

DISSERTATION

EMOTIONAL INTELLIGENCE: A QUALITATIVE STUDY OF THE DEVELOPMENT OF
EMOTIONAL INTELLIGENCE OF COMMUNITY COLLEGE STUDENTS ENROLLED IN
A LEADERSHIP DEVELOPMENT PROGRAM

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ABSTRACT

EMOTIONAL INTELLIGENCE: A QUALITATIVE STUDY OF THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE OF COMMUNITY COLLEGE STUDENTS ENROLLED IN A LEADERSHIP DEVELOPMENT PROGRAM

This is a qualitative study to explore the relationship between leadership development programs and emotional intelligence development in students. Research exists regarding the connection between emotional intelligence and academic achievement, but there is a lack of research concerning how to develop students' emotional intelligence. This study provided research in this area. The researcher utilized the ESAP-A/B to calculate Emotional Intelligence growth, along with qualitative focus groups and one-on-one interviews. The data showed that students experience EI growth through leadership training programs. Students showed increased growth in the area of self-esteem, which students felt was due to being pushed outside of their comfort zone in the areas of public speaking and group communication. Qualitative data demonstrated that students felt the mandatory workshops, teamwork activities, and the experience of being a part of a cohort, were the three most impactful components of training. This research creates a foundation for further research into training best practices and encouraging EI growth in college students through leadership training programs.

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TABLE OF CONTENTS

<u>CHAPTER</u>	<u>PAGE</u>
ABSTRACT.....	ii
ACKNOWLEDGEMENTS.....	iii
TABLE OF CONTENTS.....	iv
CHAPTER ONE.....	1
Introduction.....	1
Statement of the Problem.....	1
Purpose Statement.....	4
Research Questions.....	4
Limitations.....	5
Definition of Terms.....	6
Significance of the Study.....	6
Summary.....	6
CHAPTER TWO.....	8
Review of the Literature.....	8
Student Development Theory.....	9
Student Development through College Experiences.....	20
Emotional Intelligence.....	23
Emotional Intelligence and Higher Education.....	28
Student Development and Emotional Intelligence.....	35
Summary.....	37
CHAPTER THREE.....	38
Methodology.....	38
Purpose Statement and Research Questions.....	38
Research Paradigm.....	39
Sample and Population.....	40
Instrumentation.....	45
Data Collection and Procedures.....	51
Coding Cycle.....	55
Data Analysis.....	56

Data Trustworthiness.....	58
Summary	59
CHAPTER FOUR.....	61
Research Findings	61
Qualitative Analysis	64
Summary	74
CHAPTER FIVE	75
Findings and Recommendations	75
Additional Findings.....	80
Practical Implications	82
Recommendations for Future Research	86
Conclusion.....	88
REFERENCES	90
APPENDIX A.....	100
Program A	100
Program B	103
Program C	107
APPENDIX B	111
APPENDIX C	127
APPENDIX D.....	130
APPENDIX E	131

CHAPTER ONE

Introduction

The decision to attend college can be a profound one. The impact that college may have on a person's life can be as significant as getting married, joining the military, or deciding to adopt (Astin, 1993). Higher education encourages students to become civic-minded citizens with respect for diversity and knowledge (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001; Low, Lomax, Jackson, & Nelson, 2004). While the primary goal of higher education is academic development, there is also social and emotional development that takes place during the college experience and contributes to a student's success both at school and beyond. With over 20 million students enrolled in higher education (Research Triangle Institute, 2012), it is important to understand the developmental process that occurs during the higher education experience.

Statement of the Problem

How a student develops relationships, self-confidence, and the ability to communicate is extremely important to the overall goals and missions of higher education. The majority of student development research is focused on how students develop cognitively. William G. Perry (1981) developed a cognitive student development theory, based on the idea that students are always moving and developing new "positions of knowledge". Perry's theory consisted of nine positions that develop a student's cognitive ability from a basic duality of knowledge to relativism. After Perry's seminal work, Marcia Baxter Magolda developed the epistemological reflection model (2007), which was a gender-based model that described four positions of cognitive development leading to self-authorship. Cognitive theories are primarily used to assist faculty members and academic administrators in the development of curriculum and learning

outcomes (The National Association of Student Personnel Administrators & The American College Personnel Association, 2004).

Research abounds regarding academic achievement, content knowledge, test scores, and enhancing a student's cognitive ability. Psychosocial theories, the second most extensive category of student development research, explain the ways in which students deal with certain experiences during their life. Chickering and Reisser (1993) developed a seven vector model to describe the different pathways a student takes during his/her college journey. A student begins by gaining competence and continues to develop through relationships, identity, and integrity. Student development research has been traditionally focused on the classroom experiences of students, however, development does take place outside the classroom through co-curricular experiences (Kuh, 1995). It is through these co-curricular experiences that the social and emotional development of students tends to occur.

Corporate culture has been examined through an emotional intelligence lens since Daniel Goleman's, *Emotional Intelligence*, bestseller appeared on the shelves (1995). Goleman was interested in abilities such as being able to motivate oneself, to control impulse and delay gratification, to empathize and hope. Low, Lomax, Jackson, and Nelson (2004) defined emotional intelligence (EI) as "a learned ability to identify experience, understand, and express human emotions in healthy and productive ways" (p. 9). The three major categories of emotional intelligence theories include ability, integrative, and mixed-model approaches. Ability models focus on one particular capacity such as perceiving emotion or utilizing emotion, whereas integrative models represent emotional intelligence as a more global, cohesive ability using the integration of at least two abilities (Mayer, Roberts, & Barsade, 2008). Finally, mixed-models contain the comprehensive explanation of EI including abilities, behaviors, and personality traits.

Through activities that require students to work in groups and build relationships, emotional intelligence is being developed during the college years. There is little research available regarding what specific co-curricular activities may assist in the development of emotional intelligence.

With the primary focus of higher education traditionally being cognitive development, it is not surprising to find that the majority of emotional intelligence research studies concerning higher education have been focused on the relationships between emotional intelligence and academic achievement (Al-Rabadi, 2012; Bar-On, 2006; O'Connor & Little, 2003). Very few researchers have investigated, in any depth, the actual development of a student's emotional intelligence through the college experience. Research regarding emotional intelligence has been primarily confined to the business realm.

Within the last ten years there has been an increasing interest in the development of emotional intelligence through the college experience. While many studies (MacCann, Fogarty, Zeidner, & Roberts, 2011; O'Connor & Little, 2003; Sparkman, Maulding, & Roberts, 2012) have focused on the predictive ability of emotional intelligence in regards to academic achievement, there have been minimal research studies of how emotional intelligence is developed during the college experience. Low et al. (2004) proposed a student development model which included emotional intelligence. The mixed-model approach contains four competency areas that students must develop including interpersonal skills, personal leadership, self-management, and intrapersonal skills. In addition, the model provides a problem competency area that contains skills which are likely to cause problems for students: aggression, deference, and change orientation. This Emotional Skills Assessment Process model provides the theoretical framework for this study.

Emotional Competency Areas	Emotional Skills
Interpersonal Communication	1. Assertion
Personal Leadership Skills	2. Comfort 3. Empathy 4. Decision Making 5. Leadership
Self-Management Skills	6. Drive Strength 7. Time Management 8. Commitment Ethic
Intrapersonal Skills	9. Self Esteem 10. Stress Management
Problem Areas	11. Aggression 12. Deference 13. Change Orientation

Figure 1: Emotional Skills Assessment Process (Low et al., 2004; Nelson, Low, & Vela, 2003)

Purpose Statement

The purpose of this qualitative study was to explore the impact of formal leadership training on the emotional intelligence development of community college students. This study was designed to assist student development administrators and staff in understanding how leadership training activities may contribute to the development of students' emotional intelligence.

Research Questions

This study was designed to explore three questions:

1. How do community college students' experiences in a formal leadership training program impact their development of emotional intelligence?
2. How do students demonstrating the greatest gains on the ESAP-A/B perceive that their participation in a leadership training program impacted their growth of emotional intelligence?
3. What curriculum/design components of a leadership training program do participants perceive as having the greatest impact on their personal development?

For higher education to achieve its mission and goals, there must be a commitment to a holistic approach towards education. While institutions consistently focus on the curricular development of cognitive skills, there is a lack of research regarding the development of the social and emotional side of students. This study provides research regarding the development of emotional intelligence in college students. This focus on emotional intelligence, in addition to cognitive development research, begins to address the goal of a holistic approach to education.

Limitations

This study of community college students was limited to students who self-selected to participate in a leadership training program. The leadership development programs at the study institution were not mandatory, but rather optional, co-curricular activities. None of the leadership training involved in this study was credit-bearing; it does not appear on a student's academic transcript. Therefore, it was assumed that the students who participated in these leadership training activities may already have higher levels of emotional intelligence, due to their understanding of the importance of leadership development.

As this research was performed at an urban community college in a southern state, it is not generalizable to a larger community college population. The results, however, can be utilized

by other community college administrators as a baseline for understanding the development of emotional intelligence through leadership training. Due to the small sample size, future research is needed to determine if these components develop emotional intelligence in other students and through other programs.

Definition of Terms

Emotional Intelligence is defined as a learned ability to identify, experience, understand, and express human emotions in healthy and productive ways (Low et al., 2004).

Leadership Training, in this study, includes academic year-long volunteer programs that students apply for in the summer and complete at the end of the following spring semester.

Significance of the Study

This study was significant in that higher education is dedicated to the development of the whole student, including both the cognitive and psychosocial dimensions. Whereas faculty are likely charged with the cognitive development of their students, student affairs professionals are typically expected to be concerned with the psychosocial and affective development of students. The intent of this study was to identify the components and experiences within a leadership training program that support the development of a student's emotional intelligence in order to provide guidance to those that provide leadership training to college students.

Summary

In conclusion, as higher education focuses on the holistic development of students, an in-depth view of both cognitive and psychosocial development is needed. As emotional intelligence (EI) is a necessary part of successful adulthood (Goleman, 1998; Humphrey, Curran, Morris, Farrell, & Woods, 2007), higher education must encourage the development of EI in students. Therefore, research is needed to determine the programs and experiences that increase the

emotional intelligence of students, such as leadership training. Following this introduction there is a comprehensive review of the relevant literature to this study. This review of literature, Chapter Two, includes research in the areas of student development theory, emotional intelligence, and the relationship between the two concepts. In Chapter Three, the research design and methodology is discussed to include participant selection and data collection methods. Chapter Four details research findings, which are then expounded upon in the discussion section, Chapter Five.

CHAPTER TWO

Review of the Literature

College mission statements often emphasize both the cognitive and non-cognitive development of students; discussing the personal growth and preparation for life outside of the classroom (Feldmann, Aper, & Meredith, 2011). One of the impacts of attending college is the development of cognitive and social skills (Al-Rabadi, 2012; Feldmann et al., 2011; Seal, Naumann, Scott, & Royce-Davis, 2010). Cognitive skill development includes intellectual ability and content mastery. These are stated outcomes of higher education (Al-Rabadi, 2012; Feldmann et al., 2011; Harvey, 2000). Many researchers have also identified communication skills, interpersonal competence, cultural awareness, and a sense of identity as positive outcomes of higher education (Arthur W. Chickering, 1999; Feldmann et al., 2011; Harvey, 2000; Low et al., 2004; Schuetz, 2008; Terenzini, Pascarella, & Blimling, 1996). These elements are all part of emotional intelligence or social skill development. Therefore, it is important that higher education institutions focus not only on the cognitive growth of students, but also on student emotional development. An understanding of student development theory is imperative to student development, student success, and the achievement of higher education outcomes.

Relevant literature related to student development theory, emotional intelligence, emotional intelligence and academic achievement, and the college experience is reviewed in this chapter. The first section reviews literature and research related to student development theories. The next section focuses on emotional intelligence theory with regard to college students. The relationship between EI and academic achievement is discussed along with research regarding the college experience and which experiences impact student development and emotional

intelligence. These four sections serve to narrow the focus of the literature review to the development of emotional intelligence abilities through college experiences.

Student Development Theory

Student development theories assist higher education administrators, faculty, and staff to understand the intellectual and emotional development that takes place during a student's college experience (Skipper, 2005). Using student development theories and research, higher education institutions can develop programs and experiences that assist students in reaching developmental outcomes. Astin (1993) defined these outcomes as including cultural awareness, critical thinking, leadership ability, and social self-confidence.

Student development theories are typically clustered into two major areas: cognitive and psychosocial (Evans, Forney, Guido, Patton, & Renn, 2009; Gardner, 2009; King & Howard-Hamilton, 2000; Kuh, Kinzie, Schuh, & Whitt, 2010; Renn & Reason, 2013). Cognitive theories refer to how people perceive and interpret their experiences, whereas psychosocial theories focus on the specific issues that people address during their lifespan (King & Howard-Hamilton, 2000). Both cognitive and psychosocial frameworks are important to the understanding of the holistic development of the college student. Student activities and student affairs departments can use student development theory to assist in the creation of programming aligned with students' developmental outcomes.

Cognitive theories are often the focus for those designing curriculum and studying in-classroom learning. Cognitive theories focus on the content that should be taught and in what order, based on the understanding that students move from one stage of development to another during intellectual development (Wankat & Oreovicz, 1993). A cognitive framework focuses on the intellectual ability and content knowledge that a student obtains during his/her college

experience, including the acquisition of sophisticated intellectual skills, such as critical thinking, problem solving, and more complex ways of viewing the world (Skipper, 2005).

William G. Perry's (1981) seminal work in cognitive student development theory identified a scheme based on students developing through what he termed "positions of knowledge". Students enter college with a basic cognitive understanding of knowledge. Perry's theory begins with position one, basic duality, which consists of students believing that there is only one right answer to every question. Faculty serve as authority figures who know these right answers and teach them to students. There is a sense of innocence at this position. The student believes that teachers will give him/her the knowledge. This innocence, however, disappears in position two, multiplicity prelegitimate, when students have to integrate different opinions and answers on topics that they once felt were absolutes. This challenge to dualism usually comes in the form of peers. The diversity of a college campus encourages different ideas and therefore, students start to develop ways of balancing the right answers from position one to the possibility of multiple right answers in position two.

Perry's (1981) third position, multiplicity legitimate but subordinate, is when students develop the cognitive ability to realize that there can always be uncertainty. Students accept that even in pure science, there can be doubt; that uncertainty is to be accepted. Students discover that theories and data support hypotheses, but do not prove them. This transition from dualism to relativism takes place through positions four and five. Position four is described as multiplicity (diversity and uncertainty) and relativism subordinate. Through this position, students learn when there are multiple experts in areas, each can have a different and acceptable opinion. One of the hardest areas for students to develop this understanding or position is in reference to grading. A student must accept that a teacher may not agree with his/her opinion; that grading

may occur based on the support for the argument rather than the outcome. This uncertainty in grading can be a challenge for students.

Position five on Perry's (1981) scheme, relativism, is when students develop the ability to relate material from one class to another. Critical thinking is developed as students learn to use problem solving in all areas and apply analogies when appropriate. Students start to draw relationships among the knowledge that they have obtained and are able to process knowledge at a deeper level of understanding. Position six describes a set of values and commitments. Students start to apply lessons to everyday values and beliefs. Students accept that they can believe in different things and have different opinions. Positions seven through nine, evolving commitments, are development areas where students make commitments to the beliefs and values that will regulate their behavior, actions, and emotions moving forward. The entire cognitive development scheme is shown in Figure 2 below. Perry's (1981) positions are part of ongoing relativism development. This cognitive development scheme can guide administrators and faculty in designing curriculum and college experiences that assist students in successfully completing these transitions.

Marcia Baxter Magolda (1992), guided by Perry's (1981) work, developed a cognitive theory that took gender into account, entitled the epistemological reflection model. Perry's work, while inclusive of both genders, used predominantly males in illustrating the theory (Evans et al., 2009) and Baxter Magolda was interested in seeing if there were developmental differences based on gender. Baxter Magolda's first position, absolute knowing, is a combination of Perry's first two positions. When students enter college with absolute knowing, they believe knowledge is certain and absolute answers exist to all questions. Transitioning into position two, transitional knowing, students understand that some knowledge is uncertain. Students in position two look to

faculty members to demonstrate how to apply the knowledge and content they are learning. This transitional knowing position encompasses Perry's positions three and four.

Baxter Magolda's (1992) third position, independent knowing, is when students understand that knowledge is uncertain and start to believe that their opinions and judgments matter. There is no longer a reliance on authority figures to dictate knowledge. This aligns with Perry's (1981) fifth and six positions. Finally, a small percentage of students reach the pinnacle of reflection by obtaining position four, contextual knowing. This last position requires students to be willing to discard knowledge that does not fit into certain contexts and situations. Baxter Magolda's (2007) research focused heavily on the idea of self-authorship. Self-authorship involves three dimensions: cognitive, intrapersonal, and interpersonal. These dimensions include students being able to understand the context of knowledge, reflect on their own assumptions and biases, and understand the assumptions that they have towards others. Baxter Magolda suggested that students do not achieve self-authorship due to higher education's focus being primarily on cognitive gains. Students need to be challenged to also develop in the dimensions of interpersonal and intrapersonal skills.

Wisdom is a cognitive-based area of student development. Brown (2004) defined wisdom as a construct of six interrelated categories including self-knowledge, understanding of others, judgment, life knowledge, willingness to learn, and life skills. The development of wisdom enhances a student's ability to make decisions regarding everyday life. This definition of wisdom aligns with previous literature by Baxter Magolda and the theory of self-authorship (Baxter Magolda, 2007; Skipper, 2005).

In a grounded theory study, Brown (2004) explored how wisdom can be developed through learning-from-life experiences. He interviewed ten college graduates about their college

experiences and what elements/events were the most impactful from the students' perspectives. Wisdom is developed when students go through the learning from life process which includes experiences of reflection, integration, and application. The researcher found four conditions that emerged as facilitators of learning-from-life including orientation to learning, experiences, interactions with others, and the environment. Students described wisdom through the process of reflection and integration, such as writing or talking about an experience. Students described how they would analyze a problem, separate it into parts, and then use environmental information (situational experience) to solve it. After a process of reflection and integration, a student can apply the learning to his/her own values, attitudes, and beliefs. Therefore, developing wisdom through the life-learning process. Brown's model for wisdom is another piece of the student development puzzle, offering another avenue to investigate student development and how educators accomplish the goals of higher education.

Informed by the work of Perry and Baxter Magolda, King and Kitchener (2004) developed a seven stage Reflective Judgment Model, to categorize the ways in which students define knowledge, develop their relationships with authority, and use evidence in decision making. In the first three stages of the Reflective Judgment Model, students focus on pre-reflective thinking where knowledge is concrete and there are absolute answers to all problems. Evidence is not needed to reach conclusions. Stages four and five develop quasi-reflective thinking where students accept that there are levels of uncertainty and knowledge is increasingly abstract. During stages six and seven, students finally develop reflective thinking where knowledge is contextual and there is a need to synthesize evidence in order to solve a problem. This model, as well as the theories previously discussed, focuses on the way in which students obtain knowledge. These cognitive frameworks help to explain the development of students with

regard to academic achievement and intellect, which assist students in achieving graduation.

Cognitive theories are based on how students interpret their experiences; whether or not they are able to use critical thinking to evaluate evidence and reflect on past experiences.

Whereas cognitive theories focus on the intellectual and, typically, classroom-based development, psychosocial theories are broader and include the identity development and growth of students. Psychosocial theories are designed to explain the ways in which students deal with certain experiences during their lifespan, how they develop values, and a sense of identity.

Chickering and Reisser's (1993) model, a seminal work in psychosocial student development, described seven vectors that serve as pathways for a student's college journey. The theory presents recurring themes (vectors) that all college students encounter during college, regardless of race, ethnicity, gender, or other demographic characteristics. The successful navigation of the themes, often called pathways, allows students to pass from one vector to another. The first vector is gaining competence. Through this pathway students learn to take more risks and try new things. In the community college, this vector may be the developmental, or remedial, education classes that students must take to achieve college readiness. This is a vector composed of mastery and assuredness, regardless of credit hours obtained or courses taken.

Chickering and Reisser's (1993) second vector, managing emotions, is the stage when a student begins to realize the differences in beliefs and emotions of the people around him/her and learns to manage his/her personal feelings accordingly. During college, a student will most likely come into contact with material that is upsetting or difficult for the student to accept. Part of a student's development is learning to accept different opinions and to express his/her own in an academically appropriate manner. Many students travel successfully down this pathway

while taking sociology, anthropology, philosophy, and/or religion courses. These courses tend to require acceptance and emotion management from students.

The third vector is the pathway through autonomy toward interdependence. This is one of the most important pathways for a student to successfully navigate. Learning how to be self-motivated and aware of one's place within the community greatly impacts a student's ability to grow into a civic-minded adult. This pathway allows a non-traditional, or older, student to re-learn his/her place in the community with new skills or a new career goal. Successfully navigating this third vector greatly influences the success a student may have with more difficult academic content as well as future career goals.

As a student travels the fourth vector he/she establishes mature interpersonal relationships. These relationships can be life-long for many students and are very important to future development. The college experience is when many students learn how to make meaningful connections with peers, faculty, and staff. Students need to learn the value and influence of networking so that they can apply such skills in the work force. Learning how to resolve conflicts, share on a deeper level, and rethink first impressions are all part of this developmental pathway.

Establishing identity is the overarching theme of the last of Chickering and Reisser's (1993) vectors. The fifth vector is when a student develops a sense of comfort with his/her gender, sexual orientation, race, body image, and family history. This identity involves learning how his/her behaviors, feelings, and ideas can be influenced by outside sources, but in the end are still his/her own. This path is full of self-discovery and self-acceptance, which are main goals for development in higher education (Feldmann et al., 2011).

The sixth vector, developing purpose, is when students increase in their ability to be intentional, clarify goals, make plans, and persist. This pathway may involve career exploration and volunteerism. College students are faced with constant questions regarding choosing a major, a career, and plans for their future. As students develop, they learn what they like, what they enjoy, and what they are passionate about. The development of a purpose is what can lead to a productive and successful life after college.

The seventh vector, developing integrity, occurs when students develop their core values and beliefs. Being very closely related to the fifth and sixth vector, students develop beliefs that help them through difficult times, while also contributing to the good of all. While all students enter college with a certain set of values and beliefs, these can change, grow, and develop during the college experience and a student must develop a successful sense of integrity to move forward.

Chickering and Reisser's model (1993) described the different pathways that students travel in furthering their development during college. The identification of these vectors allows educators and administrators to create programming and services to assist students in their development. This theory provided the foundation for future research into the environmental conditions that foster student development. Unlike the cognitive theories that focus on interpretation of knowledge and experiences, psychosocial theories focus on the tasks and challenges that students must overcome during their college experience, the main task being the establishment of a personal identity (Skipper, 2005).

Using Chickering and Reisser's theory as a framework, Jones and McEwen (2000) conducted a grounded theory, qualitative study to establish a new model for identity development. Previous literature had focused on individual identities such as race, gender, and

sexual orientation (Skipper, 2005), however there had been limited research in the area of how all of these individual identities impact one another. Jones and McEwen (2000) conducted in-depth interviews with ten diverse undergraduate women at a large public university. The purpose of the study was to develop a conceptual model of multiple dimensions of identity development. The study found that the core identity of a person includes personal attributes and characteristics that the participants described as their 'inner self'. Other dimensions of identity, including sexual orientation, race, gender, culture, class, and religion, influence the core and each other as their paths intersect through different situations. Jones and McEwen's (2000) model illustrated the concept of context being of utmost importance in a student's identity development. This psychosocial theory claimed that the personal identity of a student is influenced by the various identity dimensions, such as the contextual factors of family background, socioeconomic status, current experiences, career aspirations, and life planning. Therefore, identity is always changing as situations and contexts change over time and through experiences. This fluid model of identity development combined the psychosocial theories of the past with more current identity theories emphasizing situational context.

Research has discussed the need to include both psychosocial and cognitive frameworks in order to achieve a holistic approach and create meaningful programs (Gatten, 2004).

Polkosnik and Winston (1989) conducted a year-long study where interviews with 15 college students were conducted to describe what development, both psychosocial and cognitive, had taken place and at which point during the year. Researchers collected interview data at three separate points during the academic year. The researchers used self-reported life experiences with changes in student development. Life experiences were classified into categories, including the development of autonomy, interpersonal relationships, purpose, and intellectual maturity.

Students' cognitive development was measured using a Reflective Judgment Interview procedure, while psychosocial development was measured using the Student Development Task Inventory. The data revealed that the development of autonomy seemed to precede other areas and may be necessary for higher intellectual and psychological functioning. As the academic year progressed, the students' development shifted from autonomy to cognitive development and finally, interpersonal relationships. This supports the idea that psychosocial development and cognitive development happen simultaneously, though perhaps not at the same rate (Gatten, 2004). Therefore, relying on only one framework is insufficient to investigate holistic student development.

In addition to the cognitive and psychosocial frameworks, research in educational psychology has identified three human performance domains that are needed for academic, career, and personal development; cognitive, behavioral, and affective (Low et al., 2004). The cognitive domain focuses on the academic performance of a student, including the intellectual development and establishment of knowledge. This cognitive domain is associated with cognitive student development theories. The behavioral domain is focused on the development of certain actions and procedures that a successful person uses on a daily basis. The behavioral domain can often be compared to psychosocial theories and identity development. The affective domain is often described in vague terms, but can be defined as the development of responsible and emotionally healthy individuals. Research has found that colleges are focused on the cognitive and behavioral domains (Harvey, 2000; Seal et al., 2010); however it is also important that higher education focus on the development of students' affective domains.

Socio-emotional theories combine psychosocial theory with affective domain development to illustrate how students develop emotions in a social context. Seal, Naumann,

Scott, and Royce-Davis (2010) developed a social and emotional student development model which included two dimensions, recognition of self/others and regulation of relation/task. Recognition of self and others includes the development of self-awareness and consideration. Self-awareness requires that a person be able to understand his/her emotional state utilizing accurate self-assessment. Consideration is when a person gives thoughtful regard to another's situation using empathy. This development of recognition skills can greatly enhance a student's ability to understand his/her personal beliefs and values. The second dimension, regulation of relation and task, includes the development of connection and impact. Students who develop close personal relationships and explore intimacy are connected. Impact occurs when students can influence others using motivation and leadership. The development of the recognition and regulation dimensions allows a student to have a better understanding of self, along with a greater ability to develop quality relationships. These developments allow a student to be more successful both inside and outside of the classroom (Seal et al., 2010).

In order to support student individuation, institutions must promote a positive emotional learning environment (Low et al., 2004). Healthy relationships are important to academic and emotional growth. Student development needs to occur in both the cognitive and psychosocial domains in order to encourage students to be healthy and productive. Low et al. (2004) created a student development model using emotional intelligence as the base. The systematic Emotional Learning Process includes four competencies encompassing 13 key emotional skills that students need to develop using the Emotional Learning System. The four competencies include interpersonal development, personal leadership, self-management, and intrapersonal development. The Emotional Learning System is a five step sequence built on honest, positive self-assessment. The student learns these emotional skills through the process of assessment,

awareness, knowledge, development, and improvement. This model for student development focuses on the emotional/affective domain with the understanding that it is important for students to stay healthy, increase productivity, and improve career and personal performance. This is the only student development model specifically designed to include emotional intelligence and is the framework that informs the current study.

Through the extensive work and research in student development theory, it is apparent that college provides an important backdrop to accompany these developmental gains. Research is lacking, however, regarding what experiences take place in college that encourage these developments. It is imperative that higher education institutions identify those experiences that encourage development to enhance programming and establish assessments to measure this development.

Student Development through College Experiences

College administrators are constantly searching for best practices to encourage student development. Most of the focus is on cognitive development through new classroom teaching strategies and innovative curricula. It is generally agreed that classroom activities enhance the cognitive development of students, but what enhances the psychosocial development? Research and best practices concerning the psychosocial development are lacking. It is important to understand the experiences, both inside and outside of the classroom, that assist with the psychosocial development of students.

To determine the out of classroom experiences that are associated with development outcomes, Kuh (1995) conducted a study of 149 seniors from 12 institutions. Interviews were conducted that ranged from 35 to 90 minutes and were tape-recorded and transcribed. Students were asked questions regarding the experiences that they felt were most significant, the changes

that had occurred during college, and which experiences they attributed to their social, emotional, and intellectual development. Leadership responsibilities were mentioned by 85% of participants, while 79% discussed interaction with peers and academic-related activities. Gains in interpersonal competence were associated with peer interactions, specific leadership responsibilities, and institutional ethos. Practical competence gains were found through leadership responsibilities and work. Gains in academic skills and work came from academic activities and faculty interaction. Cognitive complexity gains came from a multitude of activities and humanitarianism gains were attributed to leadership responsibilities and interaction with peers. More than other activities, leadership roles, internships, and work experiences encouraged students to develop the most social and emotional skills.

Mahoney, Cairns, and Farmer (2013) conducted a longitudinal study of 695 students to determine if extracurricular activity participation increased students' academic success and interpersonal competence. The students were members of the Carolina Longitudinal Study, which recruited students from 1981-1983. The students were interviewed in 4th grade, 7th grade, and were tracked annually through high school. The participants were interviewed again when they were approximately 20 years old. The research results showed that interpersonal competence during early and middle adolescence, along with education aspirations during late adolescence, had significant positive associations with educational status when the student reached the age of 20. The consistency of extracurricular participation over the years showed positive and significant links to interpersonal competence in middle adolescence, educational aspirations in late adolescence, and educational status at age 20. This data suggest that participation in extracurricular activities throughout a student's academic journey will develop interpersonal competence, which is a part of emotional intelligence (Low et al., 2004).

Busseri and Rose-Krasnor (2008) conducted a study of 213 college students enrolled in a first-year psychology course. Participants were asked to rate their school activities in the areas of fun, competence, stress, challenge, personal importance, societal importance, commitment, and perceived control. Participants reported the frequency with which they were involved in these activities. The researchers were also interested in discovering the self-perceptions of growth the students felt through these activities. A psychological engagement score was created by averaging the ratings of enjoyment, competence, personal importance, commitment, and control. The research suggested that psychological engagement in activities is connected to supportive relationships, healthy development, a sense of well-being and integration into adult society. Higher levels of psychological engagement were linked with more positive perceptions of intrapersonal and interpersonal growth. This data aligned with previous research regarding the importance of co-curricular activities and the development of interpersonal and intrapersonal competence, which are facets of emotional intelligence.

While much of the research in this area has focused on frequency of involvement, it is also important to determine the relationship between the activities and student outcomes. Tieu et al. (2010) conducted a study of 474 first-year undergraduate students who completed several instruments regarding activities, stress, social interaction, self-esteem, and involvement. Participants reported spending an average of 4.52 hours a week on their most important activity. Activities that were highly structured and provided an enriching, high quality experience were correlated to positive outcomes. This study did not identify which activities were nominated as the most highly structured, however, it did support previous research that activities and school involvement are important to student development.

Feldmann, Aper, and Meredith (2011) developed a co-curricular assessment to determine which experiences encourage emotional intelligence and non-cognitive student development. The tool asked for firsthand accounts from coaches, mentors, and supervisors of students in athletics, residence halls, and on-campus work programs. Two hundred and sixty-two students, a sample of seniors and freshmen, were used to determine the factors and outcomes that the reporters observed. Using factor analysis, the researchers found three factors to describe the outcomes that were reported: leadership, ethical self-direction, and adaptability. Seniors rated significantly higher ($\alpha < 0.001$) than freshmen on all three measures. Additionally, in the work program, students were found to score incrementally higher on the assessment as they were assigned greater levels of responsibility. Taken together, these results suggest that students develop during their time in college in the three areas of leadership, ethical self-direction, and adaptability. This may be influenced by a student's co-curricular participation.

While it can be presumed that cognitive development happens inside the classroom and psychosocial development happens outside of it through co-curricular experiences, there is very little research to support this assumption. Research is needed to discover the impact of co-curricular programming, specifically on the psychosocial development of students. One of the areas of psychosocial development, emotional intelligence, is becoming more popular in research arenas.

Emotional Intelligence

Emotional intelligence has grown as an area of research since being popularized by Daniel Goleman (1995). While very prevalent in the business field, it is relatively new to the world of higher education. There are many definitions of emotional intelligence, but advocates in general assume that the ability to regulate and manage emotions will make people more

intelligent (Brackett, Rivers, Shiffman, Lerner, & Salovey, 2006). Mayer, Salovey, Caruso, and Sitarenios (2001) defined emotion as “an organized mental response to an event that includes physiological, experiential, cognitive aspects...” (p. 233). Sternberg (1984) defined intelligence as “purposive selection and shaping of and adaptation to real-world environments relevant to one’s life”(p. 312). A review of the various definitions of emotional intelligence found that there are common elements including the use of problem-solving, coping with demands, the understanding of one’s self, and the ability to develop relationships (Bar-On, 2006; Barchard, 2003; Low et al., 2004; Mayer & Salovey, 1997). Low et al. (2004) defined emotional intelligence as “a learned ability to identify, experience, understand, and express human emotions in healthy and productive ways” (p. 9).

There are three major categories of emotional intelligence models: ability, integrative, and mixed-model (Mayer et al., 2008). Ability models focus on one emotional/mental capacity, such as emotional perception, emotion-facilitated thinking, emotional reasoning, or emotion management (Mayer et al., 2008). Ability-based models allow researchers to focus on one specific element of emotional intelligence and how it is developed. These models are specific and narrow; alone, they do not provide a comprehensive picture of emotional intelligence.

Integrative models represent emotional intelligence as a cohesive, global ability integrating at least two abilities (Davies, Stankov, & Roberts, 1998; Mayer et al., 2008). While there are many different integrative models, there are two seminal works that are referred to most frequently in the literature. Izard’s model of emotional knowledge (1993) focused on emotion perception and labeling, also known as EPL. Emotional knowledge encompasses a person’s ability to express and label emotions as well as understand the functions of such emotions. This emotional knowledge allows a person to make adaptive changes based on emotional motivation

and arousal. The perception of emotion, while being a cognitive function, is only useful when a person can label and make meaning of that emotion in social contexts (Izard, 2001). Therefore, a person with high emotional knowledge would be able to accurately perceive, label, and utilize the emotions of himself/herself and others. This model highlights a person's ability to adapt and change based on the understanding of emotions.

A second integrative model is the 4-Branch Ability model developed by Mayer, Salovey, and Caruso (2004). This model examines emotions and how a person can best utilize his/her emotional understanding and ability in dealing with other people. The first level/branch of the model is the ability to perceive emotions and express emotions accurately. This perceiving emotions competency involves the observation and interpretation of both verbal and non-verbal cues; and provides the foundation for further emotional development. This leads to the second level of competence which is the ability to generate and access feelings during facilitation. For example, an individual able to interpret the non-verbal cues of a room and generate sympathy while giving a presentation is exercising high second level EI, using emotions to facilitate thought (Mayer et al., 2001). In this model, every competency builds on the competencies developed before; a level based hierarchy of development and competence.

The third level of the 4-Branch Ability Model (Mayer et al., 2004) is when an individual develops the ability to understand emotions within themselves and the emotions of others, otherwise identified as the understanding emotions competency. A person who has developed this third level of EI would not only be able to interpret the physical and emotional cues, and generate feelings, but would also be able to empathize with others. The final level is realized when a person has developed the ability to manage emotions. A person with this competency of EI is able to manage emotions accordingly to address various situations. This individual has

control over his/her emotions and is able to interpret others' emotions to come to the best solution for the group. This person does not allow his/her feelings to overwhelm and influence decisions. Rather a person with a high emotional management competency is able to perceive, facilitate, and understand the emotions within him/her and the group, without letting those emotions control the situation. This integrative model illustrates the concept of emotional intelligence as a developmental exercise, with each branch building upon previous abilities. Both integrative theories assume that there are different branches/competencies/areas that can be developed and woven together to create a more emotionally intelligent person.

Mixed-model approaches provide a broader definition of emotional intelligence including abilities, emotional and social behaviors, and aspects of personality theory (Mayer et al., 2008; Zeidner, Matthews, Roberts, & MacCann, 2003). Wang, Young, Wilhite, and Marczyk (2011) constructed a model based on four emotional component areas including self-awareness, empathy, self-management, and interpersonal relationship skills. These components are seen as a process starting with the development of self-awareness; the ability to observe one's own behavior and be aware of how one's emotions influence one's behavior. Empathy, the ability to understand another's emotions, was seen as the second developmental level of emotional competency. The third level is self-management, where the abilities of self-awareness and empathy were used comprehensively to actively manage one's emotions both personally and in social interactions. Finally, a person develops interpersonal relationship skills as an extension to the self-management skill. Specifically, an emotionally competent person would be able to have productive relationships and interactions during emotionally-charged situations. These competencies were believed to be developed through social and educational environments. This

model was very closely aligned to integrative models (Izard, 1993; Mayer et al., 2004), however mixed-model approaches tend to include a process or hierarchy of development.

Petrides and Furnham (2000) defined Mayer's Four-Branch model as an ability-model due to the focus on cognitive emotional ability. Petrides and Furnham (2000) categorized models of EI into only two categories: ability/information-processing or trait. Trait EI is concerned with the development of emotional behaviors such as empathy, assertiveness, and optimism, which can be seen as personality variables. Trait EI considers emotional intelligence as a personality trait that fits within the Five-Factor Model of Personality. Some of the personality traits that are directly related to emotional intelligence include adaptability, assertiveness, emotional appraisal and expression, self-esteem, and stress management to name a few. This mixed-model approach is a departure from other theories as Petrides and Furnham (2001) place emotional intelligence as a trait within personality as opposed to a separate construct.

A seminal mixed model of EI was developed by Reuven Bar-On (2006) and consists of five social and emotional competencies that individuals can develop to increase his/her emotional intelligence. Bar-On (2006) defined emotional-social intelligence as "a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands." (p. 14). One competency is intrapersonal skills which are the ability to understand oneself, be aware of strengths and weaknesses, and to express emotions accurately. The next competency, interpersonal skills, is based on one's ability to understand others' emotions and work cooperatively in a group. The third competency is the ability to manage one's stress level in regards to emotions. A person who possesses stress management ability is able to regard emotions objectively and keep them from influencing decisions and outcomes. When a

person becomes stressed he/she may tend to be over-emotional and allow emotions to influence decisions and relationships. When a person has high EI in this competency, however, he/she can cope with stress in a healthy way and keep emotions in check.

The fourth competency in this model is adaptability. The ability to adapt to each situation and social group is imperative to being successful in the workforce. An individual can develop this capacity by becoming more quick-thinking and able to make decisions with regard to emotions, but not because of emotions. Finally, Bar-On (2006) believed that a person who developed high emotional intelligence would also have a strong sense of psychological well-being. This leads to the final competency of general mood, including optimism, happiness, and self-motivation. The Bar-On model is one of the most cited and researched models of emotional intelligence and provides a comprehensive definition and explanation of the competencies that can be developed to increase a person's ability to adapt and handle different emotional situations (Leedy & Smith, 2012; Mayer et al., 2008; Reiff, Hatzes, Bramel, & Gibbon, 2001; Sparkman et al., 2012).

Emotional intelligence research has been predominantly focused in the business and management arena. As higher education institutions focus more on work-readiness, it is becoming apparent that emotional intelligence is a concept that should be discussed. Within higher education, research has been focused on the predictive ability of emotional intelligence in relation to cognitive gains, grades, and student success.

Emotional Intelligence and Higher Education

Research has shown that emotional intelligence is important to the development of students and academic achievement (Al-Rabadi, 2012; Bar-On, 2006; Feldmann et al., 2011; Parker, 2005). Success in adulthood is dependent on cognitive skill, intellectual ability, and the

ability to maintain healthy relationships and regulate emotions. This creates a fundamental need for the development and implementation of programs and experiences that develop both the cognitive and non-cognitive competencies of undergraduate students (Terenzini et al., 1996). Using EI assessments and instruments, administrators and educators can discover the students' areas of emotional intelligence which need strengthening. It is also important to understand the experiences, both inside and outside of the classroom, that can assist in developing a student's EI.

The majority of research in the field of emotional intelligence of college students is centered on the relationships between emotional intelligence and academic achievement. Schutte et al. (1998) conducted a study to determine the predictive validity of the Schutte Self Report Emotional Intelligence Test (SSEIT) and academic achievement. Using a test-retest reliability measure, the researchers had 28 college students, with an average age of 32, complete the SSEIT twice within a 3 week period and established a reliability coefficient of 0.78. The researchers hypothesized that emotional intelligence could be used to predict grade point average (GPA). Thirty-three female and 31 male students were asked to complete the SSEIT during their first month on campus. At the end of the spring semester, the students' final grades were collected. Scores on the instrument were statistically significant in predicting GPA, $r(63) = 0.32, p < 0.01$. This research aligns with extant literature suggesting that emotional intelligence is related to academic achievement (MacCann et al., 2011; O'Connor & Little, 2003). That is, a student with a higher emotional intelligence quotient was predicted to have a higher GPA.

O'Connor and Little (2003) conducted a study to determine which measure of EI would serve as a predictor of GPA, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) developed by Mayer et al. (2004) or the Emotional Quotient Inventory (EQ-i) developed by Bar-

On (2006). The researchers recruited 90 college students in an undergraduate introductory psychology department, who were given class credit for their participation. The demographics for the sample were as follows; 90% Caucasian, 10% distributed across other ethnicities; 37 females and 53 males; ages ranged from 18-32, with the majority being between 18 and 20 years old. Both the MSCEIT and the EQ-i had limited predictive validity. The EQ-i total score showed a significant positive correlation with GPA ($r=0.233$, $p<0.05$). The MSCEIT, however, did not show a significant correlation to GPA. The MSCEIT score was positively correlated with students' ACT scores, which demonstrated the cognitive aspects of the measurement over the most non-cognitive version of EI measurement, the EQ-i. This research shows slight support for the idea that EI can predict GPA and suggested that the EQ-i is a slightly better predictive measurement for academic achievement than the MSCEIT.

MacCann et al. (2011) investigated the relationship between EI, academic achievement, and coping. A sample of 159 community college students from across the United States participated in the study. The students were asked to complete the MSCEIT and the Coping with School Situations (CWSS) tests, and received \$120 payment for completing both tests. All branches of EI predicted GPA, with the emotion management competency showing the most significant correlation ($r=0.72$, $p<0.01$). This aligns with extant literature that EI can predict academic achievement.

Galal, Carr-Lopez, Seal, Scott, and Lopez (2012) sought to determine if a social emotional competence tool could be used to measure emotional intelligence development during a pharmaceutical course involving mock patient simulations. The Social Emotional Development Inventory (SED-I) integrates social emotional competencies into 4 interrelated factors; self-awareness, consideration of others, connection to others, and influence orientation. The SED-I

tool was administered to all students at the beginning of the course to establish a baseline score. A Cronbach's alpha produced a reliability coefficient of 0.91, with the individual factor alphas ranging from 0.79-0.84. This demonstrated good internal consistency for the instrument. Two hundred and twelve first-year practicum students completed the SED-I and researchers compared the scores to the counseling performance and patient counseling assessment.

The SED-I contained 48 items relating to four constructs: self-awareness, consideration of others, connection to others, and influence orientation. The Spearman's rho correlation was used to determine relationships between counseling performance in the class, SED-I self-report scores, and the patient counseling assessment form, which is a form that the patient fills out after the session. There was a positive correlation between counseling performance and the SED-I scores for the connection to others ($\rho=0.13, p<0.05$) and influence orientation ($\rho=0.15, p<0.05$) factors. There was also a significant positive relationship between overall counseling performance and the patient counseling assessment form for self-assessment of "aware" ($\rho=0.33, p<0.01$) and patient assessment of "consider" ($\rho=0.45, p<0.01$), "connect" ($\rho=0.49, p<0.01$), and "influence" ($\rho=0.47, p<0.01$). These relationships demonstrate that there is a correlation between higher social emotional competence scores and counseling performance, as well as social emotional competence and patient assessment.

Multiple linear regressions were used to determine which factors helped predict student performance. The best fit model for prediction included the SED-I influence factor ($p<0.05$) in combination with the patient assessment of connection to others factor ($p<0.05$). A paired samples t-test demonstrated that overall performance and SED-I scores improved over time ($p<0.001$). This research provides support to the research that emotional competence is important to student achievement.

Sparkman et al. (2012) conducted a study of the predictive nature of emotional intelligence in relation to student retention and academic achievement. Students were asked to complete the EQ-i during an afternoon session of fall orientation. Five years later, researchers checked the status of each of these students and organized them into three groups: those that were still enrolled in classes, those that were not enrolled, and finally those that had graduated. The results showed that the groups of students were statistically different on the scores of empathy, social responsibility, flexibility, and impulse control. Students who had graduated had higher scores of empathy and impulse control. Social responsibility was the strongest emotional intelligence predictor of graduation. Flexibility was negatively related to graduation status. Flexibility scores were highest for those not enrolled, which may signify that students realized the advantages to transfer or other degree options (Sparkman et al., 2012). These results reflect the relationship between emotional intelligence and academic achievement.

Sanchez-Ruiz, Mavroveli, and Poullis (2013) examined trait emotional intelligence as a predictor of academic performance. Trait EI theorists believe that cognitive ability and emotional intelligence are not related. The researchers used three different instruments to conduct the study including the Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF), the Ten Item Personality Inventory (TIPI), and the Baddeley Reasoning Test (BRT). The sample included 323 university students from Cyprus, Greece. A bivariate correlation showed that cognitive ability was not significantly correlated with trait emotional intelligence. Trait EI, however, was positively correlated with all personality traits. The Big Five Personality model includes five factors including openness, conscientiousness, extraversion, agreeableness, and neuroticism. Positive and significant correlations were found between trait EI and GPA, $r = 0.35$ and $p < 0.001$.

Sanchez et al. (2013) performed a three-step hierarchical analysis of academic performance to determine which independent variables added together explained the largest amount of variance in academic performance. At step one with the BRT assessment as the only predictor, the model was non-significant ($\text{Adj. } R^2=0.10, p< 0.001$). At step two, the Big Five personality traits were added and three factors were shown to be significant predictors of academic achievement ($\Delta R^2=0.11, p< 0.001$). At step three, with trait EI added, the model was significant and explained more variance than at either previous step ($\Delta R^2=0.03, p<0.01$). This research is aligned with the literature, regarding emotional intelligence as a predictive measure of academic performance.

Low and Nelson (n.d.) conducted a study of 2,498 students to determine the impact on retention and academic achievement of the Emotional Intelligence program offered at Texas A&M University. The students were all first-time freshman enrolled in a mandatory Student Success Course. Students were categorized into three groups, depending on their level of involvement with the EI program. Group one contained students who had completed the entire intervention program ($n=1,639$), group two was composed of students who had the opportunity to complete the program, but did not ($n=375$). Group three was composed of students whose instructor did not choose to participate in the EI curriculum ($n=484$). Students who completed the EI project were retained at a significantly higher rate (58%) compared to those that did not complete the program (37%), and the control group (52%). Students who completed the program earned a significantly higher GPA, on a 4-point scale ($M=2.28, SD=1.03$) than the students who did not complete the program ($M=1.67, SD=1.16$) and those who did not participate ($M=1.98, SD=1.13$). This supports the research regarding the importance of EI in retention and GPA.

Lopes et al. (2004) conducted a study of emotional intelligence and social interaction. One hundred and eighteen college students were asked to complete the MSCEIT, the Big Five personality test, as well as measures of social desirability, friendship quality, and interpersonal competence. After removing incomplete data and eliminating outliers, data was used from 66 students. The results showed no correlation between the Big Five and the MSCEIT, which suggested that emotional intelligence is a distinct ability from personality. This is aligned with previous research and discussion regarding emotional intelligence theories (Mayer et al., 2008). The managing emotions subscale of the MSCEIT was the greatest predictor of peer ratings of friendship. Using the MSCEIT, the Big Five personality test, and an interaction diary that participants kept for two weeks, the researchers found that emotion subscale scores were positively related to the perceived quality of daily interactions. These results suggest that students with higher emotional intelligence have more quality relationships. This is aligned with the 4-Branch Ability model of emotional intelligence (Mayer et al., 2004) as well as with previous student development research emphasizing the importance of healthy relationships (Low et al., 2004).

Leedy and Smith (2012) conducted a study of 133 first-year students to determine the development of emotional intelligence during courses that dealt with diversity issues. These students completed the EQ-i at the beginning of the semester and at the end of the semester. The results found that there were slight differences between men and women who completed the instrument. Females had scores that were within the normal range, however, men had lower than normal scores in the area of interpersonal skills. The data also showed that female scores increased over the semester, while the male scores stayed the same. While research exists concerning emotional intelligence and academic achievement, there is little research regarding

other benefits to emotional intelligence development, such as developing healthy relationships and increasing leadership skills. These are all factors within student development theories and suggest the need to incorporate emotional intelligence.

Student Development and Emotional Intelligence

While there is extensive research regarding academic achievement and EI, there is limited research concerning EI and student development. Low et al. (2004) proposed a student development model which included emotional intelligence. This mixed-model approach to emotional intelligence was based on the theory that students can develop the ability to identify and express, understand and experience emotions (Nelson, Low, & Nelson, 2005). The model is based on four competencies: interpersonal development, personal leadership, self-management, and intrapersonal development. Interpersonal development includes the development of healthy relationships through the development of assertion, anger management, and anxiety management. The second competency, personal leadership, includes the development of social awareness and comfort, empathy, decision making, and positive influence. The third competency is focused on a student's self-management, specifically of his/her career and personal life. This development of self-management includes drive, time management, commitment and work ethic, and positive change. Finally, a student develops intrapersonal competency in self-esteem and stress management. This model is based on the Emotional Learning System (ELS) and was utilized in the Javelina EI Program at a large southern university (Low et al., 2004).

Potter (2005) conducted a study of freshman students to evaluate the impact of an EI intervention program. A pre-test, the Emotional Skills Assessment Process (ESAP), was given to both students who would be involved in the intervention as well as to the control group. During the semester, students either received the Emotional Intelligence Intervention Program (72

students), or a placebo intervention program (52 students). A post-test was then given during the last month of the semester. Qualitative, semi-structured interviews were then conducted with a smaller sample of 5 students. The students who received the intervention showed significant improvement in their Emotional Intelligence scores, Wilks's $\Lambda = 0.938$, $F(1, 71) = 4.70$, $p = 0.034$, multivariate $\eta^2 = 0.062$. The non-intervention group showed no significant change in their Emotional Intelligence scores between the pre- and post-test. All of the qualitative interviewees commented on the positive influence of the Emotional Intelligence Intervention Program. This study suggested that further research and development of EI intervention programs may be helpful in the development of Emotional Intelligence of college students.

Allen, Shankman, and Miguel (2012) developed a model of EI for use in training student leaders. The model is based on three areas of consciousness and 21 capacities for development. The Emotionally Intelligent Leadership (EIL) theory is an integration of the mixed models discussed earlier (Allen et al., 2012). The first area is consciousness of context and relates to the student being able to interpret and understand the situation in which he/she is leading. The ability to provide different leadership based on different situations is imperative to outstanding leadership performance (Boyatzis, Stubbs, & Taylor, 2002). The second area involves the development of a consciousness of self. The capacities in this area are based on the notion that leaders should understand themselves and their values to truly be outstanding leaders. This consciousness of self allows students to develop a sense of identity and increases the sense of personal responsibility, self-management, and self-motivation.

The third area is consciousness of others and involves the development of relationship building skills (Allen et al., 2012). The capacities in this area underscore ideas such as cultural awareness, communication skills, and group dynamics. The researchers also developed a self-

report measure to accompany this theory, the Emotionally Intelligent Leadership Inventory. This theory is important to this proposed study as it is the only published study concerning a student development/emotional intelligence model. With the lack of research concerning student development theory and its integration with emotional intelligence, there is also a lack of knowledge regarding the experiences that assist in the development of emotional intelligence.

Summary

This chapter discussed the relevant literature concerning student development theories, emotional intelligence, and the college experience. Cognitive theories focus on student development with regard to academic achievement and intellectual growth. Psychosocial theories focus on the tasks, challenges, and experiences that students must overcome during their college experience. To take a holistic approach to student development, both the cognitive and psychosocial dimensions should be encouraged. Success in adulthood is dependent on cognitive skill, intellectual ability, and the ability to maintain healthy relationships and regulate emotions. Emotional intelligence encompasses the perception and utilization of emotions to create healthy relationships and learn how to effectively work with a team. While emotional intelligence has been correlated to higher GPAs, there is a lack of research concerning emotional intelligence and its relationship to the psychosocial development of students. It is important for research to be conducted to further investigate what specific college experiences, such as leadership training, encourage emotional intelligence development. The next chapter will outline the research methodology for this study including the selection of participants, research design, and data analysis approach.

CHAPTER THREE

Methodology

As higher education focuses on a holistic approach to education, the lack of research regarding the co-curricular experiences that encourage student development presents a problem (Astin, 1993). Research focused on which specific co-curricular experiences impact student development is necessary for higher education to reach the goals that have been set, such as holistic education and workforce readiness. This study explored the impact that leadership training programs had on the development of student EI, which is one element of student development. In this chapter, research methodology is discussed, including the research paradigm, sample and population. Following a discussion of the instrumentation that was used in the study is an explanation of the data analysis procedures that were undertaken. Finally, the limitations of the study are identified and explained.

Purpose Statement and Research Questions

The purpose of this qualitative study was to understand the impact of participation in a formal leadership training program on the development of emotional intelligence in community college students. This study was designed to address the following research questions:

1. How do community college students' experiences in a formal leadership training program impact their development of emotional intelligence?
2. How do students demonstrating the greatest gains on the ESAP-A/B perceive that their participation in a leadership training program impacted their growth of emotional intelligence?

3. What curriculum/design components of a leadership training program do participants perceive as having the greatest impact on their personal development and why?

Research Paradigm

Every researcher has a set of beliefs or worldview that guides his/her research questions and methodology. This set of beliefs is known as a research paradigm. A pragmatic paradigm does not commit to any one system of philosophy; rather it focuses on solutions to problems and gathering data through all available methods to understand the problem (Creswell, 2009). Rescher (2005) discussed pragmatic research as a way of rationally substantiating knowledge; not an attempt to define an objective truth, but rather a discussion of the meaning of things within a situational reality. For this study, the researcher was interested in understanding the student perspective of the impact of leadership training programs on their personal development. The purpose of obtaining the student voice was to bring richer data from real life situations to the research.

Unlike other paradigms, pragmatism focuses on the best methods of data collection to solve a problem instead of an overarching set of beliefs regarding reality. Pragmatists tend to focus on applied or action research, with mixed methodology in a natural setting (Van De Ven, 2007). For this study, the problem was a lack of research regarding co-curricular experiences and their impact on student development. The focus on identifying the student voice lends itself to a qualitative approach and the use of quantitative results allows for data triangulation. Therefore, this study used a variety of approaches to address the research questions and provide research findings to address the problem.

An interpretive approach allows for the student voice to be heard in this study. The qualitative data was enhanced and enriched through the collection of pre-test and post-test data.

The interpretive lens allowed the researcher to develop meaning units and understanding from the focus groups and interviews. This study took a qualitative approach in that defining the impact of training components is situational and student driven. This required the use of a naturalistic setting and the focus on the student voice. A practical application of this research was to assist higher education administrators in developing leadership training elements that enhance EI. The use of multiple qualitative methods enhanced triangulation of the data to develop the most comprehensive information regarding the co-curricular experience of developing EI through leadership training programs.

Sample and Population

This study took place at an urban, community college in a southern state with an unduplicated headcount of approximately 50,000 FTE (full-time equivalent students) each year across the district. The specific campus used as the site for this study was located in a downtown city center and had an enrollment of approximately 8,698 (headcount) and 3,643 FTE. This campus had a majority of female students (65%), with the average age on campus being 27 years old. Part-time students, defined as those taking less than 12 credit hours, composed 89% of this campus population. The ethnic diversity of the students was 45% White, 17.5% Black or African American, 15% unknown, 13.4% Hispanic/Latino, and 9.1% Other (Office of Institutional Research, 2014).

The students who were accepted into one or more of the three formal leadership training programs at this campus were the participants in this study. Each program required an online application and a formal interview as part of the selection process. For the 2014-2015 year, there were 66 applications for Program A, 35 for Program B, and 35 for Program C. Program A required a 2.5 GPA and at least one year of college experience, however, the other two programs

did not have any minimum requirements. The primary requirement was an interest in developing leadership skills. All selection interviews are conducted in the month of April by a panel of campus staff and faculty. Recommendations for selection were then given to the coordinator, who made the final decision by May 1st. The students received an email by May 10th regarding their acceptance into the leadership program(s).

There were 55 spots available this year (Program A had 25, Program B had 15, and Program C had 15). A student can participate in Program A and B or A and C at the same time, so this created some duplicates in the headcount. For the 2014-2015 academic year 24 students were selected for Program A, 14 for Program B, and 13 for Program C, with 3 students participating in 2 of the programs (48 students). Due to attrition, only 37 students completed the programs. For this study, data was used from the students who completed both the pre and post-test, which was 30 students. Students who were absent the day of the post-test, or those that chose not to complete it, were not included in the data. All three programs were voluntary and were regarded as co-curricular experiences with no academic course credit being awarded. The ethnic diversity of this purposive sample (n=30) was 37.8% Hispanic, 27% Black, 16.2% White, 5.4% Asian, and 13.5% Other. The sample was 70.3% female and 29.7% male. The average age of students in these programs was 24 years old. This sample was similar to the campus population in gender and age demographics, however, this sample had a higher percentage of Hispanic and Black students, than the campus population.

Each leadership training program consisted of a training camp conducted in the summer to introduce students to each other and the program. At these training camps, students learned about the program expectations and requirements, as well as participated in ice breakers and team building activities. These training camps ranged from 2.5 days for Program A, to only 1

day for Programs B and C. The formal leadership training programs started in August, at the start of the fall semester, and each program required the students to commit to at least one year of program participation (summer, fall, and spring). All three program curricula are detailed in Appendix A.

Program A is an on-campus employment opportunity that utilized student workers in the areas of new student orientation, advising, student life, and student activities. These Program A participants, with at least one year of college experience, worked on-campus up to 19.5 hours per week and were paid a minimum wage of \$7.25 per hour. Students also facilitated New Student Orientation sessions throughout the year. This facilitation required the development of public speaking and communication skills. In addition to their work requirements and New Student Orientation facilitation, these students also participated in mandatory, monthly leadership development sessions and community service projects.

The monthly leadership development sessions included lectures and activities around the topics of customer service, understanding diversity, team dynamics, the importance of wellness, positive mindset, and public speaking. The monthly leadership development sessions were held on Friday mornings for two hours and attendance was mandatory. Students were allowed to miss only 2 professional development sessions during the year. If a student missed more than 2 professional development sessions, he/she was terminated from the program and consequently, lost his/her employment position. These monthly leadership development sessions were facilitated by supervisors in each of the work areas, who also served as members of the program advisory committee. These students participated in community service projects including an Angel Tree project with Samaritan House (a toy drive) and Backpacks for Kids (a weekly event where hungry children are given backpacks full of food). During training camp the students were

allowed to choose the charities and projects in which they would participate during the year. The requirement is participation in 5 hours of community service per year. Students can be involved in Program A for multiple years and can be in Program A along with Programs B or C at the same time.

Program B is a leadership training program for students with little or no leadership experience. This program establishes foundational leadership skills through engagement on campus. The program included a weekly leadership workshop along with participation in a student club or organization on campus. The Program B weekly leadership workshops were two hours long and included lectures and activities regarding the development of teamwork, communication, organization, and goal setting skills, as well as the development of a personal leadership identity. The students participated in group activities and team presentations as well as prepared individual presentations throughout the year. In addition to the weekly leadership workshops, the students were required to participate in at least one student club or organization. The students used this participation to write reflective blogs about the leadership they observed from their peers and the lessons that can be learned from others.

The capstone project for Program B students was the organization and hosting of an on-campus event for new students. This is the leadership-in-action part of the program. Students must complete all the requirements of the program in order to “graduate” the program at the end of the year. A student was allowed to miss only 4 weekly leadership workshops per year in order to complete the program. If a student missed more than 4 weekly leadership workshops during the year, the student was dismissed from the program. Program B is a one-year program that students can only participate in once. Students can take part in Program B and Program A during

the same year. Program B serves as a strong leadership introduction and many students continue on to apply for Programs A and/or C the following year.

Program C is a leadership training program for more advanced leadership students. Program C participants must have some leadership experience, either through campus, as part of their work history, or through participation in the community. This program is considered the “executive” program and is focused for students who wish to obtain a professional position, such as a manager or supervisor, or perhaps open their own business. Akin to Program B, Program C, included weekly leadership workshops and a capstone project. The Program C weekly leadership workshops developed corporate business skills such as project management, budgeting, supervision, and business planning.

The capstone project of Program C is the presentation of a business plan to a panel of community stakeholders. The students participated in individual learning assignments and presentations as well as work with a small group on business planning and project management. Students were expected to meet all the requirements of the program in order to “graduate” the program. Students were only allowed to miss 4 weekly leadership workshops per year or they were dismissed from the program. Program C is a one-year program that students can only participate in once. Students can be a part of Program C and Program A at the same time, but not Program B and Program C at the same time.

Pre-tests (ESAP-A) were given during the first week of the fall semester to evaluate students’ skills. Students were then required to participate in a focus group during the spring semester. These focus groups were small and program specific, meaning that Program A participants were in a focus group with other Program A participants, Program B only with Program B, and Program C only with Program C. The students were all given a post-test (ESAP-

B) in the late spring semester to determine the growth of their skill development. In addition, students were required to complete a one-on-one interview with the coordinator in the spring semester to discuss progress and areas for improvement. While all elements of this study were traditional classroom activities, the site requested an informed consent from each student. The informed consent form is included in Appendix C.

Instrumentation

The Emotional Skills Assessment Process (ESAP) instrument was developed specifically for educational research to help students identify their emotional intelligence skills. The ESAP is a self-scoring instrument with a 7.6 Flesch-Kincaid Grade average readability level. The original ESAP was a 213 item self-assessment instrument where students responded to statements about themselves based on a Likert scale of most descriptive (2), sometimes descriptive (1), or not descriptive (0) of me. The score indicated whether the skills need to be developed, strengthened, or enhanced and whether a low, normal, or high score is obtained in the problem areas (Stottlemeyer, 2002; Vela, 2003). Due to the frequency of use in the educational arena as a pre-test/post-test instrument, the researchers developed two shorter instruments the ESAP-A (pre-test) and ESAP-B (post-test). The ESAP-A/B instrument was utilized in this study as a pre-test/post-test to investigate growth over time in specific skill areas as well as overall EI (Nelson et al., 2003).

The ESAP-A/B (Appendix B) are each composed of 75 questions and are designed to elicit a student's self-reported ability in the 10 skills and 3 problem areas of the ESAP model. The ten skills are divided into four emotional competencies. The competencies (skills) are interpersonal skills (assertion), leadership skills (comfort, empathy, decision making, leadership), self-management skills (drive strength, time management, commitment ethic), and intrapersonal

skills (self-esteem, stress management). The potential problem areas competency consists of three skills: aggression, deference, and change orientation. The 75 questions asked the student to respond to statements with an “M” for most like or descriptive of you, “S” for sometimes like or descriptive of you and sometimes not, or “L” which means least like or descriptive of you. Each of these choices is accompanied by a point value of 2, 1, or 0 respectively. For these skill areas a high score depicts an area of strength, whereas in the problem areas, a high score demonstrates a need for improvement.

Part 1 of the ESAP-A, interpersonal skills, is divided into three sections: assertion, aggression, and deference. Assertion, the first skill area, had a maximum score of 18, which signifies a person highly skilled at managing assertion. The other two parts, aggression and deference are the first two problem areas. Each had a maximum score of 18 which reflects a person who needs improvement in managing aggression and deference. The second section, personal leadership evaluates comfort, empathy, decision making, and leadership each with a high score of 12, depicting a high level of emotional intelligence skill. The third section evaluates self-management through drive strength, time management, commitment ethic, and change orientation, each with a high score of 12. For the first three skills (drive strength, time management, and commitment ethic) a high score signifies a person highly skilled in self-management. The problem area, change orientation, is scored in reverse with a high score identifying an area for improvement. Finally, the fourth section of the ESAP-A measures intrapersonal development, through the skill areas of self-esteem and stress management. Each with a high score of 12 demonstrating a highly skilled person in intrapersonal skills. The scales are detailed in Figure 2 below.

Emotional Competency Areas	Emotional Skills
Interpersonal Communication	1. Assertion
Personal Leadership Skills	2. Comfort 3. Empathy 4. Decision Making 5. Leadership
Self-Management Skills	6. Drive Strength 7. Time Management 8. Commitment Ethic
Intrapersonal Skills	9. Self Esteem 10. Stress Management
Problem Areas	11. Aggression 12. Deference 13. Change Orientation

Figure 2: Emotional Skills Assessment Process (Low et al., 2004; Nelson et al., 2003)

These individual skill area and problem area scores are plotted onto an EI profile. In this profile, the scores are divided into three sections. For skill areas, there is a score range for development, a score range for strengthen, and a score range for enhancement. The scores for develop, strengthen, and enhance were included with the instrument. A person receiving a lower score, found themselves in the development area. This means that the student should focus on developing this area of EI. Within the middle of the score ranges, a student shows skill ability, but it should be strengthened. Finally, a high score, putting a student in the enhancement level, signifies that the student has a strength in this area, and strengths can always be enhanced. For the problem areas, the score ranges are divided into low, normal, and high. For problem areas, a student with a high score is one that needs to focus on developing this skill. A low score would

signify a student who does not have a likelihood for problems. The ESAP-B has an identical scoring matrix, but the statements that the students responded to are slightly different.

Figure 3 below shows a sample ESAP-B profile of a student with high EI skills and a normal potential for EI problems.

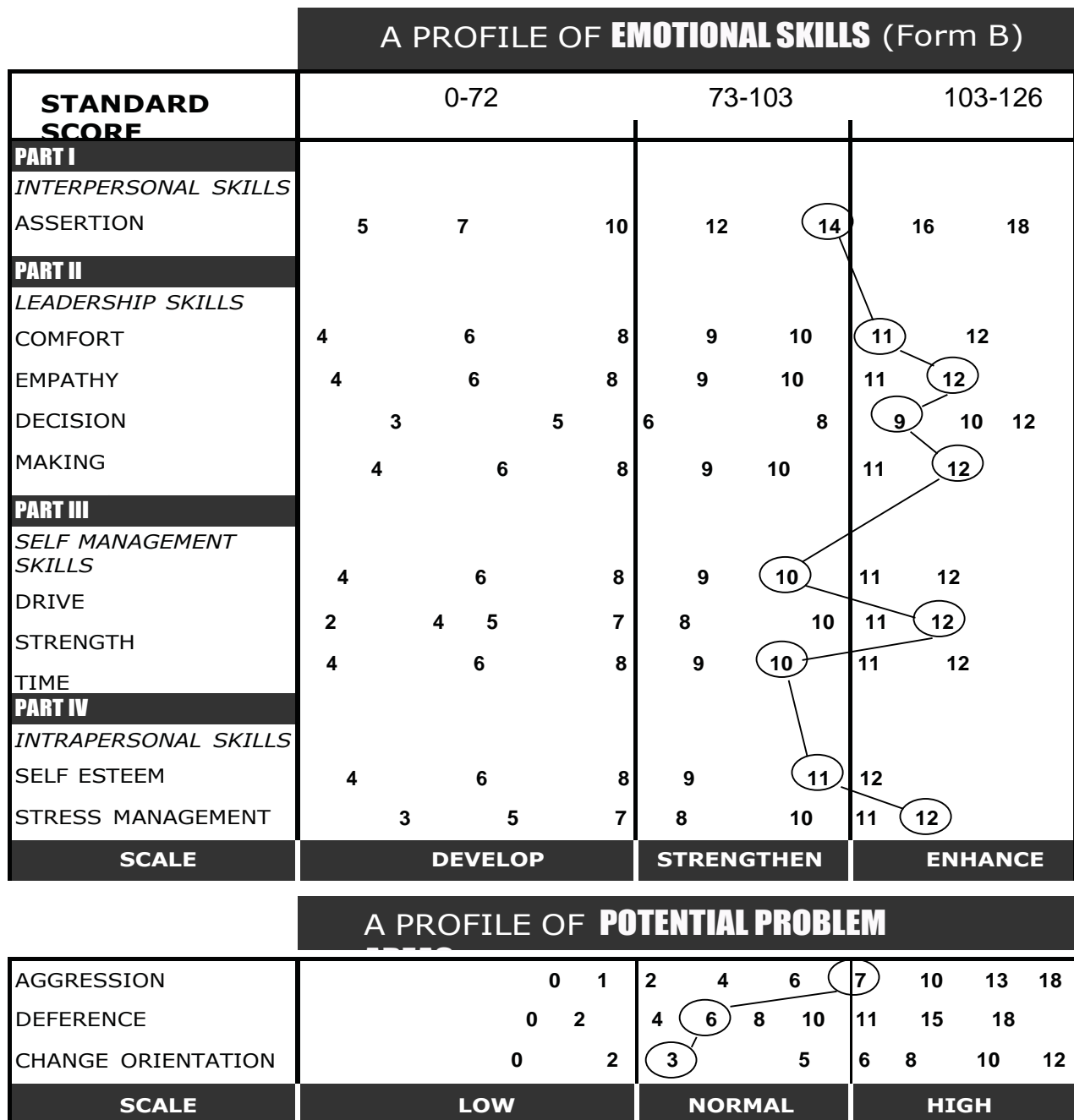


Figure 3. Sample ESAP-B Student Profile

The instrument does not provide total scores for the competency areas or for Emotional Intelligence overall. Gary Low (personal communication, May 19, 2014), one of the original designers of the instrument, encouraged the researcher to create total scores for each competency area and for overall EI, which would help to inform and develop adjustments to the instrument.

Total scores had not been utilized prior to this study. Written permission was obtained from Nelson and Low to utilize this instrument at no cost to the researcher. This permission is included in Appendix E.

In order to create a total for each competency (interpersonal, leadership, self-management, intrapersonal), the researcher totaled all the individual section scores. The instrument provided ranges for develop, strengthen, and enhance were then applied to the new total scores. Combining interpersonal skills (high score of 18), personal leadership (high score of 46), self-management (high score of 36), and intrapersonal development (high score of 24), a person could have a total EI score of 124. For this study a student with a score of 75 or below was categorized as needs development. A score range between 76 and 103 was categorized as EI that needs strengthening and a score above 104 categorized as strong EI skill ability or ability that can be enhanced. Assertion, deference, and change orientation were added together for a total score for problem areas, which would be 48. A high problem area score between 24 and 48, would depict a person who needed improvement in these areas. A normal range would be 9-23 and a low range of 0-8 demonstrated a person with low potential for EI problems.

The ESAP-A/B competency subscales had positive correlation coefficients to each other ranging from 0.51 to 0.71. This demonstrated that the competency areas are related to each other. The three problem areas were shown to have negative correlations to all other skills, but positive correlations to each other. This demonstrates the instruments construct validity (Nelson et al., 2003). There has been much debate over the years regarding the validity of EI as a separate construct from the more readily accepted IQ (Ciarrochi, Chan, & Caputi, 2000; Goleman, 1998; Mayer et al., 2001). Research has been conducted to determine which EI skills are related to IQ and if EI, is in fact, a separate construct. Researchers found that the ESAP skills of decision

making, self-esteem, and time management were positively correlated with IQ as measured by Raven's Progressive Matrices (Nelson et al., 2003). The remainder of the skills, as well as the problem areas, were not correlated to this IQ instrument (Raven's Progressive Matrices). This demonstrates that the ESAP evaluates a different construct than IQ, aligning with previous research that EQ and IQ can be and should be measured separately (Derksen, Kramer, & Katzko, 2002).

Instrument validity and reliability is an on-going process. Due to the fact that emotional intelligence changes over time, high levels of stability coefficients are not to be expected. Internal consistency ($\alpha=0.91$) and split-half (0.72) coefficients were obtained after a test/retest and found to be appropriate in previous research (Nelson et al., 2003). The problem areas of aggression, change orientation, and deference are significantly negatively correlated with all other EI skill levels, signifying that the three problem areas are a separate construct. The ESAP-A/B has an internal reliability of $\alpha = 0.91$ (Emotional Intelligence Learning Systems Inc., 2011). This information demonstrates adequate support for instrument validity and reliability for the purposes of this study.

Data Collection and Procedures

The students who enrolled in the three leadership training programs for the 2014-2015 academic year were notified that parts of the program would be used for doctoral research and program evaluation purposes. A sequential, explanatory design was used in conjunction with concurrent focus groups. Data was collected throughout the academic year with the pre-test taking place in the fall semester and the qualitative focus groups, interviews, and post-test taking place in the spring semester. This method can be best described as a four phase process.

Phase one of data collection began in August/September 2014 when all participants were given the ESAP-A to obtain a baseline set of scores, the pre-test. This pre-test was given during the first weekly leadership workshops for Programs B and C and at the first leadership development session for Program A participants. As some students participated in more than one leadership program, students were only required to complete the assessment once. The pre-test took approximately 20 minutes to complete online and scores were given immediately to the students.

The pre-test was given by a colleague with the data being kept anonymous for the researcher. Once the scores were collected, the colleague stripped all personal data and assigned an alias to each test, Student 1, Student 2, etc. The scores were then given to the researcher. The reason for the pre-test to be given by an outside party was to assist with reducing researcher bias. Since the researcher was the main facilitator for the program, knowledge of scores for the individual students may have influenced the design of teaching and personal relationships between the researcher and the participants. By allowing this information to remain anonymous, the researcher was able to reliably bracket personal bias. The scores were kept in a locked file cabinet in the leadership center, where only the researcher had the key.

Phase two of data collection consisted of all students in the leadership programs participating in small focus groups during the months of February and March 2015. These focus groups consisted of a maximum of 12 students and were separated by program. Students only participated in one focus group, even if the student participated in two programs. Program A had a focus group of 12, while Program B had one focus group of 9 and Program C had one group of 9. The questions for these focus groups were open-ended and allowed data to emerge from students regarding the impact that the leadership training programs had on the students' development. The questions for the focus group are included in Appendix D.

The focus groups, lasting approximately one hour, were video-recorded and transcribed. The use of video-taping for transcription allowed the researcher to verify which speaker/participant was talking. After video tapes were reviewed and transcribed, the videos were stored on a CD. The CD and all notes are kept in a locked file cabinet in the leadership center where the researcher is the only party that possessed the key. The reflexive journaling for the focus groups included the researcher's thoughts about the ideas that surfaced in the focus groups as well as non-verbal messages that were communicated during the focus group. The data that emerged from the focus groups was used to develop questions for the phase four interviews. The goal of the focus groups was to determine which specific leadership elements the students found to be most impactful to their personal and emotional development. These elements were explored in more depth during the one on one interviews in phase four.

Phase three took place in March and April 2015, when all leadership program students completed the ESAP-B, the post-test. This post-test was given during the weekly leadership workshops for Programs B and C in April and during the March leadership development session for Program A. At this time the pre-test score anonymity was discarded and individual student scores were revealed to the researcher. The pre-test and post-test scores were paired by student and used to determine growth of emotional intelligence in the participants during the year. The 12 students that demonstrated the most growth in overall EI score were selected for phase four interviews. The researcher evaluated these scores and the changes in growth through observational notes in the reflexive journal.

Phase four took place in April and May 2015 with semi-structured one-on-one interviews, lasting approximately one hour, with the 12 students who demonstrated the most overall EI score growth based on the ESAP-A/B. The questions for these interviews were

developed based on the phase 2 focus group data and were open-ended to explore which training components the students felt were most impactful on their development. Twelve participants were interviewed, based on the projected number of interviews needed to reach saturation levels (Guest, Bruce, & Johnson, 2006). These interviews took place in the Center for Leadership Development and were digitally recorded. After the interview, the digital recordings were transcribed and reviewed. The transcriptions were given to the participants for member checking of errors. After transcriptions were reviewed and verified, all digital recordings were stored on a CD. The CD and all notes are kept in a locked file cabinet in the leadership center where the researcher is the only party with the key. Finally, the researcher recorded observational notes after each interview to evaluate the student's responses and the researcher's own thoughts and feelings.

Throughout the data collection and analysis process, the researcher performed reflexive journaling to assist with bracketing and data trustworthiness. With the researcher being the main instrument for data analysis, there was high probability for prejudice and bias to occur. This was even more likely when the researcher is heavily involved with the participants, as was the case for this study. The researcher was the coordinator for the leadership center where these programs take place. The researcher was responsible for curriculum design, participant selection, and facilitation of the three programs.

Bracketing is the process of acknowledging the researcher's biases, preconceptions, and prejudices regarding the participants and the subject matter throughout the data collection and analysis separate from the data that is being interpreted (Tufford & Newman, 2010). "Bracketing is positioned between the researcher and the research project as a mechanism to both protect and enhance the research process" (Tufford & Newman, 2010, p. 87). Reflexive journaling is one

process of bracketing that allows for a researcher to identify thoughts, ideas, preconceptions, biases, and prejudices in writing. As part of the research process, the researcher reflected on the data collection process every week through the writing of observational memos, theoretical notes, and methodology logs. The researcher kept a spiral notebook at all times, starting with the first day meeting with the students through the pre and post-tests, focus groups, interviews, and interpretation. This bracketing through the use of a reflexive journal was one way to ensure data credibility and trustworthiness.

Coding Cycle

The researcher undertook a three-cycle coding approach to the focus group and interview data. The qualitative data was organized using NVIVO software. This software allowed for the input of all collected data and allowed the researcher to see all aspects of data during interpretation. The researcher used a transcription service for both the focus groups and interviews. The transcripts from the focus groups were immediately coded, however there was an additional step for the interview data. The transcripts from the interviews were given to the participants to check for errors. After all errors were addressed, the interview transcripts were then coded using the same process as the focus groups.

All transcriptions were first coded using a structural approach. Structural coding is a process used with structured and semi-structured qualitative data analysis, where the researcher codes passages based on specific questions (Guest & MacQueen, 2008; Saldana, 2013). This approach allowed the researcher to highlight phrases and passages within the data that seemed to address the research questions. For example, highlighting “I really enjoyed the workshops”, as this seemed to address the third research question. This served as a first coding cycle. After all transcripts went through the first coding cycle, the researcher went back through the highlighted

passages and started a second round of coding based on keywords. Using the same example, the passage “I really enjoyed the workshops” was now coded as “workshops”. This process allowed for the construction of a codebook. This codebook was used to define each keyword. As many keywords were identified, pattern coding was used to determine overall themes. Pattern codes are exploratory and identify emergent themes (Miles & Huberman, 1994; Saldana, 2013). For example, the keywords of self-image, confidence, and pride were determined to all be connected to a theme of self-esteem. These themes were then defined and keyword listing included in the codebook. After all keywords and themes were identified, magnitude coding (Saldana, 2013) was conducted to examine the frequency and impact of each theme across all transcriptions. Magnitude coding allows the researcher to determine the frequency with which certain words and themes are illustrated within the data. This frequency can then be used to determine the magnitude of impact of particular themes, elements, or experiences (Miles & Huberman, 1994). Magnitude coding was used to determine the most impactful leadership training components as well as the most impactful themes throughout the data.

A peer debriefing process was completed after focus groups were coded to check for coding drift. A colleague at the researcher’s institution reviewed the codes and the codebook to check for coding drift and to ensure consistency. This peer debriefing process was conducted again after the interview data had been coded. Member checking and peer debriefing were used to help ensure data credibility and dependability.

Data Analysis

The data analysis focused on addressing the research questions. The first question for this study was, “how do community college students' experiences in a formal leadership training program impact their development of emotional intelligence?” This research question was

addressed through triangulation of the pre-tests/post-tests, focus groups, and interviews. The ESAP-A/B scores indicated growth in different skill areas for each student. These scores were used to determine if EI growth had occurred for these students. The focus group and interview data was analyzed for emergent themes regarding to the impactfulness of leadership training. These emergent themes were then compared to the ESAP-A/B growth data to explore any commonalities. The research questions was addressed using the themes that appeared in all three data collection points (ESAP-A/B, focus groups, interviews).

The second research question, “how do students demonstrating the greatest gains on the ESAP-A/B perceive that their participation in a leadership training program impacted their growth of emotional intelligence?”, was addressed using the one on one interviews. The pre-test and post-test scores were used to calculate total scores for each competency, as well as a total EI score. The post-test scores allowed the researcher to determine any change or growth that had taken place during the last year. Using these scores, the researcher identified the 12 students who demonstrated the most EI growth. These students were then interviewed and the interviews transcribed. After the transcriptions were coded, the magnitude coding was used to identify the emergent themes across all of the interviews. These themes were used to address the second research question.

The third research question, “what curriculum/design components of a leadership training program do participants perceive as having the greatest impact on their personal development and why?”, was addressed through the focus groups and interviews. The focus group data was used to determine the five components that the students perceived as being the most impactful during the leadership training program. These five components were then discussed in-depth

during the one-on-one interviews. The transcriptions provided an in-depth look at how the students perceived the impact occurring through these components.

Data Trustworthiness

Qualitative data analysis required certain procedures be conducted in order to increase the trustworthiness of the data. There were several methods used for establishing trustworthiness in this study, including methods that lend support for credibility, transferability, confirmability, and dependability (Lincoln & Guba, 1985). Credibility speaks to the truthfulness of the data. When collecting qualitative data it is difficult to determine whether or not participants are being truthful. The three methods that can improve credibility are prolonged engagement, persistent observation, and triangulation. As the researcher spent the entire year with these students, there was prolonged engagement within the environment of this study. The researcher interacted with these students on a daily basis and by using reflexive journaling, made daily observational notes regarding the growth seen in these students.

Triangulation involved the use of multiple data collection methods to compare data. Triangulation is an important aspect of research to assist with reliability and validity of data. By using a variety of data collection methods and multiple participants, the researcher used multiple sources to inform coding and themes (Creswell & Plano Clark, 2011). After all data was analyzed, the researcher reviewed the data as a whole and looked for consistency across the data. This increased the confirmability, credibility, and trustworthiness of the data collected.

Transferability refers to the ability for the information to be transferred to other groups, larger populations, and/or different situations (Lincoln & Guba, 1985). Transferability is difficult with a small sample size and specific research questions. In qualitative inquiry, transferability is usually left open for interpretation by future researchers. In this study, by being detailed in the

description of methodology, participants, and data collected, transferability may be possible by future researchers if he/she decides that the situations and sample size are similar. Transferability to a larger population is not likely with this study. Dependability and confirmability of qualitative data can be evaluated using a process of member checking and peer debriefing (Lincoln & Guba, 1985). Member checking is a method whereby the participants check the transcripts to ensure that their words were captured correctly. This was done as part of the interview process. A colleague who reviewed the transcriptions and codes to ensure no code drift occurred, assisted with the dependability of the data. The researcher identified a colleague with research experience to assist with peer debriefing of focus groups and interviews.

The evaluation of credibility, transferability, dependability, and confirmability results in a higher level of trustworthiness for qualitative data. Trustworthiness is increased through the use of reflexive journaling. Reflexive journaling included weekly logs and schedules, a personal diary of the researcher's values, interests, and speculations, as well as a log of methodological choices and decisions with accompanying rationale. Observational notes regarding the different phases of data collection, theoretical notes about the ESAP model, and observations regarding the data were also kept as part of this reflexive journal. This allowed for the researcher to keep a log of personal insights and focus the data collection and interpretation on the student voice.

Summary

This chapter identified the pragmatist research paradigm that was employed in this study, along with the sampling plan and identified participants. Using students from the three leadership programs, a pre and post-test was used to determine students with greatest EI growth, using the ESAP-A/B. Focus groups were conducted with all the leadership students to investigate what leadership program components impact student development from the students' perspective.

After the post-test, the 12 students with the most growth on the ESAP-A/B were interviewed about their experiences, in a semi-structured, one-hour in-depth interview. The interviews were used to gain more in-depth knowledge as to how students felt the leadership program had encouraged their development. All three data methods were combined to triangulate the results and interpret the data. This provided a solid base of collection and analysis to interpret the results and address the research questions.

CHAPTER FOUR

Research Findings

The purpose of this qualitative study was to explore the impact of formal leadership training on the emotional intelligence development of community college students. The research questions explored in the study were:

1. How do community college students' experiences in a formal leadership training program impact their development of emotional intelligence?
2. How do students demonstrating the greatest gains on the ESAP-A/B perceive that their participation in a leadership training program impacted their growth of emotional intelligence?
3. What curriculum/design components of a leadership training program do participants perceive as having the greatest impact on their personal development?

The data for this study were collected from 30 community college students who self-selected to enroll in at least one of three co-curricular leadership training programs. While the programs started with a total of 48 students across the 3 programs, with several students in multiple programs, at the end of the year only 37 students remained. This was expected within these voluntary, co-curricular programs. Therefore, even though 37 students took the pre-test, only the 30 students who completed both the pre-test and post-test were included in this study. Approximately 73% of the purposive sample was female (See Table 1 below). The median age for students in the programs was 24 years old, as represented in Table 2. Hispanics represented the largest group of students at 33.3%, followed by Black/African Americans at 26.7%,

White/Caucasians at 16.7%, Asian Americans at 6.7%, and 16.7% selecting an ethnicity of “Other” (Table 3).

Table 1

Frequencies and Percentages of Gender

Gender	Frequency	Percent	Cumulative Percent
Male	7	23.3	23.3
Female	22	73.3	96.7
Other	1	3.3	100.0
Total	30	100.0	

Table 2

Descriptive Statistics of Age

	N	Minimum	Maximum	Mean	Std. Deviation
Age	30	18	42	24.67	7.053

Table 3

Frequencies and Percentages for Ethnicity

Race/Ethnicity	Frequency	Percent	Cumulative Percent
Hispanic	10	33.3	33.3
Black/African American	8	26.7	60.0
White/Caucasian	5	16.7	76.7
Asian	2	6.7	83.3
Other	5	16.7	100.0
Total	30	100.0	

All participants were asked to complete a pre-test (ESAP-A) in September and a post-test (ESAP-B) in April to measure Emotional Intelligence. There was growth between the pre-test and post-test in almost every skill based on the reported means. A summary of the means and

standard deviations for the 13 skills, 4 competency areas, potential problem area, and overall EI, is presented in Table 4.

Table 4

Descriptive Statistics on Pre-Test and Post-test Scores (n=30)

Skill/Scale/Competency Area	Pre-Mean	Pre-Std. Deviation	Post-Mean	Post-Std. Deviation
Assertion	10.57	2.687	12.93	3.073
Comfort	8.33	2.496	9.83	1.821
Empathy	8.93	2.828	10.63	1.245
Decision Making	5.87	2.529	8.37	1.542
Leadership	8.37	2.773	9.00	2.464
Self-Esteem	8.33	2.845	9.93	1.741
Stress Management	8.13	3.093	9.13	2.432
Drive Strength	9.17	2.052	10.63	1.586
Time Management	8.37	2.566	8.77	2.661
Commitment Ethic	9.60	2.581	9.70	1.264
Aggression	2.87	2.432	3.47	2.240
Deference	9.10	4.163	7.60	3.793
Change Orientation	5.50	3.298	4.07	2.664
Interpersonal Area	10.57	2.687	12.93	3.073
Leadership Area	31.50	7.310	37.83	5.427
Self-Management Area	27.13	5.900	29.10	4.302
Intrapersonal Area	16.47	4.939	19.07	3.248
Potential Problems Area	17.47	7.257	15.13	5.710
Overall EI Score	85.67	15.938	98.93	12.972

Due to the small sample size, no quantitative analysis was performed. The final data point, Overall EI Score, was used to identify the 12 students who demonstrated the most overall EI growth from the pre-test to the post-test. These students completed in-depth interviews with the researcher during the last two weeks of April. Growth percentages for the 12 students, listed

with alias's to protect confidentiality, are presented in Table 5. The top 12 students' demonstrated growth, ranged from a 19% increase to a 95% increase in overall EI.

Table 5

Top 12 Students with Largest overall EI Growth (percentage increase from pre-test to post-test)

Alias	Growth Percent
	Mean
Student 1	95.12
Student 2	50.00
Student 3	45.21
Student 4	43.94
Student 5	41.94
Student 6	36.25
Student 7	34.57
Student 8	28.57
Student 9	25.30
Student 10	21.69
Student 11	20.39
Student 12	19.48

Qualitative Analysis

First Research Question.

The first research question, regarding the impact of participation in a formal leadership training program on the development of emotional intelligence, was addressed using triangulation of all the data collected. From the pre-test and post-test, scores increased during the course of the year. The focus group data was used to identify the top 5 leadership training components that students felt contributed to their EI growth throughout the year. The training components most discussed were workshops, teamwork, being in a cohort, networking, and facilitating orientation. All of the coded training elements and the frequency with which they were mentioned during the focus groups are presented in Table 6.

Table 6

Frequency Table of Leadership Training Components from Focus Group Data

Code	Focus Group A	Focus Group B	Focus Group C	Total
Workshops	4	18	5	27
Teamwork	7	7	9	23
Cohort	3	8	4	15
Networking	1	4	6	11
Orientation	10	0	0	10
On-Campus Engagement	2	4	2	8
Retreats	4	3	0	7
Mentoring	2	4	1	7
Presentations	0	3	2	5
Employment	3	1	0	4

These five training components were used to develop the interview questions. Through questioning and probing students regarding these five training components, two themes emerged regarding the impact that students' felt the leadership training program had on their EI development. These two themes were found in the interview and focus group data as well as the ESAP-A/B tests.

Theme: Self-esteem.

The first theme that emerged was that of increased self-esteem and a sense of accomplishment. Self-esteem is defined by Nelson & Low (2008) as, "the ability, belief, and skill to view the self as positive, competent and successful in achieving personal goals. Self-esteem is reflected in genuine self-confidence, a high regard for self and others, and self-worth"(p. 7). The keyword "confidence" appeared 20 times throughout the focus groups and interviews and the keyword "self-esteem" appeared 6 times. Due to the definition used in the ESAP instrument, the researcher made the decision to consider confidence an element of self-esteem. Comparing the means of the pre-test and post-test, an increase of growth of 19% was evidenced

across the sample. Narrative statements demonstrated the significance of the leadership programs on the students' self-esteem and confidence levels.

Student, Focus Group A- *"I was a lot less confident before the leadership program and whenever I became a leader...greater confidence level is cultivated....I have grown in confidence and realized my goals and that I can achieve the things I want to achieve."*

Student, Focus Group B- *"But I got to step up in a situation that needed me recently and I felt like I don't know if I would have been able to pull this off without being involved in leadership programs."*

Student, Focus Group C - *"Confidence, because with the activities that we planned, it's more of I know I can do this! I know I am succeeding at this task."*

Student 2, Interview- *"I say within this year I have truly found my identity of what I can do...How I am as a leader and what I can do if I put myself into it."*

Student 5, Interview- *"Self-esteem because I don't have a lot of it you know. I'm working on my self-esteem and being confident. I am happy to see growth in that area because I really have been working on that, trying to find myself."*

Theme: Comfort zone.

The second theme that emerged was that students felt the leadership training programs pushed them outside of their comfort zone. In order to grow, the students' felt that they had to come out of their shells and venture into new territory. The training programs required public speaking, teamwork, networking, and event planning. These requirements were seen by students to be pushing them to stretch their limits. Below are narrative comments that illustrate this emergent theme of comfort zone.

Student, Focus Group B- *"I think it's making me be comfortable speaking in front of people, because it is something that I am not used to. So the fact that we are here in the class together and we have to go up to the podium and speak in front of other students...They had bolden me up to not being afraid or being scared of standing in front of people and start speaking [sic]."*

Student, Focus Group C- *"Because you kind of get comfort in your own little bubble. So the skill to get outside of that bubble and enhance you own ability to do new things. In the past*

I've talked myself into walking away, you know just decided that I did what I was here to do and I am done, but now I push myself to go further and do more."

Student 1, Interview- *"By putting yourself in the situation where you are uncomfortable, it helps you. It's what helped me."*

Student 5, Interview- *"It has really changed a lot from before...like sometimes I motivate myself and this, you know it helps me motivating other people and what they do, that basically rubs off on me. So I can do better. I can improve myself in whatever I decide to do. And it really has opened doors to you know, I guess come out of my comfort zone and come out of my shell too. You know I can do this and if I put my mind to it, I can."*

Student 8, Interview- *"So all of those [experiences] are opening my eyes that if I stay in my own comfort zone and don't get out of them, I will never grow as a person or as a leader. I will just stay in the same situation."*

All of the data supported the idea that leadership training programs impacted students EI skill development specifically through increasing their self-confidence and pushing the students outside of their comfort zone. Experiences that pushed students past their limits and encouraged self-confidence were impactful to student EI development. The codes that were categorized as self-esteem and comfort zone are presented in Table 7.

Table 7

Categorized Codes for Self-Esteem and Comfort Zone

Self-Esteem	Comfort Zone
Self-esteem	Putting yourself out there
Confidence	Uncomfortable situations
Think more highly of myself	Being forced to be on teams
The way I see myself	Put myself out there
I can do it	Comfort zone
Overall presence	Scary situations
Sense of accomplishment	Feel more comfortable
I know I am succeeding	Have to get out there
Feeling of empowerment	In your own bubble
Empowering	Challenge myself
Credibility	

Second Research Question.

The second question regarding how the highest ranking students perceived their growth through the leadership training programs was addressed using the one-on-one interview data. After students had completed the ESAP-A/B pre-test and post-test, the researcher identified the 12 students who demonstrated the largest percentage of growth in overall EI development. These students were then interviewed. Through these interviews, the two experiences that the students referred to most frequently were public speaking and group/team communication.

Experience: Public speaking.

As part of the programs, public speaking was a requirement in multiple ways. All students were required to participate in group facilitation and prepare personal leadership presentations. Mandatory public speaking was one experience which pushed the majority of the students outside of their comfort zone, as many had a deep-seated fear of speaking in front of people. Narrative comments, such as the ones below, demonstrated this theme.

Student 1, Interview- *“By putting yourself where you are uncomfortable is what helps you, is what helped me. I have never spoken in front of that many people because I’m already worried about judging, judgement.”*

Student 3, Interview- *“No one knows what you need until you start speaking, until you talk about it.”*

Student 7, Interview- *“Well I feel like without leading the orientation, I wouldn’t have been able to stand up in front of a group of people and present myself because I am normally kind of shy. I feel shy in front of people and everything and it’s just hard for me to talk to them and to talk to those I don’t know...”*

Student 9, Interview- *“Being about to speak in front of people and feel comfortable with my information has been a big part...”*

Experience: Communication on a team.

The second experience that students discussed as having a significant impact on their growth through the programs was communication. Specifically learning how to communicate

within a team. As part of the programs, students were assigned to teams and committees. These teams and committees were assigned to complete specific tasks and plan on-campus events. This required the students to establish group norms and understand group dynamics. Students frequently mentioned learning how to respect others voices and listen more. The narrative comments below described the importance of communication on a team with regard to student growth.

Student 4, Interview- *“Everybody has their own ideas, everybody thinks differently...conflict resolution is crucial.”*

Student 9, Interview- *“[The program] positively impacted the way that I communicate with larger groups and has made me more assertive.”*

Student 11, Interview- *“Learning to take a pause and allow everyone to speak. Being a part of this class, it’s given me that pause factor...take a back seat and listen to everything...think about it in more detail.”*

Student 12, Interview- *“Respect other people and their views...learn to talk differently. One of my teams didn’t work well. We stopped talking all together. It [our event] was terrible. I wish we had mended our communication...harsh learning experience”*

The students who were interviewed felt strongly that these programs helped them grow in different areas. A number of experiences were mentioned during the course of the 12 interviews, however, the elements of public speaking and communication on a team seemed to be the most impactful and frequently mentioned throughout the interviews. The categorized codes for public speaking and communication on a team are presented in Table 8.

Table 8

Categorized Codes for Public Speaking and Communication on a Team

Public Speaking	Communication on a Team
Public speaking	Team relationships
Presentations	Working together
Get up and speak	Non-verbal communication became important with our group
Speak in front of people	Using body language
Comfortable speaking	Group awareness
Gone up to speak	Conflict resolution
Expand my voice	Team didn't work
Talk more	Not listening to each other
Being a speaker	Open up to the team
	Trust others better
	Member of a team
	Everyone being a part of it
	Bond with the team
	Coming up with ideas
	Grow with each other
	Learned that from partners
	Everyone thinks differently
	Listen to everyone

Third Research Question.

The third and final research question focused on the leadership training experiences, or program components, that participants perceived as having the greatest impact on their personal development. This question was addressed using both the focus group data and the one-on-one interviews. Throughout the focus groups there were five training components that were mentioned or discussed with more frequency than the others. These five components then became the focus of the one-on-one interviews.

Component: Workshops.

The workshops impacted the students' learning of skills. Whether it was through the classroom activities or hearing engaging guest speakers, the students' felt that the workshops positively impacted their EI growth. Five out of the 12 students spoke specifically about the workshops and how they impacted their growth. The narrative comments below demonstrated this theme.

Student 2, Interview- *"I learned a lot. I really have liked...the people that come out. You do a good thing with bringing people out here to speak to us who have been doing it [out in the real world]; that's been a major changing point for me."*

Student 3, Interview- *"But after we had that workshop [suicide prevention] it kind of opened my eyes and I went out there and talked to them about it. I even helped one of my friends like go to the doctor to see a psychiatrist and they really helped her...That's the one [workshop] that's really special to me."*

Student 5, Interview- *"[the workshop] on communication, like verbal and nonverbal communication, that really stood out to me because sometimes...I tend to use my body language to speak for me. The dos and don'ts when speaking to someone. I learned from that."*

Student 8, Interview- *"The classes help because we encounter a lot of different kinds of people...Every time I talk with someone that I can be myself with and my self-esteem went up, you know. I think it's really helped me a lot."*

Component: Teamwork.

Within the theme of teamwork, students described the various team elements, such as group projects, serving on committees, and planning events. All of these elements were coded under the umbrella term of teamwork. Four of the 12 students discussed these team elements as impacting their growth in self-esteem, time management, conflict resolution, understanding, compromise, and other EI skills. The narrative comments below highlighted this theme of growth through teamwork.

Student 3, Interview- *"You have to learn compromise. And you have to understand that...everybody don't think the same way. And I for a long time had that stigma about myself. Like it it's right, everybody should feel the same way, but everybody don't feel the same way"*

about the same thing. And lots of people, their ideas are focused by the culture that they come from, their backgrounds and stuff, so you have to be sympathetic in where they are coming from. And I so learned that with my business plan partners, I learned that. And I think that's going to help me with being out there when I get ready to venture out into any kind of Fortune 500 Company."

Student 5, Interview- "You bond with the team in coming up with ideas on what you should do and what we should not do. How everything was going to work out. We did that as a team."

Student 9, Interview- "Being forced to be in teams has allowed me to open up and the trust others better. I think part of being a team and realizing that all these groups wouldn't work without everyone being a part of it."

Component: Cohort.

Students spoke about the importance of cohorts in the focus groups and in the one-on-one interviews. Six of the 12 interviewees commented about the cohort aspect being an important part of their development. These narrative comments illustrated how the cohort experience impacted the students' growth.

Student 1, Interview- "I guess being able to express myself without worrying about people judging me contributed a lot to it [growth]Because you know, people you are in this program with for a year they help you, they help provide support. They are trying to learn and grow too....It [cohort] provides the backbone for the whole group to grow as a whole."

Student 4, Interview- "I think [the cohort] is important because especially if you work in a business or you work in a company or if you work for someone else, they're going to be working with that person for an extended amount of time. So you will need to be able to work with people for however long you need to and having that dynamic within a group is going to be beneficial because you get to know them, you get to work with them to develop some kind of relationship and work out if you have conflicts and address them with that person."

Student 5, Interview- "[The cohort] does matter because you know, we are all together. I'm getting to know them and they're getting to know me. I'm getting comfortable being around them instead of you know being with different people every time we meet. So I feel connected to them."

Student 9, Interview- "So the cohort I believe, is super important. Because without it, there is no one to hold you accountable or to help critique you throughout the experience. Then you gain these friendships for a lifetime. I feel I know somebody personally and I latch on to them. I feel like I know what they are capable of."

Component: Networking.

When the importance of networking and making connections was discussed, students expressed that being connected and mentored by different people on campus was impactful. Being recognized by faculty and staff as a student leader was important to them. Four of the 12 students mentioned connections, building relationships, and networking as impacting their EI growth. Narrative statements from the interviews illustrated this theme.

Student 2, Interview- *“It’s just, I just love that I go and I attend, and that I put myself out there and meet the people that I have met and it’s all through this leadership development program.”*

Student 6, Interview- *“I like being able to partner with different people and being able to know their teaching style and their teaching methods. Picking from everyone you know, what did they do that’s successful? You know different methods that they use.”*

Student 7, Interview- *“It’s kind of like a family situation, where you have to build a relationship with someone and you have to understand and know their weaknesses and strengths...understand their emotional side.”*

Component: Orientation.

The final training component was only discussed in Focus Group A. The main element of this program is the facilitation of new student orientation; therefore it was expected to be discussed frequently. Because this was not an experience that all program participants had, it could not be discussed fully in all of the interviews. Every participant who was a part of that program, however, mentioned orientations at least once and most multiple times. The narrative statements supported this theme.

Student 7, Interview- *“I feel like without leading the orientation I wouldn’t have been able to stand up in front of a group of people and present myself because I normally feel shy in front of people...It’s hard for me to talk to those I don’t know, so I grew up. I gained confidence with orientation. And now I can even have like meetings and have interviews and even look them in the eyes instead of just looking down at [my] feet.”*

Student 11, Interview- *“There is a lot [of memories] but I would say just hanging out getting ready for orientation, and knowing and helping new students like know that the resources*

are and like it they need any help they should contact me. And I've got emails from them like asking me how I am and how everything is going, so that's really special."

Summary

The research findings supported that students' Emotional Intelligence development was impacted in a positive way by their participation in a leadership development program. The data supported that students felt that through their participation in leadership training programs their self-confidence and self-esteem increased, allowing them to step outside their comfort zone. The data supported that students felt participation in leadership programs increased their EI growth. While growth was seen in all areas, self-esteem appeared to be the area of greatest growth. The students perceived that their growth was significantly impacted through communication and public speaking. The programs required students to perform public speaking and to work on teams to accomplish various tasks. This requirement of teamwork also required communication and was a significant growth area for many students.

Finally, the different leadership components were evaluated for the frequency in which students spoke of the components in relation to their growth. The top five components were them discussed in detail with the 12 students during the interviews. The largest impact, according to the students, was made through the workshops that they were required to attend. This component was closely followed by the training component of teamwork and mandatory group projects. The research findings discussed in this chapter shed light on some areas for further research and discussion, which will be explored in chapter five.

CHAPTER FIVE

Findings and Recommendations

The purpose of this qualitative study was to explore the impact of formal leadership training on the emotional intelligence development of community college students. During their time in college, students experience growth in a variety of ways. Higher education administrators, faculty, and staff need to understand the experiences that encourage student Emotional Intelligence growth. By understanding which experiences encourage behavioral, emotional, and academic growth, administrators can make better decisions regarding the allocation of resources and the development of programming. This research added to the previous literature on the area of student EI development and leadership training. Data from the ESAP-A/B (pre-test and post-test), focus groups, and in-depth interviews, was used to address three main research questions.

The first research question was related to how leadership training experiences impacted student EI growth. The first theme that emerged from the data suggested that participation in a leadership training program resulted in increased self-esteem for the students. Self-esteem was a constant theme throughout the focus groups and interviews. The ESAP-A/B scores validated the student responses, demonstrating an average 19% growth in student self-esteem. This confirmed previous literature that self-esteem is positively correlated to leadership training (Dobson, Cookson, Allgar, & McKendree, 2008; Toronto, 2013). While there are previous studies demonstrating a positive correlation between leadership and confidence, this research added to the field, by shedding light on possible causality between leadership training experiences and increased self-esteem. This theme of self-esteem emerged from the focus groups and interviews

in comments such as “*you made me grow in my confidence*” and “*confidence in myself to do it, like I actually can do it*”. One particular student stated:

When I started in this program, I was intimidated by the other students. They were older and knew more than me. I was just quiet, sitting in the back. Now I feel like I can contribute. That I participate in class and have something to say. I found my voice. In a way, I found myself.

These comments illustrated that students perceived the leadership training programs as having increased their confidence. The researcher observed increased confidence during the students’ personal presentations, group work, and networking events. Students appeared more comfortable in front of others and more willing to speak up during workshops. This demonstration of possible causality from leadership training to increased self-esteem and confidence informs future research.

The second emergent theme was that students felt the experiences in the leadership training programs pushed them outside of their comfort zones which impacted their EI growth. Through the focus groups and interviews, students talked about moving outside of their comfort zone and coming out of their shells. Student comments such as “*it actually helped to push me out of my comfort zone. Like yes you can do it*” and “*I can come out of my comfort zone and come out of my shell too. You know I can do this and if I put my mind to it, I can.*”, demonstrated this theme. The students felt that the leadership training programs required them to push past their accepted boundaries, to push themselves to new levels in different ways. There is little research regarding leadership training and students’ comfort zones. Duerden, Witt, Garst, Bialeschki, Schwazlose, and Norton (2014) conducted a study of camp counselors and found that being stretched and challenged was seen as a positive, life-changing experience for the staff. Challenging students to learn and do things outside of their normal life is part of the college experience. The emergence of comfort zone as a positive theme is not surprising, and definitely

an area that warrants further research. Administrators need to consider the development of leadership training experiences that force students outside of their comfort zones.

One-on-one interviews were conducted with the 12 students who demonstrated the most overall EI growth based on the ESAP-A/B pre- and post-test. These students were asked probing questions to determine which experiences and activities they felt contributed the most to their EI growth. The two themes that emerged were public speaking and communication. Public speaking was required in all three leadership programs and is a required leadership ability (Chan, 2003; Roby, 2009). Students approached these public speaking activities with apprehension and fear; making this activity one of the ways that they were required to step outside their comfort zones.

One student commented that *“new student orientation was the best part for me, I guess, just having to stand in front of people, being able to speak in front of people...was like the best thing for me.”* This student struggled with a speech impediment and often stumbled over words. By the end of the program, this student was able to speak clearly and confidently. While her speech impediment still exists, she did not get as flustered and appeared comfortable at the front of the room. Another student responded that the leadership program *“positively impacted the way that I communicate with larger groups.”* This research added to the literature by demonstrating that leadership training has a positive impact on students’ public speaking ability. While public speaking is not a specific EI skill, the ability to communicate effectively is contained within Nelson and Low’s definition of leadership (Nelson et al., 2003). Administrators need to consider public speaking as a requirement of leadership training programs.

The second theme that emerged from these 12 students was that of communication on a team. The students felt that these experiences impacted their growth, specifically in the personal leadership and interpersonal areas. The ideas of compromise, listening to others, and acceptance

of others' opinions, were all mentioned in the data. One student said, *"Realizing that we have to get along and communicate in order to do it [the event]. We are all involved."* All of the leadership programs required students to participate on a team to either facilitate new student orientation, host an on-campus event, or complete a business plan. These teams went through periods of frustration and periods of harmony. Some student groups succeeded and some failed, largely due to their communication skills. Students gained experience in working with groups and obtained a greater understanding of group dynamics. As many EI skills are aligned with healthy and productive communication, these findings are congruent with previous research (Allen et al., 2012; Arthur W Chickering, 1999; Low et al., 2004; Schuetz, 2008). Curriculum design for leadership training programs needs to include group projects with forced group communication to increase EI skill development.

The final research question was addressed through the interviews and focus group data. Very little research has been conducted regarding the specific leadership training components that impact student development and EI development and this study begins to fill that gap. The research in this study revealed that the top three components that impacted growth, according to the students, were workshops, teamwork, and being a part of a cohort. To design an impactful leadership training program that develops students is no small feat. This research indicated that best practices would include experiences in group communication and public speaking. The students felt strongly that having set meetings or workshops (some monthly, some weekly) greatly influenced their growth. These workshops occurred in a classroom based setting and often included interactive games and guest speakers. One student commented on the guest speakers in the workshops, saying *"I love them [guest speakers]. When they tell you that you can come and ask them [questions] they are very welcoming. That helps, it helps us a lot. I [will]*

always stay in touch with them” These workshops were how students connected to each other and to the facilitator. The workshops were designed to discuss distinct topics and give students a safe environment to practice different skills. The skills that were taught in these workshops, were not EI specific, yet growth in those skill areas did occur.

The workshops were also the place where students were assigned to teams and committees. Each leadership training program had different assignments for the teams ranging from planning events to preparing a full-fledged business plan. As students were required to work on these teams for at least one semester and some teams a full academic year, relationship conflicts occurred. Students were forced to handle these conflicts as no switching of teams was permitted. Students had to learn how to build trusting relationships. Students learned how to delegate, handle conflict, deal with failure, run effective meetings, and plan events. The communication skills that were built using these components were spoken of frequently during the focus groups and interviews.

The third most impactful training component based on students’ perceptions was that of belonging to a cohort. All three leadership training programs lasted for one academic year and were considered leadership learning cohorts. The students were with this specific group of students on a weekly or monthly basis for the entire academic year. The bonds that are built are talked about as close friendships and family. One student summed up the cohort aspect saying:

“For me I would say it wasn’t more of what the program gave, but what we got out of it as a group. Because it did build a family bond. Us being in here [the classroom] sometimes just hanging out and being together, working together as ourselves. It was like we took everything we learned and motivated each other to like do it.”

The students depended on each other and held each other accountable. This idea of cohort learning as a benefit to development is aligned with previous research (Goldman, 2012; McPhail, Robinson, & Scott, 2008). The connection to fellow students and the ability to see each other

grow and help each other through difficult situations was impactful. More research is needed to determine the different benefits derived through learning cohorts, specifically in a co-curricular setting. The three components of workshops, teamwork, and being a part of a cohort add to the research and guide administrators on best practices in leadership training programs.

Additional Findings

In addition to the findings discussed above related directly to the research questions, there were additional findings of interest. First, when calculating the percentage of growth from the pre-test to the post-test, there were outliers. There was one student at the top who showed a 95% growth. This particular student did grow a lot during his time with the program, however that much growth seemed unusual. He became more confident in himself and became more social and friendly toward others. The question remained, however, did he experience EI skill growth high enough for 95%? While, this student did show growth, there may have been a comprehension factor.

The ESAP-A/B was stated as having a 7.6 readability level. This research was conducted at an open-access institution meaning that students can possess any reading level from 0-12. It is possible that this particular student, did not fully understand and comprehend the questions during the pre-test. If the student didn't understand the statements that he was required to choose from, it is possible that he always selected the lowest choice. During the course of this academic year as his reading comprehension increased, he was able to then score a lot higher on the post-test because he was able to understand the questions. The campus site for this study has a large population of developmental (9-12 grade level) and adult basic education (below a 9th grade level) students. It is possible that even with a 7th grade reading level, this test is still not able to be fully comprehended. It could be that the questions were confusing and the students selected

answers not necessarily true to themselves. Further research into the student's academic record and growth would have needed to be conducted to rule this out as an additional factor. Future research may need to be done, accounting for academic growth during the course of the year.

The second interesting finding was the fact that 5 students' scores demonstrated negative growth. These students possessed a higher pre-test overall EI score, which could be a result of testing environments. For example, one student was 7 months pregnant when she took the post-test which, the researcher posits, could have influenced her responses. Perhaps she was not feeling her best and was doubting herself. Using a self-reporting instrument, allowed for the scores to be impacted by the student's personal feelings and moods. A lack of comprehension ability may also be a factor resulting in negative growth as much as positive growth. If over the course of the year, the students' reading comprehension abilities increased, then it may be that there is a better understanding of the questions. For example, a student may select the highest rating on questions at the pre-test, because they do not comprehend the question, and are scared to score poorly. As their reading comprehension increases during the year along with their self-esteem, they are more willing to be truthful on the post-test. Future researchers should examine EI growth development in relation to reading comprehension levels.

Another finding of interest in this study was the students' comments regarding identity. Identity development is an element of student development theory that has been well established in the research. The direct connection between leadership training and identity development is not as well established. "Finding their identity" was discussed in various ways throughout the data. One student commented, *"I have always like thought of myself horribly and I would tell people horrible things about myself. And I just don't do it anymore. Yeah. I definitely think more*

highly of myself.” This student demonstrated a deepened understanding of self throughout the year in various ways.

Another student said, *“I would say within this year I have truly found my identity of what I can do and how I am a leader. What I can do if I put myself into it.”* This student demonstrated EI skill growth specifically in self-esteem and drive strength. She overcame great obstacles during the year in her personal life and relied heavily on her leadership program team to keep her moving forward. At the final workshop she stated, *“Thank you for helping me find myself.”* This connection between participation in leadership training programs and the development of personal identity awareness was intriguing. There is a wealth of research in the area of developing a leadership identity, however, no research exists discussing how leadership training assists in identity development on a larger scale. Chickering & Reisser (1993) make a connection between communication skills, feelings/emotions and identity. The connection is not explicitly regarding emotional intelligence and identity development. Therefore, more research into both the relationship between emotional intelligence and identity, as well as leadership training and self-identity would be illuminating.

Practical Implications

This study has direct, practical implications for the development of leadership programming and other co-curricular experiences. By discovering the elements of the training programs that students felt were the most impactful, administrators can develop more impactful and inspiring leadership training programs. Using this research as a foundation to build upon, faculty can determine the experiences that most impact student growth and focus on allocating more resources, time, and programming towards these elements.

This research demonstrates that students felt participation in a leadership training program had direct impact on their development of self-esteem. This research supports that activities such as public speaking and teamwork, help to encourage self-esteem growth in students. Students' narrative statements and post-test scores demonstrate this growth. As the students participate in these experiences and achieve success, faculty should validate these experiences. The validation of students is an important piece to increasing their self-worth and therefore their self-esteem (Rendon Linares & Munoz, 2011). Creating a positive and supportive environment with frequent validation and encouragement, is one of the hallmarks of the programs in this study. For example, after a student presentation, faculty should identify the strengths of the presentation and the student. Constructive feedback can be given after the student has received positive reinforcement. Comments such as, "I am proud of your growth" and "Do you see how much you improved since the last time?" assist leadership students in feeling more comfortable and confident, which improves self-esteem. It is imperative that leadership faculty/facilitators understand the impact of positive reinforcement and encouragement.

Experiences.

Leadership training programs ought to require public speaking as being a dynamic presenter is an important leadership skill. Public speaking may be required in terms of facilitating group discussion, preparing individual presentations, speaking to large and small groups, and business networking. Public speaking assignments are likely to be experiences that push students outside of their comfort zone. Students commented that "being pushed" was one of the ways that they felt the leadership training helped their EI growth. In the programs used in this study, these experiences were public speaking, teamwork, networking, and orientation. Students

commented that they lacked confidence in areas such as public speaking and networking prior to the program, but through the program their confidence increased. While further research is needed to determine more about this relation between comfort zones and self-esteem, possible experiences may be public speaking, role play, group facilitation, networking, community service, etc. Leadership programs should incorporate these types of experiences to encourage students to exceed their own limitations.

Group communication and teamwork activities are required elements of leadership training. Students need to learn how to work on a team and how to communicate with each other. These skills, while being a part of EI development, will also serve as skills the students will use throughout their lives. Participating on a team requires high levels of EI to be successful. Students will need to be able to assert themselves, demonstrate self-esteem, and navigate the emotions of the group in order to achieve their goals. As part of the programs used in this study, students hosted on-campus events for new students, hosted business networking events for students and community leaders, and developed business plans to present to community stakeholders. The students were not allowed to switch teams, and were required to work within these groups for the entire academic year. This meant that they faced adversity and conflict, which they had to handle in order to be successful. Most of the students were determined to succeed and learned how to work together to accomplish their assigned goal.

Training Components.

This research begins the exploration into the most impactful components of the leadership training program, such as workshops, team experiences, being a part of a cohort, and networking. Many colleges have leadership programs as a part of the academic curriculum, however, few have a dedicated, cohort-based, co-curricular program. Developing a cohort based

program with mandatory workshops creates accountability and expectation for the students. This research demonstrated the importance of the cohort-based experiences through student narrative comments. Developing a cohort-based program allows for a shared peer experience which impacts student EI development. Students grow together as a class, growing stronger through joint accountability and on-going support. The friendships that the students develop during these programs last well beyond their college years.

Networking is an impactful component for leadership students as suggested by the research findings. Students need the opportunity to meet people both on and off-campus. These connections can lead to future employment, references, and friendships. As many college students are thinking about jobs and internships, making these connections is critical. Students felt that these networking opportunities allowed them to develop skills for their careers; learning how to introduce yourself and how to build relationships with a variety of people. Also, several students mentioned the importance of networking as it helped them to practice interview skills. Leadership programs should include opportunities for faculty and staff members to be introduced to students to allow for one on one mentoring relationships to develop. While mentoring was not a formalized part of these programs, it was mentioned by students in the focus groups and interviews, as having impact on their personal development. Leadership training should also involve community leaders and stakeholders, giving the students the opportunity to meet potential employers. While students may transfer after a community college to a four-year university, students may also be looking to enter the workforce directly after obtaining their Associate's degree. Allowing students to network with potential employers assists students in the development of relationships and contacts that may lead to gainful employment in the future.

This research serves as a guide for the development of leadership training programs for college students. Administrators should focus not only on the skills developed, but also on the experiences which are used to develop these skills. This research begins the conversation into teaching modalities and experiences which encourage student EI development. Listening to the student voice and designing programming based on the recommendations of the students allows for a deeper connection between the theory and the practice.

Recommendations for Future Research

This research served to address research questions and expand the current knowledge base concerning leadership training and EI skill development. While these findings are insightful, there is more research that needs to be done. This study was conducted with a very small sample size ($n=30$) and therefore no quantitative or statistical analysis could be performed. While the data revealed, anecdotally, that the students grew in all EI skill areas during the course of the leadership programs, statistical testing is needed. Research using a larger sample size would be able to discern more information regarding the growth. In addition to calculating EI growth of students, research is needed to determine any differences or gaps between genders, age groups, or race/ethnicity. Future researchers, using the ESAP-A/B instrument and a larger sample size, will determine growth patterns and help to identify areas that still need improvement.

This research began the conversation regarding the importance of pushing students outside of their comfort zone in order to impact growth. This is a topic that needs further research. As programs and curricula are developed, facilitators and administrators need to understand the importance of requiring students to do more than they feel that they can do; encouraging them past their self-imposed boundaries. These skills might be able to be developed

earlier and faster, if leadership training facilitators possessed a clearer understanding of the importance of this “push”. Further research should also be conducted to determine the impact of fellow students on this push past a comfort zone.

Further research is required to enhance the knowledge base regarding training components and the impact the components can have on growth. This research provided a platform with which other researchers can build upon. Higher education administrators need to learn the best practices within leadership training programs to create more impactful experiences for the students. The importance of EI skill growth has been shown through years of research, now it is time to research which specific experiences impact this growth. Future researchers may desire to look at only one or two skills to explore more deeply those experiences which produce the greatest impact. Future research is needed to explore which training component impacts which EI skill.

The partnership between leadership development and EI skill development needs to be investigated and explored. Institutions of all levels and sizes can benefit from this research into student development, student experiences, and EI skill development. In summary, the suggestions for future research include:

- a larger sample size using the ESAP-A/B instrument to determine the growth of EI during the college student experience.
- a larger sample size to investigate differences in EI growth based on age, gender, race/ethnicity, and other demographic characteristics.
- an investigation into specific aspects of pushing students outside of their comfort zone and how this is related to EI skill development.

- an in-depth exploration of training components, focused on impacted growth of one or two EI skills.
- a deeper exploration of cohort experiences and the impact cohort learning has on co-curricular experiences.
- an in-depth view of how fellow students encourage fellow students to push beyond their boundaries; the influence of peer pressure on EI skill development.

Conclusion

This qualitative study sought to address the question of EI skill development impact through leadership training. It is apparent that students develop EI skills during their college journey, however, it is up to future researchers to determine which specific experiences impact this growth. The theoretical model and testing instrument was chosen based on its direct connection to leadership development and college student development theory. The ESAP model provides a foundational theory for discussing college student EI development. This research aligned with previous literature which suggested that EI skill growth is important to student success both academically and personally. According to the 30 students who participated in this year-long study, leadership training had a definite impact on their personal growth. While some students grew substantially and others less so, the data showed that growth occurred in a variety of areas. Leadership experiences and training components impacted the students and they felt as though their growth was a result of teamwork, communication, and public speaking.

Overall the students showed the most growth in the area of self-esteem, which is an important aspect of personal development. This research is a platform for other researchers to build upon in the areas of leadership training and EI skill development. As colleges are asked to develop high-functioning global citizens and high-standard employees, it will become ever more

imperative to focus on soft skill development and leadership training. Higher education administrators must focus on the idea that leadership development and EI skill development are partners, in order to develop the most impactful experiences for students.

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APPENDIX A

Program A

Objective:

Develop leadership skills while working on-campus to help students achieve both personal and academic success.

Institutional Student Learning Outcomes:

1. **Communication Skills:** to include effective written, oral and visual communication.
2. **Critical Thinking Skills:** to include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
3. **Empirical and Quantitative Skills:** to include applications of scientific and mathematical concepts.
4. **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision making.
5. **Social Responsibility:** to include intercultural competency, civic knowledge and the ability to engage effectively in regional, national and global communities.
6. **Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Program Format:

This program consists of training and professional development, volunteer opportunities, community service, and work experience.

Requirements:

CAMP PAL:

Peer Academic Leaders (PALs) are **required** to attend a 3 day training camp July 9th-11th. A more detailed schedule will be provided separately. The training allows PALs to learn about each other and the program in a learning community environment. This also serves as the kick-off to the program for the 2014-2015 academic year.

New Student Orientation:

All PALs are **required** to facilitate small group sessions during New Student Orientation. These orientations are the first time that students interact with the TRC family and it is an imperative part of the college transition process. PALs will be required to assist with these events in August, October, January, and March. Specific dates and times for these activities are provided in the calendar at the end of the syllabus. New Student Orientation facilitation and training are paid in the semester-based leadership award. In the case of emergency, please contact Stevie regarding absence.

On-Going Professional Development:

As a professional it is important to continue to learn, grow, and improve one's skill set. The PALs will accomplish this through **mandatory** on-going professional development (PD) training sessions held the third Friday of every month from 10:30am-12:30pm. These sessions are required and will start in September. Class and other commitments should not conflict with Professional Development meetings. In the case of emergency, please contact Stevie regarding absence. Professional Development sessions are paid in the semester-based leadership award.

Community Service:

PALs are **required** to attend one community service event per semester. These events will be organized as a group so that everyone has the opportunity to contribute. If a PAL cannot attend a group event, that student may do community service on their own and bring proof of work to a supervisor at any point throughout the year. Past community service events that have been attended are Trinity River Trash Bash, Toro Dash, Tarrant Area Food Bank Backpack for Kids, and Campus Day of Service. More details on community service opportunities will be given at a Professional Development session.

Committee Work:

At CAMP PAL, all PALs will be assigned to a committee. These small teams work throughout the year to improve the program. Each committee will meet at least once per month and meeting times will be scheduled based on class schedules. The committees are social events, CAMP PAL, professional development, NSO, community service, and recruitment. More details regarding committee work will be discussed at a Professional Development Session.

Work Experience:

Some Peer Academic Leaders (PALs) are also on-campus workers either through federal work study or student assistant programs. These jobs are paid hourly and students can work a maximum of 19.5 hours per week during the school year. Each department will have different rules, requirements, needs, and skill sets for the workers in their areas. These job-specific details will be given by supervisors. These hours are paid bi-weekly by TCCD.

P3 Calendar: Fall 2014-Spring 2015 (tentative: subject to change)

Date	Activity	Location/Meet at...
July 9 th	CAMP PAL	Discovery Center
July 10 th	CAMP PAL	Discovery Center
July 11 th	CAMP PAL	Discovery Center
July 29 th	NSO Training	Discovery Center
August 1 st	NSO	Student Life Center
August 20 th	NSO Training	Discovery Center
August 21 st	NSO	Student Life Center
August 22 nd	NSO	Student Life Center
August 23 rd	NSO	Student Life Center

September 19 th	PD-Group Facilitation	Center for Leadership Development
October 10 th	PD-Customer Service	Center for Leadership Development
October 17 th	NSO	Student Life Center
November 21 st	PD-Time Management and Goal Setting	Center for Leadership Development
December 5 th	PD-Understanding Diversity	Center for Leadership Development
January 15 th	NSO	Student Life Center
January 16 th	NSO	Student Life Center
January 17 th	NSO	Student Life Center
February 20 th	PD-Self-Advocacy and Student Advocacy	Center for Leadership Development
March 20 th	NSO	Student Life Center
March 27 th	PD-Positive Mindset	Center for Leadership Development
April 17 th	PD-Career and Transfer Exploration	Center for Leadership Development
May 8 th	PD-Wellness	Center for Leadership Development

Program B

Objective:

Develop leadership skills to become an effective leader in personal, academic, social, and work situations.

Learning Outcomes:

As a result of completing the 2014-2015 All-Star Leadership Development Program students will:

1. Positively engage an audience with effective public speaking and visual presentation skills.
2. Demonstrate good writing skills; the ability to write in an orderly way that is coherent and communicative.
3. Understand the application of classroom and experiential learning to practice.
4. Demonstrate the ability to collect data regarding students' participation /satisfaction and utilize data to improve performance.
5. Demonstrate a willingness to pursue self-understanding and realistic self-assessment.
6. Identify personal values and demonstrate ethical conduct based on these values.
7. Demonstrate an awareness and appreciation for diverse populations.
8. Recognize and engage in effective conflict management that works to resolve or transform the issue, amidst civility and respect.
9. Comprehend group dynamics and work cooperatively with others to build consensus and achieve group goals.
10. Identify and develop a personal leadership style and skill set.

Program Format:

Class format will include lectures, group discussions, engaging activities, presentations, and on-campus events.

Program Grading:

While there is not a grade assigned at the end of the semester, the All-Star Leadership Program does operate on a points system. This means that in order to successfully complete the program, you must do the work! You must accumulate at least 300 (out of 370 possible) points in order to successfully complete the program. Points are given for assignments, presentations, blogs, and event attendance.

Program Requirements:

Weekly Leadership Workshops: Students are **REQUIRED** to attend All-Star workshops every Tuesday from 3pm-5pm in the Center for Leadership Development. Weekly leadership workshops provide students the opportunity to develop leadership abilities through classroom lectures, group discussion, engaging activities, and group projects. Social time is before and after scheduled leadership workshop times, **NOT DURING!** These workshops are designed to cover various leadership topics and allow the students to ask questions in a safe and encouraging environment. All-Stars should wear their All-Star swag every Tuesday, unless otherwise notified.

Students are only allowed to miss 2 workshops per semester in order to remain in the program. If you have an emergency, please contact the Center for Leadership Development immediately.

Leadership Reflection Blogs: Leadership is a reflective experience and students truly develop a leadership skill set when they can reflect critically on their experiences. Throughout the year, students will need to complete reflection blogs and post them on the Blackboard site. These reflections will focus on different leadership seen on campus as well as feedback regarding different campus events such as the Leadership eXperience Summits. To receive the full amount of points, you will submit an original post (2 paragraphs) as well as comment on at least one of your classmate's post. Each of these blogs is worth 10 points, totaling 120 points for the year and a rubric is available online.

Leadership Presentations: Students in the All-Star Leadership Program will be required to create a Personal Leadership Identity presentation for the class in the spring semester. This presentation will allow the students to develop their personal presentation style and enhance their public speaking abilities. You will receive a separate handout with presentation guidelines and requirements. The presentation is worth 25 points and a rubric is available online.

Leadership in Action: Leadership is only theory until we put it into practice. As part of the All-Star Leadership Program you will need to complete 2 Leadership in Action projects. Each of these projects is worth 25 points, totaling 50 points for the year.

- 1) In class, you will be assigned to a small group and charged with hosting an on-campus event for new students. This event will engage students on campus and encourage school spirit. More information regarding this event will be given during training camp and the weekly leadership workshops.
- 2) The second requirement is that every All-Star co-facilitate at least one Café Leadership session. Café Leadership forums take place every Wednesday from 5:30-7:00pm in the Riverfront Café. The program enables student leaders to discuss leadership topics with current and future student leaders. There is a sign-up list at the Center for Leadership Development. You can choose to co-facilitate during either the fall or spring semester and you can choose to do it more than once. This is a great way to develop your public speaking and group facilitation skills.

Leadership on Campus: As an All-Star you are a recognizable person on campus; an ambassador. You will be expected to attend and participate in on-campus events. As an All-Star, you are required to join at least one club or organization. This encourages leadership on campus and campus engagement, which are pillars of this program. You may serve as an officer for this club or simply be an active member. You will be asked to report back on the club activities during the weekly leadership workshops. Any student club or organization on campus will meet this requirement as long as the group is active and you can regularly attend meetings and events. Meeting this requirement is worth 25 points.

Leadership in the Community: As an All-Star it is important to learn about different types of leadership, including the different leadership styles needed in different situations. Therefore,

every All-Star must attend at least one community service event during the year. This attendance is worth 25 points.

Leadership eXperience Summits: Over the academic year the Center for Leadership Development hosts four Leadership eXperience Summits. These summits allow TCC students from across the district to come to Trinity River and hear a keynote speech about a specific leadership topic. Following the keynote there are interactive workshops that students can choose to participate in and learn even more about leadership. All-Stars are required to attend at least one summit during the academic year, worth 25 points.

Leadership Resume: As part of the program we will be working on improving your professional resume and biography. An updated bio and resume will be required for inclusion in the Leadership Portfolio (see below). This resume and bio is worth 100 points and will be uploaded to the Blackboard page.

Program Completion Benefits:

Continuing Education Certificates: Students receive 3 Continuing Education Certificates during the program. Students will need to request a copy of their Continuing Education transcript when they are preparing to graduate from TCC.

Certificate of Completion: Students who successfully complete the program will receive an official certificate of completion for their portfolio.

Letters of Recommendation: Students who successfully complete the program will receive letters of recommendation from the TRC President, Dr. Tahita Fulkerson, and the Center for Leadership Development Coordinator, Stevie Blakely.

Leadership Portfolio: Upon completion of the All-Star Leadership Program (1 academic year) students receive a full leather portfolio, gold-plated with your name and the year you completed the program. This portfolio will include your personal leadership philosophy, current resume and bio, certificate of completion, Continuing Education Certificates, personal leadership presentation, executive letters of commendation/recommendation, and a leadership transcript.

Date	Weekly Leadership Workshop Topic
Tuesday, August 26, 2014	Theories of Leadership
Tuesday, September 2, 2014	Time Management
Tuesday, September 9, 2014	Event Planning
Tuesday, September 16, 2014	Running Effective Meetings
Tuesday, September 23, 2014	Different Modes of Communication
Tuesday, September 30, 2014	Leadership Styles and Approaches
Tuesday, October 7, 2014	Leadership Traits and Values
Tuesday, October 14, 2014	Prep for Campus Event 1
Tuesday, October 21, 2014	Debrief from Event/Situational Model
Tuesday, October 28, 2014	Group Dynamics and Conflict Model
Tuesday, November 4, 2014	Make Up Day
Tuesday, November 11, 2014	Servant Leadership Model & Relational Style
Tuesday, November 18, 2014	Personal Goal Setting
Tuesday, November 25, 2014	Professional Ethics
Tuesday, December 2, 2014	Resume Building and Writing a Bio
Tuesday, December 9, 2014	Celebration
Tuesday, January 20, 2015	Philosophy, Theory, Approach
Tuesday, January 27, 2015	Public Speaking
Tuesday, February 3, 2015	Transformational Model & Situational Approach
Tuesday, February 10, 2015	Diversity and Inclusion
Tuesday, February 17, 2015	Personal Leadership Identity
Tuesday, February 24, 2015	Networking 101
Tuesday, March 3, 2015	Professional Etiquette
<i>Tuesday, March 10, 2015</i>	<i>Spring Break</i>
Tuesday, March 17, 2015	Focus Group
Tuesday, March 24, 2015	Prep for Campus Event 2
Tuesday, March 31, 2015	Debrief from Event/5 Levels of Leadership
Tuesday, April 7, 2015	Make Up Day
Tuesday, April 14, 2015	Personal Presentations -PLI
Tuesday, April 21, 2015	Personal Presentations -PLI
Tuesday, April 28, 2015	Evaluation and Wrap-Up
Tuesday, May 5, 2015	Completion Ceremony

Program C

1. Job title

You are an Executive Class member.

As an Executive Class member you have been given the opportunity to develop an executive leadership skill set. The Executive Class is a year-long, leadership learning community focused on the development of leadership skills including business planning, budgeting, public speaking, networking, and conflict resolution (to name a few!).

2. Job duties and responsibilities

This position requires that you attend weekly leadership workshops throughout the fall and spring semester as well as host and attend various leadership functions. Specific requirements include:

- * Complete 10 leadership reflection blogs
- * Attend at least 1 Leadership eXperience Summit
- * Attend at least 1 Executive Class Event
- * Co-facilitate at least 1 Café Leadership forum
- * Present your Personal Leadership Identity
- * Complete small group Business Plan
- * Present your Business Plan
- * Submit an Updated Resume and Bio
- * Complete a LinkedIn Profile

While this is a co-curricular activity, with no given grade, all members must accumulate at least 350 points to successfully complete the program. Points are awarded based on completed work and event attendance.

The Executive Class member may, from time to time, be asked to carry out such other reasonable duties as the Coordinator may decide, without additional benefit, should this be necessary to meet the needs of the program.

3. Commencement and continuity of program

The Executive Class program begins on August 8th, 2014 and ends on May 6th, 2015.

4. Hours of work

The normal meeting hours are on Wednesdays from 3pm-5pm.

The Executive Class member may be required to work such further hours as may be necessary to fulfil his/her duties or the needs of the program. Whenever possible, the Coordinator will give the Executive Class member reasonable notice of any additional hours.

****Special requirement:** On-boarding will take place August 8th, 2014 from 8am-5pm.

5. Place of work

The Executive Class member's normal place of work will be the Center for Leadership Development (TREF 1501-C). If a different location is required, the Executive Class member will be given advanced notice.

6. Learning Outcomes

As a result of completing the 2014-2015 Executive Class Leadership Development Program students will:

- * Utilize a "Ted Talk" approach to develop effective public speaking and visual presentations.
- * Demonstrate good business writing skills, including email, fax, and letterhead correspondence.
- * Demonstrate analytical ability to see component parts and their relationship to the whole when problem solving.
- * Demonstrate the ability to collect and analyze data through market research and budget projections.
- * Demonstrate a willingness to pursue self-understanding and realistic self-assessment.
- * Identify personal values and demonstrate ethical conduct based on these values.
- * Demonstrate an awareness and appreciation for diverse populations and global citizenship.
- * Comprehend group dynamics and work cooperatively with others to build consensus and achieve group goals.
- * Identify the different component parts of a business plan.
- * Identify the importance of networking on leadership development.

7. Benefits

After the completion of all stated requirements, the Executive Class member will be entitled to the following benefits:

- * *Continuing Education Certificate:* Executive Class members will need to request a copy of their Continuing Education transcript when they are preparing to graduate from TCC.
- * *Certificate of Completion:* Students who successfully complete the program will receive an official certificate of completion for their portfolio.

- * *Letters of Recommendation:* Executive Class members who successfully complete the program will receive letters of recommendation from the TRC President, Dr. Tahita Fulkerson, and the Center for Leadership Development Coordinator, Stevie Blakely.
- * *Leadership Portfolio:* Upon completion the Executive Class Leadership Program (1 academic year) students receive a full leather portfolio, gold-plated with your name and the year you completed the program. This portfolio will include his/her personal leadership philosophy, current resume and bio, certificate of completion, Continuing Education Certificate, personal leadership presentation, executive letters of commendation/recommendation, and a leadership transcript.

8. Holidays

Executive Class members are entitled to the same public holidays as all other TCC students. For this academic year, Executive Class members will also be given Wednesday, November 26th off in observance of the Thanksgiving holiday.

9. Absences due to sickness or injury

In the event of incapacity due to sickness or injury the Executive Class member must advise the Coordinator no later than 24 hours on the first day of absence. Full reasons must be given at this time.

If the Executive Class member is absent for multiple weeks, he/she shall immediately on returning to program produce documentation regarding reason for absence.

10. Paid Time Off (PTO)

Executive Class members are awarded 8 hours of PTO (aka excused absences) per year. The Executive Class member must initiate the request to use this time at least 48 hours in advance, in writing. Use of this time must be approved. If not approved, the absence will be counted as “unexcused” and dealt with according to the Leadership Attitude policy.

11. Confidentiality

The Executive Class member may not either during or at any time after the program disclose to anyone other than in the proper course of his/her program, any information of a confidential nature relating to the Executive Class program and/or any of the Executive Class members.

Date	Weekly Leadership Workshop Topic
Wednesday, August 27, 2014	Leadership vs. Management
Wednesday, September 3, 2014	Leadership Styles
Wednesday, September 10, 2014	Office Skills 101
Wednesday, September 17, 2014	Business Plan Overview
Wednesday, September 24, 2014	Monthly Executive Meeting
Wednesday, October 1, 2014	Networking & Webutation
Wednesday, October 8, 2014	Event Planning 101
Wednesday, October 15, 2014	Professionalism and Business Etiquette
Wednesday, October 22, 2014	Public Speaking
Wednesday, October 29, 2014	Monthly Executive Meeting
Wednesday, November 5, 2014	Business Plan Specifics
Wednesday, November 12, 2014	The Future of Fort Worth
Wednesday, November 19, 2014	Make Up Day
<i>Wednesday, November 26, 2014</i>	<i>Thanksgiving Break</i>
Wednesday, December 3, 2014	Monthly Executive Meeting
Wednesday, December 10, 2014	Leadership Branding
Wednesday, January 21, 2015	Motivation and Influence
Wednesday, January 28, 2015	Business Plan Financing
Wednesday, February 4, 2015	Conflict Management
Wednesday, February 11, 2015	Becoming a Supervisor
Wednesday, February 18, 2015	Monthly Executive Meeting
Wednesday, February 25, 2015	Focus Group
Wednesday, March 4, 2015	Personal Leadership Identity Presentations
<i>Wednesday, March 11, 2015</i>	<i>Spring Break</i>
Wednesday, March 18, 2015	Personal Leadership Identity Presentations
Wednesday, March 25, 2015	Monthly Executive Meeting
Wednesday, April 1, 2015	Lean Training
Wednesday, April 8, 2015	Lean Training
Wednesday, April 15, 2015	Presenting Your Plan
Wednesday, April 22, 2015	Monthly Executive Meeting
Wednesday, April 29, 2015	Business Plan Presentations
Wednesday, May 6, 2015	Completion Ceremony

APPENDIX B

Step 1: EXPLORE

Step 2: IDENTIFY

Step 3: UNDERSTAND

ESAP

Form A

Emotional Skills Assessment Process



Please fill out or circle the following:

Name: _____ ID #: _____

Date: _____ Age: _____ Gender: M F Ethnicity: _____

Course Title & No.: _____ Sec. No.: _____

Year in School: Freshman Sophomore Junior Senior Masters Other

E-mail Address: _____ Phone: _____

For Office Use Only:

Database Date: _____

By: _____

Verified: _____

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Darwin Nelson, Ph.D.
Gary Low, Ph.D.

Exploring Emotional Intelligence

Emotional intelligence is recognized as being critical to the growth and development of healthy, personally responsible, and successful people. To fully explore, understand, and develop emotional skills, the process needs to be authentic, honest, positive, and self-directed. You will be completing an emotional skills assessment to gain valuable personal information about yourself and your emotional skills. This is not a test; there are no right or wrong responses; the results are for you to use as a guide to further develop your emotional self.

Instructions:

You will be completing an honest, personal assessment of current emotional abilities and skills in 4 separate and related parts. Helpful hints: Your first response is your best response. Let your feelings decide the best response for you. Think of each statement as it relates to you in the setting you feel needs most improvement, for example your job, family, relationships, etc. Be totally honest. Respond to each statement and circle your response.

M means most like or descriptive of you

S means sometimes like or descriptive of you and sometimes not

L means least like or descriptive of you

Circle the letter and number by the letter. Complete each part before scoring your responses. Enjoy.

Part I Interpersonal Communication Under Stress

This primary performance area of life consists of the communication skills essential to establishing and maintaining a variety of strong and healthy relationships. Effective communication is key to positive and healthy relationships. The absolute key to truly understand and improve communication skills is in the stressful and emotional situations in life. The learning and development of interpersonal communication skills are best achieved by treating them as emotional skills. Now, explore Interpersonal Communication Under Stress in a variety of difficult situations.

SITUATION: When I am really angry at someone ...

- | | | | | |
|---|-----|-----|-----|-------|
| 1. I usually feel some tension, but comfortable in expressing exactly what is on my mind. | M=2 | S=1 | L=0 | _____ |
| 2. I usually think "Okay, I'm angry and need to deal with it constructively." | M=2 | S=1 | L=0 | _____ |
| 3. I usually behave by expressing what is bothering me, and working to achieve a constructive resolution. | M=2 | S=1 | L=0 | _____ |

SITUATION: When someone is really angry at me ...

- | | | | | |
|---|-----|-----|-----|-------|
| 4. I usually feel tension and the right to understand the person's anger by responding directly. | M=2 | S=1 | L=0 | _____ |
| 5. I usually think that I have the right and need to understand the person's anger at me and to respond directly to resolve the conflict. | M=2 | S=1 | L=0 | _____ |
| 6. I usually behave by asking for a further explanation of the anger and dealing with the feelings in a straightforward manner. | M=2 | S=1 | L=0 | _____ |

SITUATION: When I communicate to an "Authority" person ...

- | | | | | |
|---|-----|-----|-----|-------|
| 7. I usually feel comfortable and straightforward in my approach to the person. | M=2 | S=1 | L=0 | _____ |
| 8. I usually think that my needs are legitimate, and okay to express in a straightforward manner. | M=2 | S=1 | L=0 | _____ |
| 9. I usually behave comfortably and at ease with the person. | M=2 | S=1 | L=0 | _____ |

Assertion Total Score _____

Transfer the number (0, 1, or 2) of your circled response to the line at the right of each item.

Add all responses to obtain total score and then move on to next section.

SITUATION: When I am really angry at someone ...

- | | | | | |
|---|-----|-----|-----|-------|
| 1. I usually feel hostile, or a need to verbally attack. | M=2 | S=1 | L=0 | _____ |
| 2. I usually think attack, and powerfully show my anger. | M=2 | S=1 | L=0 | _____ |
| 3. I usually behave by angrily expressing myself or getting into an argument. | M=2 | S=1 | L=0 | _____ |

SITUATION: When someone is really angry at me ...

- | | | | | |
|--|-----|-----|-----|-------|
| 4. I usually feel angry and hostile and the need to attack. | M=2 | S=1 | L=0 | _____ |
| 5. I usually think that I need to respond even stronger so as not to be overwhelmed. | M=2 | S=1 | L=0 | _____ |
| 6. I usually behave by showing my own anger, or escalating the fight. | M=2 | S=1 | L=0 | _____ |

SITUATION: When I communicate to an "Authority" person ...

7. I usually feel defensive or a need to develop a strategy in my approach to the person.
8. I usually think that what I want or need is most important and impose myself on the person.
9. I usually behave pushy or defensively with the person.

M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____

Aggression

Total Score _____

SITUATION: When I am really angry at someone ...

1. I usually feel anxious or confused about what to say.
2. I usually think that I should not express my anger directly.
3. I usually behave by avoiding saying anything to the person so as not to hurt his/her feelings.

M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____

SITUATION: When someone is really angry at me ...

4. I usually feel confused and afraid, or the need to avoid him/her.
5. I usually think that I am probably at fault, or the person does not like me.
6. I usually behave by backing off, apologizing, or not really saying what I feel.

M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____

SITUATION: When I communicate to an "Authority" person ...

7. I usually feel nervous and hesitant about approaching the person.
8. I usually think that I really shouldn't bother him/her or take up much of their time.
9. I usually behave apologetically and awkwardly with the person.

M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____

Deference

Total Score _____

Plot your total scores for each scale on the mini-profile below.

PART I INTERPERSONAL SKILLS

MINI-PROFILE

ASSERTION	5	7	10	12	14	16	18
	DEVELOP			STRENGTHEN		ENHANCE	
AGGRESSION	0 2			4	6	8	10 12 18
DEFERENCE	0 2 4			6	8 10	12	15 18
	LOW			NORMAL		HIGH	

Communication is especially difficult under stressful conditions. Assertion is a powerful, emotional skill that helps you communicate more effectively, honestly, and appropriately. Aggression and Deference are patterns of communication that need to be converted to the powerful, emotional skills of Anger Control and Management, and Fear Control and Management.

Move On To Part II

Part II Personal Leadership

This primary performance area of life consists of the personal and emotional skills essential for developing leadership centered around the person. Personal Leadership is a set of interactive skills, processes, and actions. Effective leaders create a climate for positively motivating others by knowing, understanding, and respecting the needs, values, interests, and goals of others. Genuine caring and communicating respect are the essence of leadership. Emotional learning and emotional skills are key to responsible leadership. Emotional skills enable a person to first lead self, and then to collaborate with others and be a responsible, active, and effective team member. Now, explore Personal Leadership over four personal and emotional skills areas.

1. I am confident in my ability to be comfortable and effective in communicating with other people.
2. I am comfortable with all kinds of people.
3. My relationships with others are smooth and comfortable.
4. I can tell how friendly I can be with a stranger.
5. My voice is variable and clear, and I am easily heard by others.
6. I know when it is okay for me to put my hand on another person's shoulders.

M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____

Comfort

Total Score _____

1. I listen to and really understand another person's feelings.
2. I am the kind of person that people are really able to talk to about personal problems.
3. My friends tell me that I am an understanding person.
4. I understand and am patient with someone who is experiencing a lot of emotions.
5. I am a caring person, and people seem to sense this in me.
6. I accurately feel what another person feels.

M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____

Empathy

Total Score _____

1. I am a good decision maker.
2. My decisions are usually accepted as "good" by the persons affected.
3. When faced with an important decision, I am not overly anxious about making a wrong choice.
4. My friends and co-workers ask my for help in making important decisions.
5. I make a decision and act rather than worrying about the alternatives and becoming tense.

M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____

Decision Making

Total Score _____

1. I have a good ability to help others solve problems.
2. When a group that I am in needs a spokesperson, I am usually elected.
3. I am a good leader.
4. I "take charge" of a situation when I need to.
5. When I really feel strongly about something, I am influential in gaining agreement in a group.
6. I feel comfortable about approaching another person with the idea of selling him/her something.

M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____

Leadership

Total Score _____

Plot your total scores for each scale on the mini-profile below.

PART II LEADERSHIP SKILLS

MINI-PROFILE

COMFORT	4	6	8	9	10	11	12
EMPATHY	4	6	8	9	10	11	12
DECISION MAKING	3	5	6	8	9	10	
LEADERSHIP	3	5	7	9	10	11	12
	DEVELOP			STRENGTHEN		ENHANCE	

Personal Leadership consists of four interrelated, powerful emotional skills. These skills enable you to positively lead self and work well with others. Effective leaders learn and develop appropriate social skills (Comfort); effective leaders accept and accurately understand others (Empathy); effective leaders make decisions and solve problems (Decision Making); and effective leaders influence others in positive ways (Leadership). These emotional skills are essential to working effectively in the many situations of life involving a wide range of people.

Move on to Part III

Part III Self Management in Life and Career

This primary performance area of life consists of the personal and emotional skills essential to effective self management. To be productive, healthy, and successful, a person must learn, develop, strengthen, and enhance skills and abilities in management, especially management of self. It is important to develop a personal perspective or view that you are your own best resource in life. Self Management is key to performance, health, productivity, and satisfaction with your life and your career. Now, explore Self Management over four emotional skills areas.

1. I set priorities and meet objectives effectively.
2. When I begin a difficult task, I am motivated more by the thought of success than by the thought of failure.
3. I feel that my present work is satisfying.
4. I have more than enough energy to get me through the day.
5. I have a strong desire to be a success in the things that I set out to do.
6. I set daily goals for myself.

M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____

Drive Strength

Total Score _____

1. I am an efficient and well organized person.
2. I plan and complete my work on schedule.
3. I set objectives for myself and then successfully complete them within a specific time frame.
4. I control my responsibilities rather than being controlled by them.
5. I effectively work on several projects at the same time with good results.
6. I waste very little time.

M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____

Time Management

Total Score _____

1. People admire my ability to accomplish what I set out to do.
2. Even when I encounter personal difficulties, I complete assignments and obligations.
3. In almost any area that I go into, I really do well.
4. I rarely fail at anything that I consider important.
5. I have a solid feeling of confidence in my ability to create a good life for myself.
6. I am considered a dependable person.

M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____

Commitment Ethic

Total Score _____

1. I need to change my job (careers).
2. I am not satisfied with my decision making ability.
3. One of the things that I need to change most is how I feel about myself as a person.
4. I am not satisfied with the way I handle intimate relationships.
5. I am not satisfied with the way I manage my time.
6. One of the things that I need to change most is how I physically take care of my body.

M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____

Change Orientation

Total Score _____

Plot your total scores for each scale on the mini-profile below.

PART III SELF MANAGEMENT SKILLS

MINI-PROFILE

DRIVE STRENGTH	4	6	8	9	10	11	12
TIME MANAGEMENT	2	4	6	8	9	10	12
COMMITMENT ETHIC	6	8	9	10	11	12	
	DEVELOP			STRENGTHEN		ENHANCE	
CHANGE ORIENTATION	0	2	3	5	7	9	12
	LOW		NORMAL		HIGH		

Effective Self Management involves three interrelated, powerful, emotional skills that enable a person to manage self in life and work. To be successful, satisfied, and happy, you must learn to motivate yourself and achieve meaningful goals in life (Drive Strength), view time as a valuable resource and use time effectively (Time Management), and make commitments and complete projects in a dependable manner (Commitment Ethic). In addition, you need to convert a potential problem area of life (Change Orientation) to the emotional skill of Positive Personal Change.

Move on to Part IV

Part IV Intrapersonal Development

This primary performance area of life consists of Intrapersonal (within you) Skills essential to emotional learning and self-knowledge. Intrapersonal Skills include the vital personal perspective of learning emotional skills and using emotional skills to improve the quality of your life. Intrapersonal Skills are critical to discovering and using your personal belief system toward the betterment of self. These emotional skills include your own private view of confidence, your competence, and your abilities. Now explore Intrapersonal Skills over two emotional skill areas.

1. I trust my ability to size up a situation.
2. I am excited about myself and the potential that I have to develop as a person.
3. I feel in control of my life.
4. I am an open, honest, and spontaneous person.
5. I like myself, and I feel very comfortable with the way I am as a person.
6. For me, anything is possible if I believe in myself.

M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____

Self Esteem

Total Score _____

1. Even when I try to enjoy myself and relax, I feel a lot of pressure.
2. My friends often say that I look worried, tense or uptight.
3. I have become extremely nervous and tense at times, and doctors have advised me to slow down and relax.
4. I am impatient with myself and others, and I am usually pushing to hurry things up.
5. I often feel that I have little control over what I think, feel and do.
6. I feel tense and pressured by the way I have to live.

M=0 S=1 L=2 _____
M=0 S=1 L=2 _____
M=0 S=1 L=2 _____
M=0 S=1 L=2 _____
M=0 S=1 L=2 _____
M=0 S=1 L=2 _____

Stress Management

Total Score _____

Plot your total scores for each scale on the mini-profile below.

PART IV INTRAPERSONAL SKILLS				MINI-PROFILE			
SELF ESTEEM		6	8	9	11	12	
STRESS MANAGEMENT		3	5	7	8	10	11 12
		DEVELOP		STRENGTHEN		ENHANCE	

Intrapersonal Skills involve how a person feels about self, values self, and behaves toward self, as well as managing all types of stress and problems in life. These emotional skills enable you to effectively deal with yourself and personal stress (Self Esteem), as well as the intense stress, pressure, and demands of daily life and work (Stress Management). The quality of your life and your survival depend on these two powerful, emotional skills.

Developing your Emotional Skills

Congratulations! You have now completed the most important and critical first step by honestly assessing and exploring ten key emotional skills and three potential problem areas of life. Now, to gain a holistic view of emotional intelligence skills, you will transfer your scores on all four mini-profiles to create Your Emotional Skills Profile. Your Emotional Skills Profile consolidates the ten emotional skills in the top part and then the three potential problematic areas on the bottom of the profile. Note that the scales Aggression, Deference, and Change Orientation go on the bottom of the profile. These scales need to be converted to the emotional skills of Anger Control and Management, Fear Control and Management, and Positive Personal Change.

Your Emotional Skills Profile

A Personal Guide to Emotional Learning

Your Emotional Skills Profile provides an authentic self-assessment of your current level of development over ten powerful, emotional skills. These emotional skills are important to you in four primary performance areas of life: (I) Interpersonal Communication Under Stress, (II) Personal Leadership, (III) Self-Management in Life and Career, and (IV) Intrapersonal Development. Your Emotional Skills Profile also provides a current self-assessment of three potential problem areas of life which need to be converted to emotional skills.

Self-Knowledge, Emotional Learning, and Positive Personal Change

Accurate and current self-knowledge is powerful knowledge. Emotional learning and emotional intelligence skills use the internal frame of reference of the person as the basis of the learning process. Positive Personal Change is first and foremost a self-directed process that is intentional and supported by emotional skills and commitment. Two steps make change positive and personally meaningful: (1) obtaining important and useful emotional knowledge about self and (2) learning and developing emotional skills to guide and support lifelong emotional learning. Your Emotional Skills Profile provides information and knowledge about self and a model to learn, understand, and develop emotional intelligence skills.

By studying and understanding your emotional skills, you gain important self-knowledge. This knowledge can serve as Your Personal Guide to Emotional Learning.

A PROFILE OF EMOTIONAL SKILLS (Form A)	
STANDARD SCORE	30 40 50 60 70
PART I	
INTERPERSONAL SKILLS	
ASSERTION	5 7 10 12 14 16 18
PART II	
LEADERSHIP SKILLS	
COMFORT	4 6 8 9 10 11 12
EMPATHY	4 6 8 9 10 11 12
DECISION MAKING	3 5 6 8 9 10
LEADERSHIP	3 5 7 8 10 11 12
PART III	
SELF MANAGEMENT SKILLS	
DRIVE STRENGTH	4 6 8 9 10 11 12
TIME MANAGEMENT	2 4 6 8 9 10 12
COMMITMENT ETHIC	6 8 9 10 11 12
PART IV	
INTRAPERSONAL SKILLS	
SELF ESTEEM	6 8 9 11 12
STRESS MANAGEMENT	3 5 7 8 10 11 12
SCALE	DEVELOP STRENGTHEN ENHANCE

A PROFILE OF POTENTIAL PROBLEM AREAS	
AGGRESSION	0 2 4 6 8 10 12 18
DEFERENCE	0 2 4 6 8 10 12 15 18
CHANGE ORIENTATION	0 2 3 5 7 9 12
SCALE	LOW NORMAL HIGH

Defining Emotional Intelligence Skills

Emotional Skills are key to personal happiness, healthy relationships, and personally meaningful careers. High levels of achievement require emotional skills, emotional learning, and emotional intelligence. Emotional learning is self-directed and highly personal. By completing the process of authentic self-assessment and developing *Your Emotional Skills Profile*, you now have a new process and way of understanding your emotional self. You have a new process of knowing what emotional learning involves and what emotional intelligence means. Emotional Intelligence is a developing process of identifying, learning, understanding, feeling and expressing human emotions in ways that are healthy and constructive.

Review Your Emotional Skills Profile and learn as much as possible about the thirteen powerful, emotional skills. Study the definitions and meanings of the emotional skills to gain a personal understanding of emotional skills and their importance to your life.

Part I: Interpersonal Skills

ASSERTION: The ability to clearly and honestly communicate personal thoughts and feelings to another person in a comfortable, direct, appropriate, and straightforward manner. Assertive communication is a positive way of talking to people and expressing thoughts and feelings in a way that promotes understanding, caring, and respect. Assertive communication allows a person to respect individual rights and the rights of others and is not hurtful to self or others. Assertion enables a person to communicate effectively even in difficult situations involving strong and intense emotions. Assertion is a key emotional skill essential for developing and maintaining strong, positive, and healthy relationships.

Part II: Leadership Skills

COMFORT: The ability to judge appropriate social, emotional, and physical distance and verbal and non-verbal interactions with others and to impact and influence others in positive ways. Interpersonal Comfort includes the ability to establish rapport and develop trust in relationships by using effective attending skills and being honest, self-assured, and open. Comfort enables a person to be confident, spontaneous, and relaxed with others in a variety of situations. Comfort is a key emotional skill essential for developing and maintaining positive interactions with others in social and/or leadership capacities.

EMPATHY: The ability to accurately understand and constructively respond to the expressed feelings, thoughts, behaviors, and needs of others. Accurate Empathy involves active listening in a patient, compassionate, and non-judgmental manner and communication back to the person the feelings of being heard, understood, and accepted as a person. Empathy enables a person to be viewed as caring, genuine, and trustworthy. Empathy is a key emotional skill essential for honest and effective communication in social and/or leadership capacities.

DECISION MAKING: The ability to plan, formulate, initiate, and implement effective problem solving procedures. Decision Making involves using problem solving and conflict resolution strategies in solving personal problems and using a skills approach in making decisions. Decision Making skills include knowing and using a systematic model or process for anticipating and approaching problems and decisions in daily life and work. Decision Making is a key emotional skill essential for formulating and seeing choices in problem situations and for involving others in the solution to problems and conflicts.

LEADERSHIP: The ability to positively impact, persuade, influence others, and in general make a positive difference. Leadership is a behavioral reflection of self-empowerment with developed abilities and skills in interpersonal and goal-directed areas of life. Leadership is a set of personal and goal directed behaviors and actions that create momentum, consensus, and support in working with others. Leadership is a key emotional skill essential for establishing and providing vision, momentum, and direction for others in ways that are valued and respected.

Part III: Self Management Skills

DRIVE STRENGTH: The ability to effectively direct personal energy and motivation to achieve personal, career, and life goals. Drive Strength is reflected in goal achievement and in the ability to complete meaningful goals that result in personal satisfaction and positive feelings. Drive Strength involves the learning of specific strategies and processes of action goal setting that a person can apply and practice on a daily basis in personal, career, and life projects. Drive Strength is a key emotional skill essential for high performance, goal achievement, and success.

TIME MANAGEMENT: The ability to organize tasks into a personally productive time schedule and use time effectively for task completion. Time Management is reflected in the ability to achieve and productively manage the valuable resource of time, rather than responding or reacting to the demands of time. Time Management involves the learning and using of effective skills and brings harmony to thoughts, feelings, and behaviors on a daily basis in the pursuit of personal, career, and life goals. Time Management is a key emotional skill essential to the effective management of self.

COMMITMENT ETHIC: The ability to complete tasks, projects, assignments, and personal responsibilities in a dependable and successful manner, even in difficult circumstances. Commitment Ethic is reflected by an inner-directed, self-motivated, and persistent effort to complete projects regardless of other distractions and difficulties. Commitment Ethic involves a personal standard for meeting the goals, expectations, and requirements of life and career. Commitment Ethic is a key emotional skill essential for success and satisfaction and is the inseparable companion of high achievement and personal excellence.

Part IV: Intrapersonal Skills

SELF ESTEEM: The ability, belief, and skill to view self as positive, competent, and successful in achieving personal goals. Self Esteem is reflected in genuine self-confidence, a high regard for self and others, and self worth. Positive Self Esteem is the foundation of achievement and a general sense of well being. Self Esteem includes the powerful personal belief system about self, personal competence, and value of self. Self Esteem is developed and maintained daily by experiencing success in effective dealing with self, others, and the demands of life and work. Self Esteem is a key emotional skill essential for learning about and developing self in all aspects of life.

STRESS MANAGEMENT: The ability and skill to choose and exercise healthy self-control and self-management in response to stressful events. Stress Management is reflected in the ability to control and manage stress and strong emotions in the many situations of daily life and work. Stress Management involves self-regulation of emotional intensity and the use of relaxation and cognitively derived coping strategies in difficult and high stress situations. Stress Management is a key emotional skill essential to health, performance, and satisfaction in life and work.

Potential Problem Areas

AGGRESSION: A measure of the degree to which an individual employs a personal communication style or pattern that violates, overpowers, dominates, or discredits another person's rights, thoughts, feelings, or behaviors. Aggression is reflected in communication that is too strong and overpowering and results in bad feelings and negative outcomes. Aggression is a potential problem area of life that negatively affects relationships. Aggression involves the emotion of anger and needs to be understood and converted to the emotional skill of **Anger Control and Management**. Anger Control and Management is a key emotional skill essential to the healthy and constructive expression of anger in relationship to self and others.

DEFERENCE: A measure of the degree to which an individual employs a personal communication style or pattern that is indirect, self-inhibiting, self-denying, and ineffectual for the accurate expression of thoughts, feelings, or behaviors. Deference is reflected in communication that is too weak, indirect, or ambiguous and results in unclear and/or mixed messages. Often, Deference results in ineffective communication that negatively affects relationships. Deference involves the emotion of fear and needs to be understood and converted to the emotional skill of **Fear Control and Management**. Fear Control and Management is a key emotional skill essential to the healthy and constructive expression of fear, worry, and anxiety in relationship to self and others.

CHANGE ORIENTATION: A measure of the degree to which an individual is satisfied and the magnitude of change needed or desired for developing personal and professional effectiveness. Change Orientation includes the degree to which a person is motivated and ready for change. Change Orientation is a reflection of satisfaction or dissatisfaction with current emotional skills and abilities. Often, a high measure of Change Orientation is an indication of dissatisfaction with current personal and emotional skills, an acute interest in making personal changes, and/or a strong conviction of the need to make personal changes. Change Orientation needs to be understood and converted to the emotional skill of **Positive Personal Change**. Positive Personal Change is a key emotional skill essential to healthy change and development throughout life.

Step 1: EXPLORE

Step 2: IDENTIFY

Step 3: UNDERSTAND

ESAP

Form B

Emotional Skills Assessment Process



Please fill out or circle the following:

Name: _____ ID # _____

Date: _____ Age: _____ Gender: M F Ethnicity: _____

Course Title & No.: _____ Sec. No.: _____

Year in School: Freshman Sophomore Junior Senior Masters Other

E-mail Address: _____ Phone: _____

For Office Use Only:

Database Date: _____

By: _____

Verified: _____

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Darwin Nelson, Ph.D.
Gary Low, Ph.D.

Exploring Emotional Intelligence

Emotional intelligence is recognized as being critical to the growth and development of healthy, personally responsible, and successful people. To fully explore, understand, and develop emotional skills, the process needs to be authentic, honest, positive, and self-directed. You will be completing an emotional skills assessment to gain valuable personal information about yourself and your emotional skills. This is not a test; there are no right or wrong responses; the results are for you to use as a guide to further develop your emotional self.

Instructions:

You will be completing an honest, personal assessment of current emotional abilities and skills in 4 separate and related parts. Helpful hints: Your first response is your best response. Let your feelings decide the best response for you. Think of each statement as it relates to you in the setting you feel needs most improvement, for example your job, family, relationships, etc. Be totally honest. Respond to each statement and circle your response.

M means most like or descriptive of you

S means sometimes like or descriptive of you and sometimes not

L means least like or descriptive of you

Circle the letter and number by the letter. Complete each part before scoring your responses. Enjoy.

Part I Interpersonal Communication Under Stress

This primary performance area of life consists of the communication skills essential to establishing and maintaining a variety of strong and healthy relationships. Effective communication is key to positive and healthy relationships. The absolute key to truly understand and improve communication skills is in the stressful and emotional situations in life. The learning and development of interpersonal communication skills are best achieved by treating them as emotional skills. Now, explore Interpersonal Communication Under Stress in a variety of difficult situations.

SITUATION: When another person makes an important request/demand of me ...

- | | | | | |
|--|-----|-----|-----|-------|
| 1. I usually feel comfortable about saying "yes" or "no" to the request. | M=2 | S=1 | L=0 | _____ |
| 2. I usually think that I have the right to say "yes" or "no" and feel comfortable about either response. | M=2 | S=1 | L=0 | _____ |
| 3. I usually behave in line with my true feelings at the time and tell the person "yes" or "no" comfortably. | M=2 | S=1 | L=0 | _____ |

SITUATION: When I make an important request/demand of another person ...

- | | | | | |
|---|-----|-----|-----|-------|
| 4. I usually feel confident and comfortable in my right to make requests of others. | M=2 | S=1 | L=0 | _____ |
| 5. I usually think that I have the right to make requests of others and will respect their decision about how they choose to respond. | M=2 | S=1 | L=0 | _____ |
| 6. I usually behave comfortably and straightforwardly in making the request. | M=2 | S=1 | L=0 | _____ |

SITUATION: When I am around a new group of people ...

- | | | | | |
|---|-----|-----|-----|-------|
| 7. I usually feel a little uneasy, but comfortable. | M=2 | S=1 | L=0 | _____ |
| 8. I usually think that I will have fun meeting these new people, and I would like for some of them to know me. | M=2 | S=1 | L=0 | _____ |
| 9. I usually behave in a relaxed manner by introducing myself to someone who looks interesting or by visiting around. | M=2 | S=1 | L=0 | _____ |

Assertion Total Score _____

Transfer the number (0, 1, or 2) of your circled response to the line at the right of each item.

Add all responses to obtain total score and then move on to next section.

SITUATION: When another person makes an important request/demand of me ...

- | | | | | |
|---|-----|-----|-----|-------|
| 1. I usually feel resentment or upset that the person expects a "yes". | M=2 | S=1 | L=0 | _____ |
| 2. I usually think that I don't like being imposed on and usually say "no" even if I feel "maybe" or "yes". | M=2 | S=1 | L=0 | _____ |
| 3. I usually behave defensively and say "no" or let them know that I resent the request and do it grudgingly. | M=2 | S=1 | L=0 | _____ |

SITUATION: When I make an important request/demand of another person ...

- | | | | | |
|--|-----|-----|-----|-------|
| 4. I usually feel determined more about getting what I want than concerned with the feelings of the other person. | M=2 | S=1 | L=0 | _____ |
| 5. I usually think that what I need or want is more important or that the other person should respond immediately. | M=2 | S=1 | L=0 | _____ |
| 6. I usually behave pushy and sometimes overpowering in making the request. | M=2 | S=1 | L=0 | _____ |

SITUATION: When I am around a new group of people ...

7. I **usually feel** uncomfortable or pressured to get a conversation going even if I have to be a little pushy.
8. I **usually think** that I need to get things started whether they are ready to or not.
9. I **usually behave** by talking too much, or I often come on too strong.

M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____

Aggression

Total Score _____

SITUATION: When another person makes an important request/demand of me ...

1. I **usually feel** nervous or anxious about refusing the person.
2. I **usually think** that I say "yes" many times even when I feel like saying "no."
3. I **usually behave** in ways he/she wants - or refuse and apologize for my response.

M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____

SITUATION: When I make an important request/demand of another person ...

4. I **usually feel** anxious or reluctant about approaching him/her.
5. I **usually think** that I really should not be imposing on or bothering them.
6. I **usually behave** hesitantly or awkwardly in making the request.

M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____

SITUATION: When I am around a new group of people ...

7. I **usually feel** anxious or confused about how to start a conversation.
8. I **usually think** that they are more relaxed than I am, or that I don't have much to say anyway.
9. I **usually behave** cautiously and wait until someone comes to talk to me.

M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____

Deference

Total Score _____

Plot your total scores for each scale on the mini-profile below.

PART I INTERPERSONAL SKILLS

MINI-PROFILE

ASSERTION	5	7	10	12	14	16	18
	DEVELOP			STRENGTHEN		ENHANCE	
AGGRESSION	0 1			2	4	6	7 10 13 18
DEFERENCE	0 2			4	6	8 10	11 15 18
	LOW			NORMAL		HIGH	

Communication is especially difficult under stressful conditions. Assertion is a powerful, emotional skill that helps you communicate more effectively, honestly, and appropriately. Aggression and Deference are patterns of communication that need to be converted to the powerful, emotional skills of Anger Control and Management, and Fear Control and Management.

Move On To Part II

Part II Personal Leadership

This primary performance area of life consists of the personal and emotional skills essential for developing leadership centered around the person. Personal Leadership is a set of interactive skills, processes, and actions. Effective leaders create a climate for positively motivating others by knowing, understanding, and respecting the needs, values, interests, and goals of others. Genuine caring and communicating respect are the essence of leadership. Emotional learning and emotional skills are key to responsible leadership. Emotional skills enable a person to first lead self, and then to collaborate with others and be a responsible, active, and effective team member. Now, explore Personal Leadership over four personal and emotional skills areas.

1. I know how to ask a favor without imposing.
2. My ability to use my whole body (eyes, facial expressions, voice tone, and touch) makes communication with others easy for me.
3. My handshake is confident and firm, and communicates a solid feeling about myself to others.
4. I am able to tell if it is okay to introduce myself or wait to be introduced.
5. I know when to talk and when to listen.
6. I know how close I can be to a person without making that person uncomfortable.

M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____

Comfort

Total Score _____

1. When another person tells me what he/she is feeling, I understand the feelings and really listen to him/her.
2. I am a warm and accepting person, and people are comfortable talking to me about really private concerns and feelings.
3. I feel the emotions of others as they feel them.
4. I am considered to be a good listener.
5. I accurately understand how a person feels when he/she is talking to me.
6. When someone is telling me something important, I concentrate on the person and really hear him/her.

M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____

Empathy

Total Score _____

1. I make decisions easily and with good results.
2. When faced with an important decision, I am good at seeing several alternatives and make a priority decision.
3. I am decisive when a stressful situation calls for an immediate decision and action.
4. I seldom regret the decisions that I have made.
5. When involved in a group project, I suggest solutions which other group members accept.
6. I make my decisions independently and rarely ask assistance from bosses, family, or associates.

M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____

Decision Making

Total Score _____

1. I positively impact others just by being myself.
2. I make a strong and positive impact on the majority of people that I meet.
3. My friends involve me in solving their problems.
4. I am a convincing and believable person, and my friends often ask me to "talk to" someone for them.
5. I am persuasive without taking advantage of others.
6. I put others at ease in tense situations.

M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____
M=2 S=1 L=0 _____

Leadership

Total Score _____

Plot your total scores for each scale on the mini-profile below.

PART II LEADERSHIP SKILLS

MINI-PROFILE

COMFORT	4	6	8	9	10	11	12
EMPATHY	4	6	8	9	10	11	12
DECISION MAKING	3	5	6	8	9	10	12
LEADERSHIP	4	6	8	9	10	11	12
	DEVELOP			STRENGTHEN		ENHANCE	

Personal Leadership consists of four interrelated, powerful emotional skills. These skills enable you to positively lead self and work well with others. Effective leaders learn and develop appropriate social skills (Comfort); effective leaders accept and accurately understand others (Empathy); effective leaders make decisions and solve problems (Decision Making); and effective leaders influence others in positive ways (Leadership). These emotional skills are essential to working effectively in the many situations of life involving a wide range of people.

Move on to Part III

Part III Self Management in Life and Career

This primary performance area of life consists of the personal and emotional skills essential to effective self management. To be productive, healthy, and successful, a person must learn, develop, strengthen, and enhance skills and abilities in management, especially management of self. It is important to develop a personal perspective or view that you are your own best resource in life. Self Management is key to performance, health, productivity, and satisfaction with your life and your career. Now, explore Self Management over four emotional skills areas.

- | | | |
|---|-------------|-------|
| 1. I am an achiever. | M=2 S=1 L=0 | _____ |
| 2. I think more about success than failure when beginning a new task. | M=2 S=1 L=0 | _____ |
| 3. I do not give up easily when confronted with a difficult problem. | M=2 S=1 L=0 | _____ |
| 4. I finish things that I start. | M=2 S=1 L=0 | _____ |
| 5. At work, I spend most of my time and energy on important projects. | M=2 S=1 L=0 | _____ |
| 6. I set specific goals for my career and my life. | M=2 S=1 L=0 | _____ |

Drive Strength

Total Score _____

- | | | |
|---|-------------|-------|
| 1. If I were being evaluated in terms of job effectiveness, I would receive high ratings in managing my work day. | M=2 S=1 L=0 | _____ |
| 2. I am able to manage my time in the present so that I am not pressured by always trying to catch up with things that I have not done in the past. | M=2 S=1 L=0 | _____ |
| 3. I organize my responsibilities into an efficient personal time schedule. | M=2 S=1 L=0 | _____ |
| 4. I know exactly how much time I need to complete assignments and projects. | M=2 S=1 L=0 | _____ |
| 5. I am among the first to arrive at meetings or events. | M=2 S=1 L=0 | _____ |
| 6. I am on time for my appointments. | M=2 S=1 L=0 | _____ |

Time Management

Total Score _____

- | | | |
|---|-------------|-------|
| 1. When I decide to do something, I carry through and do it. | M=2 S=1 L=0 | _____ |
| 2. I am a "hard worker" even when I am not supervised. | M=2 S=1 L=0 | _____ |
| 3. When something needs to be done, people turn to me. | M=2 S=1 L=0 | _____ |
| 4. I have a strong sense of right and wrong for myself, and I behave accordingly. | M=2 S=1 L=0 | _____ |
| 5. I have often worked day and night on projects to meet a deadline that I have set for myself or have agreed to. | M=2 S=1 L=0 | _____ |
| 6. I do not procrastinate. | M=2 S=1 L=0 | _____ |

Commitment Ethic

Total Score _____

- | | | |
|---|-------------|-------|
| 1. I am not satisfied with the amount of energy I put into being successful in life. | M=2 S=1 L=0 | _____ |
| 2. I am not satisfied with my leadership ability. | M=2 S=1 L=0 | _____ |
| 3. I need to change the way that I handle stress and tension. | M=2 S=1 L=0 | _____ |
| 4. One of the things that I need to change most is the way that I relate to other people. | M=2 S=1 L=0 | _____ |
| 5. I am not satisfied with my ability to handle problems or conflicts. | M=2 S=1 L=0 | _____ |
| 6. One of the things that I need to change most is the way that I relate to my family. | M=2 S=1 L=0 | _____ |

Change Orientation

Total Score _____

Plot your total scores for each scale on the mini-profile below.

PART III SELF MANAGEMENT SKILLS

MINI-PROFILE

DRIVE STRENGTH	4	6	8	9	10	11	12			
TIME MANAGEMENT	2	4	5	7	8	10	11	12		
COMMITMENT ETHIC	4	6	8	9	10	11	12			
	DEVELOP			STRENGTHEN		ENHANCE				
CHANGE ORIENTATION	0			2	3	5	6	8	10	12
	LOW			NORMAL			HIGH			

Effective Self Management involves three interrelated, powerful, emotional skills that enable a person to manage self in life and work. To be successful, satisfied, and happy, you must learn to motivate yourself and achieve meaningful goals in life (Drive Strength), view time as a valuable resource and use time effectively (Time Management), and make commitments and complete projects in a dependable manner (Commitment Ethic). In addition, you need to convert a potential problem area of life (Change Orientation) to the emotional skill of Positive Personal Change.

Move on to Part IV

Part IV Intrapersonal Development

This primary performance area of life consists of Intrapersonal (within you) Skills essential to emotional learning and self-knowledge. Intrapersonal Skills include the vital personal perspective of learning emotional skills and using emotional skills to improve the quality of your life. Intrapersonal Skills are critical to discovering and using your personal belief system toward the betterment of self. These emotional skills include your own private view of confidence, your competence, and your abilities. Now explore Intrapersonal Skills over two emotional skill areas.

1. I am free to be myself and handle the consequences.
2. I am a self-confident person.
3. I am regarded by others as a leader.
4. I am a cheerful person.
5. I effectively cope with the ups and downs of life.
6. I am trustworthy, and I comfortably depend upon myself.

M=2 S=1 L=0 ____
M=2 S=1 L=0 ____
M=2 S=1 L=0 ____
M=2 S=1 L=0 ____
M=2 S=1 L=0 ____
M=2 S=1 L=0 ____

Self Esteem

Total Score ____

1. I am under so much stress that I can feel the tension in my body.
2. I am a tense person.
3. I seem to continually struggle to achieve and do well and seldom take time to honestly ask myself what I really want out of life.
4. I am unable to relax naturally, and tend to rely on other things (drugs, alcohol, tobacco etc.) to calm me down.
5. I cannot find the time to really enjoy life the way I would like.
6. If I really relaxed and enjoyed life the way I wanted to, I would find it hard to feel good about myself.

M=0 S=1 L=2 ____
M=0 S=1 L=2 ____
M=0 S=1 L=2 ____
M=0 S=1 L=2 ____
M=0 S=1 L=2 ____
M=0 S=1 L=2 ____

Stress Management

Total Score ____

Plot your total scores for each scale on the mini-profile below.

PART IV INTRAPERSONAL SKILLS				MINI-PROFILE			
SELF ESTEEM		4	6	8	9	11	12
STRESS MANAGEMENT		3	5	7	8	10	11 12
		DEVELOP			STRENGTHEN		ENHANCE

Intrapersonal Skills involve how a person feels about self, values self, and behaves toward self, as well as managing all types of stress and problems in life. These emotional skills enable you to effectively deal with yourself and personal stress (Self Esteem), as well as the intense stress, pressure, and demands of daily life and work (Stress Management). The quality of your life and your survival depend on these two powerful, emotional skills.

Developing your Emotional Skills

Congratulations! You have now completed the most important and critical first step by honestly assessing and exploring ten key emotional skills and three potential problem areas of life. Now, to gain a holistic view of emotional intelligence skills, you will transfer your scores on all four mini-profiles to create Your Emotional Skills Profile. Your Emotional Skills Profile consolidates the ten emotional skills in the top part and then the three potential problematic areas on the bottom of the profile. Note that the scales Aggression, Deference, and Change Orientation go on the bottom of the profile. These scales need to be converted to the emotional skills of Anger Control and Management, Fear Control and Management, and Positive Personal Change.

Your Emotional Skills Profile

A Personal Guide to Emotional Learning

Your Emotional Skills Profile provides an authentic self-assessment of your current level of development over ten powerful, emotional skills. These emotional skills are important to you in four primary performance areas of life: (I) Interpersonal Communication Under Stress, (II) Personal Leadership, (III) Self-Management in Life and Career, and (IV) Intrapersonal Development. Your Emotional Skills Profile also provides a current self-assessment of three potential problem areas of life which need to be converted to emotional skills.

Self-Knowledge, Emotional Learning, and Positive Personal Change

Accurate and current self-knowledge is powerful knowledge. Emotional learning and emotional intelligence skills use the internal frame of reference of the person as the basis of the learning process. Positive Personal Change is first and foremost a self-directed process that is intentional and supported by emotional skills and commitment. Two steps make change positive and personally meaningful: (1) obtaining important and useful emotional knowledge about self and (2) learning and developing emotional skills to guide and support lifelong emotional learning. Your Emotional Skills Profile provides information and knowledge about self and a model to learn, understand, and develop emotional intelligence skills.

By studying and understanding your emotional skills, you gain important self-knowledge. This knowledge can serve as Your Personal Guide to Emotional Learning.

A PROFILE OF EMOTIONAL SKILLS (Form B)	
STANDARD SCORE	30 40 50 60 70
PART I	
INTERPERSONAL SKILLS	
ASSERTION	5 7 10 12 14 16 18
PART II	
LEADERSHIP SKILLS	
COMFORT	4 6 8 9 10 11 12
EMPATHY	4 6 8 9 10 11 12
DECISION MAKING	3 5 6 8 9 10 12
LEADERSHIP	4 6 8 9 10 11 12
PART III	
SELF MANAGEMENT SKILLS	
DRIVE STRENGTH	4 6 8 9 10 11 12
TIME MANAGEMENT	2 4 5 7 8 10 11 12
COMMITMENT ETHIC	4 6 8 9 10 11 12
PART IV	
INTRAPERSONAL SKILLS	
SELF ESTEEM	4 6 8 9 11 12
STRESS MANAGEMENT	3 5 7 8 10 11 12
SCALE	DEVELOP STRENGTHEN ENHANCE

A PROFILE OF POTENTIAL PROBLEM AREAS	
AGGRESSION	0 1 2 4 6 7 10 13 18
DEFERENCE	0 2 4 6 8 10 11 15 18
CHANGE ORIENTATION	0 2 3 5 6 8 10 12
SCALE	LOW NORMAL HIGH

Defining Emotional Intelligence Skills

Emotional Skills are key to personal happiness, healthy relationships, and personally meaningful careers. High levels of achievement require emotional skills, emotional learning, and emotional intelligence. Emotional learning is self-directed and highly personal. By completing the process of authentic self-assessment and developing *Your Emotional Skills Profile*, you now have a new process and way of understanding your emotional self. You have a new process of knowing what emotional learning involves and what emotional intelligence means. Emotional Intelligence is a developing process of identifying, learning, understanding, feeling and expressing human emotions in ways that are healthy and constructive.

Review Your Emotional Skills Profile and learn as much as possible about the thirteen powerful, emotional skills. Study the definitions and meanings of the emotional skills to gain a personal understanding of emotional skills and their importance to your life.

Part I: Interpersonal Skills

ASSERTION: The ability to clearly and honestly communicate personal thoughts and feelings to another person in a comfortable, direct, appropriate, and straightforward manner. Assertive communication is a positive way of talking to people and expressing thoughts and feelings in a way that promotes understanding, caring, and respect. Assertive communication allows a person to respect individual rights and the rights of others and is not hurtful to self or others. Assertion enables a person to communicate effectively even in difficult situations involving strong and intense emotions. Assertion is a key emotional skill essential for developing and maintaining strong, positive, and healthy relationships.

Part II: Leadership Skills

COMFORT: The ability to judge appropriate social, emotional, and physical distance and verbal and non-verbal interactions with others and to impact and influence others in positive ways. Interpersonal Comfort includes the ability to establish rapport and develop trust in relationships by using effective attending skills and being honest, self-assured, and open. Comfort enables a person to be confident, spontaneous, and relaxed with others in a variety of situations. Comfort is a key emotional skill essential for developing and maintaining positive interactions with others in social and/or leadership capacities.

EMPATHY: The ability to accurately understand and constructively respond to the expressed feelings, thoughts, behaviors, and needs of others. Accurate Empathy involves active listening in a patient, compassionate, and non-judgmental manner and communication back to the person the feelings of being heard, understood, and accepted as a person. Empathy enables a person to be viewed as caring, genuine, and trustworthy. Empathy is a key emotional skill essential for honest and effective communication in social and/or leadership capacities.

DECISION MAKING: The ability to plan, formulate, initiate, and implement effective problem solving procedures. Decision Making involves using problem solving and conflict resolution strategies in solving personal problems and using a skills approach in making decisions. Decision Making skills include knowing and using a systematic model or process for anticipating and approaching problems and decisions in daily life and work. Decision Making is a key emotional skill essential for formulating and seeing choices in problem situations and for involving others in the solution to problems and conflicts.

LEADERSHIP: The ability to positively impact, persuade, influence others, and in general make a positive difference. Leadership is a behavioral reflection of self-empowerment with developed abilities and skills in interpersonal and goal-directed areas of life. Leadership is a set of personal and goal directed behaviors and actions that create momentum, consensus, and support in working with others. Leadership is a key emotional skill essential for establishing and providing vision, momentum, and direction for others in ways that are valued and respected.

Part III: Self Management Skills

DRIVE STRENGTH: The ability to effectively direct personal energy and motivation to achieve personal, career, and life goals. Drive Strength is reflected in goal achievement and in the ability to complete meaningful goals that result in personal satisfaction and positive feelings. Drive Strength involves the learning of specific strategies and processes of action goal setting that a person can apply and practice on a daily basis in personal, career, and life projects. Drive Strength is a key emotional skill essential for high performance, goal achievement, and success.

TIME MANAGEMENT: The ability to organize tasks into a personally productive time schedule and use time effectively for task completion. Time Management is reflected in the ability to achieve and productively manage the valuable resource of time, rather than responding or reacting to the demands of time. Time Management involves the learning and using of effective skills and brings harmony to thoughts, feelings, and behaviors on a daily basis in the pursuit of personal, career, and life goals. Time Management is a key emotional skill essential to the effective management of self.

COMMITMENT ETHIC: The ability to complete tasks, projects, assignments, and personal responsibilities in a dependable and successful manner, even in difficult circumstances. Commitment Ethic is reflected by an inner-directed, self-motivated, and persistent effort to complete projects regardless of other distractions and difficulties. Commitment Ethic involves a personal standard for meeting the goals, expectations, and requirements of life and career. Commitment Ethic is a key emotional skill essential for success and satisfaction and is the inseparable companion of high achievement and personal excellence.

Part IV: Intrapersonal Skills

SELF ESTEEM: The ability, belief, and skill to view self as positive, competent, and successful in achieving personal goals. Self Esteem is reflected in genuine self-confidence, a high regard for self and others, and self worth. Positive Self Esteem is the foundation of achievement and a general sense of well being. Self Esteem includes the powerful personal belief system about self, personal competence, and value of self. Self Esteem is developed and maintained daily by experiencing success in effective dealing with self, others, and the demands of life and work. Self Esteem is a key emotional skill essential for learning about and developing self in all aspects of life.

STRESS MANAGEMENT: The ability and skill to choose and exercise healthy self-control and self-management in response to stressful events. Stress Management is reflected in the ability to control and manage stress and strong emotions in the many situations of daily life and work. Stress Management involves self-regulation of emotional intensity and the use of relaxation and cognitively derived coping strategies in difficult and high stress situations. Stress Management is a key emotional skill essential to health, performance, and satisfaction in life and work.

Potential Problem Areas

AGGRESSION: A measure of the degree to which an individual employs a personal communication style or pattern that violates, overpowers, dominates, or discredits another person's rights, thoughts, feelings, or behaviors. Aggression is reflected in communication that is too strong and overpowering and results in bad feelings and negative outcomes. Aggression is a potential problem area of life that negatively affects relationships. Aggression involves the emotion of anger and needs to be understood and converted to the emotional skill of **Anger Control and Management**. Anger Control and Management is a key emotional skill essential to the healthy and constructive expression of anger in relationship to self and others.

DEFERENCE: A measure of the degree to which an individual employs a personal communication style or pattern that is indirect, self-inhibiting, self-denying, and ineffectual for the accurate expression of thoughts, feelings, or behaviors. Deference is reflected in communication that is too weak, indirect, or ambiguous and results in unclear and/or mixed messages. Often, Deference results in ineffective communication that negatively affects relationships. Deference involves the emotion of fear and needs to be understood and converted to the emotional skill of **Fear Control and Management**. Fear Control and Management is a key emotional skill essential to the healthy and constructive expression of fear, worry, and anxiety in relationship to self and others.

CHANGE ORIENTATION: A measure of the degree to which an individual is satisfied and the magnitude of change needed or desired for developing personal and professional effectiveness. Change Orientation includes the degree to which a person is motivated and ready for change. Change Orientation is a reflection of satisfaction or dissatisfaction with current emotional skills and abilities. Often, a high measure of Change Orientation is an indication of dissatisfaction with current personal and emotional skills, an acute interest in making personal changes, and/or a strong conviction of the need to make personal changes. Change Orientation needs to be understood and converted to the emotional skill of **Positive Personal Change**. Positive Personal Change is a key emotional skill essential to healthy change and development throughout life.

APPENDIX C



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Consent to Participate in a Research Study Colorado State University

TITLE OF STUDY: Emotional Intelligence: A qualitative study of the development of emotional intelligence of community college students enrolled in a leadership development program.

PRINCIPAL INVESTIGATOR: Dr. Marlene Strathe, Ph.D., School of Education, (970) 631-8554

CO-PRINCIPAL INVESTIGATOR: Stevie Blakely, School of Education, Doctoral Student, (817) 913-3337

WHY AM I BEING INVITED TO TAKE PART IN THIS RESEARCH? You are enrolled in a year-long leadership development program.

WHO IS DOING THE STUDY? Stevie Blakely, a doctoral student is conducting this study to gain research in preparation for her dissertation.

WHAT IS THE PURPOSE OF THIS STUDY? The purpose of the study is to discover the impact of leadership development programs on the emotional intelligence development of students.

WHERE IS THE STUDY GOING TO TAKE PLACE AND HOW LONG WILL IT LAST? The study will consist of a pre-test, focus group, post-test, and an interview. The pre-test and post-test will each take approximately 30 minutes. The focus group will take approximately 60 minutes and the interview will take between 30 and 60 minutes. All components of the study will be conducted at the Center for Leadership Development.

WHAT WILL I BE ASKED TO DO? The pre-test and post-test will measure your emotional intelligence abilities. You will be asked questions regarding your reaction and behavior in specific situations. In the focus group and interview, you will be asked to share your experiences regarding the leadership development program and the changes you have seen in yourself.

ARE THERE REASONS WHY I SHOULD NOT TAKE PART IN THIS STUDY? If you do not wish to share your experiences about the leadership development program, you should not participate.

WHAT ARE THE POSSIBLE RISKS AND DISCOMFORTS?

➤ There are no known risks associated with the procedures.

- It is not possible to identify all potential risks in research procedures, but the researcher(s) have taken reasonable safeguards to minimize any known and potential, but unknown, risks.

ARE THERE ANY BENEFITS FROM TAKING PART IN THIS STUDY? There is no known benefit in participating. We hope that this study will be helpful in the future to understand various benefits of leadership development programs in developing the emotional intelligence of students.

DO I HAVE TO TAKE PART IN THE STUDY? Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participating at any time without penalty or loss of benefits to which you are otherwise entitled.

WHO WILL SEE THE INFORMATION THAT I GIVE? We will keep private all research records that identify you, to the extent allowed by law.

For this study, we will assign an alias name to your data so that the only place your legal name will appear is on this consent and in our data spreadsheet which links you to your code. All transcribed data and original audio and video recordings from the interviews/focus groups will be stored on a flash drive and kept in a locked cabinet within the Center for Leadership Development for five years. Only the research team will have access to the link between you, your alias name, and your data. The only exceptions to this are if we are asked to share the research files for audit purposes with the CSU Institutional Review Board ethics committee, if necessary.

WILL I RECEIVE ANY COMPENSATION FOR TAKING PART IN THIS STUDY? You will not receive any compensation for participating in this study.

WHAT IF I HAVE QUESTIONS? Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions about the study, you can contact the investigator, Stevie Blakely at (817) 913-3337. If you have any questions about your rights as a volunteer in this research, contact Janell Barker, Human Research Administrator at (970) 491-1655. We will give you a copy of this consent form to take with you.

WHAT ELSE DO I NEED TO KNOW? You are being asked to complete a video-recorded focus group and audio recorded interview. Please sign below if you agree to be recorded.

Signature –Focus Group

Date

Signature-Interview

Date

Your signature below acknowledges that you have read the information stated and willingly agree to participate in all parts of this research study including the pre-test, focus group, post-

test, and interview. Your signature also acknowledges that you have received a copy of this document on the date signed, which contains 3 pages.

Signature of person giving consent

Date

Printed name of person giving consent

Signature of researcher

Date

APPENDIX D

Focus Group Questions

1. Please describe for me the experiences you have had in leadership this year.
 - a. What specific skills have you gained?
 - b. What specific knowledge have you gained?
2. What have been some of the influence of the leadership program on you personally?
 - a. What changes in attitude have you experienced?
 - b. What behavioral changes have you experienced?
3. Please describe for me your favorite leadership training experiences.
4. Please describe your least favorite leadership training experience.
5. What college experiences have made the most impact on your academic skills?
 - a. What college experiences have impacted your personal life?
 - b. What college experiences have impacted your work?
6. What could be done to make the program better?
 - a. What training components could be improved?
 - b. What topics/skills should be included or developed?
7. What will be your fondest memory of this program?
8. What will be your fondest memory of the college?
9. If you were to advertise this program to others, what would you say?

APPENDIX E

May 28, 2014

Ms. Stevie Blakely
Doctoral Student
Colorado State University

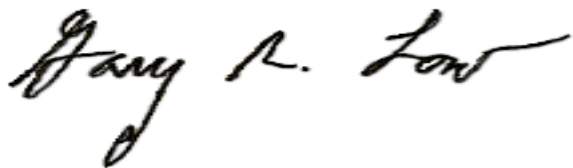
Dear Ms. Stevie Blakely,

Dr. Darwin Nelson and I are always interested in encouraging and supporting quality research with emotional intelligence and skills so vital to personal, academic, career, life, leadership performance. We are pleased to grant you permission to use our EI-centric learning models and positive assessment instrument Emotional Skills Assessment Process (ESAP) for your doctoral dissertation at Colorado State University.

You may include a copy of the ESAP A/B profile and other information as an appendix if you decide to do so. Copyrights of all ESAP assessments are retained by Darwin Nelson and Gary Low. We are pleased that you are using the ESAP A/B versions in your doctoral research topic "Emotional Intelligence: A Mixed Methods Study of the Development of Emotional Intelligence of Community College Students Enrolled in a Leadership Development Program". Your dissertation study will be interesting and relevant to the literature. Your study will add to the growing research base of emotional intelligence and its value and role in teaching, learning, education, career development and leadership.

When your study is completed, we would like a bound copy of your dissertation and one copy of all papers, reports, and articles that make use of the ESAP. We try to keep up with all doctoral studies and articles used with our positive and research derived assessments. Dr. Nelson and I wish you the best as you add to the professional literature and increase the heuristic value of our education and transformative assessments and learning models of emotional intelligence.

We wish you, your dissertation chair, and committee at Colorado State University the best with this important research. If you need additional professional literature references or technical assistance regarding the ESAP assessment, please let us know. Warmest personal regards.

A handwritten signature in black ink that reads "Gary R. Low". The signature is written in a cursive, flowing style with a long horizontal stroke at the end.

Gary R. Low, Ph.D.
Professor Emeritus of Education, Texas A&M University-Kingsville
Founding Faculty, Emotional Intelligence Training & Research Institute (EITRI)