with the emotions of those around him. At home he relaxes and unfortunately, sometimes does not respond to his family in an emotionally appropriate manner.

As Chris reflected on his involvement in the professional development training, he recognized that because he had limited experience as an administrator; he found it difficult to understand, digest and incorporate his learning. As he explained, at the beginning of their careers individuals are usually overwhelmed with the expanse of the role. Often an individual focuses on what is perceived as key aspects of a role, possibly minimizing or ignoring more critical functions. In relation to the training, Chris felt that he didn't always have the same previous opportunities to in which to reflect on the application of the emotional intelligence competencies he was learning.

Within his session, he heard a variety of comments from participants regarding the delivery of the program. Many were positive, but some concerns were raised. He found, with the exception of a mentoring program, there was minimal formal ongoing support from his district. This presented a challenge for Chris as he wished to continue to explore and understand how emotional intelligence competencies could assist him in his role. He would have also hoped that the existing mentorship program would be designed in such a way as to foster these competencies. He proposed a formalized process whereby the mentor and mentee identifying goals. The development of an action plan to accomplish these goals would also be helpful. He described how mentors can act as a coach and support the development of a mentee, but can also assist in developing the mentee's reputation within the organization. Unfortunately, within his district there is great variation as to the effectiveness of the mentors.

Chris observed that there were other males in his working group that voiced concerns over participation in the training. They were not always willing participants. Later in the series, these males did discuss some thoughts on why their scores had not increased in the same manner as their female counterparts. One felt he may have over-inflated his initial scores due to a lack of understanding of what emotional intelligence was. Chris also shared his observations that there were males in the room that acted as if they simply discounted the concepts that were being shared. He remembers comments being made that these particular males did not see the benefit or seem to put effort into improving their competencies.

Chris contemplated whether the structure of the professional learning series impacted these comments. In many ways, he appreciated the approaches that were being used. The facilitators actively attempted to engage all participants and the classroom environment was a very safe setting. Through he chose at times not to share explicit details of his professional and personal lives, Chris noted that male and female participants felt quite comfortable doing so in this environment.

Chris was interested in seeing that his emotional intelligence scores remained consistent in most area, while improving in some. He was especially interested in the view point of his raters. He was happy that they saw him as a confident leader, but was surprised that his raters felt he needed to share his positive demeanor more outwardly. Some comments he received recommended that he smile more. This has been a struggle for him as he considers himself a very serious person. That being said, he continues to work on this daily and has received many comments about how he seems more approachable by staff.



Chris explained that the training provided him with a framework to understanding emotional intelligence. He is more conscious about how he interacts with others and is actively working to develop these competencies. He has seen the benefits of these changes in the relationships he has with his staff. He is excited about the positive reinforcement he has received. He recognizes that his direct actions can have an impact on how others view him and follow his leadership.

Chris appreciated that the professional development training was imbedded into the work day. To him, this spoke of the organization's belief in the content that was being delivered. He felt that you really need to have your mind free to work on these competencies. This is serious material that affects you as a person – your mind and your heart – and that was one aspect of the training that his board did really well.

Chris also appreciated the opportunity to have conversations with colleagues. He was not adverse to group conversations. Not only was it interesting and helpful to hear other people's feelings, he appreciated having the chance to practice these competencies with others. The ability to model and rehearse has been very useful to him. As well, he appreciated the opportunity to access a mentor. Not only was his mentor able to assist him with day-to-day operations, but also with other areas of the role. He recognized that each mentor has a unique set of values and skills...he was fortunate to have a mentor who understood and valued emotional intelligence. He was able to mentor and look at emotional intelligence with him, examine his scores and assist with an action plan.

Chris regularly commented about conversations he had with his mentor about the role of emotional intelligence. One good example from the mentor was the description of how there are times when you have to get up off your chair and go see somebody and there are times when you need to wait for them to come to you. There are times when you need to see somebody to help prevent them from becoming stressed, and there's times when you need to step back because their stress is being built up and they need time to think and process. Knowing the difference is related to your competencies.

In his district Chris has noticed the impact of his superintendents. He observed that a shift has occurred regarding the scheduling of meetings. Five or ten years ago the vice-principal meetings were held from 4:00 to 6:30 p.m. Superintendents, some with families of their own, began to respect the need for balance. Meetings began to be pushed earlier and earlier so that vice-principal meetings would be during the school day. There are superintendents now that believe in emotional intelligence training and believe in balance, and promote it in ways of action; not just in saying.

Chris referenced the importance of communication and specifically, empathetic listening. He described some of his own research on the topic, based on his experiences and the experiences of his wife. Just the other day Chris's principal was busy and a staff member was waiting for the principal. This staff member asked if she could talk through her conversation with Chris first. At the end of the conversation the staff member thanked him for being such a good listener. Chris attributes these improved competencies directly to his participation in the professional development training program. Chris explained that experiences such as this are possible due to the emotional intelligence training, the emotional intelligence book that was given to him, and ongoing conversations with his mentor. Understanding the message in people's words, the message underneath the words, is critical. You have to be attuned emotionally to other people's feelings. Chris describes this as an evolution for him and recognizes that there is so much left to be done both personally and professionally.

### **Researcher's Reflections:**

*Initially, Chris was quite guarded with his comments, but as our dialogue continued he offered many valuable insights. He provided a particular perspective due to his minimal time in the role. For him, strength was gained from the networks he had formed. These occurred both in his professional and personal life. It is interesting to note that these networks are often organic in nature. In some cases they develop from formal structures that have been put in place (e.g., mentoring, meetings) and in other cases they occur due to the initiative of the individual (e.g., reaching out to other professionals). Chris spoke about a number of males who seemed unwilling participants. It was his perspective that they did not gain as much from the experience. This speaks to the readiness of participants to use the professional development training as a catalyst for improvement. Chris did not find strength in his District's support for new administrators. The professional learning series was appreciated, as was a mentor he had connected with. Otherwise, there were limited supports in place to allow him the opportunity to hone his competencies. He saw this as a weakness in his District's programming. Chris spoke to having formal and informal opportunities for leaders to refine their emotional intelligence competencies. When reflecting on the impact of the training, Chris explained that a clear benefit was a heightened awareness of emotional intelligence, even though he did not see substantial improvements in his test scores. This provides a framework for better understanding self and measuring self against the goals he established. Chris's test results also support this statement. He saw improvement in the competency of emotional self-awareness.*

#### 5.3.4 Vignette #4

Carla is a very experienced elementary Principal with over twelve years in her current role. This level of experience allowed Carla to bring a high level of competence and insight into any new situation. This professional development training program was no different. Participation in the program was mandatory within her District. Carla saw many of her EQ360 results improve over the course of the training. Of particular interest was the strength she demonstrated in the competencies of self-regard, assertiveness, emotional self-awareness, independence, and self-actualization. These competencies lie within the intrapersonal domain. One competency, impulse control, has been and continues to be an area of challenge for her.

Carla's story....

Carla's experience within the professional development series had a slightly different context from that of the other interviewees. All administrators within her Family of Schools were required to participate in the training. She described it as a "command performance". That being said, Carla explained that she would have wanted to participate even if it was deemed optional. She was very interested in the role of the principal and how emotional intelligence really guides us as we're dealing with people. She views relationship building as part of the role and wanted to know more about herself, her emotions and how she is perceived by others.

Carla explained that her partner is a psychologist, so understanding and reading others is a valued skill set in her household. She joked that sometimes it is valued too much! She also explained that a number of life issues have shaped her view of herself and have caused her to better understand how she reacts in certain situations. Unwilling to share the details of these life experiences due to their personal nature, Carla did share that they were significant. Knowing herself better has been very helpful.

Carla was surprised that not all participants shared the same level of excitement when it came to the training. Some considered it a waste of time while others were unhappy being away from their school. Though a minority, Carla described these participants as a vocal minority. She also noted that these participants were males. Carla explained that her perception was that there was minimal "buy-in" from this group and even went so far as to ask me if this was a common theme for male participants. She questioned the value these individuals would have when they begin with such a negative attitude.

Carla spoke highly about the format of the professional learning series. Whether it is the facilitators, the presentation styles, the classroom set up or the pacing of the sessions, she loved it all. Two specific aspects of the training were highlighted. Carla felt that having a learning series format, with sessions spaced out over the course of a year was essential. This provided her with time to practice skills, apply learned information into practice, and reflect. This approach provided great value for her. Within the sessions themselves she truly appreciated the opportunity to discuss complex issues with colleagues in a safe, welcoming environment. It surprised her that not all her fellow colleagues found this time useful. To her, it was truly a highlight.

Carla reflected on the role of the district and more specifically her superintendent. The superintendent sets the tone for the principals. If the superintendent really wants you to do it, and says you do it, then you do it. If a superintendent really values it, and makes that clear to principals, then obviously they will do it. If the superintendent was one of those “grumblers”, then principals would perceive this and believe it to be optional.

Many of Carla’s scores in the post-test saw improvements over her initial results. This was a point of pride for Carla. She shared the same level of excitement over this as she did when she described her involvement in the overall program. Her knowledge of herself and her description of her test results indicated a high level of focus on her part. She was very self-aware, had set specific goals for herself, and worked towards accomplishing those goals. As indicated in the literature review, she recognized that with appropriate training and practice, emotional intelligence competencies can be improved. Not only could she describe her strengths, she was very cognizant of areas of growth.

Carla describes herself as being impulsive at times. Years ago she had a challenge with always needing to be right; she never wanted to be seen making a mistake. She feels she has matured and grown in this regard. Just recognizing this personal challenge represents progress. This program has helped her realize that when she is getting into a situation with a staff member, student or parent, she can take some time to make a decision. A simple statement like, “I’ll get back to you” or “I need to consult” can provide a great deal of time to determine next steps. This has been a point of learning for Carla. Carla found slight improvements in her emotional intelligence results. In her scores she saw two distinct areas of discrepancy between personal and rater scores. When examining the competency of optimism, raters scored her higher while Carla rated herself lower. The same outcome occurred in the area of self-regard. These results

did not necessarily shock Carla, as she views herself as having a challenge with self-confidence at times. She was happy to see that others in her professional and personal life found her appropriately skilled in these areas. She noted that over the timeframe of the course she became more and more aware of the theory that formed the foundation of emotional intelligence. In speaking with her male colleagues she described a number who experienced a decrease in scores. Many of them felt that they may have overinflated their original test results due to a lack of understanding of what each competency was.

### **Researcher's Reflections:**

*Carla was a mature, thoughtful educator who could elegantly speak to her thoughts and insights. Her depth of experience shone through the interview. This once again highlighted to me the importance that prior experience has for participants of this program. Though participants may describe their involvement differently, the fact that previous life experiences are influential is a common factor. Coupled with this was a strong sense of self. This awareness can only be developed through effective reflective practices. Carla demonstrated throughout the interview her ability to reflect on past experiences, adapt her approach to a situation and ultimately grow as a leader. The role of networks was another focus of our conversation. Her use of social networks was well established and she used them as vehicle to learn. She sees these networks as a reciprocal partnership, with all participants gaining from the interaction with others. With Carla's District, participating in the program was not optional. This added an interesting context not seen in every District. A key element that became evident through this interview was the desire of the individual to improve as a leader. Not every individual was a willing participant. The desire to self-improve has proven to be a key factor that influences competencies development. This suggests that perhaps the success of the professional development might be related to understanding and embracing its purpose. It also seems that there is a point when professional training, as described in this study, becomes significant professional learning. In the case of Carla, she demonstrated a readiness to participate in the learning. Her improved test results may suggest that the readiness of participants is a factor that influences their ability to improve. As such, professional development would ideally come at a time in the participant's career when he or she believed it would be most beneficial. Carla also commented on the manner in which some males in her group responded to the training. In some cases, there was belief that test results were originally inflated due to overconfidence and the lack of a clear understanding of the emotional intelligence model.*

### 5.3.5 Vignette #5

Martin is in his second year as a secondary principal. He recently was hired by another District and is very new to that District's culture and belief system. Though new to the role of administrator, Martin is a seasoned educator. He was able to share a variety of perspectives on the role emotional intelligence plays in one's work and personal life. Participation in the professional development training program was mandatory for all new administrators in his District. Over the course of the program he saw very little change in his EQ360 scores. His results did indicate an enhanced functioning within the intrapersonal domain.

Martin's story....

Martin was mandated to participate in the professional development training by his Superintendent. As a new administrator in his District, enrollment in the program was a requirement. The team that was selected operated as a professional learning community (PLC) over a period of time. The emotional intelligence training was one component of their PLC. Martin was appreciative of the opportunity to meet with mentors and peers to learn more about one's self and leadership in a school setting.

Martin remembers how emotions would often control him when he was early in his career. In some ways, he recognizes that he was simply unaware of how they affected him. If he was upset about something in his personal or professional life, everyone would know it. At his current stage in life he feels much better at not letting those emotions affect those around him. Being in a leadership role is really important to Martin. He feels that if you're upset about something you still need to focus and carry on with the task or issue at hand. Though involvement in the professional development training was not optional, he would definitely say this is one area of leadership that he's improved at. Whether focusing on regular reflection of practice or a general awareness of what emotional intelligence theory says, he has found participation has benefited his practice.

Martin was surprised (and disappointed) that his measurement results did not increase more substantially. He felt his general knowledge and competencies did improve over the time he spent participating in the professional development training program. He was able to cite a number of examples of how the training has increased his knowledge and allowed him to be more effective in his role.

He appreciated how the facilitator of the sessions continually attempted to engage him and his colleagues. He felt that many of the activities that they were requested to participate in had applicability to his daily work. At times, he found his concentration waning when asked to continually discuss topics with his partners. There could have been more variation in how the facilitator brought about group discussion. That being said, he recognized that some of his partners truly appreciated this approach and would have enjoyed more “dialogue time”.

When reflecting back on how emotional intelligence has impacted his practice as a principal, Martin very quickly shared an anecdote from his career. He was in his second year as a principal at a small rural elementary school where he ran into some difficulties with the school council chairperson. Some issues had arisen between the school council and the staff at the school. The school council chair wasn't happy with how Martin had handled the situation. The chair chose to address her concerns through a letter writing campaign to the Superintendent, the Director, and the Ministry of Education. This was an effort to have him removed from the school. It was a challenging time early in his career and destabilized his self-confidence and self-esteem and ultimately his belief in whether he could do the role. It was fortunate that he was participating in the professional development training at that time. This allowed him to focus on personal strengths which were being overshadowed by the perceived weaknesses that were being stated in these letters. In hindsight, he jokes that it was rather convenient that the training was happening at the same time as it was truly beneficial at this challenging time in his life.

Martin explained how emotional intelligence is an important component of his District's philosophy. It's embedded in the appraisal process with supervisors. It is used in the hiring process as well. These efforts have created a culture of appreciation and recognition for the value that emotional intelligence brings to the roles of principal and vice-principal. With that being said, he does recognize that beyond what has been mentioned, there are some gaps in how emotional intelligence is promoted in his district. Beyond the experience of this learning series, there are no other opportunities to refine and hone one's competencies. Principals and vice-principals are left to their own in this regard. Following the professional development training, Martin explained that it felt like “things fell off the radar and there was no follow up”. He commented about a lack of active tools, structures or mechanisms available within the organization to assist with ongoing growth in this area. This ended up posing a challenge for participants who had vested heavily in learning how emotional intelligence could assist them in their role, yet felt unsupported as they moved beyond the scope of the learning series.

The question of the difference in results between males and females was a curious one for Martin. He perceived that males and females learn in different ways and that this was evident within the group that participated in the learning series. He believed that the format or techniques used did not always reflect the male's preferred learning approach. Possibly, the course provided females with an environment that was better suited to their learning needs, allowing them to have higher gains. Martin also believed that males may have tended to over inflate their scores initially. Through the duration of the course they gained a better understanding of the concepts relating to emotional intelligence and in the post test provided results that were lower in comparison to their pre-test, but were also more in line with reality.

### **Researcher's Reflections:**

*Martin's interview was interesting from a number of perspectives. Having recently moved to this District, he brought with him a cross-District perspective. As a seasoned educator, he was able to speak eloquently about the variations that must exist across the province in regarding to leadership development. These differences are often linked to the District's philosophy of leadership and the supports, structures and opportunities that have been put in place. The other interesting perspective was that all participants were selected to engage in the learning versus self-selecting. Martin's observations of his group would suggest that this was not an ideal manner in which to engage people in professional learning. Martin also shared his perspective regarding the manner in which males and females learn. A number of possible reasons for variation in male and female scores were provided. This perspective further raises the question as to the impact that gender has on the development of emotional intelligence competencies. One must be careful to not assume any one rationale is correct. Martin presented himself as a highly reflective individual. This was evident throughout the conversation. This reinforced to me the importance that reflection plays in a leader's development. When focusing on his improvements in the area of emotional intelligence, he often commented about his past experiences. Both personal and professional life experiences provided him with perspective on issues, recognition of his own competencies and an overall understanding of the importance emotional intelligence plays in his life on a daily basis. The experiences that participants bring with them to the professional learning series cannot be underestimated in the importance they serve for the participant. They serve a variety of purposes and support the further development of competencies.*



### 5.3.6 Vignette #6

Beth is very new to the role of principal of an elementary school. She saw great value in participating in the professional development training program. She saw many improvements in her EQ360 results. Most notably, she was happy that through specific effort on her part she was able to minimize the difference between how raters from her professional life viewed her compared to raters from her personal life. She also demonstrated enhanced functioning in the areas of self-regard, assertiveness, and independence.

Beth's story....

Beth has had limited school administration experience and was beginning her first principalship as the professional learning training began. Beth looked forward to challenging her thinking and having deep conversations on the topic of emotional intelligence. She feels it is through this interaction that she best moves her thinking forward. The impact from the various modules was seen to be positive in both her personal life and her professional life.

Beth spoke highly about her experience in the professional learning series. She appreciated the approach that was used to facilitate learning. One key aspect for her was the time between sessions. In many ways she found this time to reflect on learning and "try things out" as important as the sessions themselves. She wasn't sure if this design was intended, but felt that future series continue to follow this pattern. Interaction with fellow colleagues was also a high point for Beth. She knew many of the participants, but also enjoyed connecting with some that she didn't know as well. She felt there was great variety within the group and this created an environment where many points of view could be shared.

Following the training, Beth was very excited to see that many of her scores had improved. She was able to describe a number of the strategies she had learned in the professional development training and successfully applied in her work/personal life. She demonstrated a great pride in the fact that she was able to hone her competencies. She attributed these improvements to the fact that she had focused specifically on some key aspects of the course. She described her excitement and "re-dedication" to pick new goals and further improve her leadership abilities.

One specific area intrigued Beth. This was the distinct differences between how raters from her professional life saw her compared to raters from her personal life. Initially, this was puzzling for her. In both cases she requested individuals from her professional and personal life that would be able to comment on her interactions. Upon reflection, she began to better understand how her actions and interactions in both environments can be quite different at times. At first she took the position that she disagreed with her family's observations, but then realized that maybe they were correct in their comments and ratings. She reflected that at times your family views you differently from how you are seen professionally. Problem solving and impulse control were competencies that were identified as areas that required growth. Her family ranked her much lower than professional colleagues. Once she recognized that these results were opportunities for improvement, she became excited. She set a personal goal of minimizing the difference seen between her personal and professional interactions.

Beth remembers one example of dealing with another family member and during the dialogue she felt very uncomfortable. Her brother wished to talk about an issue. Beth recognized that because of the timing, setting or his approach the conversation was destined to have limited success. Her mother later commented that she had very successfully maneuvered her way through the situation, something that would not have occurred in the past. Beth (and her mother) attributes this growth to the training she had taken part in. Being able to work through a challenging conversation and remain emotionally in control while articulating thoughts is very important.

Beth shared that she appreciated having a few years of administrative experience as a VP prior to participating in this training. She felt it essential that she had experiences that she could reflect on and link to the theory of emotional intelligence. Ideally, she would have liked to have a few years of experience as a principal prior to engaging in this training. She recognizes that she is required to think in a different manner as a principal. Being able to internalize learning, reflect upon it, consolidate it and apply to future situations is essential.

Beth shared an anecdote about an experience she had involving a staff member. A group of students and staff were returning from an off-campus excursion (baseball game). A specific teacher wanted to plan the trip. A large portion of the school attended. On the way home from the game the bus was caught in traffic on a major highway. The teacher leader displayed anger towards Beth for weeks following the trip. It was unclear why this emotion was being directed towards Beth. She asked to meet with the teacher to work through the situation. The teacher explained that she was upset with Beth because traffic that

caused them to be late. Since there seemed no reasonable rationale for the teacher to be upset with Beth, Beth in turn became frustrated and angry. It took some time for Beth to decide that the energy she was putting into her anger was not beneficial. She then decided to reassert her energies into a positive manner. This is an example of Beth growing in understanding of herself. She wasn't fully happy with how she initially reacted, but upon reflection was able to recognize there was a better manner in which to deal with the situation. She believes that the emotional intelligence training has made her more self-aware. Beth shared that when she reflects on situations like this she would love to have the opportunity to work through the same situation but manage it in a different manner.

Mentors have played a substantial role in Beth's professional life. The New Teacher Induction Program was her first opportunity to work with a mentor. As an administrator, she has been involved in the required two-year Board sponsored mentorship program. This program was formalized, with specific learning objectives set out in each of the two years. Beth explained that she didn't have a prior relationship with her mentor, which made the initial meetings uncomfortable. As the mentor/mentee relationship was allowed to grow, she found that this lack of prior history was a benefit. There was more frank and honest conversations than would have otherwise occurred. She felt more willing to speak candidly, ask more sensitive questions and be transparent with her mentor. Through this relationship, she was able to explore further her tendency to react emotionally to difficult situations. Her test results had pointed to this, but it was her relationship with her mentor that allowed her to work and improve this area.

### **Researcher's Reflections:**

*Beth provided a great deal of insight regarding her experiences in the professional development training. For her, the role of a peer group was an essential aspect of her personal growth. Not only did her professional colleagues provide great assistance, she commented numerous times on the impact her personal friends and family had on her growth as a professional and a person. The opportunities to converse about challenging circumstances, critically analyze situations, and understand the perspectives of others were all essential factors in Beth's experience. The role of a mentor was important for her. She spoke to the opportunity that a mentor/mentee relationship can bring. Though she would have preferred more personal experiences to reflect on, her mentor was able to bridge this gap by sharing experiences he had lived through. She reminded me a number of times that these experiences are not isolated to the confines of the professional learning series, but are more so a way of being in one's daily life. There was originally a lack of awareness that emotional*

*intelligence competencies are equally applicable to all facets of a person's life. The other factor that Beth exemplified and characterized is her deep rooted desire to improve as a leader. At times this was masked by her youthful energy, but without a doubt there was a strong commitment to excel in her current role. When explored further, at the core of this desire to improve was an overwhelming recognition of the role she plays in improving learning conditions for students. This was indicative of many of those interviewed. The motivation of participants to improve their competencies created urgency for the participants within the learning series. Beth also exhibited a readiness for the training. Though she commented that she would have preferred more experience in the role of principal, her comments and reflections indicate an individual who was able to gain a great deal from the training.*

## 5.4 Linking the Numbers and the Words

As is the strength of mixed methods research, the linking of the numbers and words often allows for greater understanding than simply studying one or the other. My experience of collecting, analyzing and interacting with the measurements and people of this study have allowed me to gain a greater understanding of how emotional intelligence competencies have been impacted through participation in the professional development training program.

As discussed in Chapter #3, a sequential mixed methods design has been used in this study with integration of data occurring at two points, that is, at the completion of Phase #1 and at the end of Phase #2. Figure 3.1 illustrates how the findings of Phase #1 informed the second phase of research. Specifically, the quantitative data of Phase #1 demonstrated that emotional intelligence competencies can be improved through participation in the professional development training program. Participants demonstrated statistically significant improvements in the competencies of assertiveness ( $p=0.002$ ), independence ( $p=0.05$ ), and social responsibility ( $p=0.046$ ). As well, the following sub-groups presented statistically significant results: years in education ( $p=0.051$ ), gender ( $p=0.033$ ), years in role ( $p=0.017$ ) and age grouping ( $p=0.020$ ).

The professional development training program was intended to: heighten participant's understanding of emotional intelligence research and the theory of emotional intelligence; support participants in understanding the application of emotional intelligence competencies to the role of Principal/Vice-Principal; and provide participants with the opportunities to improve emotional intelligence competencies in the areas of emotional self-awareness, self-actualization, interpersonal relationships, empathy, problem-solving, flexibility and impulse control. As indicated by the findings of Phase #1, participants did experience improvements in their emotional intelligence competencies, but these improvements were not directly linked to the identified seven competencies listed above.

Though these statistically significant findings demonstrated improvement through participation in the training program, there were inconsistent results amongst participants. Not all participants experienced the improvements in the areas identified and not all of the targeted program competencies saw improvement. These results indicate that not all participants may have experienced the professional development training in the same manner; that is to say, there were other variables that impacted this experience. Phase #2 of the study was designed to illuminate the findings of Phase #1. The remainder of this chapter examines the findings of Phase #2 of research as presented in the vignettes and prepares for the meta-inferencing of both data sets that occurs in Chapter #6.

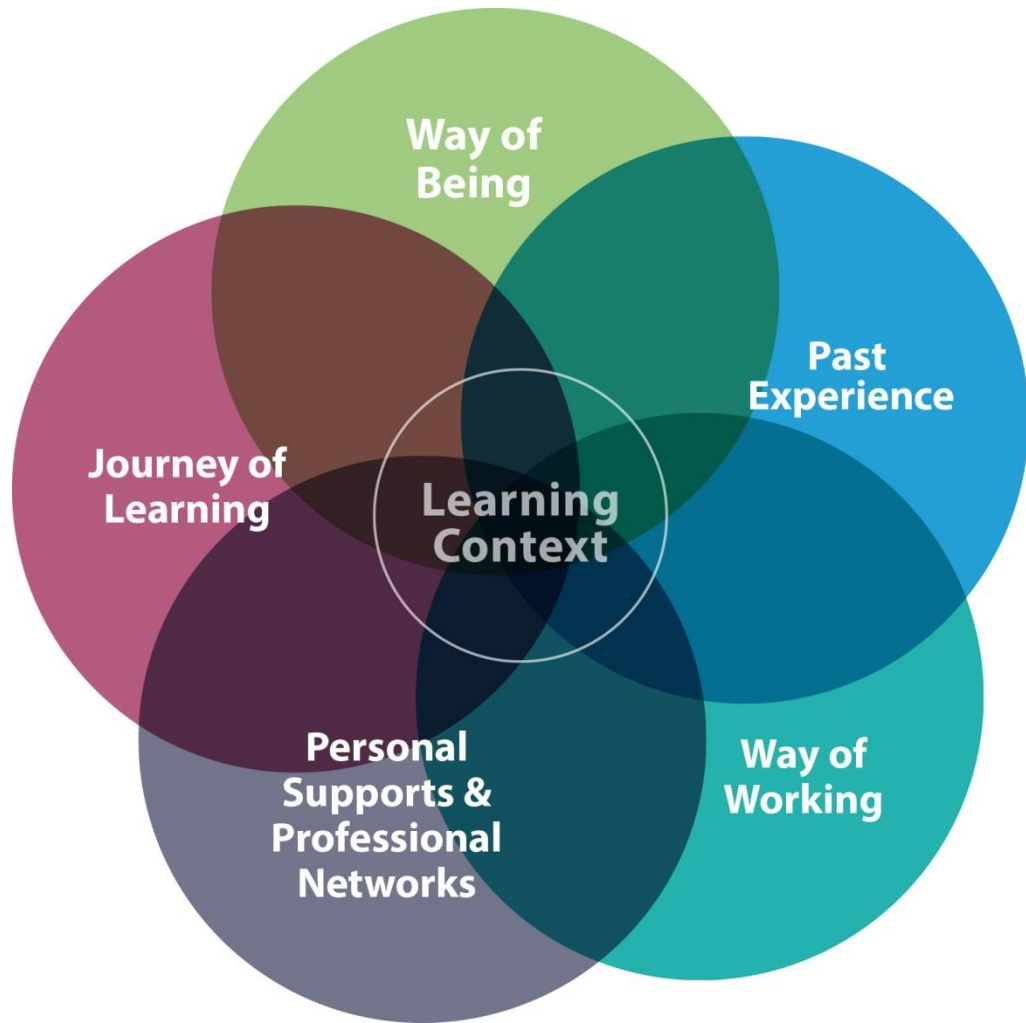
The following pages outline and describe the factors that influenced the development of emotional intelligence capacity, as described by participants. The recognition that intrapersonal competencies underpin these experiences should be remembered when reading these findings as these competencies are closely linked to the relational leadership theory.

## 5.5 Commentary Factors

The six participants in Phase #2 of the study provided perspectives on their experience in and effect of the professional development training program. Their stories outlined the cognitive, social and emotional impact of the experience. Though common themes emerged through these accounts, it was evident that each participant experienced and applied the training in a manner that differed from their colleagues. These differing experiences were influenced by factors beyond the scope of the training.

Commentary factors is the term I have used to describe the factors that have impacted on the emotional intelligence competency development, as described by the participants. By using the coding process described in the methodology chapter, five commentary factors were identified: Way of Being, Journey of Learning, Past Experience, Personal Supports and Professional Networks, and Way of Working.

Arising from the perceptions and experiences of the individual, the commentary factors presented do not exist in isolation; participants speak to how these factors are interwoven, interacting with one another in a manner that influences perception, knowledge acquisition and understanding. This interaction of these commentary factors is depicted in in Figure 5.1 and is presented in this way because they are interconnected and not linear. As such, Figure 5.1 represents the circular nature of this interaction. While participants were involved in the professional development training, the interplay of these factors created the learning context within which the professional development training was experienced.



**Figure 5.1:** Commentary Factors Described by Participants during Phase #2 Data Collection

The commentary factors depicted in Figure 5.1 are summarized in table 5.2, followed by a more detailed description of each factor. These findings create a foundation for Chapter #6. In this final chapter, meta-inferences are developed through the examination of the quantitative findings of Chapter #4 and the qualitative findings of Chapter #5.

**Table 5.2:** Description of Commentary Factors Reflected in the Vignettes During Phase #2 of Data Collection

Commentary Factors	Description
Journey of Learning	<ul style="list-style-type: none"> <li>• Each participant described and aspired to achieve their vision of a leader</li> <li>• Participants exhibit a desire and motivation to learn, as well as embracing the professional learning model</li> </ul>
Way of Being	<ul style="list-style-type: none"> <li>• Participants exhibit a reflective nature</li> <li>• Often a tension exists within the participants that provides motivation for personal improvement</li> <li>• Gender</li> </ul>
Past Experience	<ul style="list-style-type: none"> <li>• Past experiences impacted how participants have experienced the professional development training</li> <li>• Past experiences create a base line or foundation of understanding relating to emotional intelligence competencies</li> </ul>
Personal Supports and Professional Networks	<ul style="list-style-type: none"> <li>• Mentors have a positive impact on mentees and have influenced the participant towards a better understanding of the role emotional intelligence plays in leadership roles</li> <li>• A family and/or peer network is a positive catalyst for the development of emotional intelligence competencies</li> </ul>
Way of Working	<ul style="list-style-type: none"> <li>• The values, goals and actions associated with strong emotional intelligence is pervasive within the organization</li> <li>• The value of emotional intelligence competencies are demonstrated and modeled by leaders at all levels within the school board</li> <li>• Ongoing formal and informal opportunities are provided within individual’s personal and professional spheres to improve individual’s emotional intelligence</li> </ul>

### 5.5.1 Journey of Learning.

Each interviewee spoke of their vision of leadership and aspired to achieve this vision. It is the combination of the participants’ motivation and desire to achieve this, coupled with the willingness to engage in a professional learning model, which frames the Journey of Learning.



Each participant described the pathway which they figuratively walked. The comments they made acted as evidence that each, to one level or another, had created an understanding of what characteristics they should have to be a successful leader. This vision of effective leadership was individualized; it was based on the participant's perception of effective leadership at that point in time. Variation amongst the participants was noted, but overall each formulated a vision of what leadership looked like to them. Not only was a vision described, a desire and motivation was also present in both the words and tone of the participants. This motivation was clearly a factor for participants in their journey to improve as a leader. This became their Journey of Learning. While on this journey, participants were continually evaluating their learning against their vision of the leader.

All interviewees spoke of direct experiences outlining how improvements in their emotional intelligence have assisted them in their role as an educational leader. For example, impulsivity was a challenge identified by Carla and Beth. A number of negative interactions due to impulsive decisions have motivated these two interviewees to focus on reducing impulsivity in an effort to become more effective leaders. Steve, Chris, Carla and Beth each recognized the importance that communication plays in allowing them to improve as a leader and a person. Each believed they were strong communicators but through participating in the training, found there is a deeper level of communication that promoted interconnectedness with others.

In summary, the Journey of Learning enabled each participant to move toward their vision of a leader. Participants demonstrated a desire and motivation to learn and as such, embraced the professional learning model. Each participant described and aspired to achieve their vision of a leader.

### **5.5.2 Way of Being.**

Each Journey of Learning requires an introspective look at self; all individuals interviewed during this phase of research shared descriptions of themselves that provided a sense of who they were. For the purposes of this study, this has been described as a Way of Being. These participants exhibited a reflective nature, as well as a desire to improve as a leader and person. In addition, each interviewee demonstrated that a tension exists within them that provided motivation for personal improvement. Gender was also commented on with reflections on how it impacted participants' Way of Being.

All participants commented on the importance of reflection and focused on the impact that reflection had on their ability to improve emotional intelligence. Interviewees shared views on their areas of personal strength as well as areas of growth. Often, these views were described in anecdotes from their personal or work life (Mary spoke about executing a family will; Beth told about a dealing with a challenging teacher at her school). In all cases, the interviewees explained their desire to better understand self so that they would be better positioned to understand the needs of their staff. Reflection

was not only confined to participation in the learning program, but also involved other life experiences. There was a common understanding that one's ability to reflect was an important tool in developing emotional intelligence competencies.

Each interviewee described a tension that existed within. They described this tension as providing motivation for personal improvement. In the case of Mary and Beth, this tension was created by a tendency to be self-critical; they questioned their ability to perform the duties and responsibilities of their role. Steve and Chris illustrated their tension by describing the internal struggle they have with their perception of self, compared to their colleagues' perception of them. Doubt and negative self-talk was often introduced into the interview when conversations drifted to the concepts of instructional leadership and relationship development. Though it was recognized that these two areas of performance are not mutually independent, interviewees had a challenge recognizing and celebrating personal strengths in these areas.

Five of the interviewees described a tension that existed between personal and professional lives when emotions were not managed effectively. This lack of harmony between personal and work life created personal struggles for the participants. Though this manifested itself in different ways for participants, each perceived the need for improvement in their emotional intelligence competencies to better understand and manage this tension. To this point, participants shared that the professional development training program provided the chance to work through these tensions. Participants appreciated the opportunity and felt that positive improvements were made in this regard.

As outlined in Chapter #4, based on quantitative data, female participants saw their emotional intelligence scores increase over the course of the study, while male participants saw stagnant or declining scores. Contrary to these quantitative results, five of the six participants interviewed demonstrated enhanced competencies in the intrapersonal domain. As well, male interviewees spoke to their appreciation of the training, perceived improvements and impact it has had on their lives.

The experience of the professional development training was described differently by the six participants of Phase #2. The three females described their experience in a very positive manner. Mary, Carla and Beth appreciated the manner in which the program was delivered, particularly valuing the opportunity for dialogue and peer reflection within smaller groups as this technique allowed them to explore the theory of emotional intelligence at a deeper level. Not only were the viewpoints of others respected, it was also described as a safe environment where participants felt comfortable sharing perspectives and experiences with one another.

Steve, Chris and Martin shared their views that the professional development training was a generally positive experience. I explored further the perspective that the males views of the training varied slightly from that of the female interviewees, as well as from each other. Martin was concerned that the approach used during the training session may not have met the needs of male participants. He explained that it was an annoyance being required to dialogue as a group so many times. Steve and Chris commented that

they did not require as much group talk and would have preferred that the time of the session be more focused on sharing theory and information regarding emotional intelligence. They had a challenge adapting to the mode of content delivery.

The three male interviewees explained that they did feel improvement was evident due to their participation in the training, but may not have been as quick to accept the content and training as the females did. All six participants also felt that some of the males with whom they interacted did not seem as engaged as their female counterparts. The six Phase #2 interviewees offered a variety of theories as to why males generally scored poorer on the post-test. Carla, Chris and Martin felt that males may have over inflated initial scores. Martin suggested that it was possible that males were able to improve their understanding of emotional intelligence resulting in a post test that was lower in comparison to the pre-test. Mary questioned whether the method of delivery during the training appropriately catered to the male learners in the class.

As some interviewees did, one could quickly assign these variances to male/female differences. Stereotypical assumptions such as these limit the understanding of what has truly impacted the learning of participants. It needs to be recognized that gender is socially developed. The views described above have been developed based on the social interactions of the participants in the training program.

In summary, each participant revealed a Way of Being that supported their development of emotional intelligence competencies. This Way of Being was demonstrated by the participants through their descriptions of how they saw themselves before, during and after being involved in the professional development training. All participants expressed two reasons for being motivated to improve their emotional intelligence competencies. First, they described a desire to better understand self with this desire rooted in the belief that they could perform better in their professional and personal life. Supporting these desires was a strong indication that reflection was a process that supported the improvement of emotional intelligence competencies. Secondly, a tension existed within each participant that provided motivation for self-improvement.

### **5.5.3 Past Experience.**

All interviewees reflected on how past life experiences impacted their involvement in the professional development training program. Experiences in both personal and professional life acted as an anchor for interviewees, enabling them to link new learning with previous knowledge and experiences. These past experiences impacted how participants experienced the professional development training and also created a base line or foundation of understanding relating to emotional intelligence competencies.

All interviewees reported that they valued the professional development training and reflected on past experiences where emotional intelligence was used or on circumstances where they could have dealt with a situation in a different manner. Each interviewee described the training as ‘making sense’, based on their past experiences as these experiences prepared them for involvement in the training. The reflections of

participants indicated that past knowledge also assisted in their preparation for the training; those with past knowledge were more easily able to integrate new learning. This speaks to the increasing complexity of the participants' learning experience. In essence, past experiences were foundational to each participant's Journey of Learning. This foundation was not only built upon technical/theoretical knowledge and refined through practical experience, the foundation also created a 'readiness' to participate, as described by four of the interviewees.

Assisting in developing readiness, past experiences also created a base line or foundation of understanding relating to emotional intelligence competencies. In the professional sphere, past experience was evident through previous work experiences, interactions with mentors and peers, personal reading and academic pursuits, and professional development opportunities such as conferences. In the personal sphere, participants spoke about past experiences such as conversations with friends and family members, as well as dealing with challenging family dynamics requiring emotional intelligence competencies. Interviewees used these past experiences to understand and consolidate their learning. For the three participants with more experience in leadership roles (Steve, Carla and Martin) there was a referenced ease in which the professional development session material was assimilated. For these participants, conceptual theories of emotional intelligence were more easily understood. They were building on earlier learning; greater professional knowledge and experience supported their Journey of Learning.

These participants also reported a greater ability to apply the competencies and knowledge learned to real life situations. However, the three participants with less experience in leadership roles (Mary, Chris and Beth) this ease of assimilation was not as easily identified. In fact, they commented that they would have appreciated more experience in their role prior to participating in the training; this would have assisted them in their Journey of Learning. However, Mary, Chris and Beth, all appreciated the opportunity to hone their emotional intelligence competencies. As such, readiness cannot easily be defined or calculated through quantitative means. As seen with these interviewees, the interplay of the commentary factors influences the readiness of an individual to improve their emotional intelligence competencies. Initially, someone hearing these comments may correlate past experience with the timing of participation in the training program. The stories shared by participants actually speak to the readiness of each candidate as a more complex issue. Individuals begin their Journey of Learning at different points; they bring different learning to the experience and also have different outcomes as a result of engaging in the learning process.

In summary, past experiences impact an individual's Way of Being by enabling them to link new learning with previous knowledge and experiences, as well as create a base line or foundation of understanding relating to emotional intelligence competencies. Due to these experiences, individuals are able to better gauge and monitor ongoing growth and learning. Past Experiences assist the participant in demonstrating a readiness to engage in the professional development training; and as such, Past Experiences and Way of Being act as a basis for future learning and a support to the Journey of Learning.

#### **5.5.4 Personal Supports and Professional Networks.**

All six interviewees shared that wellbeing and support was a factor that impacted their ability to develop emotional intelligence competencies. They reported that mentors had positive impact on mentees and also influenced the participant towards better understanding the role emotional intelligence plays in leadership roles. A family or peer network appears to be a positive catalyst for the development of emotional intelligence competencies.

##### ***5.5.4.1 Professional networks.***

Professional networks were described in two ways by participants: peer networks and mentors. Peer networks within the school district provided an opportunity to explore emotional intelligence competencies. Formalized processes such as District professional learning communities. Martin and Beth shared that the professional development training program provided a peer group that had not existed before; this group assisted them in their learning. Peer networks provided an opportunity to ask questions and explore concepts in a safe, non-judgmental environment. Participants valued these opportunities. Participants also shared how mentors were an important component of their professional networks.

The role of the mentor was discussed by four of the interviewees. Mary, Steve, Chris and Beth indicated that they have either had experience or observed mentors having positive impact on their mentees. These four interviewees emphasized how a mentor played an essential role in their personal journey of leadership, and more specifically in their development of emotional intelligence competencies. They also described, to varying degrees, how mentors have taken on different roles with mentees, allowing them to expand their emotional intelligence competencies.

Mary, Steve, Chris and Beth described their mentors as people who are generally admired and respected and have been successful in their role. These interviewees looked to their mentor for a set of habits, approaches, style and competencies and aspired to emulate this practice. They described their mentors as exhibiting a high level of emotional intelligence when dealing with challenging situations. The interviewees also found that mentors took on a variety of roles. Mentors can act as a “sounding board”, providing the opportunity for mentees to discuss challenging situations that they have encountered. To do this, the mentor must be a good listener. Mary described her mentors as more of a “guide”, someone who provided support and guidance but did not pre-assume Mary’s path of learning. Beth felt that the mentor needed to foster confidence in the mentee. It cannot be assumed, however, that all mentors will have a positive impact on the development of emotional intelligence competencies. Chris shared circumstances in his district where he has observed mentors who do not exhibit these competencies. He described a situation where the values, beliefs and competencies of the mentor ran counter to the emotional intelligence competencies

development of the interviewee. It was his perception that this mentor had a negative impact on the respective mentee.

Interviewees shared a number of ways in which mentors impacted their improvement of emotional intelligence competencies. Mentor provided a pathway for the mentee to explore the journey of leadership. Mentors not only assisted the mentee with identifying and supporting the needs of the mentee, they were also seen as influencing the image of the mentee. Mentors had the ability to foster support for the mentee across the organization, influencing and promoting the mentee's reputation, capabilities and worth. Steve described situations where he has witnessed this. In essence, the mentor influenced not only the manner in which the mentee approaches organizational challenges, but also how the organization viewed and supported the individuals.

#### ***5.5.4.2 Personal supports.***

Five of the interviewees identified a family or friend network as being a positive catalyst for the development of emotional intelligence competencies. These interviewees shared in detail the impact that a family or group of friends has on their emotional intelligence development. For Mary, Steve and Carla the family supports have been in place for years. These personal supports took a variety of forms, from informal conversations during summer employment to discussions with family members during supper times. These supports provided the opportunities for interviewees to reflect on personal experiences and acted as a catalyst for developing emotional intelligence competencies. The practice of sharing experiences allowed participants to link emotional intelligence competencies to everyday application.

In summary, interconnectedness is again seen to exist between the commentary factors. The interactions created through personal supports and professional networks, assisted in maturing the participant's Way of Being. Mentors, who provide opportunities for their colleagues to articulate and develop ideas without fear of pre-judgement, criticism or ridicule, contribute real value to the relationship. Personal supports acted in the same manner, enabling participants to engage in the learning process. Personal supports and professional networks played a key role in supporting the Journey of Learning, allowing participants to reflect on their experiences and investigate the tension that created motivation for personal improvement.

#### **5.5.5 Way of Working.**

Mary, Chris, Martin and Beth all shared how the philosophy and actions associated with strong emotional intelligence are pervasive in their spheres of life. They also described the role senior leaders take in promoting emotional intelligence, as well as the opportunities that exist to assist principals/vice-principals in developing competencies. Way of Working speaks to these components and how they impact an individual's opportunity to improve their emotional intelligence competencies.

Each of these interviewees described how emotional intelligence is embedded into the values, goals and actions of their work environment, within and beyond the school. It was stressed that without an emphasis on emotional intelligence development from the senior administrative team there would not have been the impetus to engage in the professional development training. Examples were provided about how the District promotes the values and beliefs that support emotional intelligence competencies. Chris spoke to the evolution that has occurred within his school district whereby meetings are now scheduled to better accommodate the needs of principals and vice-principals. Beth spoke about some of the formalized programs that exist in her Board that promote emotional intelligence development. Martin explained how the concepts of emotional intelligence are embedded in the performance appraisal and hiring processes. These individuals alluded to the question of whether the development of these competencies would have occurred to the same extent without this emphasis.

It was evident through conversations with these interviewees that organizational philosophy and ultimately the values embedded in the organization were factors that influenced the development of emotional intelligence competencies. Though interviewees used the term organizational philosophy, their accompanying description could be better interpreted as organizational culture. It was also noted that an absence of supportive organizational culture can negatively impact the participant's ability to improve their emotional intelligence competencies. Martin provided an example of when a fulsome organizational support structure for the development of these competencies is not in place. All interviewees spoke to the value of having emotional intelligence competencies demonstrated and modeled by leaders in the organization at all levels and how this modeling impacts upon others.

Mary, Chris, Martin and Beth described the value of formal and informal opportunities being provided by the organization to improve emotional intelligence competencies. A number of examples were provided by participants: mentoring program, emotional intelligence training programs, and professional learning communities. Beth offered the New Teachers Induction Program (NTIP) as another example of a structural enhancement of emotional intelligence, while Martin observed that in his district emotional intelligence is embedded in the evaluation and selection process for leadership positions. These formal and informal opportunities act as a vehicle to assist individuals with improving their emotional intelligence competencies. The *Ontario Leadership Framework* is linked to each of these opportunities. It influences the learner by informing their learning, being used to reflect upon and ultimately impacting their vision of themselves as a leader.

Way of Working represents the interaction between a participant and the influencing variables in place within an organization that can positively impact the development of emotional intelligence competencies. Interviewees explained that emotional intelligence is embedded into the values, goals and actions of the school district. They recognized the importance of having emotional intelligence competencies demonstrated and modeled by leaders in the organization at all levels. They appreciated when formal and informal opportunities are provided by the organization to assist in improving their emotional intelligence competencies.

In summary, there is a relational nature to how people work and as such, strong positive relations are a necessary part of a workplace culture. Relational leadership and relational trust are foundational underpinnings to the development of this culture. These relations can be nurtured through a number of means: the values, goals and actions associated with strong emotional intelligence should be pervasive within the organization; the value of emotional intelligence competencies should be demonstrated and modeled by leaders at all levels within the school board; and, ongoing formal and informal opportunities should be within an individual's personal and professional spheres to improve an individual's emotional intelligence. By developing a nonjudgmental environment, where individuals are encouraged to achieve their vision of leadership, participants are more likely to commit to improving emotional intelligence competencies through an enhanced Journey of Learning.

## **5.6 Summary of Findings**

As indicated at the beginning of this chapter, it has been recognized that the trends identified during the first phase of research represented only part of what was experienced by participants. The use of in-depth interviews proved an effective means of better understanding other variables that have impacted the development of participant emotional intelligence competencies.

I have used the Researcher's Reflections to highlight my personal perspectives on what was shared. In some cases, it was not only the words of the interviewee that were important. The emotion of the interviewee or their use of anecdotes or personal experiences provided insights. In other conversations it was their thoughtfulness or reflections that had an impact. At times, even the pauses for reflection when asked a question provided a glimpse into how they were impacted by the professional learning series. There is a humanistic component to this process; deep understanding of the participant's experience in the professional development training program required direct interaction and conversation with the interviewees. These vignettes allowed me to build a better understanding of this important influence.

Participants involved in the in-depth interviews shared insight into the factors that influenced their ability to improve emotional intelligence competencies. As described at the beginning of this chapter, training impacted participants but there was evidence that other factors had influenced competency development. Through qualitative analysis, Journey of Learning, Way of Being, Past Experience, Personal Supports and Professional Networks, and Way of Working were identified as being factors that impacted a participant's ability to develop emotional intelligence competencies.

## **5.7 Responding to Research Sub-Question #3**

Prior to completing the analysis of the qualitative data it would have been challenging to understand what other factors influenced emotional intelligence development.



Interacting with the interviewees and analyzing their words has allowed me to identify, understand and represent these variables. Now I am in a position to answer Research Sub-Question #3.

*What other variables, as reported by the participants, have impacted on the improvement of emotional intelligence competencies?*

As has been discussed in Chapter #5, participants identified a number of other variables that impacted on the improvement of their emotional intelligence competencies. These variables have been described as commentary factors to reflect that it has been the comments of participants that have allowed for these factors to be identified and better understood. A summary of each commentary factor is provided below:

- **Journey of Learning:** All interviewees exhibited a desire to improve themselves as a leader. This desire was also seen in aspects of the participant's personal life. This desire encompasses a motivation toward improvement. The Journey of Learning was driven and fueled by the participant's vision of themselves as an effective leader. Participants were continually evaluating their learning against this vision. It is this combination of motivation and desire, coupled with a vision of effective leadership that moves the learner along their Journey of Learning toward their vision of themselves as a leader.
- **Way of Being:** All individuals interviewed during this phase of research shared descriptions of themselves that provided a sense of who they are. These participants were reflective and exhibited a desire to improve as a leader and person. In addition, each interviewee described an internal tension that provided motivation for personal improvement. All individuals demonstrated a Way of Being that supported emotional intelligence development and supported their Journey of Learning.
- **Past Experience:** Interviewees sharing their reflections on the professional development training program spoke often regarding past life experiences. Experiences in both personal and professional life acted as an anchor for interviewees, enabling them to link new learning with previous knowledge and experiences. These past experiences impacted how participants experienced the professional development training program and also created a base line or foundation of understanding relating to emotional intelligence competencies. Past experiences becomes a basis for future learning and a support to the Journey of Learning, enabling participants to gauge and monitor personal growth and learning.
- **Personal Supports and Professional Networks:** All interviewees shared that wellbeing and support are factors that impacted their ability to develop emotional intelligence competencies. Mentors influenced the interviewees towards better understanding the role that emotional intelligence plays in leadership roles. It was also understood that a family or peer network has been shown as a positive catalyst for the development of emotional intelligence competencies. Personal supports and professional networks support the Journey of Learning by creating

opportunities to interact with others to better understand emotions and further hone emotional intelligence competencies.

- **Way of Working:** Mary, Chris, Martin and Beth described how the values, beliefs and actions of the organization, the role its senior leaders take in promoting emotional intelligence, and the opportunities that exist to assist principals/vice-principals in developing competencies all illustrate a Way of Working within an organization. They spoke to the importance that organizational culture plays defining Way of Working; the interaction between a participant and the influencing variables in place within an organization and personal sphere that can positively impact the development of emotional intelligence competencies. These variables have the opportunity to enhance the Journey of Learning for the participant.

## **5.8 Chapter Conclusion**

At the completion of the first phase of research, it was indicated that years in the education sector, gender, years in role and age were statistically significant determinants when examining pre and post test results. The findings of second phase of research have indicated that there are other variables that have impacted the improvement of emotional intelligence competencies. This speaks to the importance of not solely relying on test results when assessing the success of a professional development training program in terms of the learning that has taken place.

The experience of the participants goes well beyond the concepts associated with typical training programs. Why did each participant experience the training differently? The answer to this question lies within the realization that each participant was not just involved in a training program. In fact, each participant was engaged in a professional learning process. Traditional training such as the identification of theoretical constructs and participation in group activities was a component of the participant's experience, but the format of the professional learning went well beyond specific skills training. The professional development series was scheduled over a period of time that allowed ongoing learning to occur. Opportunities were built into the sessions so that participants could reflect on personal growth. The training acted as a catalyst, allowing participants to access new knowledge, but it was the professional learning process that enabled participants to integrate new concepts and learning with previous knowledge and experiences.

In Chapter #6, a meta-analysis of both phases of data collection occurs, with specific attention to the professional learning process that each participant experienced. To understand this, the interaction of variables and how this interaction impacts the improvement of emotional intelligence competencies is examined. A series of recommendations are also provided which support a Framework for Developing Emotional Intelligence Competencies. This framework can positively impact upon the interaction of variables leading to the learner's vision of themselves as a leader.

## CHAPTER 6: CONCLUSIONS

Great leaders move us. They ignite our passion and inspire the best in us. When we try to explain why they are so effective, we speak of strategy, vision, or powerful ideas. But the reality is much more primal: Great leadership works through the emotions.

(Goleman, Boyatzis, & McKee, 2013, p. 3)

### 6.1 Chapter Introduction

Phase #1 of the study demonstrated that emotional intelligence competencies can improve over time through engagement in a professional development training program. As well, specific trends were identified that required further exploration. Phase #2 provided the opportunity to interact with participants and understand the experience of their involvement. This chapter focuses on answering the overarching Research Question:

*What improvements occur in principal/vice-principal emotional intelligence competencies through their involvement in a professional development training program?*

The Research Sub-Questions play a critical role in answering the overarching Research Question. The first three sub-questions focus directly on the findings from the two phases of research. These sub-questions have been addressed at the conclusion of Chapter #4 and #5. A summary of these findings are included below.

*Question #1: What improvements in emotional intelligence competencies have occurred over the time of the engagement in the project/professional development, as measured by the EQ-360 inventory?*

Pre and post measurements used in the first phase of this study demonstrate that emotional intelligence competencies can be improved through the use of a focused professional development training program. It was also noted that not all participants saw improvements to their respective results. Analysis of the EQ-360 results occurred in a variety of ways. When examining the specific domains of the Bar-On (2006) model, no statistically significant results were found. Certain competencies within the Bar-On (2006) did experience statistically significant variations. The competencies of assertiveness ( $p=0.002$ ), independence ( $p=0.05$ ), and social responsibility ( $p=0.046$ ) demonstrated change (and in all of these cases, improvement).

*Question #2: What demographic variables emerge from the survey data indicating improved emotional intelligence in identified sub-groups?*

Analysis of a variety of demographic sub-groups occurred (school board; facilitator; principal/vice-principal; elementary/secondary; years in education; gender; years in

current role; age). When examining these sub-groups, four demonstrated statistically significant results (years in education; gender; years in role; age grouping).

When examining the participant's years in education, participants were classified into one of three categories. Those individuals in the grouping (7- 14 year; 17-19 years) represented a substantial improvement in their emotional intelligence measures with a very near statistically significant result being noted ( $p=0.051$ ).

When examining changes in scores for males and females over time, a statistically significant score was evident ( $p=0.033$ ). Accompanying this result was the finding that the mean scores for females increased, while the similar score for males decreased.

When examining years in role, participants were classified into one of three categories. Two of the groupings (groupings 1-3 years and 4-6 years) demonstrated consistent improvements in their emotional intelligence scores over the course of the study with a statistically significant finding ( $p=0.017$ ).

When examining the sub-group of age, a statistically significant difference was recognized between the three age groupings ( $p=0.020$ ). The thirty-nine years of age and less ( $\leq 39$ ) age grouping demonstrated the most dramatic improvement in emotional intelligence scores, the forty to forty-nine years of age (40-49) exhibited a slight decrease in emotional intelligence scores, and the fifty years of age and greater ( $\geq 50$ ) age grouping demonstrated a moderate improvement in emotional intelligence scores.

These findings establish that emotional intelligence competencies have improved over time for some participants. They also indicate that there are other factors that are influencing the development of these competencies.

*Question #3: What other variables, as reported by the participants, have impacted on the improvement of emotional intelligence competencies?*

Participants identified a number of other variables that impacted on the improvement of their emotional intelligence competencies. These variables are described as commentary factors to reflect that it has been the comments of participants that have allowed for these factors to be identified and better understood.

The Journey of Learning was propelled by the participant's vision of themselves as an effective leader. All interviewees exhibited a desire to improve themselves as a leader; this desire was also seen in aspects of the participant's personal life. This desire encompasses a motivation toward improvement. Participants were continually evaluating their learning against their vision of themselves as an effective leader.

All individuals demonstrated a Way of Being that promoted emotional intelligence development and supported their Journey of Learning. Interviewees shared descriptions of themselves that provided a sense of who they are; these participants were reflective and exhibited a desire to improve as a leader and person. In addition, each interviewee described an internal tension that provided motivation for personal improvement.

Past experience aids in developing readiness future learning and supports the learner's Journey of Learning, enabling participants to gauge and monitor personal growth and learning. Interviewees that shared their reflections on the professional development training program spoke often regarding past life experiences. Past experiences from both personal and professional life acted as an anchor for interviewees, enabling them to link new learning with previous knowledge and experiences. These past experiences impacted how participants experienced the professional development training program and also created a base line or foundation of understanding relating to emotional intelligence competencies.

Personal supports and professional networks were foundational to the Journey of Learning by creating opportunities to interact with others to better understand emotions and further hone emotional intelligence competencies. All interviewees shared that wellbeing and support are factors that impacted their ability to develop emotional intelligence competencies. Mentors influenced the interviewees towards better understanding the role that emotional intelligence plays in leadership roles. It was also understood that a family or peer network has been shown as a positive catalyst for the development of emotional intelligence competencies.

Way of Working represents the interaction between a participant and the influencing variables in place within their school district that can positively impact the development of emotional intelligence competencies. Descriptions of how the values, beliefs and actions of the organization, the role its senior leaders take in promoting emotional intelligence, and the opportunities that exist to assist principals/vice-principals in developing competencies all illustrate a Way of Working within an organization. It should also be noted that an individual's personal sphere will impact upon one's ability to develop emotional intelligence competencies. These variables have the opportunity to enhance the Journey of Learning for the participant.

Sub-question #4 requires a meta-analysis of the data from Chapter #4 and Chapter #5. By combining the quantitative results of Phase #1 and the qualitative results of Phase #2, patterns are identified that better describe how the professional development training program impacted on the participants. Sub-question #5 is then answered by describing the recommendations emerging as a result of this study.

*Question #4: How do these variables interact with one another to impact the improvement of emotional intelligence competencies?*

*Question #5: What recommendations emerge as a result of these findings?*

## **6.2 Responding to Research Sub-Question #4**

Findings have identified a number of variables that have impacted the ability of participants to improve their emotional intelligence competencies. Identifying and understanding the individual variables was useful, but comprehending and interpreting

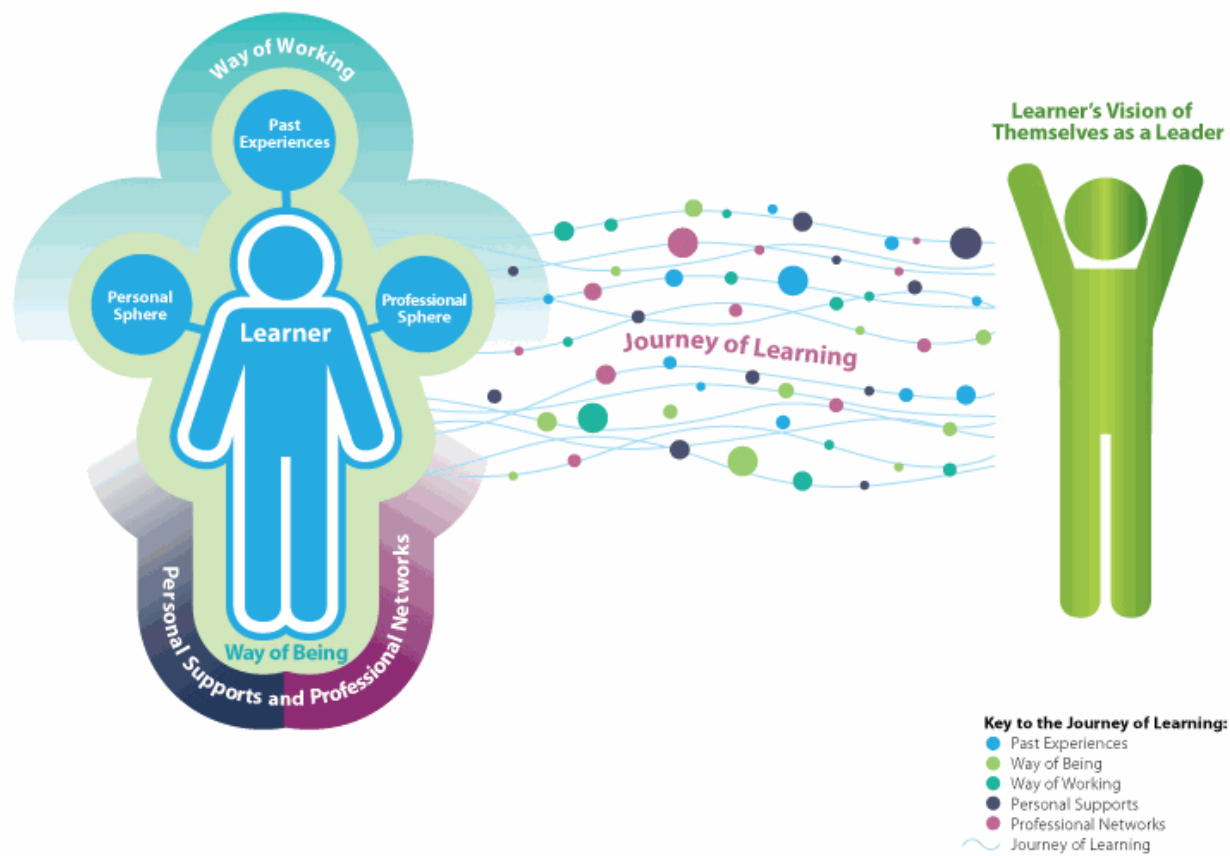
the interaction of these variables enabled principals and vice-principals to improve their emotional intelligence competencies. To this point, I will now answer Research Sub-Question #4.

Journey of Learning, Way of Being, Past Experience, Personal Supports and Professional Networks, and Way of Working have all influenced the learner towards a vision of themselves as a leader. As with all interactions dealing with individuals or groups of people, this interplay is complex in nature. This complexity was described by participants when they shared their experience in the professional development training program.

Each participant in the study identified themselves as a learner and aspired to a vision of themselves as a leader. Whilst this image is not directly imposed upon the learner by a school district or external organization, one could assume that as all participants were principals or vice-principals in the Ontario educational system, their vision of themselves as a leader would be influenced by the context within which they work. This context includes the policies of the school district, accountability measures that are in place, hiring process; viewpoints of colleagues; many environmental factors influence the learner's vision of themselves as a leader. Furthermore, the *Ontario Leadership Framework* (Ontario Ministry of Education, 2012), *Ontario Leadership Strategy* (Ontario Ministry of Education, 2008b) and the work of the Institute for Education Research also shape this vision by creating expectations, standards and accountability that influence the processes of the school district such as hiring and mentoring practices.

In Chapter #5, Figure 5.1 identified the variables that impacted the participant's Journey of Learning towards this vision. The figure also indicated that interconnectedness existed between the variables. Figure 6.1 is an extension of the Figure 5.1, based on further understandings developed as a result this study, and provides an overview of the variables along with their interactions with one another. It should be noted that within Figure 6.1, the figures used to represent the learner and the learner's vision of themselves as a leader are not gender specific.

Figure 6.1 illustrates the manner in which the learner interacts with these variables while aspiring to their vision of themselves as a leader and as such illustrates the critical components of the learner during the journey. One variable is the tension that existed between their personal sphere and professional sphere that created motivation for the learner to improve. Also, their past experiences and professional knowledge impacted on how the participant experienced professional learning and created a base line or foundation of understanding relating to emotional intelligence competencies. The learner's Way of Being and Past Experiences assist in developing a readiness for the Journey of Learning. They exhibited a level of awareness about self and demonstrated a reflective nature.



**Figure 6.1:** Interaction of Variables that Promote Emotional Intelligence Competencies and Lead to the Learner's Vision of Themselves as a Leader

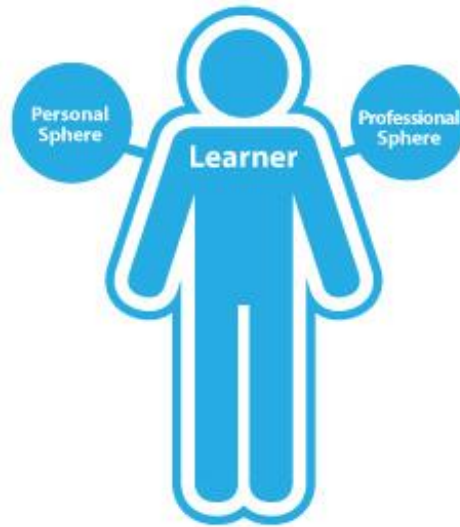
Though a journey of learning begins with self, there are other factors that add value to the learner as they journeyed toward their vision of themselves as a leader. Personal Supports and Professional Networks interacted with the learner and provided support. For example, mentors had a positive impact on the learner and influenced them towards a better understanding of the role emotional intelligence plays in leadership roles. A family and/or peer network also acted as a positive catalyst for the development of emotional intelligence competencies. An equally important support that interacted with the learner is their Way of Working. The values, goals and actions associated with strong emotional intelligence is pervasive throughout the learning context, these competencies are demonstrated and modeled by all leaders, and formal/informal opportunities are provided within the learner's professional sphere to improve the individual's emotional intelligence.

These variables influence the learner and support their Journey of Learning. As illustrated in Figure 6.1, all factors are present at all times, but the level and timing of influence will vary. It is also recognized that the Journey of Learning is not sequential in nature; rather, the variables continue to influence the learner at the beginning of the journey and throughout as the learner aspires towards their vision of themselves as a leader. This prevents the learner's vision of themselves as a leader from being static as it is influenced by the learning context. In fact, the learner's vision evolves; the learner is constantly evaluating their present state against this vision while also being influenced by the context within which they are learning.

The context of learning is composed of a range of variables that impact the development of emotional intelligence competencies. This has very specific implications when examining emotional intelligence development. As indicated in the literature review chapter, it is recognized that emotional intelligence can be developed, but the specific variables that impact upon the learning process have not been previously recognized. These variables can be identified and described individually, but their influence on the development of emotional intelligence competencies is not linear in nature; rather, these variables are interwoven and constantly interacting with one another and the learner. In the following sections, each component of the diagram will be deconstructed and deeper understandings provided.



### 6.2.1 The learner.



**Figure 6.2:** The Learner

Throughout this study, the focus has been on better understanding the variables that have impacted the ability of school leaders to improve their emotional intelligence competencies. The study reaffirms that the ability to develop and sustain emotional intelligence competencies is linked to the school leader's perception of self; the manner in which each participant sees and presents themselves is important. It became evident to me from the interviews that each participant saw themselves as a learner and that this observation is important to the interactions of the commentary factors. As such, the location of the term learner is central to Figure 6.2.

Participants used a number of descriptors, such as lead learner, principal learner, and learner, to establish that they view themselves as a learner. Regardless of the phrase used, there was a distinct understanding of the importance of continuous learning. As Reeves (2010) describes:

Expertise is not developed based upon the mystical ability of professionals to get it right the first time. Rather, it is based upon the willingness to try techniques, get feedback that is honest, accurate, specific, and timely, and then improve performance. (p. 69)

Continuous learning for the participants was about becoming a more effective leader; improving their performance so that student achievement and well-being was optimized.

Figure 6.2 identified two components of the learner; the professional sphere and the personal sphere. The professional sphere encompasses a large component of many participants' daily life and reflects the variety of aspects relating to their profession. This sphere represents the time spent focusing on their profession, interactions with individuals at work, and the emotional energy expended dealing with work related matters. The Personal Sphere encompasses the component of the participant's personal

life. This sphere represents the time spent focusing on their personal life, interactions with family and close friends, and the emotional energy expended dealing with personal related concerns. Participants made numerous comments about their professional and personal spheres and how these aspects of their ‘self’ interact with one another.

In summary, the findings of this study reaffirm that the ability to develop and sustain emotional intelligence competencies is linked to the school leader’s perception of self. Each participant saw themselves as a learner and that this observation is linked to the interactions of the commentary factors. Participants also explained that their professional sphere reflected a larger proportion of their daily life; less time was spent on personal items, relationships and challenges compared to the time spent on similar issues in the professional sphere. This fact created a tension within the participants that they described as challenging for them.

### 6.2.2 Past Experience.



**Figure 6.3:** Past Experience

Each participant’s Past Experience impacted who they are as a learner, their personal and professional spheres, their Way of Being, as well as the personal supports and professional networks they have developed. Specifically, participants described that past experiences impacted how they experienced the professional development training program. These past experiences and prior knowledge also create a base line or foundation of understanding relating to emotional intelligence competencies.

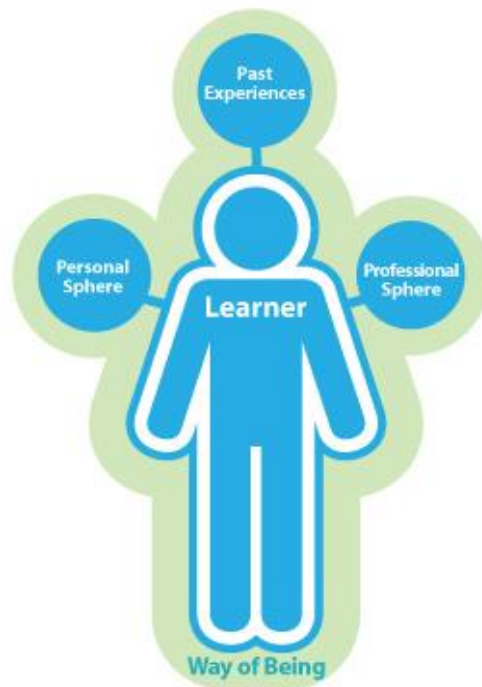
Past Experience also influences a leader's motivation, self-efficacy and desire to improve. These are powerful catalysts for learning. Chan (2010) provides an overview of the impact past experiences have on future learning:

Based on the above understanding of how efficacy beliefs are developed, one can surmise that the experience of having performed well in a leadership situation will lead to an increase in one's leadership efficacy. This is because performing well in a situation is a powerful form of enactive mastery of the required leadership behaviors. Likewise, recalling past enactments of these successful behaviors is a powerful source of vicarious learning, due to opportunities for reviewing and learning new insights that may contribute to better performance.

(p. 29)

In summary, Past Experiences have a tangible influence on the development of emotional intelligence competencies. They influence the learner, their Way of Being and the personal supports and professional networks that the leader has developed.

### 6.2.3 Way of Being.



**Figure 6.4:** Way of Being

As described in Chapter #5, the concept of Way of Being is characterized by participants in two ways. Participants exhibited a reflective nature and a desire to improve as a leader and person, as well as demonstrating a tension exists within them that provided motivation for personal improvement. Way of Being is depicted in Figure 6.4.

Each participant's ability to understand themselves and strive to be more effective leaders and as a person is a point of strength. These abilities better equip the leader to serve the students, staff and community members with whom they interact; it is driven by a higher moral purpose. As Palmer (2007) explains:

New leadership is needed for new times, but it will not come from finding more wily ways to manipulate the external world. It will come as we who serve and teach and lead find the courage to take an inner journey toward both our shadows and our light – a journey that, faithfully pursued, will take us beyond ourselves... (p. 1)

This inner journey is not linear in nature, but rather, it is represented by a deepening of knowledge and a development of self. Aiding the participants along their travel along their Journey of Learning, emotional intelligence training focused on having them think about whom they are and the manner in which they operate in their world. This interaction was not external; it is part of the journey of exploring self and highlights the importance of self-awareness. This description can be linked to the concept of self-knowledge, as participants had to grow themselves.

In summary, it is recognized that there is no finish line in respect to understanding self, but rather one's Way of Being is an ongoing journey of understanding. The next factor, Personal Supports and Professional Networks, help each participant get a better understanding of self by helping to aspire towards their vision of themselves as a leader.

#### 6.2.4 Personal Support and Professional Networks.

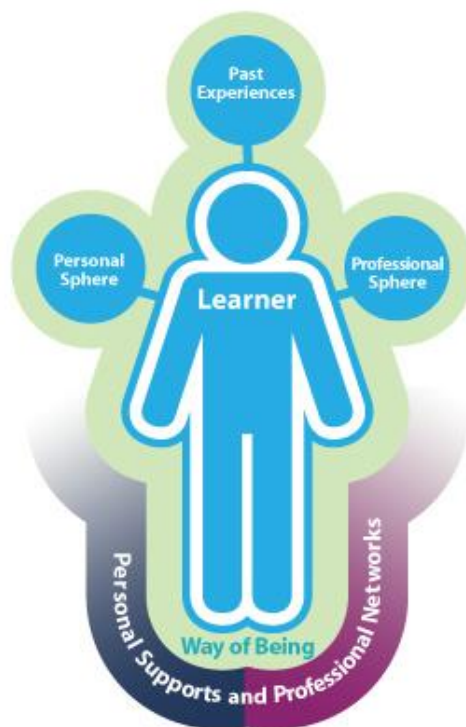


Figure 6.5: Personal Supports and Professional Networks

Participants expressed the impact that Personal Supports and Professional Networks had on their ability to develop emotional intelligence competencies; this was an important part of their journey. Examples were given by the participants outlining the manner in which these supports and networks gave the opportunity to explore self. They indicated that mentors have had a positive impact on mentees. They explained that mentors have influenced them towards better understanding the role emotional intelligence plays in leadership roles. As well, it was noted that a family or peer network has been shown as a positive catalyst for the development of emotional intelligence competencies.

#### **6.2.4.1 Professional networks.**

Participants described the positive influence that mentors had on the development of emotional intelligence competencies. Mentoring was an important part of their journey. In the Ontario context, formal opportunities are provided to principals and vice-principals to engage in a mentoring relationship. This opportunity is beyond the scope of the professional development training but did influence the ability of participants to improve their emotional intelligence competencies. There are also informal mentoring relationships that develop within a school district whereby principals and vice-principals professionally interact with one another with a shared aim of professional development. For the context of this study, the term professional network encompasses both the formal and informal networking opportunities that exist.

Mentoring relationships have a positive impact on individual performance and satisfaction. The formal or informal pairing of experienced and less experienced team members is a description of the mentoring relationship. Mentors played a key role in supporting participants and exposing them to others' opinions and knowledge, while empowering them to build and foster peer relationships outside their immediate work environment.

The activity of networking provided a forum for school leaders to be exposed to others' opinions and knowledge and empowered the school leader to build and foster peer relationships outside their immediate work environment. This interconnectedness was a powerful experience for leaders. As described by the participants, mentors must be active in the mentoring process; stimulating topics of conversation that challenge the mentee's thinking about the role that emotional intelligence competencies play in promoting effective leadership. As Quigley (2002) stated, "We internalize the information by assimilating it into our experience where it integrates with our intellectual and affective selves and ultimately our behavior. We then experience true education – a leading out from ignorance through information to knowledge" (p. 2). This process of challenging past experiences and knowledge is part of the Journey of Learning.

Mentoring has been found to be one of the most powerful approaches to supporting ongoing leadership development, one that embeds learning and growth in the realities of the work of the system leader (Ontario Ministry of Education, 2011, p. 6). Mentees

benefit from support in learning the new leadership role and from opportunities for professional reflection to guide goal setting (Alsbury & Hackmann, 2006; Hansford & Ehrich, 2006; Smith, 2007). They develop increased confidence in their technical and adaptive skills, and are able to achieve growth and development goals identified in their learning plan. Mentoring also provides a tremendous professional development opportunity for experienced school leaders. Schools, School Districts, and the Ministry benefit from improved performance of new school leaders, increased capacity building across the system, increased student achievement, and support for system priorities. Most importantly, students benefit from strong and effective school leaders.

Developing skills and behaviours must take place in the context of practical settings because people learn best and most powerfully in a real job setting (Ontario Ministry of Education, 2009). According to Ontario Ministry of Education (2009), 30 per cent of leadership development should be done through course work and 70 per cent through learning on the job (pp. 6-7). In order to learn on the job and be exposed to outstanding practice, mentoring from credible peers is essential.

To succeed in the important and complex role of school leader, principals and vice-principals require a network of supports ranging from peer support to professional learning opportunities offered through the ministry, school districts, and principal associations. Mentoring is a powerful stimulus for the professional learning of school leaders. “Learning is the primary purpose, process, and product of mentoring. Relationship is the glue that binds the partnership. What distinguishes mentoring interactions from mentoring relationships is the commitment to the learning and to the relationship” (Zachary, 2003, p. 16).

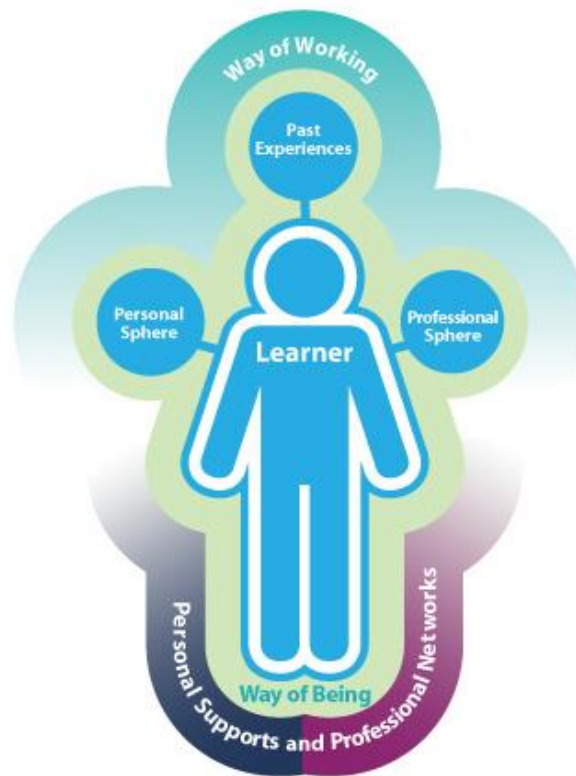
#### **6.2.4.2 Personal supports.**

Participants also spoke to the supports that exist in their personal sphere. Family members and friends were examples that highlighted the positive impact personal supports could have on emotional intelligence development. As described by participants, these supports provided the opportunity to discuss and reflect on emotional intelligence in a supportive environment. In some cases, encouragement was provided; in other cases, the opportunity to dialogue and share experiences was valued. Personal supports also provided participants with the opportunity to reality check their perceptions to those of others. Being able to do this in a supportive, non-threatening environment allows individuals to explore and expand their understandings of emotional intelligence.

In summary, Personal Supports and Professional Networks are included in Figure 6.1 as they influence an individual’s Way of Being and provide support to the Journey of Learning. This factor plays a role in linking between the learner and external variables that impact upon emotional intelligence development. Personal supports and professional networks allow individuals to make sense of their internal perspectives as they relate to the external world. This factor, in a number of ways, acts as a bridge to

past experiences and Way of Working. Due to the interrelations that are critical to this factor, participants are able to generate knowledge and understanding about emotional intelligence competencies through the interaction with others.

### 6.2.5 Way of Working.



**Figure 6.6:** Way of Working

Way of Working is an important factor to consider when examining the interplay of commentary factors. Participants described the impact that organizational and personal values, goals and actions had on their Journey of Learning. The role school and senior leaders play in promoting emotional intelligence, as well as the opportunities that exist in the system to assist school leaders in developing competencies, were also discussed.

Way of Working therefore is linked to the culture of an organization. I recognize that culture is a broad term, as such; I have chosen to define Way of Working as the core set of values, beliefs, and principles upon which decisions are made and actions are taken. In more general terms, the Way of Working allows those internal or external to the organization to understand desired organizational behaviour.

The word culture has been widely used in the study of organizational behaviour. Watson (2006) felt that this term or concept was developed from a metaphor of

organizations being cultivated. Today, most academics and practitioners would contend that organizational culture relates to the practices and environment within an organization, as well as being a tool to promote the values and beliefs of the organization (Schein, 2004).

As discussed in Chapter #2, Schein (2004) identified three distinct levels in organizational cultures: Artifacts and Behaviours, Values, and Assumptions (Figure 2.8). A number of artifacts that promote emotional intelligence development can be identified. The *Ontario Leadership Framework* (Ontario Ministry of Education, 2008a), as well as the professional development opportunities within a school district are evidence to the importance emotional intelligence plays within a worksite. Participants identified the behaviours they have witnessed that promoted emotional intelligence development. They also acknowledged how the values of senior leaders impacted upon the organization, enabling people to explore and develop emotional intelligence competencies.

Schein (2010) also speaks to shared mental assumptions and how the behaviour is taught to new members of the organization. Participants also spoke to how they, as leaders in their system, have learned the behaviours that are desired. Values and assumptions are identified in the Mission statements of the system and witnessed in the actions of leaders. Often they are communicated on a regular basis by system leaders. In the case of emotional intelligence development, Way of Working acts as an incubator, allowing the values, beliefs, competencies and knowledge associated with emotional intelligence to flourish. Ultimately, the Way of Working gives witness to what is valued within the organization.

Way of Working is impacted positively by the relational trust within the organization. As discussed in the Literature Review chapter, organizational trust is an essential component for any team (Bryk & Schneider, 2002). It empowers individuals within the organization to operate in a collaborative manner with others. These relationships speak to the social capital within the organization: “Social capital in a school affects teachers’ access to knowledge and information; their sense of expectation, obligation, and trust; and their commitment to work together for a common cause” Fullan (2014, p. 70). The interconnectedness of organizational trust and social capital are instrumental in developing the Way of Working that is experienced by the learner.

In summary, Way of Working is of direct interest to school districts as this factor can be more directly impacted through the actions of leaders within the organization and the organization as a whole. Way of Working is closely linked to the concept of organizational culture and has grown from foundational work of Schein (2004). At its core, Way of Working describes what the organization stands for; its non-negotiable purpose, values and culture. As depicted in Figure 6.8, Way of Working has the ability to impact an employee’s Way of Becoming. Its influence is interesting in that it also influences the employees themselves as learners, their Way of Being, and the Personal Supports and Professional Networks. As such, the interplay of Way of Working should be of high interest to organizations examining ways in which they can impact the development of their employees.



## 6.2.6 Journey of Learning.

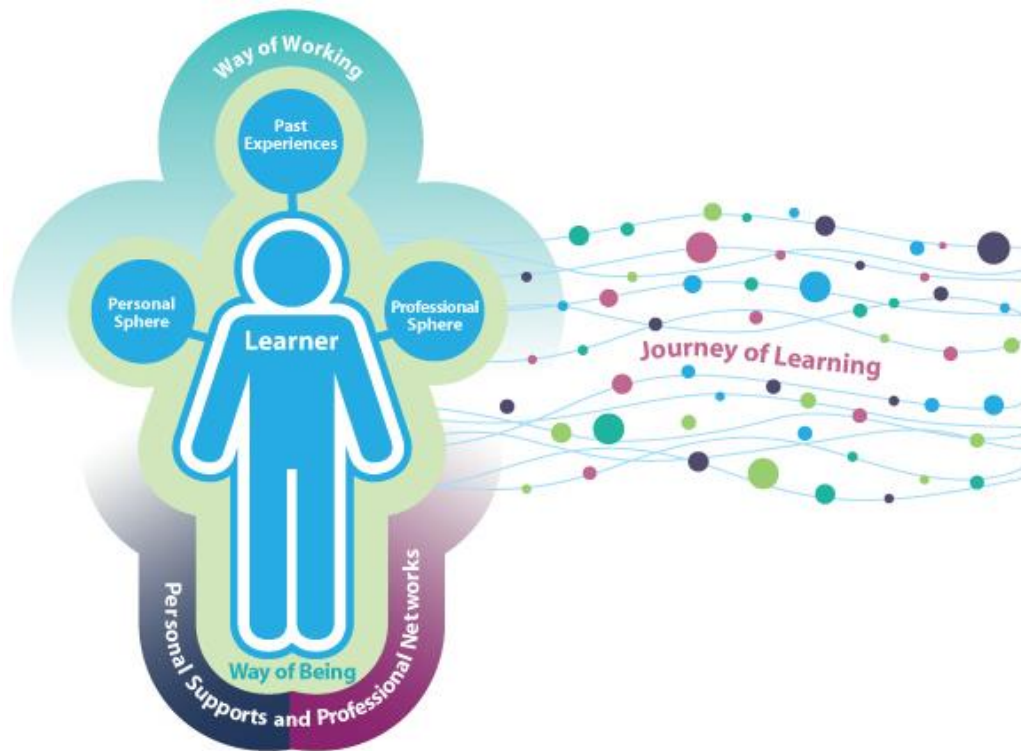


Figure 6.7: Journey of Learning

As described in earlier sections of this chapter, the learner is impacted by a Way of Being, Personal Supports and Professional Networks, Way of Working, as well as Past Experiences. The interplay of these factors provides the basis for what I am describing as a Journey of Learning. As depicted in Figure 6.6, these factors continue to interact throughout the Journey of Learning; at times one factor may have more influence than another, but regardless they are always impacting the learner’s Journey of Learning.

The Journey of Learning provides the opportunity for a learner to evolve and enrich their vision of themselves as a leader. It involves the learning that occurs as the individual reflects on their current practice, acquires new knowledge, and integrates this new learning into practice; reflection is critical to the Journey of Learning and requires continual reflecting and comparing of your current state to that of your vision. As learners move toward their vision of themselves as leaders they become highly reflective and self-critical; this becomes incorporated into their Way of Working (Huitt, 2007). As McLeod (2014) described, “...humans have one basic motive that is the tendency to self-actualize - i.e. to fulfill one's potential and achieve the highest level of ‘human-beingness’ we can” (para. 5). To allow this, individuals need an environment that enables them to experience their Journey of Learning and move towards their vision of themselves a leader.

In summary, the learner is central to the success of the Journey of Learning. They themselves must be a willing participant in the experience, engaging in a professional learning process. The learner needs to be open to new experiences, and capable of changing in response to new experiences. The *Ontario Leadership Framework* (Ontario Ministry of Education, 2008a) identifies the need for leaders to continually be engaged in the learning process. By self-actualizing, the learner will make conscious choices that move in the direction of greater growth and fulfillment of potential. Journey of Learning is the pathway by which a person can become their vision of themselves as a leader.

### **6.3 Responding to Research Sub-Question #5**

This study has focused on the development of emotional intelligence competencies in school leaders in the educational setting of Ontario, Canada. The variables that impact the development of emotional intelligence as a result of individual context have been examined. These factors provide new insights into how educational leaders' emotional intelligence capacity can be improved. A number of recommendations have also been identified through this research study and are represented in Figure 6.8. These recommendations emerged out of the journey; they build upon one another and cannot be viewed in isolation.

The interplay of the variables identified in this chapter assist in understanding the factors that impact upon the development of emotional intelligence competencies. The following section will identify recommendations that have emerged as a result of this information. Using these findings, I will now answer Research Sub-Question #5.

*What recommendations emerge as a result of these findings?*

This study demonstrated the positive influence on leaders who engaged in a process of developing their emotional intelligence competencies. Organizations could reflect and act upon their ability to foster commitment, adopt a professional learning model, develop readiness, target audience, and promote supports. The recommendations that follow provide a framework that can be used to develop emotional intelligence professional development opportunities for school leaders or to evaluate current program offerings. This framework has the ability to positively impact upon the interaction of variables leading to the learner's vision of themselves as a leader. Following Figure 6.8, a description of each recommendation is provided. A summary of the recommendations is then provided in Table 6.1.

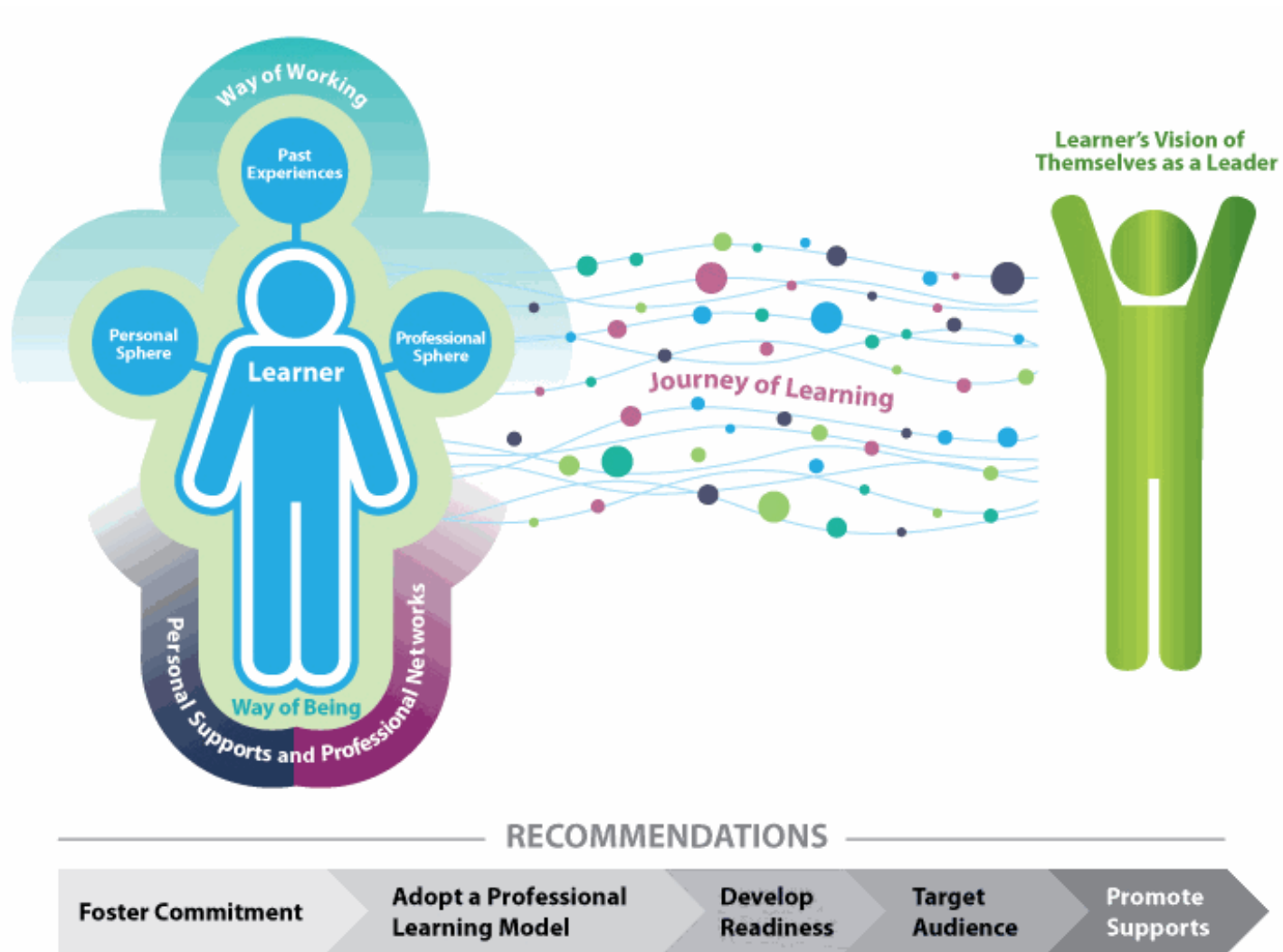


Figure 6.8: Categories of Recommendations

As illustrated in Figure 6.8, the five recommendations are interconnected to one another; each recommendation does not stand on its own. An organization interested in improving the emotional intelligence competencies of its school leaders cannot ‘take one recommendation and forget the others’. Each recommendation builds a foundation for the next. Without this foundation it would be challenging for a school district to contemplate successful implementation of one recommendation without specific attention to all.

### **6.3.1 Recommendation #1: Foster commitment.**

Participants in this study spoke to a Way of Working that influenced their ability to improve emotional intelligence competencies. This Way of Working is impacted by the school district’s commitment to emotional intelligence development. Examples were provided of emotional intelligence being embedded within the values and beliefs of the school district, as well as emotional intelligence competencies being demonstrated and modeled by leaders in the organization at all levels. Underlying each of these aspects is the need to foster commitment within the organization so that leaders are motivated to develop their emotional intelligence competencies and appreciate the value of highly developed emotional intelligence competencies.

Commitment is a subjective term with the possibility of a number of interpretations and meanings. For the purpose of this recommendation, I have isolated commitment to three aspects of an organization: values, beliefs and processes. Values are the core of a school district and represent what the organization cherishes; what the individuals of an organization find important. Values guide how employees will interact in a workplace and represent what individuals find significance or what brings meaning to their lives. An organization may value a ‘safe, inclusive and equitable learning community’. This value may underpin the belief that ‘All students are capable of learning to a high level’. The processes speak to the culture building that occurs within an organization; mentoring and relationship development act in powerful ways to support the values and beliefs, as well as fostering the commitment of leaders.

As outlined in the Methodology chapter, emotional intelligence competencies have a direct impact on the ability of school leaders to promote student learning and achievement. As such, organizations should foster commitment to values that embrace the emotional intelligence construct. Evidence in this regard could include statements in the District’s mission statement, values, or organizational priorities that clearly delineate the organization’s values and beliefs regarding emotional intelligence. Documented references serve as an anchor to the organization and signify significance. As with any organization, many pressures effect direction and strategy. Without clear statements regarding the District’s commitment to emotional intelligence the strategy may fall prey to changing needs and fads.

*Recommendation 1.1: The school district adopts value and belief statements, as well as processes that build a culture where the commitment to embrace emotional intelligence development is shared amongst all leaders.*

In conjunction with clearly defined value and belief statements, commitment can be fostered through the words and actions of leaders within the system. Not only can this commitment be written and verbalized, it can be acted upon and seen on a daily basis. It is one thing to say the organization is committed to emotional intelligence; if members of the organization act in a manner counter to this statement, much is lost. This statement is especially true for senior administration within an organization. The modeling that occurs at this level sets a tone and expectation throughout the organization.

Not only can all leaders model the effective use of emotional intelligence competencies, this modeling should be linked to the primary goal of the school district: student achievement and well-being. This goal is common to all actions that individuals in the school district undertake; this unified dedication can be a powerful motivator. Purposeful, direct application of emotional intelligence competencies to this primary goal strengthens commitment by leveraging the moral purpose of leaders. This should be reflected in the policy of the school district and monitored through processes such as the Annual Growth Plan and the Principal Performance Appraisal process.

*Recommendation 1.2: All leaders are committed, in word and action, to the effective daily use of emotional intelligence competencies and this commitment is reflected in the policy of the school district and monitored through processes such as the Annual Growth Plan and the Principal Performance Appraisal process.*

These recommendations will assist school districts in fostering commitment for the development of emotional intelligence competencies. Commitment is a critical aspect of the development process. It provides a foundation from which competencies can be developed. It is recognized that commitment cannot be mandated; only fostered. It can be argued that if an organization desires a specific behaviour, it can create the environment that positively affirms that behaviour.

### **6.3.2 Recommendation #2: Adopt a professional learning model.**

This study examined the journey of participants through a professional development training program. The findings illuminated the fact that emotional intelligence competencies are not solely developed through traditional skills training. Though some traditional training may occur, improving competencies requires participants to engage

in a professional learning model. The development of emotional intelligence competencies is enhanced when a professional learning model is adopted by the organization and common language and frameworks are incorporated into hiring development and promotion practices.

The organization should adopt a professional learning model that acts as a catalyst for the development of emotional intelligence competencies. Key components of any professional development model include cognitive development, reflection, collaboration and experiential learning. Participants require the opportunity to gain new knowledge, reflect on these learnings, work in collaboration with colleagues and be provided the opportunity to consolidate this learning through direct application in their personal and professional spheres.

Consideration should also be given to the timing of professional development opportunities. The professional development should be scheduled over a period of time; the professional learning should not be a series of one-off events, but rather be coordinated and planned learning opportunities that maximises impact. Leaders are then able to engage in ongoing reflection about their emotional intelligence competencies. These reflections are then used to inform professional knowledge and impact practice. The timing and scheduling of professional development sessions are impact the success of participants in developing the desired competencies.

*Recommendation 2.1: School districts develop and adopt a professional learning model that recognizes the learning needs of leaders and fosters their enhanced emotional intelligence competencies.*

Common language and frameworks, such as the *Ontario Leadership Framework*, should also be adopted by the school district (Ontario Ministry of Education, 2012). This allows for deep integration of concepts and practices into all facets of the organization (hiring, promotion, performance evaluation), as well as aligning the learning to the district's goals and initiatives. Principals and vice-principals should be able to learn in an environment that enables them to safely investigate the concepts of emotional intelligence, explore personal challenges and hone their emotional intelligence competencies. With these specific measures in place, the training can act as a catalyst, allowing participants to gain new knowledge, explore new concepts and integrate learning into practice.

*Recommendation 2.2: Common language and frameworks are consistently referenced, understood and applied in hiring, development, mentoring programs and promotion processes.*

By integrating common language and frameworks into the processes identified above, a number of benefits occur. First, consistent referencing throughout the organization ensures that recognition of the importance of emotional intelligence is ongoing. Next, the hiring process is an opportunity to recruit employees who share the values and

beliefs of the school district. As such, embedding emotional intelligence into the selection process will attract those who value these competencies. Finally, development and promotion processes provide the opportunity indicate the desired characteristics and competencies that the organization desires. Developing and promoting individuals who value emotional intelligence sends a clear message throughout the organization, linking closely with the need to demonstrate organizational commitment.

When organizational commitment has been developed and a professional learning model adopted, focus can then shift to the leaders within the school district. Steps should be taken to prepare them for involvement in the professional learning.

### **6.3.3 Recommendation #3: Develop readiness.**

Though there was variation amongst the participants in regards to their professional experience, all interviewees described their involvement as being delivered at the right time in their career. These statements speak to a readiness of candidates to engage with the professional development and integrate learning into daily practice. The readiness of an individual to expand their overall capacity and be effective as a leader, while becoming a well-rounded individual, is important when planning professional development opportunities. Readiness links to the ability of the individual to incorporate new knowledge and competencies into their daily practice with their motivation to do so.

Organizations take on a role in fostering the environment that creates a readiness of principals and vice-principals. A number of actions can be taken by school districts in this regard such as assisting leaders in recognizing a gap between their current state of emotional intelligence development and their vision of themselves as a leader, as well as promoting the setting of personal goals that positively impact professional and personal sphere.

An accurate assessment of one's current state is central to readiness. The individual are encouraged to recognise that there is a gap between their current state and the ideal to which they aspire. Recognizing this gap provides the opportunity for the learner to better understand their developmental needs and be willing to engage in personal change; it becomes a powerful motivator for personal development and change. If a learner is resistant to the need for change regarding emotional intelligence, then they would most likely have no intentions of changing in the foreseeable future, and attempts to get them to change would be have limited impact. When an individual becomes aware of their needs there is an elevated likelihood that the learner will be committed to learn and develop the necessary competencies. The *Ontario Leadership Framework* can serve as a tool in supporting this understanding (Ontario Ministry of Education, 2012). As it outlines the desired skills, abilities and competencies within the Ontario context, it can aid school leaders in identifying strengths and areas for growth. This understanding and recognition can act as a motivator to aspire to the learner's vision of themselves as a leader.

*Recommendation 3.1: The school district enhances schools leaders' knowledge and understanding of effective leadership practices and creates opportunities for school leaders to reflect upon the gap between their current state of emotional intelligence development and their vision of themselves as a leader.*

The recognition that improvement is required is the first step in creating readiness. Equally important is the process of actively engaging the learner in the professional learning process. Trainers (or more appropriately, facilitators of learning) should first understand the employee and workplace needs. Motivation of principals and vice-principals will be heightened when there is a direct correlation between the prospective training and the daily work environment of participants. Where possible, participants should have the choice to participate. Since emotional intelligence competencies are closely linked to our Way of Being it is more ideal to provide participants with the choice to engage.

Participants should also be able to recognize the impact that developing emotional intelligence competencies will have on their professional and personal lives. By having individuals set personal goals there is a greater likelihood that desire and motivation for change will be sustained. Systems or facilitators must also continually be gauging the readiness of participants. This requires an attuned facilitator who is able to adjust training as appropriate. Ideally, the readiness of participants could be heightened prior to engaging in the professional development training. This could involve pre-session communication or preparation that positively impacts the points above.

*Recommendation 3.2: Prior to involvement in an emotional intelligence professional development session, school leaders participate in a pre-session which heightens readiness by having school leaders engage in pre-learning, as well as have school leaders set personal goals relating to the development of emotional intelligence competencies that will positively impact their professional and personal spheres. The pre-session and professional development session should be led by a responsive facilitator.*

The timing of a professional development intervention should also be a consideration. The professional development would ideally capitalise on possible windows of opportunity and take into account the employee's personal capacity for development during that period. Timing the leadership development programmes according to what is needed at the juncture of a leader's careers is also critical in influencing an employee's readiness to participate in such developmental activities. The employee must be supported in recognizing the gap between their current state and their vision of themselves as a leader. One manner that supports an employee with this understanding is the role of a mentor; trusting relationships permit challenging conversations about the steps that must be taken to realize their vision of themselves as a leader. The employee



must also be actively engaged in setting goals that meet their needs at a particular point in their Journey of Learning. Taking into consideration these factors when planning a leader development program would help to bring about more positive outcomes and assist in targeting appropriate leaders within the organization for development opportunities.

#### **6.3.4 Recommendation #4: Target audience.**

As noted in the literature review, emotional intelligence can be improved at any stage in life. This means that organizations, with the financial ability, can improve the emotional intelligence competencies of all employees. These efforts could see improved internal and external relationships with stakeholders, as well as foster a culture of awareness, acceptance and integration. As such, districts must develop a strategic plan for the development of emotional intelligence competencies based on current and future needs, as well as ensuring that leaders are encouraged to engage in professional development programs at appropriate times in their career based on readiness.

Not all districts are able to support substantial infusions to promote emotional intelligence. For districts with limited resources, strategies can be developed that limit financial implications while maximizing outcomes. To ensure these outcomes, a strategic organizational plan for the development of emotional intelligence competencies must be developed and implemented. Current and future organizational needs must be considered when developing this plan. Focus should be given to the competencies that will best enable leaders to meet these needs. Strategic implementation would include processes to ensure sustainability of the professional development program, while allowing a level of agility so that the professional development can be updated as new literature on the topic becomes available. The plan should identify the desired emotional intelligence competencies that will be the focus within the professional development program. All these components must be evident within the strategic organizational plan.

*Recommendation 4.1: A strategic organizational plan for the development of emotional intelligence competencies is established and implemented. This plan aligns with the school district's commitment and professional development model, as well as takes into consideration current and future organizational needs.*

A consideration that could be a component of the strategic plan may be the targeted audience of the intervention. Phase #1 findings of this study suggested that there may be target groups that may enable maximum potential organizational gain (7-19 years in education; 1-6 years' experience in role; younger than 39 years of age). These initial findings suggested that these individuals have the balance of concrete work experiences to rely upon and a deeper understanding of the role and responsibilities associated with the position of principal/vice-principal. Though these findings should be considered or used in a general manner to assist in selecting participants, it must be recognized that

Phase #2 findings of this study indicated that there were other variables that impacted upon the ability of participants to improve their emotional intelligence competencies (Journey of Learning; Way of Being; Past Experience; Personal Supports and Professional Networks; Way of Working). As such, the target groups can be used as a guide, but should not be considered absolute when developing a strategic plan.

The ultimate goal is to target all leaders within the school district and create an environment where they have the capacity to absorb and implement the strategies of emotional intelligence. That being noted, school districts often face financial restrictions that may limit the ability to directly reach all school leaders. Though not as deeply penetrating within the school district, a carefully selected target group could still yield high results for the participating individuals, as well as the school district as a whole. When considering a strategic implementation approach, thought must be given to the point in one's career that allows for this optimal gain. When considering all findings of this study, it becomes necessary for school districts to consider target groups in a more holistic manner; focus should be given to the readiness of the candidate to engage in professional development programs.

It should also be recognized that a district that is planning its professional development training is not required to use an all-or-nothing model. There is the opportunity to provide a varied program with more and less intensive course offerings. Though an organization may create target groups as suggested above, there is still the opportunity to provide less intensive (both financially and time wise) emotional intelligence programs to other groups of employees. This may take the form of awareness designed programs.

*Recommendation 4.2: School districts will use an emotionally intelligence, multi-faceted approach to professional development programs (general awareness program; intensive programs) that targets school leaders at appropriate times in their career when readiness has been developed and ensures orientation and understanding toward emotional intelligence competencies.*

Organizations looking for a successful implementation must contemplate customizing to the organization's needs, while recognizing the opportunity for maximum gain when designing their strategy. By developing a strategic organizational plan for emotional intelligence development incorporating targeted audiences, school districts will be better positioned to systematically impact emotional intelligence development amongst school leaders.

It is recognized that there is an inherent tension between taking something as important as emotional intelligence and trying to make it pervade an organization through policy without taking into account the culture that needs to be built; a culture of trust and of shared vision where principals want to become more emotionally intelligent. The actions taken by districts must be viewed as sensitive and emotionally intelligent, not bureaucratic in nature; the growth of emotional intelligence competencies of school

leaders needs to be valued by both the organization and the individual and not imposed. This emphasizes the importance of the types of leadership that would work towards building such a culture; relational leadership plays a significant role in the successful development of emotional intelligence competencies (Brower et al., 2000; Bryk & Schneider, 2002).

### **6.3.5 Recommendation #5: Promote supports.**

The organization has a specific role in creating the supports that permit individuals to realize and develop their personal emotional intelligence competencies. An infrastructure must be put in place that supports and nurtures the development of these competencies. As well, formal mentoring programs that focus on emotional intelligence development should be available to all leaders. By implementing the recommendations listed below, the school district would be able to impact the learning context of the participant, and as such can have a positive influence on their Way of Working.

Professional development training sessions are an obvious component of this infrastructure but other features must also exist. Access to resources such as books, journals, and online training are all aspects of a highly developed infrastructure. Embedding emotional intelligence competencies into hiring processes can also be effective. In other organizations behavioural based questions are included in the interview process. Selection teams are then better able to understand the abilities of the person applying. The opportunity for mentoring is also a suggested approach. This can be formal or informal in nature. The examples provided above are not exhaustive. School districts must be careful not to treat these examples as a checklist of individual supports; rather, the supports put in place should be purposeful in nature and support the strategic organizational plan for developing emotional intelligence competencies.

As discussed in this study, a variety of measurement tools exist that assist individuals with measuring their emotional intelligence competencies. The use of a quantitative measurement tool in the training program aided participants in evaluating personal growth, as well as understanding their growth through the eyes of their raters. That being said, it has been recognized that measurement tools cannot be used to fully understand the changes a participant experiences due to professional learning. That notwithstanding, these tools can be incorporated into the supports that are available to school leaders to support their Journey of Learning. It has been noted that in some cases districts require applicants to engage in an EQ-360 as part of their screening process. I would like to add my caution that screening techniques such as this must recognize that a tool does not demonstrate the full picture of one's emotional intelligence competencies. If approaches such as this are being contemplated, full consideration must be given to the purpose of its inclusion in a hiring process and the ability of the selection committee to understand and adjudicate its importance.

*Recommendation 5.1: An infrastructure at the school district level is developed that creates a supportive environment which nurtures and sustains the development of emotional intelligence competencies.*

Personal supports and professional networks were identified as a variable impacting competency development. Formalized mentoring opportunities are an essential support for principals and vice-principals as they develop emotional intelligence competencies. In some cases, mentoring programs are an established requirement for principals and vice-principals. In cases such as this, school districts should consider developing formalized strategies for incorporating emotional intelligence development into these opportunities. Mentoring programs could also be developed with a focus on developing and honing emotional intelligence competencies.

*Recommendation 5.2: Formalized mentoring programs that focus on emotional intelligence development are incorporated into development opportunities and accessible to all leaders.*

Supports provide a powerful mechanism to aid in developing the emotional intelligence competencies of school leaders. As such, the school district must be active in promoting these supports. An infrastructure that creates a supportive environment which nurtures and sustains the development of emotional intelligence competencies, coupled with a formalized mentoring program that is accessible to all leaders, will have a positive impact on the learning context of principals and vice-principals.

## **6.4 Summary of Recommendations**

School districts have the ability to impact the development of emotional intelligence competencies of principals and vice-principals. As identified in this study, the development of these competencies is not solely through a traditional training program; rather, a Journey of Learning is required. Throughout this journey, school districts have the ability and obligation to take steps that will positively enhance the learning context. The recommendations provided in Section 6.3 and summarized in Table 6.1 offer an opportunity to school districts to leverage resources in an effort to best support their school leaders in developing these critical competencies.

**Table 6.1:** Summary of Recommendations

<b>Categories of Recommendations</b>	<b>Recommendations</b>
Foster Commitment	<p><i>1.1 The school district adopts value and belief statements, as well as processes that build a culture where the commitment to embrace emotional intelligence development is shared amongst all leaders.</i></p> <p><i>1.2 All leaders are committed, in word and action, to the daily use of effective emotional intelligence competencies and this commitment is reflected in the policy of the school district and monitored through processes such as the Annual Growth Plan and the Principal Performance Appraisal process.</i></p>
Adopt a Professional Learning Model	<p><i>2.1 School districts develop and adopt a professional learning model that recognizes the learning needs of leaders and fosters their enhanced emotional intelligence competencies.</i></p> <p><i>2.2 Common language and frameworks are consistently referenced, understood and applied in hiring, development, mentoring programs and promotion processes.</i></p>
Develop Readiness	<p><i>3.1 The school districts enhances schools leaders’ knowledge and understanding of effective leadership practices and creates opportunities for school leaders to reflect upon the gap between their current state of emotional intelligence development and their vision of themselves as a leader.</i></p> <p><i>3.2 Prior to involvement in an emotional intelligence professional development session, school leaders participate in a pre-session which heightens readiness by having school leaders engage in pre-learning, as well as have school leaders set personal goals relating to the development of emotional intelligence competencies that will positively impact their professional and personal spheres. The pre-session and professional development session should be led by a responsive facilitator.</i></p>
Target Audience	<p><i>4.1 A strategic organizational plan for the development of emotional intelligence competencies is established and implemented. This plan aligns with the school district’s commitment and professional development model, as well as takes into consideration current and future organizational needs.</i></p> <p><i>4.2 School districts will use an emotionally intelligence, multi-faceted approach to professional development programs (general awareness program; intensive programs) that targets school leaders at appropriate times in their career when readiness has been developed and ensures orientation and understanding toward emotional intelligence competencies.</i></p>
Promote Supports	<p><i>5.1 An infrastructure at the school district level is developed that creates a supportive environment which nurtures and sustains the development of emotional intelligence competencies.</i></p> <p><i>5.2 Formalized mentoring programs that focus on emotional intelligence development are incorporated into development opportunities and accessible to all leaders.</i></p>

## 6.5 Responding to the Research Question

This study inquired into whether emotional intelligence of educational leaders improved as a result of engagement in a training program. The five Research Sub-Questions that supported the inquiry focused on the improvements experienced in emotional intelligence competencies through involvement in the professional development training program, the demographic variables that emerged from Phase #1 data, other variables that impacted on the improvement as reported by participants, how these variables interacted, and a number of recommendations that emerge as a result of this study. The findings from these questions have been presented. Using these findings, I will now answer the overarching Research question, that is,

*What improvements occur in educational leaders' emotional intelligence competencies through their involvement in a professional development training program?*

### 6.5.1 Findings.

As already presented, through their involvement in the professional development training program some educational leaders saw their emotional intelligence competencies improve as measured by the EQ-360 tool (assertiveness competency:  $p=0.002$ ; independence competency:  $p=0.05$ ; social responsibility competency:  $p=0.046$ ). Within the sub-groups that were studied there were also improvements noted (years in education:  $p=0.051$ ; gender:  $p=0.033$ ; years in role:  $p=0.017$ ; age grouping:  $p=0.020$ ). The second phase of the research demonstrated that results cannot be solely determined by these quantitative measures as improvement(s) were described by participants even when measurement results indicated a static or decline in competency demonstration. The improvements that were captured in the interview process included a greater understanding of the emotional intelligence model, a participant-reported perception that personal emotional intelligence competencies had improved and an increased awareness of the variables that impacted upon this improvement.

The opportunity to interview participants provided greater meaning to the quantitative data described above. Nearly all participants involved in the interview process spoke to the deeper understanding of the emotional intelligence model. In some cases the reflections indicated a lack of knowledge entering the training. In other cases participants with a sound knowledge base spoke to expanding understandings and application of emotional intelligence theory. These types of improvements would not necessarily be captured in the post test results. The question could be raised as to why this learning did not consistently translate into quantifiably measured improvements. Acknowledging that EQ-360 measurement tool is based on the self-analysis of the participants, combined with the perceptions of participant raters, one must recognize that there will always be a time lag between acquisition of new knowledge and the application of that new knowledge into practice. This lag may not allow for all improvements to be captured during post testing which occurred following the eight month professional development training program.

The Phase #2 interviews also enabled the identification of a number of variables that impacted upon the participant's ability to improve their emotional intelligence competencies. Participants spoke to a Journey of Learning which involved a desire and aspiration towards a vision of themselves as a leader. This desire encompassed a motivation toward improvement with the participants continually evaluating their learning against this vision. All individuals interviewed also shared descriptions of themselves that provided a sense of who they are or their Way of Being. These participants were reflective and exhibited a desire to improve as a leader and person. As well, they each described internal tensions that provided motivation for personal improvement.

Past Experience impacted upon the learning that occurred. Experiences in both personal and professional life enabled individuals to link new learning with previous knowledge and experiences. The reflection on past experiences and the exploration of new learning was often cultivated through Personal Supports and Professional Networks; mentors, family members and peer groups all influenced individuals towards better understanding the role that emotional intelligence plays in leadership roles and in life. Participants also described a Way of Working that encompassed the environments in which they learn. The beliefs, values and actions of the organization positively impacted the development of emotional intelligence competencies.

### **6.5.2 Reflections of improvements experienced by participants.**

Improvements experienced by participants can be analyzed in a variety of manners. For the purpose of this study, two questions will guide these reflections: Were the intended outcomes of the professional development training program realized? Did outcomes of the program warrant the school district's financial and resource allocation? Discussion of these two questions will guide the reflections of improvements experienced by participants.

Quantitative results from Phase #1 of the study also showed some participants improving their results over the course of the professional development training program. Though results indicated some sub-groups experienced higher rates of improvement, all interviewees spoke to the enhancements they had noted in their emotional intelligence competencies. The professional development training program had a positive impact on the development of emotional intelligence competencies of the participants and as such, the outcomes of the program were realized.

To provide the opportunity for school leaders to engage in a professional development training program school districts were required to allocate financial and human resources. Program costs, room bookings, and school leaders being out of their building are examples of the resources that were apportioned. Though these are real costs that are absorbed by school districts, participants have identified benefits associated with being involved in this program. The role that school leaders have in promoting student learning and achievement has been well documented. The impact that enhanced emotional intelligence competencies can have on the effectiveness of a school leaders

has been clearly identified. These are factors that school districts should consider when developing professional development learning programs and allocating financial and human resources.

It should also be noted that many aspects of the recommendations that have been made in this study do require a commitment of resources. However, fostering commitment, adopting a professional learning model, developing readiness, targeting audience and promoting supports can occur without excessive infusions of resources and still have positive outcomes for the school district.

### 6.5.3 Framework for Developing Emotional Intelligence Competencies.

Emerging from the findings of this study, a number of recommendations have been made about the steps a school district can take to support principals. These recommendations form a framework for developing the emotional intelligence competencies of school leaders. Fostering commitment, adopting a professional learning model, developing readiness, targeting audience and promoting supports are all important aspects that should be considered by school districts. Figure 6.9 provides a visual representation of the Framework for Developing Emotional Intelligence Competencies.



**Figure 6.9:** Graham Shantz Framework for Developing Emotional Intelligence Competencies

This framework is spiral in nature; each component builds off the previous in a cumulative manner and also reinforces the other components. For example, developing the readiness of leaders to improve emotional intelligence competencies can only be achieved with a foundation of commitment within the organization and the adopting of a professional learning model. Likewise, providing supports to leaders without the previous components of the framework in place will provide limited benefit to leaders.

School districts striving to improve the emotional intelligence competencies of their leaders can use this framework as an instrument to evaluate current programming strengths and gaps, as well as a tool for developing the strategies to enhance emotional intelligence competencies of its leaders. Each aspect of the framework can be



deconstructed within a school district to better understand how the aspect is being addressed. Likewise, if gaps have been identified a school district can use the framework to plan out its strategy to better develop the desired emotional intelligence competencies

#### **6.5.4 Conclusion.**

A number of improvements occurred in educational leaders' emotional intelligence capacity through their involvement in a professional development training program. That being said, the improvements that participants experienced could not be solely attributed to a traditional training program; the experience, as described by participants goes well beyond the traditional process of training. The findings of this study indicate that participants who realized improvements in their emotional intelligence competencies have engaged in a professional learning process. It was this professional learning process, with the training acting as a catalyst, which created the context for emotional intelligence competency improvement.

School districts should be excited knowing that they can have a positive impact on the learning context of their school leaders; fostering commitment, adopting a professional learning model, developing readiness, targeting audience and promoting supports are active means of enhancing the emotional intelligence competencies of school leaders. By implementing the Framework for Developing Emotional Intelligence Competencies, school districts can proactively support school leaders in enhancing the emotional intelligence competencies that play a critical role in supporting student achievement and well-being.

#### **6.6 Limitations/Areas for Future Study**

The scope of this study involved the exploration of what improvements occurred in the educational leaders' emotional intelligence capacity through their involvement in a professional development training program. Through the journey of answering the research questions it became evident that further study in the area would continue to provide insight and aid organizations in the development of their leaders. Below are four areas that could be considered for future study.

1. It must be recognized that the process of learning goes well beyond simple contextual influences and ultimately relates to situational context, interpersonal/social context, as well as cultural context. This study was developed and implemented in the context of the Ontario educational system. Each of these factors would have been at play throughout this study and influenced the findings. As such, the findings of the study cannot be absolutely transferred to other contextual situations without further study in other contextual settings.

2. There is the opportunity for a more specific examination of the curriculum associated with the professional development training program. Opportunities may exist to modify delivery of the program to maximize the learner's experience. Specific feedback from participants and facilitators may provide an opportunity to create a higher correlation between program delivery and objectives. As such, further research could provide a more refined understanding of the critical curriculum components of a professional development training program focused on improving the emotional intelligence competencies of school leaders.
3. The focus of this study was limited to the duration of time between the pre and post-test. It would be useful to understand the sustainability of the training for participants. Did improvements continue to occur? Was there a plateauing of results that required additional interventions? How were gains sustained over time? Future research could incorporate a longitudinal study of participants' emotional intelligence competencies which would be useful to organizations in determining the long term impact of training.
4. This study has focused on the development of emotional intelligence competencies of principals and vice-principals. The opportunity exists to examine the role of emotional intelligence as it relates to successful system leadership. The context of system leadership differs dramatically from that of a school setting; the role emotional intelligence competencies impact leadership at this level may differ. Effective districts require strong leadership at all levels (Fullan, 2011; Leithwood, 2013). As such, further study regarding the impact of emotional intelligence at the district level would provide great benefit to school districts.

## **6.7 Chapter Conclusion**

The journey of researching and writing this thesis has been one of great challenge and excitement. As a researcher, I have expanded my knowledge and expertise while making a contribution to the field of study in which I work. The role of principal and vice-principal is critical to the effective functioning of schools and the ability of school districts to reach their goals just as the success of students is directly linked to the success of school leaders. Underlying this link is the ability of school leaders to hone and maintain high functioning emotional intelligence competencies.

This study has demonstrated that emotional intelligence capacity can be improved through involvement in a professional development training program. That being said, there are other factors that influence the ability of participants to improve their competencies. Each individual described a Way of Being that influenced their ability to improve emotional intelligence capacity. Typically, participants exhibited a reflective nature, as well as a desire to improve as a leader and person. Past experiences, in both

personal and professional life, impacted on how participants experienced the professional development training program.

Personal supports and professional networks also impacted the participant's acquisition of emotional intelligence competencies. Specifically, the role of mentors and family/peer networks acted as a positive catalyst for the development of emotional intelligence competencies. Way of Working was another influence on the development of competencies through the impact that organizational and personal values, goals and actions have on the learner, the role school district/system leaders take in promoting emotional intelligence, as well as the opportunities that exist to assist principals/vice-principals in developing competencies.

Participants were also influenced by their Journey of Learning. This factor involved their motivation toward improvement and their desire to aspire to a higher level of leadership. Finally, each of these factors has individually influenced participant competency development but also interact with one another in a summative manner.

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# Appendix A: Ontario Leadership Framework

SCHOOL-LEVEL LEADERSHIP				
Leadership is the exercise of influence on organizational members and diverse stakeholders toward the identification and achievement of the organization's vision and goals.				
Setting Directions	Building Relationships and Developing People	Developing the Organization to Support Desired Practices	Improving the Instructional Program	Securing Accountability
<p><b>Building a shared vision</b></p> <p><b>School leaders:</b></p> <ul style="list-style-type: none"> <li>establish, in collaboration with staff, students, and other stakeholders, an overall sense of purpose or vision for work in their schools to which they are all strongly committed</li> <li>build understanding of the specific implications of the school's vision for its programs and the nature of classroom instruction</li> <li>encourage the development of organizational norms that support openness to change in the direction of the school's vision</li> <li>help staff and diverse stakeholders understand the relationship between the school's vision and board and provincial policy initiatives and priorities</li> </ul> <p><b>Identifying specific, shared short-term goals</b></p> <p><b>School leaders:</b></p> <ul style="list-style-type: none"> <li>facilitate stakeholder engagement in processes for identifying specific school goals</li> <li>build consensus among students, staff, and diverse stakeholders about the school's goals</li> <li>ensure the goals are clearly communicated to all stakeholders</li> <li>regularly encourage staff to evaluate their progress toward achieving the school's goals</li> <li>encourage staff to develop and periodically review individual goals for professional growth, as well as the relationship between their individual goals and the school's goals</li> <li>refer frequently to the school's goals when engaged in decision making about school programs and directions</li> </ul> <p><b>Creating high expectations</b></p> <p><b>School leaders:</b></p> <ul style="list-style-type: none"> <li>have high expectations for teachers, students and themselves</li> <li>devote additional effort to creating high expectations among staff for the achievement of students who have traditionally struggled to be successful at school</li> <li>encourage staff to be innovative in helping students meet those expectations</li> <li>encourage staff to assume responsibility for achieving the school's vision and goals for all students</li> <li>make high expectations known through words and actions</li> </ul> <p><b>Communicating the vision and goals</b></p> <p><b>School leaders:</b></p> <ul style="list-style-type: none"> <li>use many different formal and informal opportunities to explain to stakeholders the overall vision and goals established for the school</li> <li>demonstrate to all stakeholders the use of the school's vision and goals in day-to-day actions and decision making</li> <li>regularly invite different stakeholder groups to discuss how their work furthers the school's vision and goals</li> </ul>	<p><b>Providing support and demonstrating consideration for individual staff members</b></p> <p><b>School leaders:</b></p> <ul style="list-style-type: none"> <li>recognize the accomplishments of individual staff members</li> <li>consider staff members' opinions when initiating actions that affect their work</li> <li>build upon and respond to individual staff members' unique needs and expertise</li> <li>treat individuals and groups among staff equitably</li> </ul> <p><b>Stimulating growth in the professional capacities of staff</b></p> <p><b>School leaders:</b></p> <ul style="list-style-type: none"> <li>encourage staff to reflect on what they are trying to achieve with students and how they are doing it</li> <li>lead discussions about the relative merits of current and alternative practices</li> <li>challenge staff to continually re-examine the extent to which their practices support the learning of all their students</li> <li>facilitate opportunities for staff to learn from each other</li> <li>suggest new ideas for staff learning</li> <li>encourage staff to develop and review their own goals for professional growth and the relationship of those goals to school goals and priorities</li> <li>encourage staff to try new practices that are consistent with both their interests and school goals</li> </ul> <p><b>Modelling the school's values and practices</b></p> <p><b>School leaders:</b></p> <ul style="list-style-type: none"> <li>are highly visible in their schools</li> <li>are easily accessible to staff, parents and students</li> <li>have frequent, meaningful interactions with teachers, students and parents in order to further the school's goals</li> <li>demonstrate the importance of continuous learning through visible engagement in their own professional learning</li> <li>embody, through their actions, the school's core values and its desired practices</li> </ul> <p><b>Building trusting relationships with and among staff, students and parents</b></p> <p><b>School leaders:</b></p> <ul style="list-style-type: none"> <li>model responsibility, integrity and thoroughness in carrying out tasks</li> <li>act in ways that consistently reflect the school's core values and priorities in order to establish trust</li> <li>demonstrate respect for staff, students and parents by listening to their ideas, being open to those ideas, and genuinely considering their value</li> <li>encourage staff, students and parents to listen to one another's ideas and genuinely consider their value</li> <li>establish norms in the school that demonstrate appreciation for constructive debate about best practices</li> <li>demonstrate respect, care and personal regard for students, staff and parents</li> <li>encourage staff, students and parents to demonstrate respect, care and personal regard for one another</li> </ul> <p><b>Establishing productive working relationships with teacher federation representatives</b></p> <p><b>School leaders:</b></p> <ul style="list-style-type: none"> <li>include federation representatives in processes for establishing goals for school improvement</li> <li>encourage federation representatives to keep their members well informed about their work with school leaders</li> <li>encourage federation representatives to collaborate in determining how to implement labour contract provisions in ways that support school improvement work</li> </ul>	<p><b>Building collaborative cultures and distributing leadership</b></p> <p><b>School leaders:</b></p> <ul style="list-style-type: none"> <li>model collaboration in their own work</li> <li>foster mutual respect and trust among those involved in collaboration</li> <li>encourage the collaborative development of group processes and outcomes</li> <li>help develop clarity about goals and roles related to collaborative work</li> <li>encourage a willingness to compromise among collaborating parties</li> <li>foster open and honest communication toward building and sustaining professional learning communities</li> <li>provide adequate and consistently available resources to support collaborative work</li> <li>invite staff in the design and implementation of important school decisions and policies</li> <li>provide staff with leadership opportunities and support them as they take on these opportunities</li> </ul> <p><b>Structuring the organization to facilitate collaboration</b></p> <p><b>School leaders:</b></p> <ul style="list-style-type: none"> <li>create timetables for teaching that maximize time on task for students</li> <li>provide regular opportunities and structures that support teachers in working together on instructional improvement, and establish a system for monitoring their collaborative work</li> <li>establish a structure of teams and groups that work together on problem solving and the relationship of those goals to school goals and priorities</li> <li>engage teachers in making decisions that affect their instructional work</li> </ul> <p><b>Building productive relationships with families and the community</b></p> <p><b>School leaders:</b></p> <ul style="list-style-type: none"> <li>create a school environment in which parents are welcomed, respected and valued as partners in their children's learning</li> <li>demonstrate the type of leadership that parents can trust – confident, systematic and attentive</li> <li>help develop staff commitment to engaging parents in the school</li> <li>work, with staff, directly with families of diverse backgrounds to help them provide their children with support in the home that will contribute to their success at school</li> <li>encourage staff to reach out to students with diverse viewpoints and experiences to enrich the classroom experience and help all students feel included</li> <li>encourage staff to adopt a broad view of parental engagement and encourage more parents to be involved</li> <li>help connect families to the wider network of social services as needed</li> </ul> <p><b>Connecting the school to the wider environment</b></p> <p><b>School leaders:</b></p> <ul style="list-style-type: none"> <li>develop and maintain connections with other expert school and district leaders, policy experts, outreach groups, organizations and members of the educational research community</li> </ul> <p><b>Maintaining a safe and healthy environment</b></p> <p><b>School leaders:</b></p> <ul style="list-style-type: none"> <li>take measures to secure the school's physical facilities against intruders</li> <li>ensure that the physical facility is maintained in a safe, healthy and attractive condition</li> <li>communicate standards for non-violent behaviour and upheld those standards in an equitable manner</li> <li>empower staff in the school to play a leadership role in promoting a positive school climate and modelling appropriate behaviour</li> <li>implement and monitor the use of appropriate disciplinary practices in classrooms and throughout the school</li> <li>develop, with the input of staff and students, processes to identify and resolve conflicts quickly and effectively</li> <li>provide opportunities for staff and students to learn about effective conflict resolution strategies</li> </ul> <p><b>Allocating resources in support of the school's vision and goals</b></p> <p><b>School leaders:</b></p> <ul style="list-style-type: none"> <li>take measures to manage efficient budgetary processes</li> <li>distribute resources in ways that are closely aligned with the school's improvement priorities</li> <li>ensure that sustained funding is directed to the school's improvement priorities</li> <li>secure resources as needed to support the instructional work of the school</li> <li>revisit and adjust as needed the nature, amount and alignment of resources as priorities for school improvement change</li> <li>ensure effective oversight and accountability of resources to support priorities</li> </ul>	<p><b>Staffing the instructional program</b></p> <p><b>School leaders:</b></p> <ul style="list-style-type: none"> <li>recruit and select teachers who have the interest and capacity to further the school's vision and goals</li> <li>retain skilled teachers by providing support and time for collaboration, sharing leadership, creating a shared vision and building trusting relationships</li> </ul> <p><b>Providing instructional support</b></p> <p><b>School leaders:</b></p> <ul style="list-style-type: none"> <li>actively oversee the instructional program</li> <li>coordinate what is taught across subjects and grades to avoid unnecessary overlap while providing needed reinforcement and extension of learning goals</li> <li>observe classroom instruction and provide constructive feedback to teachers</li> <li>provide adequate preparation time for teachers</li> <li>provide advice to teachers about how to solve classroom problems</li> <li>provide teachers with the opportunity to observe effective instructional practices among colleagues in their own school as well as in other schools</li> <li>participate with staff in their instructional improvement work</li> </ul> <p><b>Monitoring progress in student learning and school improvement</b></p> <p><b>School leaders:</b></p> <ul style="list-style-type: none"> <li>assist staff in understanding the importance of student assessment for, of, and as learning</li> <li>collaborate with staff during the process of data interpretation</li> <li>use multiple sources of evidence when analysing student progress</li> <li>give priority to identifying those students most in need of additional support</li> <li>incorporate the explicit use of data when making decisions that relate to student learning and school improvement</li> <li>examine trends in student achievement over time (one or more years), rather than just at one point in time, when analysing student learning</li> <li>collect and use data about the status of the classroom and school conditions that are the focus of the school improvement efforts</li> <li>provide conditions for teachers to use data effectively (e.g., support, partnerships with experts, a culture in which the use of data is valued)</li> </ul> <p><b>Buffering staff from distractions to their work</b></p> <p><b>School leaders:</b></p> <ul style="list-style-type: none"> <li>create and enforce consistent, school-wide discipline policies</li> <li>minimize daily disruptions to classroom instructional time</li> <li>implement a systematic procedure for deciding how best to respond to initiatives from outside the school</li> <li>develop, with staff, guidelines to govern the amount of time teachers spend on non-instructional and out-of-school activities</li> <li>regularly assess the contribution of all out-of-classroom activities to the learning priorities of students</li> </ul>	<p><b>Building staff members' sense of internal accountability</b></p> <p><b>School leaders:</b></p> <ul style="list-style-type: none"> <li>regularly engage staff in analysing data on the learning progress of all students</li> <li>insist on the use of data that is of high quality (reliable, valid, collected using systematic collection processes, available in its original form, and has been subjected to collaborative interpretation)</li> <li>promote collective responsibility and accountability for student achievement and well-being</li> <li>help staff make connections between school goals and ministry goals in order to strengthen commitment to school improvement efforts</li> <li>assess their own contributions to school achievements and take into account feedback from others on their performance</li> <li>participate actively in their own performance appraisal and make adjustments to better meet expectations and goals</li> </ul> <p><b>Meeting the demands for external accountability</b></p> <p><b>School leaders:</b></p> <ul style="list-style-type: none"> <li>clearly define accountability for individual staff in terms that are mutually understood and agreed to and that can be regularly reviewed and evaluated</li> <li>measure and monitor teacher and leader effectiveness using data about changes in student achievement</li> <li>align school targets with board and provincial targets</li> <li>provide an accurate and transparent account of the school's performance to all school stakeholders (e.g., ministry, board, parents, community)</li> <li>create an organizational structure that reflects the school's values and enables management systems, structures and processes to work effectively within legal requirements</li> </ul>
<b>PERSONAL LEADERSHIP RESOURCES</b>				
Leaders draw upon the personal leadership resources to effectively enact leadership practices				
<p><b>Cognitive Resources</b></p> <ul style="list-style-type: none"> <li>Problem-solving expertise</li> <li>Knowledge of effective school and classroom practices that directly affect student learning</li> <li>Systems Thinking</li> </ul> <p>*Especially important for system leaders</p>	<p><b>Social Resources</b></p> <ul style="list-style-type: none"> <li>Perceiving emotions</li> <li>Managing emotions</li> <li>Acting in emotionally appropriate ways</li> </ul>	<p><b>Psychological Resources</b></p> <ul style="list-style-type: none"> <li>Optimism</li> <li>Self-efficacy</li> <li>Resilience</li> <li>Proactivity</li> </ul> <p>*Especially important for system leaders</p>		

## **Appendix B: Content of Professional Development Series, Module 1**

### **Module One - Knowing Your Heart: Understanding the Emotions of Self and Others**

*Developing an understanding and awareness of emotions and their influence on behaviours*

The research and literature regarding effective leadership indicates that building leadership capacity in emotional and social competencies is at the foundation of school improvement efforts. Therefore these competencies need to be at the forefront of professional development programs for principals and vice-principals. This training program will focus on two of the key emotional and social competencies identified in the Report on the Ontario Principals' Council Leadership Study (Stone, Parker and Wood, 2005): emotional self-awareness and self-actualization.

School leaders are faced, on a regular basis, with situations that evoke a strong emotional reaction. Emotionally self-aware administrators have a deep understanding and sense of their emotional make-up, and therefore are more capable of managing challenging emotional events to achieve positive results. They are able to do this not only for themselves, but also for other individuals connected to the situation. Based on their acute self-awareness, learned from self-reflection on past experiences, these administrators have developed a sound understanding of the emotions that will be triggered by situations they encounter on the job. This knowledge will help them navigate their emotional and behavioural response to challenging events resulting in the likelihood of a more positive outcome to difficult situations.

Most educators who pursue a leadership position want to enhance and expand their contribution to the education environment. They view this career path as an opportunity to influence the behaviours of a greater number of educators and stakeholders in the education community in order to support the achievement of students in this larger context. This internal drive, to maximize their current and potential competencies, abilities and talents with the intention of making a positive difference in their chosen role, characterizes self-actualization in school leaders. Self-actualization involves having a clear purpose as a leader and in life. A leader's purpose expresses the beliefs, values and aspirations that drive a person. It articulates why they exist. It helps sort out what matters most which is necessary to establish direction in the role.

Participants will engage in a variety of activities, dialogue and self-reflective practices that have been designed to promote the positive development of these emotional intelligences competencies.

## **Appendix C: Content of Professional Development Series, Module 2**

### **Module Two - At the Heart of Relationships: Developing, Maintaining and Repairing Relationships**

*Relationships, Relationships, Relationships: It's all about relationships!*

The research and literature regarding effective leadership indicates that building leadership capacity in emotional and social competencies is at the foundation of school improvement efforts. Therefore these competencies need to be at the forefront of professional development programs for principals and vice-principals. This training program will focus on two of the key emotional and social competencies identified in the Report on the Ontario Principals' Council Leadership Study (Stone, Parker and Wood, 2005): interpersonal relationships and empathy.

Leadership is all about interpersonal relationships. Leadership is a people business and the ability to develop and maintain effective relationships with the variety of people and groups associated with the educational community determines to a large degree a leader's success. The great leaders in education are all about people, realizing that the success of all initiatives from the classroom to provincial initiatives depends on the engagement of the hearts and minds of those who will be responsible for implementation. The interpersonal relationships required to support ongoing initiatives and new endeavours don't occur by happenstance, but require purposeful attention by those charged with leadership responsibilities. Successful leaders focus on people first because they have observed that their successes and failures can all be traced to the relationships in their life.

There are three types of empathy: cognitive empathy, emotional empathy and compassionate empathy. Essentially it is the difference between taking the perspective of another person (cognitive empathy), having an emotional response similar to the other person (emotional empathy) or being motivated to take action regarding a particular issue (compassionate empathy). Empathy is arguably the basic building block for positive relationships. It is the ability to recognize and respond to other people's fears, concerns and feelings at the moment. It is sometimes expressed as knowing what it is feels like to walk a mile in another person's shoes. We actively stretch ourselves to understand what others feel and perceive, beneath the surface, beneath the words. It means understanding the other person's point of view, not making assumptions and judgments about the person and the situation. It involves expressing back to a person their emotions so that they feel heard and understood. It means being present for the people you lead – knowing them both as people and professionals.

Participants will engage in a variety of activities, dialogue and self-reflective practices that have been designed to promote the positive development of these emotional intelligences competencies.

## **Appendix D: Content of Professional Development Series, Module 3**

### **Module Three - At the Heart of Leadership: Managing the Daily Demands of the Job**

*Managing emotions and resolving challenging encounters while preserving relationships and maintaining a balanced life*

The research and literature regarding effective leadership indicates that building leadership capacity in emotional and social competencies is at the foundation of school improvement efforts. Therefore these competencies need to be at the forefront of professional development programs for principals and vice-principals. This training program will focus on two of the key emotional and social competencies identified in the Report on the Ontario Principals' Council Leadership Study (Stone, Parker and Wood, 2005): problem-solving, flexibility and impulse control.

Problem solving can be described as the ability to identify and define problems, as well as to generate and implement potentially effective solutions. Problem-solving is multiphasic in nature and includes the ability to go through a problem-solving process even in difficult circumstances. Problem-solving is associated with being conscientious, disciplined, methodical and systematic in persevering and approaching problems. This skill is linked to a desire to do one's best and to confront problems, rather than avoid them. The ability of school administrators to effectively solve problems is essential given the current demands of role.

Flexibility is the ability to adjust your emotions, thoughts and behaviour to changing situations and conditions. This competency also applies to one's overall ability to adapt to unfamiliar, unpredictable and dynamic circumstances. Flexible people are agile, synergistic and capable of reacting to change without rigidity. These leaders are able to change their minds when evidence suggests they are mistaken. They are generally open to and tolerant of different ideas, orientations, ways and practices. Their capacity to shift thoughts and behaviours is not arbitrary or whimsical, but rather in concert with shifting feedback they are getting from their environment.

School leaders are faced, on a regular basis, with situations that evoke a strong emotional reaction. Emotionally self-aware administrators have a deep understanding and sense of their emotional make-up, and therefore are capable of managing challenging events to achieve positive results. Those who experience difficulty with impulse control have a low frustration tolerance, anger-control problems and a leap-before-they-look tendency. In the EQ Edge (Stein and Book, 2000), it is described as a defective emotional safety value called the impulse gate. This impulse gate controls the transition between feelings (as generated by beliefs, thoughts and images related to past experiences) and behaviours.

Participants will engage in a variety of activities, dialogue and self-reflective practices that have been designed to promote the positive development of these emotional intelligences competencies.

## Appendix E: EQ-360 Survey

*Note: The following sample survey is provided in the EQ-360 technical manual (Bar-On, 2003). Though scores have been provided in this sample survey, it should be noted that these scores are provided for the purpose of understanding the EQ-360, and do not represent scores of an actual participant.*

Bar-On EQ-360

### EQ-360 Item Response Summary

The following chart provides an item breakdown of John's EQ-360 rater responses for each question by subscale. Within each subscale, items have been rank-ordered from the highest to the lowest score. Higher scores in the *M* (or Mean) column suggest areas of observed EI strengths, while lower scores are suggestive of specific areas that may benefit from further development.

Item	Content	Response Frequencies						
		1	2	3	4	5	N/A	<i>M</i>
<b>Intrapersonal Composite</b>								
<b>Self-Regard</b>								
31	This person seems to be pleased with the type of person he/she is.	0	0	1	8	0	0	3.89
46	This person appears sure of himself/herself.	0	0	1	8	0	0	3.89
61	This person is self-confident.	0	0	1	8	0	0	3.89
1	This person knows how to take advantage of his/her strengths.	0	0	1	7	0	1	3.88
16	This person knows how to compensate for his/her weaknesses.	0	0	2	7	0	0	3.78
76	This person appears to feel good about himself/herself.	0	0	2	7	0	0	3.78
86	This person has good self-respect.	0	0	2	7	0	0	3.78
<b>Emotional Self-Awareness</b>								
77	This person knows what sets off his/her negative emotions.	0	0	1	8	0	0	3.89
47	This person knows which emotions increase his/her performance.	0	0	2	7	0	0	3.78
62	This person is aware of the impact of his/her emotions on others.	0	0	2	7	0	0	3.78
2	This person seems to be in touch with his/her emotions.	0	0	2	7	0	0	3.78
32	This person recognizes when he/she is upset.	0	0	3	6	0	0	3.67
17	This person appears to be aware of the way he/she feels.	0	1	1	6	0	1	3.63

**Note:** N/A = not answered, *M* = mean, or averaged rating

#### Response Key

- 1 = Very seldom or not true
- 2 = Seldom true
- 3 = Sometimes true
- 4 = Often true
- 5 = Very often true or true



Item	Content	Response Frequencies						
		1	2	3	4	5	N/A	M
<b>Intrapersonal Composite (Cont'd)</b>								
<b>Assertiveness</b>								
33	This person can tell others what he/she thinks.	0	0	0	7	2	0	4.22
48	When this person disagrees with someone, he/she is able to say so.	0	0	2	5	2	0	4.00
78	When this person is angry with others, he/she can tell them about it.	0	0	2	5	2	0	4.00
63	It seems easy for this person to say "no" when he/she wants to.	0	1	1	5	2	0	3.89
3	This person is able to express himself/herself openly.	0	0	1	8	0	0	3.89
18	This person expresses himself/herself without hurting others.	0	1	1	7	0	0	3.67
<b>Independence</b>								
79	This person is more of a leader than a follower.	0	0	1	6	2	0	4.11
49	This person tends to rely more on his/her own ideas than those of others.	0	0	1	7	1	0	4.00
64	This person prefers to make his/her own decisions.	0	0	2	5	2	0	4.00
19	This person prefers a job in which he/she is mostly self-directed.	0	0	1	8	0	0	3.89
34	This person is able to work alone, without being told what to do.	0	0	2	6	1	0	3.89
4	This person seems to be more self-reliant than dependent on others.	0	0	2	7	0	0	3.78

**Note:** N/A = not answered, M = mean, or averaged rating

**Response Key**

- 1 = Very seldom or not true
- 2 = Seldom true
- 3 = Sometimes true
- 4 = Often true
- 5 = Very often true or true

MHS

Item	Content	Response Frequencies						
		1	2	3	4	5	N/A	M
<b>Intrapersonal Composite (Cont'd)</b>								
<b>Self-Actualization</b>								
5	This person has a good idea of what he/she wants to do in life.	0	0	1	8	0	0	3.89
35	This person is self-motivated.	0	0	1	8	0	0	3.89
50	In the past few years, this person has accomplished a great deal.	0	0	1	8	0	0	3.89
65	This person appears to enjoy what he/she does.	0	0	1	8	0	0	3.89
87	This person tries to get as much as possible out of those activities he/she enjoys.	0	0	1	8	0	0	3.89
80	This person shows excitement about his/her interests.	0	0	2	7	0	0	3.78
20	This person sets achievable goals.	0	0	2	7	0	0	3.78
<b>Interpersonal Composite</b>								
<b>Empathy</b>								
6	This person is aware of the feelings of others.	0	0	4	5	0	0	3.56
21	This person is sensitive to feelings of others.	0	1	2	6	0	0	3.56
51	This person respects the way others feel.	0	0	4	5	0	0	3.56
66	It would be hard for this person to see others get their feelings hurt.	0	0	4	5	0	0	3.56
36	This person understands the way others feel.	0	0	5	4	0	0	3.44

Note: N/A = not answered, M = mean, or averaged rating

**Response Key**

- 1 = Very seldom or not true
- 2 = Seldom true
- 3 = Sometimes true
- 4 = Often true
- 5 = Very often true or true



Item	Content	Response Frequencies						
		1	2	3	4	5	N/A	M
<b>Interpersonal Composite (Cont'd)</b>								
<b>Social Responsibility</b>								
37	This person shows respect for others.	0	0	0	9	0	0	4.00
7	This person is considerate of the feelings of others.	0	0	1	8	0	0	3.89
67	This person likes helping others.	0	0	1	8	0	0	3.89
81	Others can count on this person.	0	0	1	8	0	0	3.89
22	It would bother this person to take advantage of others.	0	0	2	7	0	0	3.78
52	This person is a good team player.	0	0	2	7	0	0	3.78
<b>Interpersonal Relationship</b>								
23	It's easy for this person to take advantage of others.	0	0	1	8	0	0	3.89
53	This person gets along well with others.	0	0	1	8	0	0	3.89
38	This person maintains good relations with others	0	0	2	7	0	0	3.78
68	This person takes the initiative to resolve conflicts.	0	0	2	7	0	0	3.78
82	It's fun to be with this person.	0	0	2	7	0	0	3.78
8	This person is sociable.	0	1	2	6	0	0	3.56

**Note:** N/A = not answered, M = mean, or averaged rating

**Response Key**

- 1 = Very seldom or not true
- 2 = Seldom true
- 3 = Sometimes true
- 4 = Often true
- 5 = Very often true or true

MHS



Item	Content	Response Frequencies						
		1	2	3	4	5	N/A	M
<b>Stress Management</b>								
<b>Stress Tolerance</b>								
54	This person handles stress without getting too tense.	0	0	3	6	0	0	3.67
69	This person deals effectively with upsetting problems.	0	0	3	6	0	0	3.67
83	This person works well under pressure.	0	0	3	6	0	0	3.67
39	This person keeps calm in difficult situations.	0	0	3	5	0	1	3.63
24	This person confronts stressful matters.	0	0	4	5	0	0	3.56
9	This person can manage tough situations.	0	1	3	5	0	0	3.44
<b>Impulse Control</b>								
25	This person is not easily frustrated.	0	2	0	6	1	0	3.67
40	This person avoids acting impulsively.	0	0	4	5	0	0	3.56
55	This person can control his/her anger.	0	0	4	5	0	0	3.56
70	This person avoids getting angry.	0	0	4	5	0	0	3.56
10	This person is patient.	0	3	2	4	0	0	3.11

Note: N/A = not answered, M = mean, or averaged rating

**Response Key**

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- 2 = Seldom true
- 3 = Sometimes true
- 4 = Often true
- 5 = Very often true or true

**MHS**

Item	Content	Response Frequencies						
		1	2	3	4	5	N/A	M
<b>Adaptability</b>								
<b>Reality Testing</b>								
11	This person sees situations as they really are.	0	0	1	8	0	0	3.89
41	This person has a good sense of what is going on.	0	0	1	8	0	0	3.89
71	This person focuses on the issue at hand.	0	0	1	8	0	0	3.89
56	This person avoids getting carried away with his/her imagination or fantasies.	0	0	2	7	0	0	3.78
26	This person keeps things in the right perspective.	0	0	2	7	0	0	3.78
84	This person examines the facts rather than jumping to conclusions.	0	0	2	7	0	0	3.78
<b>Flexibility</b>								
42	This person can handle shifting priorities.	0	0	1	8	0	0	3.89
57	When necessary, this person can change his/her daily routine with ease.	0	0	1	8	0	0	3.89
12	This person can adjust to new situations as they arise.	0	0	2	7	0	0	3.78
27	It's easy for this person to begin new things.	0	0	2	7	0	0	3.78
72	This person tries new approaches if the usual way of doing something does not achieve results.	0	0	2	7	0	0	3.78

Note: N/A = not answered, M = mean, or averaged rating

**Response Key**

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- 2 = Seldom true
- 3 = Sometimes true
- 4 = Often true
- 5 = Very often true or true



Item	Content	Response Frequencies						
		1	2	3	4	5	N/A	M
<b>Adaptability (Cont'd)</b>								
<b>Problem Solving</b>								
13	This person is good at recognizing problems of a personal and social nature.	0	0	1	8	0	0	3.89
73	This person is creative in his/her general approach to solving problems.	0	0	1	8	0	0	3.89
85	When trying to solve a problem, this person looks at each possibility and then decides on the best way.	0	0	1	8	0	0	3.89
58	This person typically comes up with several approaches to handle problems that arise.	0	0	1	7	0	1	3.88
43	When faced with a difficult situation, this person collects all the information about it that he/she can.	0	0	2	7	0	0	3.78
28	This person tries to understand the overall problem before attempting to solve it.	0	0	3	6	0	0	3.67
88	This person makes good decisions when solving problems.	0	0	3	6	0	0	3.67
<b>General Mood</b>								
<b>Optimism</b>								
29	This person has a positive outlook.	0	0	1	8	0	0	3.89
59	This person expects to succeed in whatever he/she sets out to do.	0	0	1	8	0	0	3.89
44	Before beginning something new, this person seems confident of success.	0	0	2	7	0	0	3.78
14	This person looks at brighter side of life.	0	0	2	7	0	0	3.78
74	This person is motivated to continue, even when things get difficult.	0	0	2	7	0	0	3.78

Note: N/A = not answered, M = mean, or averaged rating

**Response Key**

- 1 = Very seldom or not true
- 2 = Seldom true
- 3 = Sometimes true
- 4 = Often true
- 5 = Very often true or true

Item	Content	Response Frequencies						
		1	2	3	4	5	N/A	M
<b>General Mood (Cont'd)</b>								
<b>Happiness</b>								
15	This person is cheerful.	0	0	1	8	0	0	3.89
45	This person appears to enjoy life.	0	0	1	8	0	0	3.89
75	This person seems satisfied with life in general.	0	0	1	8	0	0	3.89
30	This person smiles easily.	0	0	2	7	0	0	3.78
60	The person's mood makes others enjoy being around him/her.	0	0	3	6	0	0	3.67

Note: N/A = not answered, M = mean, or averaged rating

**Response Key**

- 1 = Very seldom or not true
- 2 = Seldom true
- 3 = Sometimes true
- 4 = Often true
- 5 = Very often true or true

Date Printed: March 20, 2003

End of Report

 MHS

## Appendix F: Plain English Language Statement/Information Sheet

Dear Sir/Madam,

My name is Graham Shantz. I am currently a Doctoral Degree in Education candidate, University of Southern Queensland, Australia. Presently, I am working on a research study entitled: “Improving Emotional Intelligence of School Administrators in an Educational Organization”.

Emotional intelligence can be described as one’s ability to understand personal emotions, and those of the people they work with. Social and personal competencies are vital for a healthy and productive life. Self-awareness, optimism, and empathy can enhance satisfaction and productivity at work and in other aspects of life. The workplace is the ideal setting for the promotion of these competencies in adults because work plays a central role in their lives. Not only do most of us spend the largest portion of our waking time at work, but our identity, self-esteem, and well-being are strongly affected by our work experiences. The workplace also is an ideal place for promoting social and emotional competencies because it often is there that people feel their lack most keenly. When people realize that social and emotional abilities hold the key to greater career success, they become eager to develop those abilities. At the same time, as employers recognize that their profit depends on the emotional intelligence of their employees, they become amenable to launching programs that will increase it.

Highly effective school leaders require a high level of emotional intelligence. Research supports this notion. Research also indicates that emotional intelligence can improve over time and with training. This study will examine how the emotional intelligence competencies of educational leaders change through participation in a professional development series. All participants involved in this study will be asked to complete an EQ-360 prior to beginning the professional development. This internationally accepted, online survey is a tool used to measure one’s emotional intelligence. Following the completion of the professional development, participants will be asked to complete a ‘follow-up’ EQ-360. All results from both surveys will be confidential. The data from these two surveys will allow the researcher to examine whether the training session was effective in aiding participants in improving their emotional intelligence. Other factors may also impact how the emotional intelligence competencies of educational leaders change. Follow up interviews may occur with some participants to further explore these factors.

If you are interested in participating in this research study, please complete the provided informed consent form and return in the reply envelope provided. If you have any questions about this study, please contact me on 519-747-3172 (email: [graham\\_shantz@wrdsb.on.ca](mailto:graham_shantz@wrdsb.on.ca)).

Should you have any concern about the conduct of this research project, please contact the USQ Ethics Officer, Office of Research & Higher Degrees, University of Southern Queensland, West Street, Toowoomba QLD 4350, Telephone +61 7 4631 2690, email [ethics@usq.edu.au](mailto:ethics@usq.edu.au)

Thank you for your consideration of this research project.

Sincerely,

Graham Shantz  
Chief Researcher

## Appendix G: Letter of Invitation

Dear Sir/Madam,

Our belief is that sustaining highly effective school leadership requires that administrators continually develop and monitor a high level of emotional/social intelligence. Research supports this notion. Research also indicates that EI can improve over time and with training. Toward that end, we would like to encourage your participation in an innovative three-day professional learning opportunity that will explore the emotional and social competencies critical to your role as a school administrator. Offered during this school year, participants will have the opportunity to explore ‘best practice’ ideas and strategies that address the emotional and social challenges of school leadership.

All participants involved in this program will complete the EQ-360 before the program starts and after the completion of the third module. The EQ-360, developed by MHS (Multi-Health Systems of Toronto), is one of the most recognized emotional intelligence instruments worldwide. The EQ-360 is designed to provide individuals with a comparison of their self-assessment of emotional intelligence skills with an assessment made by people who know and/or work with them. Follow up interviews may be requested of participants. The results will be used in a study that will examine how the emotional intelligence competencies of educational leaders change through participation in a professional development series and the factors that effect that change. Further, the results are completely confidential; names of participants are never revealed in the study. More information about this aspect of the training program will be made available during the program.

The assessment results will also assist participants in developing a deeper awareness of the skills they use to meet the demands of the role and how they cope with life’s challenges. The first *confidential* EI report will be returned to participants during the first workshop. Participants will be provided information regarding the completion of this instrument prior to the first workshop.

### **Program Focus**

#### **Module One - Knowing Your Heart: Understanding the Emotions of Self and Others**

*Developing an understanding and awareness of emotions and their influence on behaviours*

#### **Module Two - At the Heart of Relationships: Developing, Maintaining and Repairing Relationships**

*Relationships, Relationships, Relationships: It’s all about relationships!*

#### **Module Three - At the Heart of Leadership: Managing the Daily Demands of the Job**

*Managing emotions and resolving challenging encounters while preserving relationships and maintaining a balanced life*

Should you have any concern about the conduct of this research project, please contact the USQ Ethics Officer, Office of Research & Higher Degrees, University of Southern Queensland, West Street, Toowoomba QLD 4350, Telephone +61 7 4631 2690, email [ethics@usq.edu.au](mailto:ethics@usq.edu.au)

Sincerely,

Graham Shantz  
Chief Researcher



## Appendix H: Participant Consent Form

**Title of Project:** Improving Emotional Intelligence of School Administrators in an Educational Organization

**Chief researcher:** Graham Shantz

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***Please read the following statements and initial each corresponding box***

- I have read and fully understood the plain English language statement outline providing details about the nature and purpose of the research study.
- I understand that my participation in this research study is voluntary and that I have the right to withdraw from the project at any stage and reserve the right not to answer any question.
- I understand that during any analyzing or reporting of data obtained from the survey all of my responses will be kept strictly confidential and anonymous.
- I agree to have the results of my survey used as data for the purpose of this research.
- I recognize that I may be contacted by the researcher to participate in a follow up interview to explore my EQ-360 results.
- I understand that I will receive a copy of my EQ-360 results.
- I understand that a copy of the research findings will be provided to me on request at the conclusion of the project.
- I understand that this study may be published in professional journals and may be used for educational purposes and/or presentations.
- I confirm that all procedures relating to the research study has been explained to me and that all my questions have been thoroughly answered.

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**I confirm that I have read and personally initialed this consent form and been provided with the opportunity to ask questions. For any questions asked, I have received satisfactory answers and I therefore consent to participate in this research study.**

Participant's name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**I confirm that the research participant has read this consent form in addition to a plain English Language Statement outlining the details of this study. All questions were answered to the satisfaction of the participant.**

Chief Researcher's name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix I: Interview Themes

### Rationale:

The research questions of this report have been guiding the work of the study. These are listed below:

### **Research Sub-Questions**

*Question #1: What improvements in emotional intelligence competencies have occurred over the time of the engagement in the project/professional development?*

*Question #2: What demographic variables emerge from the survey data indicating improved emotional intelligence in identified sub-groups?*

*Question #3: What other variables, as reported by the participants, have impacted on the improvement of emotional intelligence competencies?*

*Question #4: What recommendations emerge as a result of these findings?*

The following is a summary of these findings:

- Improvement was seen over time for participants in this study (note: this improvement was not statistically significant)
- Gender proved to be a statistically significant sub-group ( $p=0.033$ ). Female participants saw an improvement; male participants saw a decrease in their results.
- Years in current role proved to be a statistically significant sub-group ( $p=0.017$ ) with those in the 1-3 years of experience demonstrating the greatest gains.
- Age of participants was statistically significant over time ( $p=0.020$ ), with those 39 years of age or younger demonstrating the most dramatic improvements in their scores.
- Other sub-groups (Board; facilitator; Principal vs. Vice-Principal; Elementary vs. Secondary; Years in Education) did not demonstrate statistically significant changes in their scores.

Phase #2 of the study will provide an in-depth exploration of other variables, as reported by the participants that have impacted on the improvement of emotional intelligence competencies.

### Interview Themes / Questions:

Describe your experience of participating in the ESi Learning Series.

What professional factors impacted your results (increase/decrease)?

Was there aspects regarding the training program that did/did not aid you in developing your ESi competencies?

What personal factors impacted your results (increase/decrease)?

Describe how you have put these competencies into practice (anecdotes illustrating the change in your competencies level)?

Describe what factors led you to not participate in the post EQ-360 assessment (for those participants that did not complete a post EQ-360)