

North Carolina Agricultural and Technical State University

Aggie Digital Collections and Scholarship

Dissertations

Electronic Theses and Dissertations

2014

The Influence of the Emotional Intelligence Management Curriculum to Improve College Students' Intrapersonal and Interpersonal Skills to Impact Leader Behavior and Team Performance Effectiveness

Cindy Register Love

North Carolina Agricultural and Technical State University

Follow this and additional works at: <https://digital.library.ncat.edu/dissertations>



Part of the [Curriculum and Instruction Commons](#), [Interpersonal and Small Group Communication Commons](#), and the [Leadership Studies Commons](#)

Recommended Citation

Love, Cindy Register, "The Influence of the Emotional Intelligence Management Curriculum to Improve College Students' Intrapersonal and Interpersonal Skills to Impact Leader Behavior and Team Performance Effectiveness" (2014). *Dissertations*. 142.

<https://digital.library.ncat.edu/dissertations/142>

This Dissertation is brought to you for free and open access by the Electronic Theses and Dissertations at Aggie Digital Collections and Scholarship. It has been accepted for inclusion in Dissertations by an authorized administrator of Aggie Digital Collections and Scholarship. For more information, please contact iyanna@ncat.edu.

The Influence of the Emotional Intelligence Management Curriculum to Improve College
Students' Intrapersonal and Interpersonal Skills to Impact Leader Behavior
and Team Performance Effectiveness

Cindy Register Love

A dissertation submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

Department: Leadership Studies

Major: Leadership Studies

Major Professors: Dr. Alice C. Stewart and Dr. Forrest Toms

North Carolina A&T State University

Greensboro, North Carolina

2014

The Graduate School
North Carolina Agricultural and Technical State University

This is to certify that the Doctoral Dissertation of

Cindy Register Love

has met the dissertation requirements of
North Carolina Agricultural and Technical State University

Greensboro, North Carolina
2014

Approved by:

Dr. Alice Stewart
Major Professor

Dr. Forrest Toms
Major Professor

Dr. Gary Low
Committee Member

Dr. Mary Lewis
Committee Member

Dr. Comfort Okpala
Department Chair

Dr. Sanjiv Sarin
Dean, The Graduate School

Biographical Sketch

Cindy Register Love is a Certified Emotional Intelligence Consultant and Certified Business Protocol and Etiquette Consultant with over 20 years as an accomplished results-oriented leader with an excellent track record in management and soft skills training.

She served as Director of the Student Professional Development Program in the School of Business at North Carolina Central University. Her primary responsibilities were to oversee the planning, implementation, and assessment of the Student Professional Development Curriculum Program and Activities for approximately 1,200 students. She coordinated all aspects of student professional development course curriculum and activities for the School of Business, including the following: hired and managed ten adjunct professors, two FTE's; professor; counseled students regarding career opportunities and resources; directed professional awareness activities and program (forums, seminars, presentations, workshops, and receptions); interfaced with the business community to forge partnerships; assisted with and participated in Study Abroad Educational Opportunities (Honduras, India, and Vietnam), and partnered with University Career Services and other departments to place students in internship and career opportunities. She also coordinated disbursement of scholarship funds yielding over \$850,000.

Prior to coming to North Carolina Central University, she was employed with Wachovia Bank in Atlanta, Georgia for four years. She started as a Corporate Trainer where she trained, monitored and supervised over 200 new hire Customer Service trainees and 6 Supervisors for Bankcard Services. She was promoted to Account Reconciliation Process Controls & Support Services Officer and managed four major account reconciliation areas with 18 non-exempt FTE's and an annual budget of \$1.2 million.

Prior to Wachovia Bank, Cindy was employed with the Fulton County Department of Family & Children Service in Atlanta, Georgia for four years as a Training Coordinator/Job Developer. She developed and executed an area-wide Job Readiness and Self-awareness Curriculum utilized by over 350 workshop participants. In addition, she designed, implemented and promoted an area-wide job placement strategy for over 65 employers, resulting in a 90% placement rate for participants' previously unemployed or receiving public assistance.

Cindy is currently a doctoral candidate in the Leadership Studies Ph.D. Program at North Carolina Agricultural & Technology State University, Greensboro, North Carolina. She received her bachelor's degree in Political Science and master's degree in Public Administration from North Carolina Central University Durham, N.C. She is a graduate of the University of North Carolina at Chapel Hill BRIDGES Academic Leadership Program for Women. She is a member of the Society for Human Resource Management, North Carolina Association of Colleges and Employers and Alpha Kappa Alpha Sorority Inc. Cindy serves on the Education Committee for the GreyCliff Community Association and served as treasurer of the PTA for Oak Grove Elementary School in Durham, NC. Cindy is married with two children.

Dedication

I would like to dedicate this dissertation to my family and friends who supported me throughout this journey to obtain my doctoral degree. All of my emotions and feelings put me at a loss for words to adequately express how much I appreciated your prayers, words of encouragement, telephone call, text messages, lunches, and emails that were always on time to keep me motivated and moving toward the finish line.

I dedicate this dissertation to my husband, Emmanuel Love and our two beautiful children Jordan and Saige Love. God has truly blessed our marriage and given me a God fearing man who loves and cares for his family. I can't remember a time in my life when I have not experienced the blessings and favor of your love. A dissertation journey is full of sacrifice, but you, my love, have sacrificed the most. You and our children are my greatest gift from God. I love you and dedicate this dissertation to you!

I dedicate my dissertation to my parents, Pastor and First Lady, Thomas and Linda Register. They have been my knight and shining stars. My love for you surpasses all understanding. God has given me the greatest parents anyone could ever want or need. Thank you so much for our daily spirit filled devotionals on just how good God is. I thank God every day for giving me to you. I love you.

Acknowledgements

God is the center of my universe and all that I am and would ever be is because of Him. Thank you my Lord and savior Jesus Christ for granting me, wisdom, favor, and strength to complete this journey. During this doctoral journey, I read and meditated on scriptures in Psalm and my favors were Psalm 23 and 91, in Matthew 19:26, Philippians 4:13, and Deuteronomy 28. For God alone has sustained me and order my steps during this doctoral journey. In the verses in Esther 2:7-17 God gave her favor and a good plan for her life to save and impact thousands of people, and I know that His plan for my life will do the same.

To my awesome husband Emmanuel, I am eternally grateful for your unwavering support throughout my life. To Jordan, my handsome outstanding 14-year-old son and Saige, my beautiful talented 9-year-old daughter, you both are a joy and inspiration to me. Remember, God has created you for a purpose and both of you are change agents for Him.

To my loving and caring parents Pastor and First Lady, Thomas and Linda Register, may God continue to restore your youth so you may continuously pour your love into me. To my siblings, Thomas Register Jr., Shannon Register, and Summer Register, thank you so much for all of your love and support on the journey. Shannon, I am excited that you are pursuing your doctoral degree and found time to share your insight of K-12 best practices for student development and success with me. Stay strong and remember it is a journey of endurance and only the strong survive.

To some of the world's greatest friends, Charlotte Purvis, Robert Chapman, and Deborah Brame, I am so grateful to have loving, caring, dedicated individuals who have shared this amazing journey with me. Your words of wisdom, encouragement, and insight of student success were a blessing. Thank you.

To my committee members, I thank you for supporting me and making this journey possible. To Dr. Gary Low, I thank the Lord for allowing our paths to cross and I extend special thanks for your serving as my content expertise. You are an excellent example of your many years in the field of emotional intelligence. Your warmth, commitment, and passion is what brings out the best in people. A special thanks to Dr. Rick Hammett, for your expertise in emotional intelligence and constructive feedback that assisted me to produce a quality dissertation.

Table of Contents

List of Figures	xiii
List of Tables	xiv
Abstract.....	1
CHAPTER 1 Emotional Intelligence: A Global Challenge.....	3
Introduction	3
Statement of the Problem	5
Purpose of the Study.....	6
Background for the Study.....	7
Significance of Study	9
Research Questions and Hypotheses.....	10
Delimitations of the Study.....	11
Summary	11
CHAPTER 2 Literature Review: Framing Emotional Intelligence	13
Introduction	13
Evolution of Emotional Intelligence	13
Thorndike and Wechsler	14
Howard Gardner.....	15
Emotional Intelligence: Definitions and Ability Model	17
Emotional Intelligence: Ability versus Trait.....	19
The Mix Model Theories	22
Intrapersonal and Interpersonal Skills.....	25
Intrapersonal Intelligence.....	25

Interpersonal Intelligence.....	26
Emotional Intelligence: K-12 Education.....	29
Emotional Intelligence: Postsecondary Education	31
Emotional Intelligence: Leadership and Teamwork	34
Leadership and Emotional Intelligence	34
Team Effectiveness	36
Summary	39
CHAPTER 3 Theory Development	41
Introduction	41
The Emotional Learning System Theory	41
Propositions	48
CHAPTER 4 Research Methods: Outlining the Process	54
Introduction	54
Research Design (Quantitative Methods) and Process.....	55
Quasi-experiments and non-equivalent groups.....	55
The variables and methods.....	56
ESAP, CATME, and EIMCCP Intervention treatment delivery	57
Treatment	59
Site Selection.....	62
Participants	63
Data Collection.....	64
Instruments	65
Pretest and posttest assessment.....	65

ESAP Competencies.....	67
Intrapersonal skill.....	67
Interpersonal skills.....	69
Personal leadership skills.....	71
Self-management.....	72
Purpose and rational.....	74
Emotional intelligence management team project.....	74
Data Analysis.....	80
Chapter Summary.....	81
CHAPTER 5 Results.....	83
Descriptive Statistics.....	84
Hypothesis 1.....	86
Hypothesis 2.....	86
Hypothesis 3.....	88
Hypothesis 4.....	89
Hypothesis 5.....	92
Hypothesis 6.....	92
Post-Hoc Exploratory Results.....	93
GPA, gender, and age.....	93
CHAPTER 6 Discussion, Implications, and Recommendations.....	100
Introduction.....	100
Research Questions.....	101
Review of the Methodology.....	102

Summary of Major Findings	103
Hypothesis 1	103
Hypothesis 2	104
Hypothesis 3	105
Hypothesis 4	106
Hypothesis 5	107
Hypothesis 6	108
Discussion	108
Implications	110
Contribution of the Study	112
Limitations	112
Recommendations for Further Research	113
Conclusion	114
References	117
Appendix A	140
Appendix B	147
Appendix C	153
Appendix D	157
Appendix E	162
Appendix F	165
Appendix G	170

List of Figures

Figure 1. The Ability and Mixed Model Approach (adapted from Mayer, 2001).....	24
Figure 2. The Wheel of Positive Interaction.	28
Figure 3. The Emotional Learning System (Nelson & Low, 2003, 2011).....	43
Figure 4. The Integrative Model of EI Creation.	45
Figure 5. The Emotional Learning System Change Process.....	47
Figure 6. The Conceptual Models.....	48
Figure 7. The Research Design and Process.	55
Figure 8. ESAP and CATME Variable Chart.....	57

List of Tables

Table 1 Descriptive Statistics EASP Skills Posttest and CATME Peer Evaluation (Experimental Group)	85
Table 2 Control Group and Experimental Group Total ESAP Scores Results	86
Table 3 Hypothesis 2 Results Intrapersonal Dimension	87
Table 4 Hypothesis 2 Results Intrapersonal Dimension	88
Table 5 Descriptive Statistics and Correlations among Study Variables	90
Table 6 Multiple Regression Results for Team Satisfaction and Team Cohesiveness Predictor Model.....	91
Table 7 Multiple Regression Results for Team Effectiveness Predictor Model.....	93
Table 8 Correlation among Study Variables ESAP Posttest and GPA.....	94
Table 9 Correlation among Study CATME Variables GPA.....	95
Table 10 Independent Sample t-Test ESAP Scores and Gender	96
Table 11 Independent Sample t-Test CATME Scores and Gender	97
Table 12 Correlation among Study Variables ESAP Posttest and AGE	98
Table 13 Correlation among Study CATME Variables AGE	99

Abstract

There is a growing emphasis in institutions of higher learning to produce sustainable and competitive graduates who possess relevant personal competencies for career success.

Emotional intelligence skills can provide the competitive edge for graduates to be successful in their industry of choice. Integrating emotional intelligence into higher education can potentially shift the learning environment and increase specific personal competencies. This study aims to investigate the influence of an emotional intelligence intervention to improve college students' intrapersonal and interpersonal skills to impact leader behavior skills and team effectiveness.

The research looked specifically at students' skills from three dimensions (intrapersonal, interpersonal, and leadership) and their performance in two areas (leader behavior and team effectiveness). These competencies were viewed as critical skills employers seek when hiring graduates according to the National Association of Colleges and Employers (NACE, 2008) survey. NACE also report in (2012) that employers expressed that teamwork and collaboration were critical skills for the work environment, thus making teamwork the number one skill employers valued in a new hire for that year. More employers, boards, and accrediting agencies are recognizing the need to incorporate personal qualities, skills and behaviors of emotional intelligence into the formal curriculum. While it seems that more colleges and universities are trying to do this, there does not seem to be a coherent and systematic way to modify the curriculum to address this growing need. This study makes a direct connection with new requirements from AACSB and provides examples of curriculum to improve interpersonal and intrapersonal aspects of leadership.

The study is a quantitative quasi-experimental design that incorporated a pre-test and post-test, the Emotional Learning System (ELS) that was incorporated into the Emotional Intelligence

Management Concept Curriculum Program intervention (EIMCCP) and provided a sequential systematic model that increased the experimental group's post Emotional Skills Assessment Process (ESAP) score along with a community service team project experience. This research used emotional intelligence as an integral part of the Management Concept course curriculum in the School of Business and Economics at North Carolina Agricultural and Technical State University. The results indicated a significant positive impact on emotional intelligence scores and team effectiveness. The findings implied that emotional intelligence made a significant difference in the experimental groups' ability to perform in a team environment. Institutions of higher education should integrate emotional intelligence in course curricula to assist students in becoming sustainable and competitive graduates.

CHAPTER 1

Emotional Intelligence: A Global Challenge

Introduction

Universities and colleges across the globe are being challenged to produce highly skilled competitive graduates who are able to respond to the ever changing and complex needs of a technically driven workplace (Andrews & Higson, 2008). According to Daud, Abidin, Sapuan, and Rajadural (2010), the job market has changed significantly requiring employees to have more personal development skills for future projected employment. Concerns have been raised regarding the quality of sustainable and competitive graduates and their ability to meet the needs of employers. Chakraborty (2009) explains that there is a critical need to create a blend of technical know-how and soft skills development with an emphasis on emotional intelligence to guide a more productive outcome. Educational institutions must seek ways to meet the growing demand for supplying industries with the type of talent needed to meet challenges and create initiatives for future growth and development (Daud et al., 2010).

Most industry leaders across the globe are insisting that educational institutions employ some type of holistic approach by incorporating training in the development of personal attributes of emotional intelligence (EI) into business curriculum to prepare college graduates for the hiring process and future promotions (Abraham, 2006; Beard, Schwieger, & Surendran, 2009; Daud et al., 2010; Duygulu, Hicdurmaz, & Akyar, 2011; Kidwell, Hardesty, Murtha, & Sheng, 2011; Mo, Dainty, & Price, 2007). Leaders from various industries argue that EI abilities and soft non-technical skills are significant factors that predict employee business effectiveness (Mo et al., 2007). From a sales perspective, emotions are vital to the overall behavior and performance of the sales representative to close a potential sale (Kidwell, Hardesty, Murtha, &

Sheng, 2011). In the health care industry in particular it is critical to have caring professionals who are in touch with and understand their emotions as well as the emotions of the individuals they serve (Duygulu, Hicdurmaz, & Akyar, 2011).

Mitchell, Skinner, and White (2010), according to the National Business Education Association, explained that graduates are faced with meeting the growing demands of a dynamic workforce that go beyond academic and practical experience to more human-relations related abilities. Gardner (1983) was the first to identify and defined intrapersonal and interpersonal skills in his book *Frames of Mind: The Theory of Multiple Intelligence*. Intrapersonal skills allow individuals to recognize their strengths and their deficient areas of development and to map a strategy to be responsible for their own actions while striving for excellence. Interpersonal skills are at the heart of developing healthy relationships as they show empathy and social awareness. Goleman (1998) expressed the need for employees to develop their intrapersonal and interpersonal skills to enhance relationships to increase team performance. A focus on the human-relations aspect can decrease conflict and become a critical component for workplace success (Goleman, 1998; Smigla & Pastoria, 2000). Abraham (2006) stated that emotional intelligence skills are essential characteristics for effective leadership. These skills include intrapersonal, interpersonal, empathy, social skills, maturity, business acumen, and integrity. However, recruiters typically place more emphasizes on GPA and extra curriculum activities than EI abilities and other non-technical skills.

Society values higher education as an asset for producing sustainable competitive employees. However, in the past two decades it appears that higher education is not meeting the demand or expectation in development of soft skills (Abraham, 2006, Ramos-Villarreal & Holland, 2011; Veitch & Justice, 2012).

Statement of the Problem

More initiatives and programs are needed to facilitate avenues to preparing the next generation of competent leaders. Ramos-Villarreal and Holland (2011) revealed that future leaders will be limited in solving complex issues if without some type of EI leader awareness and behavior skills are not infused into a curriculum or program based initiative. Veitch and Justice's (2012) findings explained that post-secondary institutions and community colleges will continue to experience decrease and challenges with student achievement and retention if students are not exposed to EI skills and the application of the skills to improve behavior. Jaeger (2003) expressed some professional graduate schools are incorporating EI to address leadership, interpersonal, social and intrapersonal skills; however not a significant number to address employers needs even when professional practices have recognized the correlation between EI, job performance, and satisfaction. A critical challenge regarding curriculum design is that it rarely addresses the level of EI exposure that students need. Hoberman and Mailick (1994) offered as part of the challenge with the curriculum integrating EI was the limited experience, time, and training of the faculty members to address the EI competencies students needed.

Sharma (2009) explained EI characteristics and non-technical skills as a canopy—a term used to cover an array of survival and life skills that consist of “communication and interpersonal skills, emotional intelligence, team skills, negotiation skills, time management and business etiquette” (p. 20). These are skills that are woven into business curriculum from various learning objectives; however, more emphasis is needed on how to increase these skills with a greater focus on emotional intelligence abilities to improve personal and career success (Sharma, 2009).

Recruiters need to adjust their strategies to focus not only on GPA and technical skills but also on EI abilities and non-technical skills. This would improve employee sustainability and

competitiveness in the workforce (Abraham, 2006). Currently, increasing and developing sustainable competitive employees through EI training falls on employers. Both Silva, (2007) and Rude (2013) explained the need for emotional intelligence (people skills) for leaders in higher education and high achieving students who were recipients of the Federal Government Presidential Award. The studies also pointed out that most training and development initiatives for leaders were limited in terms of EI (interpersonal and intrapersonal skills) content and scope because more emphasis was placed on operational and technical procedures. Some corporate executives are faced with the dilemma of both internal and external challenges to improve people skills to impact productive. These challenges have global implications regarding prospective graduate students who seek employment but lack the level of EI competency employers seek. Therefore, employers are insisting that colleges and universities seek ways to incorporate and enhance emotional intelligence abilities model for students (Abraham, 2006).

Purpose of the Study

The purpose of the study is to investigate the relationship of EI to factors of team and leader effectiveness in order to provide a foundation for developing an EI curriculum for the business school. Alternatively, the EI intervention could provide the foundation for a three day professional development program for faculty do help them develop their own EI supplements to currently approved curriculum. This study explored the value of incorporating EI into a business curriculum. The focus is on improving intrapersonal and interpersonal skills to improve leader behavior skills and team performance effectiveness. The goal of this research is to bring awareness to post-secondary educators regarding the need to integrate EI into a business undergraduate curriculum to increase students' academic and career success.. Low, Lomax, Jackson, and Nelson (2004), presenting at the National Conference of American College

Personnel Association, validated the significance of “emotional intelligence and personal skills needed for college, career success, leadership, and human development education” (p. 2). The authors suggest that a holistic approach to academic development should be paramount for colleges and universities. College graduates may not be receiving a greater return on their education investment without developing healthy emotional intelligence qualities (Low et al., 2004).

Duygulu, Hicdurmaz, and Akyar (2011) explained that EI has five specific areas: self-awareness, emotional self-regulation, motivation, empathy, and social skills. These attributes can be developed through lifelong practice and training; however, EI becomes increasingly more difficult to learn once an individual graduates from a university (Duygulu, Hicdurmaz, & Akyar, 2011). According to Nelson and Low (2003, 2011) an emotional intelligent student is academically successful individual with healthy relationships. Integrating EI into a business undergraduate curriculum may broaden a business student’s emotional intelligence ability; causing the student to be more aware of their emotions as well as the emotions of others. The awareness may produce more effective outcomes for individual and team achievement (Duygulu, Hicdurmaz, & Akyar, 2011). This research will add to the body of knowledge that supports the need for curriculum to address the growing demands to produce sustainable competitive employees.

Background for the Study

According to McCabe (2008), the desire for greater EI skills is not a new phenomenon. Since the mid-1970s employers have complained that college graduates do not have the requisite EI skills to be successful in entry-level positions. According to most studies, EI and soft non-technical skills constitute the missing link that can provide corporations with their competitive

edge. In 2006, the Emotional Intelligence Training and Research Institute (EITRI) was founded. The EITRI provides and assist individuals who aspire to develop, educate, and conduct research that embrace and expand the transformative emotional intelligence theory and practice across the globe. The lack of sustainable and competitive graduates for the marketplace is a global challenge. The EITRI organization was instrumental in establishing the Forum for Emotional Intelligence Learning in India in 2009 because the executive team of the Hindustan Petroleum Corporation Limited (a Fortune 500 company) was determined to make an impact with their employees to develop caring and compassionate leaders by exposing them to EI skills for the 21st century (The International Journal of Transformative Emotional Intelligence, 2012). Daud et al. (2010) highlighted that the Higher Education Institutes in Malaysia expressed major concerns about the employability of graduates. For an example, in 2007 the Prime Minister expressed concern that 31,000 graduates were unemployed and this number was extremely high given the vacant positions available. Prospective employers addressed the unemployment rate by explaining that graduates were proficient in technical skills; however, communication and analytical skills were lacking and no regards for EI and non-technical skills (Daud et al., 2010).

In Turkey, Duygulu et al. (2011) expressed the need to integrate EI skills and other soft non-technical skills into the nursing curriculum to support future nursing student leaders as they enter the health care industry. In the United States, The Association to Advance Collegiate Schools of Business (AACSB) attempted to address the concerns of business leaders by requesting school of businesses to integrate EI qualities and non-technical skills into their strategic plans and curriculum development and assess the outcomes (Beard et al., 2009). Beard et al. (2009) revealed the AACSB revised standards on assurance of learning of non-technical

skills assessments were a challenge for the 138 AACSB-accredited schools to maintain over time because of goals and time constraints applied on the process, and low faculty participation.

The findings indicated that the assessments should be directly linked to the university, college, and discipline and this process should be merged into the accountability and continuous learning and teaching process (Beard et al., 2009). As institutions of higher learning are preparing students to build a solid foundation of knowledge, skills, and attributes for future aspirations of life and work, it is critical to incorporate a holistic approach to equip students with emotional intelligence to self-manage and make sound decision regarding their actions (Abraham, 2006).

Significance of Study

The intent of this study is to create an emotional intelligence curriculum intervention to improve interpersonal and intrapersonal skills, to impact leader behaviors and improve team performance. The EI curriculum could serve as a foundation for developing sustainable and competitive graduates who can benefit businesses on a national and international level. The curriculum can assist with students becoming career ready leaders who are more balanced and effective in their approaches to leadership, problem solving, and team development. This research can be adapted for other institutions. Ultimately, any individual interested in emotional learning and a holistic approach to developing sustainable competitive employees for future growth in higher education may find this study informative.

Key terms: emotional intelligence, intrapersonal skills, interpersonal skills, soft non-technical skills, holistic approach, and authentic learning

Research Questions and Hypotheses

The overarching research questions for this study is, how is a transformative approach to emotional intelligence, as measured by the ESAP, related to important aspects of successful business practices? The specific research questions guiding this study are as follows.

1. Does training in Emotional Intelligence concepts improve an individual's Emotional Intelligence scores as measured by the ESAP (H1, H2, and H3)
2. What is the relationship between Emotional Intelligence ESAP post scores and CATME team cohesiveness as (an important aspects of successful business practice)? (H4)
3. What is the relationship between individual leader behavior as measured by Post ESAP scores and CATME overall team satisfaction (an important aspects of successful business practice) ? (H5)
4. Are teams with higher collective levels of Emotional Intelligence as measured by total ESAP scores more effective as measured by CATME? (H 6)

The research questions translated into the following hypotheses.

Hypothesis 1. The mean ESAP scores would increase from the pre-test to post-test for the experimental group but not for the control group.

Hypothesis 2. There is a positive statistically significant difference in Intrapersonal Skills Post ESAP scores from pretest to posttest for the experimental group but not for the control group.

Hypothesis 3. There is a positive statistically significant difference in Interpersonal Skills Post ESAP scores from pretest to posttest for the experimental group but not for the control group.

Hypothesis 4. There is a positive relationship between team cohesiveness as measured by the CATME and Post ESAP EI skill measures.

Hypothesis 5. There is a positive relationship between Post ESAP leadership scores and individual team satisfaction.

Hypothesis 6. A higher degree of collective Emotional Intelligence capability within teams will be positively related to team effectiveness.

Delimitations of the Study

There were several potential delimitations associated with the research study. Listed below is a brief account of the following delimitations.

1. The study was conducted in the state of North Carolina; therefore limiting the geographical footprint of the research to a narrow scope.
2. The research was a natural experiment using multiple sections. Students were not randomly selected.
3. Sample size for analysis of team effects was small.
4. Sections were offered in different time allotments.
5. Participants selected were from North Carolina Agricultural and Technical State University, one of four Historical Black Colleges and Universities (HBCUs) in the University of North Carolina System. It may be that this population differs in significant ways from the population of business students at Predominantly White Institutions (PWIs).

Summary

Chapter 1 has introduced the research focus, defined terms, provided background on the research problem, and shared delimitations of the study. Chapter 2 reveals the framework of the study by examining three strands of literature that capture the importance of emotional intelligence in creating healthy relationships. These strands include a historical perspective of emotional intelligence, emotional intelligence in higher education, and emotional intelligence in

industry (national and international). Chapter 3 presents a theory design that fosters the development of the conceptual framework and research questions. Other theories will be used to explore emotional intelligence from a social learning and social emotional learning perspective to further explain the conceptual framework for the study. Chapter 4 will describe the research methods that will be used to conduct the study, including the general research strategy, methods to be used in data collection and analysis, instruments to be used, reliability and validity processes, and limitations. Chapter 5 will present the findings, followed by the conclusions, implications, limitations, and potential opportunities for further research in Chapter 6.

CHAPTER 2

Literature Review: Framing Emotional Intelligence

Introduction

There are three strands of literature that are relevant to this study. The first section incorporates literature on the evolution of emotional intelligence with a focus on interpersonal and intrapersonal skills. The second section explores the argument of whether emotional intelligence is a trait versus ability. The third section investigates the literature that argues for the use of emotional intelligence in education. It focuses on the need for institutions of higher learning to integrate emotional intelligence skills into a disciplinary curriculum. The fourth section describes how emotional intelligence is related to job performance and explores the significance of emotional intelligence in leadership and team performance. This chapter will provide an historical perspective of emotional intelligence as well as highlight a gap in literature regarding the value of integrating emotional intelligence into a disciplinary curriculum.

Evolution of Emotional Intelligence

This section highlights the evolution of the emotional intelligence timeline and identifies various definitions, abilities, and traits that have been researched to develop the emotional intelligence construct. Charles Darwin's contribution on emotions was instrumental in developing the fundamental of emotions and intelligence. His work spanned from 1837 to 1872 and continues to influence the evolution of emotional intelligence today as Bar-On (2001) incorporated his work.

Mayer (2001) displayed a timeline of the emergence of emotional intelligence and described how it developed into a theory. He suggested that the relationship of the mind and emotions expands some 2,000 years. Mayer's accumulation of emotional intelligence theory into

five distinct time period provides a frame of reference for the construct. The first period ranged from 1900 to 1969. In this era, intelligence and emotions were not considered in the same context. Some of the early works on emotions were viewed as dangerous and unpredictable (Matthews, Roberts, & Zeidner, 2004). The second period ranging from 1970 to 1989, served as an antecedent to identifying emotional intelligence. During the period, of 1990–1993, emotional intelligence emerged as a viable field of study. Between the periods of 1994–1997, emotional intelligence was popularized and broadens to extraordinary claims of personal success. The final period 1998 to the present continues to refine the construct and Mayer identified it as an extensive period for institutionalizing the theory.

Thorndike and Wechsler. The following information expands on the emotional intelligence timeline framed by Mayer’s depiction of the five eras. Many scholars explain that emotional intelligence originated out of the concept of social intelligence (SI) which was first introduced by Robert Thorndike in the 1920s. He was credited with identifying and categorizing intelligence into three separate concepts and defined them as “the ability to understand and manage ideas (abstract intelligence), concrete objectives (mechanical intelligence), and people (social intelligence)” (Kihlstrom & Cantor, 2011). Social intelligence contained a single intelligence initially (Thorndike, 1936; Boyatzis & Sala, 2004). For two decades, Thorndike explored and studied the measurement of intelligence and surmised that it was difficult to identify or create an instrument to truly measure social intelligence (Zirkel, 2000). In R. K. Thorndike’s (1936) article, he expanded and defined concepts of social intelligence as the ability to understand and manage interactions sensibly in relationships.

Later, it was established that social intelligence consists of two intelligences, interpersonal and intrapersonal with a focus on others and self (Gardner, 1983; Marlow, 1986; Salovey & Mayer, 1990).

Years later, David Wechsler (1940) agreed with Thorndike regarding a measurement that measured all factors of social intelligence. Wechsler defined intelligence as “the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment” provided a type of cohesive standardize intelligence (Choubey, Singh, & Pandey, 2009, p. 124). Additional, exploration was conducted non-intellective abilities; highlighting that they were equally critical in identifying success. This summation was concluded well before David Goleman’s (1995) study which popularized non-intellective or emotional qualities.

Leuner (1966) was the first to use the term emotional intelligence in a German publication. His research focused on women who experienced rejection and separation issues at an early age, causing them to have social role challenges in adulthood. He suggested that these individuals suffered from low emotional intelligence—the ability to process feelings in a productive manner. Some two decades later in an English publication, Wayne Payne used the term in his 1986 doctoral dissertation. His study explored the use of emotional intelligence in schools as a source of therapy. During this same time, the concept of social intelligence began to migrate from individual behavior to relational behavior in a social context.

Howard Gardner. In 1983, Howard Gardner further explored and capitalized on the concepts of social and emotional intelligence in his development of the multiple intelligence theory (Matthews, Zeidner, & Roberts, 2002). Gardner’s (1983) *Frame of the Mind: The Theory of Multiple Intelligence* argues that intelligence should not be subject to a single discrete

measurement at a certain point in time but to serve as a profile to indicate strengths and weaknesses. He further explained why intelligence is a stronger indicator of an individual's contribution to society than an intelligence quotient IQ test. Over a century of research on IQ, as the standard of excellence and the sole acceptable measure of human aptitudes which Goleman (1995) denounced in his bestselling book, *Emotional Intelligence (EI)*: "Why it can matter more than IQ" popularized the theory of emotional intelligence. It was his posit that emotional intelligence is a greater indicator of success than one's IQ (Bar-On & Parker, 2000). This type of thinking was embodied by the masses of proletariats who were cast aside by the concept of a superior elite class that was further spawn by Herrnstein and Murray's (1994) book *The Bell Curve*. The essence of Herrnstein and Murray's book proclaimed that IQ was the only predictor of success.

The IQ measurement would suggest that a person can be smart only in one way. This line of thinking was exposed with Gardner's multiple intelligence theory as well as. He is credited with being one of the first to isolate traditional ideas of intellect and emotions. Gardner initially recommended seven types of intelligence such as: bodily-kinesthetic, musical, logical-mathematical, spatial, linguistic, intrapersonal, and interpersonal. His focus on the importance of interpersonal and intrapersonal intelligence is significant for this study. He explains interpersonal intelligence as having the capacity to understand others and exhibit social competencies to communicate effectively to establish power relationships. His explanation for intrapersonal intelligence is one's ability to create a genuine self-value reflection process to be most productive in various arenas. Being independent is a strong quality of intrapersonal intelligence; and exhibiting people and group smarts is a strong quality for interpersonal intelligence (Gardner, 1983). Gardner's seven categories of emotional intelligence established a

theoretical foundation that led to the first definition of emotional intelligence by Salovey and Mayer in 1990. This period ignited an array of definitions that caused major challenges for the field of emotional intelligence (Mayer, 2001; Perez, Petrides, & Furnham, 2005).

Emotional Intelligence: Definitions and Ability Model. One of the most popular entities birthed from the Social Intelligence evolution was the EI construct (Salovey & Mayer, 1990). There is much debate concerning what EI encompasses (Cartwright & Pappas, 2008). A number of scholars have expressed their perspective regarding the definition and scope of EI. Salovey and Mayer (1990) explained EI as a purely intellectual ability that drives successful human encounter, whereas Petrides and Furnham (2000, 2001) referred to EI as a sentimental capacity of the mind extracted by self-report assessment and identified as trait emotional intelligence or emotional self-efficacy. Goleman (1995), Bar-On (1997), and Matthews, Zeidner, and Roberts (2002) depicted EI as a “mixed models” comprised of both intellectual and personality factors. For the purpose of this research, Salovey and Mayer’s (1990) definition of EI has been selected as the primary definition. They define EI as “*the ability to monitor one’s own and others’ feelings and emotions to discriminate among them and to use this information to guide one’s thinking and action*” (Salovey & Mayer, 1990, p. 189). In 1997, Mayer and Salovey revised the definition and explained emotional intelligence as *a mental ability with the capacity for intellectual and emotional growth*. They also disclosed that emotional intelligence incorporates a grouping of abilities to further distinguish it from the social discipline of general intelligence.

Weisenger (1998) defined emotional intelligence as the intelligent use of emotions. He describes the engagement of the two (intelligence and emotions) as intentional, requiring your emotions to work for you by incorporating them to guide your behaviors and thinking in ways

that maximize your outcomes. Weisenger expressed that the application of emotional intelligence is wide spread at work because teams are the primary work unit with greater emphasis placed on interpersonal skill for social interaction. He explained that self-awareness is directly related to emotional intelligence, managing your emotions, motivating yourself to accomplish your goals and enhancing effective communication skills (Weisenger, 1998).

Mayer, Salovey, and Caruso (2000) expressed legitimate concerns about establishing intelligence as a scientific authentic theory and to facilitate a process and determine that certain standards must be prescribed. The authors' collective findings from various studies conducted on emotional intelligence met the original criteria for standard intelligence introduced by Wechsler (1940):

- (a) capable of being operationalized as a set of abilities, (b) meet certain correlation criteria: the abilities defined by the intelligence should form a related set and be related to preexisting intelligence, while observing some unique variance, (c) the abilities of the intelligence should develop with age and experience. (as cited in Jaeger, 2003, p. 620)

Moreover, emotional intelligence begins with the notion that emotions contain information about relationships. This type of interaction was described as a change within a relationship that alters an individual's emotions toward the relationship and the person. For example, a person who perceives another individual as a threat is fearful of that individual; moreover, an individual that is favored is liked. Whether these relationships are imagined, actual, or remembered, that is insignificant to the process they are accompanied by emotions. Emotional Intelligence; refers to an ability to recognize the meanings of emotions and their relationships to incorporate them as a means of reasoning and problem solving (Matthews et al., 2004).

Mayer, Salovey, Caruso, and Sitarenios (2001) defined the nature of emotional intelligence as “the ability to recognize the meaning of emotions and their relationships, and the ability to use them as a basis in reasoning and problem solving to enhance cognitive activities” (p. 234). The scholars used a four branch model of EI that employed a hierarchical context with the highest branch creating an interface between the cognitive system and personality system.

Emotional Intelligence: Ability versus Trait. There is much debate about whether EI is an ability or a trait. This section seeks to clarify the essence of the debate. Mayor, Salovey, and Caruso (2008) explained the original intent of the concept of EI was to capture the essence of how some individuals possessed a set of abilities to reason and use emotion more effectively than others. Salovey and Mayer (1990) defined EI as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (p. 189). Findings from their research of an empirical companion piece operationalized aspects of EI as an ability. The essence of the study captured participant’s responses in analyzing a set of colors, faces, and designs (Salovey et al., 1990). Petridis and Furnham (2000, 2001) argued that there is a significant difference between trait EI (emotional self-efficacy) a positive belief to accomplish a designated level of performance whereas the ability EI (cognitive-emotional ability) perceives and expresses emotions through thought, understanding and reason (Mayer & Salovey, 1997). The authors explained how the former measurement is a self-reporting questionnaire assessment, whereas the latter should be assessed behaviorally to capture the level of performance. Based on this distinction and functionality, the measurement has far-reaching implications on the theoretical and practical conceptual framework (Petrides & Furnham, 2000, 2001). Bar-On (1997) defined EI in the broadest of

terms as “an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures” (p. 14).

In an editorial column of the *Intelligence Journal*, authors Mayer and Salovey discussed the difference between traits and abilities noting the following explanation:

Although a trait such as extraversion may depend on social skill, or result in it (it) is a . . . preference rather than ability. Knowing what another person feels, in contrast, is a mental ability. Such knowledge may stem from, or be somewhat independent of emotions. Our definition of emotional intelligence-as involving a series of mental abilities-qualifies it is a form of intelligence. (Mayer & Salovey, 1993, p. 435)

The authors also argued that the ability concept had always been clear though some of the earlier research findings were ambiguous. Other scholars were identified as misinterpreting varying accounts of their work that clouded the ability conceptualization of EI.

Mayer, Salovey, and Caruso (2008) cited that the most public misuse of their work came from Goleman’s (1995) best-selling book *Emotional Intelligence*. Goleman’s book embraced compilations from their earlier version of the EI model and in addition embedded many other personality traits such as persistence, zeal, self-control, character as a whole, along with other positive attributes. The book received great reviews in the press and was featured as the cover story in *Time* magazine. Moreover, since the book contained elements of the EI theory developed by Mayer, Salovey, and Caruso, investigators assumed that they endorsed the “haphazard composite of attributes as a[n] interpretation of EI” (p. 504).

Goleman’s inadequate explanation of EI became the face of EI. This created a major challenge for the field of EI. Mayer et al. (2008) exposed some of Goleman’s (1995) work citing “what data exist, suggest it can be as powerful, and at times more powerful, than IQ” (p. xiv).

Three years later, Goleman (1998a) stated that “nearly 90% of the difference” (p. 94) was that high performers at work exhibited more EI than average ones. These findings influenced countless other investigations and research studies. Mayer et al.’s (2008) work never made such claims and actively engage in refining and critiquing their findings (Mayer et al., 2008). Goleman (2005) responded that other researchers reporting huge statistical differences in their studies misunderstood his findings in the 1995 book (Mayer et al., 2008).

As a result of abilities and traits being comingled along with an array of definitions cited in a plethora research studies (Bar-On, 1997; Goleman, 1995; Mayer et al., 2000, 2008) developed the mixed models of EI to alleviate some of the widespread unrest regarding these issues of misinterpretation. Consequently, another generous definition was introduced into the field by Petrides and Furnham as “a constellation of behavioral dispositions and self-perceptions concerning one’s ability to recognize, process, and utilize emotion-laden information. EI is comprised of empathy, impulse, and assertiveness as well as other elements from social intelligence and personal intelligence” (Petrides & Furnham, 2003, p. 278). This demonstrates how a number of personality traits are integrated and blended with social emotional abilities. The trait designation renders the concept complicated because it is identified as an inherited characteristic or quality (Mayer et al., 2008). Ackerman and Heggestad (1997) argued that in the rush to develop measures of the emergence of emotional intelligence, scholars overlooked the fundamental difference between trait and ability and created questionnaires and maximum-performance assessment of EI. Scholars assumed they were operationalizing the same construct. This unleashed a wave of conceptual confusion with conflicting results (Ackerman & Heggestad, 1997).

Mayer et al. (2008) reiterated the necessity of the Four-Branch Model of EI approach that was established by Mayer and Salovey (1997). Their approach created a hierarchical system to include lower level emotional abilities in the sense of carrying out fundamental, discrete psychological functions as well as high level skills being considered as the capacity to manage emotions properly.

Mayer, Roberts, and Barsade (2008) utilized a working description of EI as “Emotional Intelligence is concerned with the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought” (p. 511). To research EI means to target the ability itself. Specific-ability approaches were incorporated to EI that center on certain skills that were fundamental to EI. The first ability skill is the use of EI in thinking. This usage incorporates the ways in which emotions promote and prioritize thinking and which allow for better decision making (Lyubomirsky, King, & Diener, 2005). The second ability skill is reasoning about EI in appraisal, labeling, and language. This explores the reasoning a method for decision rule matching for a given emotion (Roseman, 1984). The third ability, understanding, constitutes the ability to describe one’s own and other’s feelings. The final ability skill is emotion management. This focuses on self-management and the essence of reframing one’s emotionality by forming positive perceptions of situation (Beck, Rush, Shaw, & Emery, 1979). These preexisting challenges with identifying and recognizing the appropriate use of EI ability or EI trait is critical to the essence of the research and what is ultimately analyzed as the final results.

The Mix Model Theories. Daniel Goleman (1995) and Reuben Bar-On (1997) developed a different aspect of emotional intelligence. Goleman (1995) endorsed and expanded upon the Salovey and Mayer (1990) definition of emotional intelligence to include social and

communication skills. He explicitly proposed adding five dimensions to EI. Goleman (1995) also revised the conceptual scope to entail delayed gratification, mood regulation, and impulse control. Bar-On (1997) incorporated and broadens Darwin and Gardner's work and integrated the two constructs—social and emotional intelligence—to be expressed as “an aggregate of abilities, competencies, and skills that represent a collection of knowledge used to cope with life effectively. Emotions are recognized and emphasized because this specific type of intelligence is differs from cognitive intelligence” (p. 3). Figure 1 captures the essence of the characteristics that make-up both the Ability Model developed by Mayer, Caruso, and Salovey (1999) and the Mix Model with varying perspectives from Goleman (1995) and Bar-On (1997). The Ability Model has four distinct categories of emotional intelligence. The first category is the ability to accurately identify emotional attributes. The second category highlights the ability to engage emotion to generate thought accurately. The third category is to compartmentalize emotions for clarity and understanding during difficult social circumstances. The final category is the ability to manage emotions of self and others.

The Mixed model is significantly broader than the Ability Model as it encompasses “an array of non-cognitive competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures” (Bar-On, 1997, 2004). Bar-On (1997) developed five dimensions and subscales to express and capture the depth of the abilities and skills of emotional intelligence. The dimensions and subscales are as follows: (a) Personal- Emotional Quotient (EQ) “(intrapersonal) consist of awareness, assertive, self-actualization, independence; (b) Interpersonal (EQ) generates empathy, interpersonal relationships, and social responsibility; (c) Adaptability (EQ) includes problem-solving and reality testing; (d) Stress management (EQ)

involves stress tolerance and impulse control; and (e) General mood (EQ) captures happiness and optimism” (Mayer, 2001, p. 12).

ABILITY MODEL 1990 Mayer et al. (1999)	MIXED MODEL 1995 Goleman (1995)	MIXED MODEL 1995 Bar-On (1997)
<ol style="list-style-type: none"> 1. Emotional Awareness-accurately identifying emotions; visible emotions in faces, music, designs 2. Incorporate emotions to facilitate thought; accurately accommodating emotions to other senses shift perspective 3. Understand and assign meaning to emotions; compartmentalize emotions and understand like situation from feelings 4. Manage emotions in both self and others. 	<ol style="list-style-type: none"> 1. Awareness of self-assessment and self-confidence 2. Self-regulation self-control, trustworthiness, conscientiousness, adaptability, innovation 3. Motivation—achievement drive, commitment, initiative, optimism 4. Empathy—being considerate and understanding others, growing others, service orientation, diversity, and political awareness 5. Social skills—influence communication, conflict management leadership change catalyst, building bonds, collaboration and cooperation and team capabilities 	<ol style="list-style-type: none"> 1. Personal EQ—awareness, assertive, self-actualization independence 2. Interpersonal EQ—Empathy interpersonal relationships, social responsibility 3. Adaptability EQ—problem solving reality testing 4. Stress management (EQ)—stress tolerance, impulse control 5. General mood EQ—happiness optimism

Figure 1. The Ability and Mixed Model Approach (adapted from Mayer, 2001).

There are two main schools of thoughts that are used in the continuous exploration of emotional intelligence: is the Ability Model or the Mixed Model. Both theories share the overall arching theme of “ability to regulate emotions in oneself and in others” (Goleman, 2001, p. 14). Regulating emotions becomes operationalized when individuals assess and understand both intrapersonal and interpersonal skills to develop and maintain healthy relationships (Nelson & Low, 2003, 2011).

Intrapersonal and Interpersonal Skills

Intrapersonal Intelligence. Gardner's (1983) study revealed seven new intelligences that have been widely used in various other studies and is rapidly being incorporated in school curricula (Bar-On, 2000; Lazear, 1991; Nelson & Low, 2003, 2011). Moreover, Gardner's work illustrated that each individual has a set of intelligent abilities, and these abilities are as unique and different as a set of individual fingerprints (Gardner, 1983). According to Gardner, the essence of intrapersonal intelligence as the ability to understand, know, and respond in a self-valued manner. Persons who exercise an extensive level of intrapersonal intelligence exhibit high level of self-esteem. Nelson and Low (2003, 2011) expressed that both self-esteem and positive stress management are skills directly related to intrapersonal intelligence. Self-esteem was described as a process for identifying self as competent and positive to create a successful life (Nelson & Low, 2003, 2011). Positive stress management was expressed as selecting and displaying a healthy disposition when responding to a stressful situation. This type of self-control relies on a cognitive coping technique to maintain a balance level of emotional intensity (Nelson & Low, 2003, 2011).

Ravikanth (2010) explored the importance of self-esteem and the significance of it being integrated into engineering courses at West Godavari District of Andhra Pradesh in India. Students attending college are in the top 15% of their graduating class. The study revealed that IT college students demonstrated significantly low level of self-esteem in engineering courses. The research included 73 participants and 61.64% of the population indicated significantly low levels self-esteem according to The Coopersmith Self-Esteem Inventory instrument. This instrument measures general self-esteem in relationship to academic successful, creativity, peer relationship, and assertive (Ravikanth, 2010). This study expressed the need to improve self-

esteem and peer relationship and parallels the current research that seeks to reveal a significant relationship between intrapersonal and interpersonal abilities to impact leader behavior and team performance outcomes utilizing the ESAP instrument created by Nelson and Low (2003).

Pool and Qualter's (2012) research indicated that emotional intelligence and self-efficacy are significantly desirable by employers and are viewed as important predictors of health and success in life and work-related goals. The research study revealed a high correlation of positive change for both female and male participants across both research instruments. A total of 134 participants participated in the study with 66 participants in the intervention group (F = 35; M = 31) and 68 in the control group. The participants completed both the Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT), 2.0 version (Mayer, Salovey, & Caruso, 2002a) and the Emotional Self-Efficacy Scale (ESES) developed by Kirk, Schutte, and Hine (2008). The findings suggest that it is possible to improve emotional skills through understanding and managing emotions. These instruments examine the ability-based level of emotional intelligence. The current study incorporates the Emotional Skills Assessment Process (ESAP) instrument that assesses both ability and trait method with a practical sequential approach for academic and career success (Nelson & Low, 2011). The essence of developing an understanding of emotions is vital for a graduate becoming employed and acquiring future leadership opportunities (Abraham, 2006). Côté, Lopes, Salovey, and Miners (2010) explained potential correlation between the ability to understand emotions and leadership emergence to effectively engage and lead others.

Interpersonal Intelligence. Gardner's (1983) multiple intelligences included interpersonal intelligence as one of the seven categories. The scholar defined interpersonal intelligence as the ability to identify and understand another person. Nelson and Low (2003,

2011) explained interpersonal intelligence as establishing meaningful robust relationship with other individuals. Effective communication was identified as essential to developing meaningful relationships. According to their research, three key intelligence skills were used to identify interpersonal intelligence in a more definitive way. The intelligence skills include “effective assertive communication, emotional self-control, and understanding and appreciating the differences in others” (Nelson & Low, 2003, 2011, p. 42).

Bar-On’s (1997, 2000) work merged intrapersonal and interpersonal competencies and skills together to create the Theoretical Construct for the Bar-On Model. The construct was expressed as a cross-section of reciprocal emotions and social intelligence attributes that influence behavior outcomes. Intrapersonal competencies are the ability to assess and understand the inner connectedness of the emotional mind regarding the strengths and weakness of emotions and to reveal the emotions in a self-defeating manner (Bar-On, 2006). Bar-On described interpersonal skills as the ability to recognize the feelings and desires of others to develop healthy sustainable relationships. In essence, the construct shapes the ability to develop a process to manage personal, social, and environmental challenge with an objective and flexible disposition to produce an empowering human interaction (Bar-On, 2006; Goleman, 1995; Jaeger, 2003). Understanding emotions during a critical stressful situation is paramount in identifying the proper interpersonal communication skill to use to ensure a positive outcome both professionally and socially (Goleman, 1995; Jaeger, 2003; McCabe, 2008; Nelson & Low, 2003, 2011).

Figure 2, The Wheel of Positive Interaction, was created by the researcher to further illustrate Nelson and Low’s intrapersonal and interpersonal emotional intelligence skills. It shows some essential skills and characteristics of intrapersonal and interpersonal intelligence that

reflects self-esteem and self-valued actions to produce positive interactions to facilitate healthy relationships.

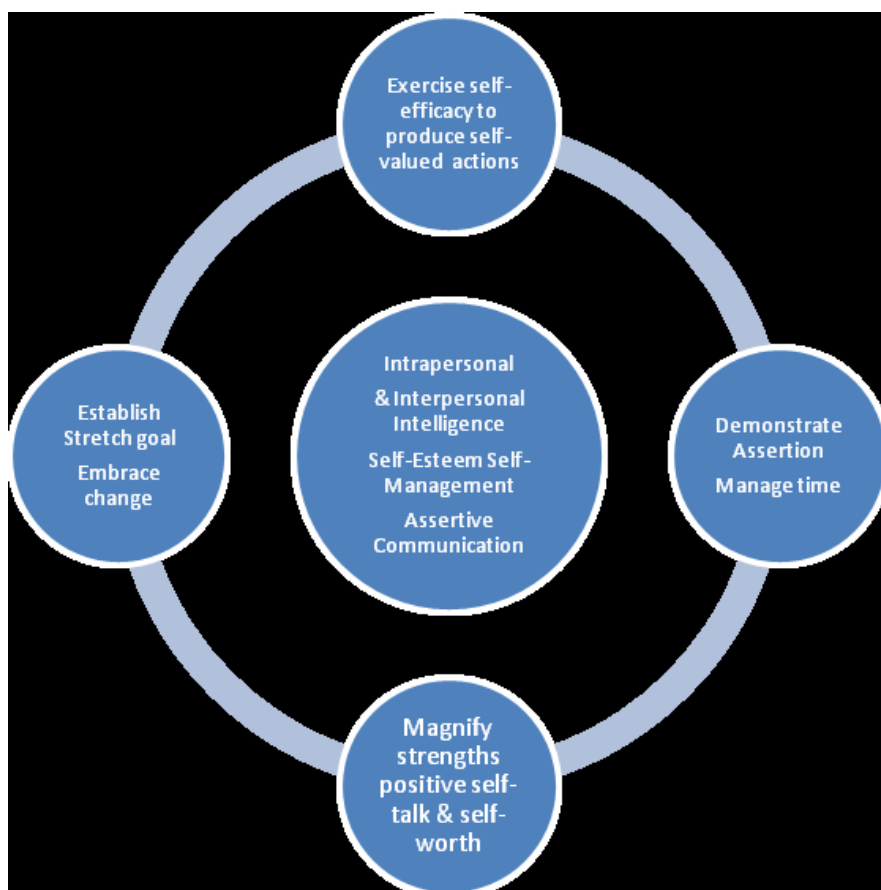


Figure 2. The Wheel of Positive Interaction.

The Wheel of Positive Interaction focuses some of the vital emotional intelligence variables needed for academic and career success. The circular shape of Figure 2 represents the continual motion of engagement with self and others. The Wheel of Positive Interaction is a continual motion of engagement that Nelson and Low's (2003, 2011) Emotional Learning System and ESAP instrument is designed to offer a pragmatic sequential process to creating a self-valued directional approach for life success (Nelson & Low, 2003, 2011).

Interpersonal and communication skills are in high demand in all types of industry from health care, technology, marketing, accounting and finance to higher education (Abraham, 2006;

Duygulu et al., 2011; Kidwell et al., 2011; Mitchell et al., 2010). Hoberman and Mailick (1994) pointed out that graduates were disconnected with applying interpersonal competencies needed to relate to people and facilitate organization achievement. Haworth (1996) translated that employers are challenged and concerned by the number of advanced-degree recipients that lack expected levels of communication and interpersonal skills to produce quality outcomes. Some researchers indicated that emotional intelligence should be integrated into academic curriculums at an early stage of development (Cole, 1991; Jaeger, 2003; Nelson & Low, 2003; Roeser, Eccles, & Sameroff, 2000). Goleman (2001) explained that the elements of emotional intelligence should be taught in schools because it will provide a strategy for the students to manage feelings and handle disruptive emotions in a positive manner while cultivating relationships.

Emotional Intelligence: K-12 Education

Emotions and emotional development are essential in producing healthy, psychological, physically fit, and intelligent individuals (Nelson & Low, 2003, 2011). Individuals are born with a cognitive mind and an emotional mind. These two minds are partners and the partnership constructs the mental perception for life. A child's first emotional interaction and attachment is the relationship between her/his environment with parent, siblings, grandparents, teachers and other associates (Shapiro, 2000; Sullivan, 1999). Emotional development in the formative years is critical in creating healthy mental coping strategies for young children. Smith and Walden's (1999) findings reveal that some preschool children reared in negative environments and bombarded by negative attitudes display an array of negative emotions and are unable to sustain a healthy positive disposition. Children learning and developing effective use of emotions to control their behavior in stressful situation became increasingly important to articulating their

emotions, to better interact with others, and to achieve academic, personal, and professional success (Elias & Weisberg, 2000; Payton et al., 2000). According to Boekaerts (1993) and Oatley and Nundy (1996), our emotional aptitude influences our cognitive ability. Students comprehend more and produce better outcomes when they are happy, secure in their ability to perform, and feel safe and enthusiastic about the subject content.

Emotions can potentially energize learning as well as impede the learning process. For example, a student experiencing sadness, anger, or anxiety may potentially become crippled and disengaged in the learning experience and not completing to the scheduled task (Oatley & Nundy, 1996). There are several challenges emotions can potentially evoke during the learning process such as the following; (a) lack of balance between emotions and schoolwork, (b) allowing schoolwork to create anxiety, and (c) engaging in emotionally driven responses in the class (Cole, 1991).

Goleman (1995) and Hamacheck (2000) described the essence of self-awareness and how to assist students' with developing self-confidence through monitoring their thinking and feeling abilities when engaged in the decision-making process. Allowing students to talk about and deal with their emotions facilitates an avenue of learning to identify and react to any situations (Hamacheck, 2000). Teachers can support this effort by facilitating group discussion, one-on-one student conversations and team interaction. Gottman and Declaire (1998) pointed out teachers can utilize emotional expression as a teachable opportunity to motivate students and support them as they learn to manage their emotions.

The critical need to address social emotional learning at the K-12 level is paramount; however, it appears that most schools have programs designed for behavioral and mental challenges rather than social and emotional intelligence education (Payton et al., 2000).

Moreover, the literature promotes a greater focus on emotional intelligence education as a benefit to the student by increasing academic success and creating more healthy social interaction, while decreasing discipline problems. It also serves as a benefit to educators who can spend more instructional time teaching and educating students (Stone-McCown, Freedman, Jensen, & Rideout, 1998; Payton et al., 2000). Some scholars proposed that the educational system incorporate a holistic approach to educating children by developing and integrating emotional intelligence programs into curriculum standards to address basic emotional intelligence abilities to cope with managing emotions and deal with everyday social challenges (Elias et al., 1997).

Emotional Intelligence: Postsecondary Education

Nelson and Low described the need to develop a new Student Development Model through integrating emotional intelligence into the learning process at the 2004 National Conference of American College Personnel Association. They suggest this will foster well-rounded leaders who can contribute to a global economy. Emotions are a vital component of learning and are equally significant to the learning process. Learning is a lifelong process and daily interactions are at the core of each encounter (Nelson & Low, 2003, 2011). Universities and colleges are being criticized for their inability to produce sustainable and competitive graduates to function effectively in a global complex work environment. Part of the concern is the overemphasis of technical and quantitative skills versus the emotional intelligence skills which are more in alignment with academic, personal, and life success (Boyatzis, Stubbs, & Taylor, 2002; Morris, Urbanski, & Fuller, 2005).

The Management Education Taskforce of the Association to Advance Collegiate School of Business (AACSB) released a report in April 2002, mandating that all accredited Schools of Business increase the learning objectives and outcomes for interpersonal, communication, and

leadership skills to better align curricula to meet the competitive demands of the workforce (AACSB, 2003). To date, there are 672 accredited member institutions with AACSB. Students will need cognitive ability, emotional behaviors, and effective interpersonal skill to create both national and international collaborations to lead and manage teams in a global context (Clark, Callister, & Wallace, 2003). Students will be expected to navigate highly interdependent networks and relationships (Papamarcos, 2005; Steiner & Watson, 2006). Esmond-Kiger and Kirch (2003) conducted a study on integrating emotional intelligence through implementing the Business Activity Model in an intermediate accounting course. The concept was to introduce, learn, and practice interpersonal skills through a problem-based approach and to provide graduates with the skills mandated by the accounting professional.

Most Engineering and Construction IT graduates lack the essential interpersonal and intrapersonal skills to perform effectively in a leadership role. Alpern (1997), Shtub (1994), and Tan (1998) explained the discontentment of employers with graduates' level of emotional ability to produce prescribed goals. The authors acknowledged that the challenge was not the technical competencies but the lack of communication, interpersonal, and self-management skills. Technical skills alone are not enough to establish and secure professional interaction and success of the project (Alpern, 1997; Goleman, 1995). Several studies involving employers in the information system field indicated that skills such as communication, interpersonal, teamwork, and motivation were ranked higher than technical skills in the order of importance (Cappel, 2002; Morton, 2007; Woratschek & Lenox, 2002). Bailey and Stefaniak (2002) summarized from their findings that an optimum performer in IT is both a technical and emotional intelligent employee with healthy relationships.

Bakos (1997) and Jagger and Connor (1998) expressed some specific challenges with emotional intelligence skills such as communication, interpersonal, problem-solving, and teamwork found in the Construction IT Industry. To combat the discontent of the employers with the industry graduates, the Accreditation Board of Engineering and Technology (2005) constructed eleven learning objectives to enhance emotional intelligence abilities to create a sustainable and competitive graduate for the construction industry. It also established new protocols for graduates of 2020 to be experienced professionals with leadership ability. More academic disciplines are answering the call to integrate emotional intelligence into its curriculum. Hammett, Low, and Nelson's (2012) article revealed that Galveston College since 2005, Tshwane University of Technology since 2008, Air University since 2007, and McLenna Community College since 2011 have incorporated the ESAP and EI skills and competencies into their business and technology discipline curriculum.

In addition, since 2002, AACSB International has focused on interpersonal relations, communication, and problem solving assurance of learning standards to be incorporated into the discipline curriculum to expand the knowledge and skills of students. Moreover, the April 2013 Revised AACSB Eligibility Procedures and Accreditation Standards for Business Accreditation Report amended the curriculum content verbiages for Standards 8-12. Standard 9 specifically addresses that bachelor's degree program and higher "would normally include learning experiences that address the following general skill area...Interpersonal relations and teamwork (able to work effectively with others and in team environments." (AACSB, 2013 Eligibility pp. 30-31). The general skill standards category lists "written and oral communication", "diverse and multicultural work environments (able to work effectively in diverse environment", and "Reflective thinking (able to understand oneself in the context of society)" (pp. 30-31). Standard

9 will require accredited business schools to develop a curriculum or supplement learning instrument to include all of these skills to develop sustainable and competitive graduates.

Construction IT education discipline incorporated a more intense focus on interpersonal skills, emotional awareness, stress management, and communication skills (Butler & Chinowsky, 2006; VanRoody & Viswesvaran, 2004). Some studies revealed that emotional intelligence in the construction IT industry is highly significant for executive leadership behavior and decision-making as well as project management skills and cooperative engagement (Butler et al., 2006; Shirazi & Hampson, 1998). Jagger and Connor (1998) and Davis (1996) conducted surveys of construction employers who described the emotional intelligence skills they expected potential new graduates to have. The skills included strong interpersonal skills; team work skills; communication skills, and flexibility/versatility. These are the skills that employers seek in a graduate across industry. The global interconnectedness of people and industry continues to demand more of universities and colleges to develop sustainable leaders (Abraham, 2006).

Emotional Intelligence: Leadership and Teamwork

Leadership and Emotional Intelligence. Leaders and their ability to provide effective leadership are vital and critical to the sustainability of a global society. Northouse (2007) expressed leadership as “a process whereby an individual influences a group of individuals to achieve a common goal with the ability to understand emotions and apply this understanding to life’s tasks” (p. 23). He suggests that in order for effective leadership to manifest, leaders will need to exhibit a more personal sensitive approach when interacting with team members. Leadership effectiveness encompasses managing and controlling emotions to motivate others; understand emotions to think creatively to make better decisions; recognize emotions and communicate clearly; understand others’ emotions to build cohesive team; and moreover, they

admit when they are wrong and have made mistakes (Nelson & Low, 2003, 2011; Northouse, 2007).

Humphrey (2002) expressed leadership as the ability to connect with another individual to influence behavioral modification to stretch team members beyond their standard capacity. She explained the leadership process as an interdependent relationship between the leader and the team members. The level of emotional maturity of the team members could determine the perplexity of the leader's ability to meet and exceed the team member's vulnerability by urging the members to reach a high level of internal stability and cooperation. Nelson and Low (2003, 2011) and Stein and Book (2000) exclaimed emotions are a source of information that triggers an impulse to act. Humphrey (2002) reveals the significance of a leader considering members emotions when making decisions regarding the team, project, organization, and culture. Disregard for the members emotions can lead to conflict and detrimental performance and productive.

Goleman (1995, 2006) and Nelson and Low (2003, 2011) identified critical components of emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skills) necessary to product effective leadership behaviors to generate positive productive outcomes for individual and team success. Goleman's (1998) findings from 200 large global companies revealed that leaders with a high degree of emotional intelligence were more distinguished and successful than leaders with a low degree of emotional intelligence. Moreover, in examining 3,000 executives, Goleman again concluded that emotional intelligence and leadership attribute quotients can be increased by understanding which emotional intelligence competencies are lacking and working to develop them (Goleman, 2000). The emotional quotient principles

provide a new way to understand and assess person's behaviors, management styles, attitudes, interpersonal skills, and potential.

Goleman's (1995) book promoting emotional intelligence is credited with the surge of interest in the corporate environment to create positive effective teams to maximize job performance (Grandey, 2000; Muchinsky, 2000). He emphasized that great performance is not just the ability or expertise of an individual but relies on the connectedness of others. Goleman identifies a system for creating emotional competencies that assist with career success. He explained emotional competencies as personal and social skills that lead to superior performance in the work place. Over the years Goleman's work highlighting EI and employee emotional quotient (EQ) has made a significant impact on organizations and corporations with regard to organizational development and developing people for to work together to create more efficient and effective teams.

Team Effectiveness. Over the past decade with growing demands to do more with less, outsourcing, and the rapidly changing highly interdependent world of collaborative entities and networks, interpersonal skills are critical in the job market where teams are the primary work unit. Teams are widely utilized because of the knowledge transfer that occurs to solve problems and improve performance (Tannenbaum, Salas, & Conn-Bowers, 1996). According to Tannenbaum et al. (1996), a team is a "distinguishable set of two or more persons who interact dynamically, interdependently and adaptively toward a common and valued goal/objective/mission who have been assigned specific roles or functions to perform and who have a limited life-span of membership" (p. 504). Harris and Harris (1996) defined teamwork as "a work group or unit with a common purpose through which members develop mutual relationships for achieving goal and tasks" (p. 23). The essence of teamwork is cooperation with

a common goal and purpose. Teamwork is a synergistic process that requires active participation, flexibility, adaptability and social interdependence of each member (Fisher, Hunter, & Macrosson, 1997; Johnson & Johnson, 1999).

There are a plethora of team effectiveness models by various scholars explored in the organizational management literature. McGrath's (1964) Input-Process-Output Model (IPO Model) is considered one of the leading paradigms team models utilized and referenced in organizational structures (Cohen & Bailey, 1997; Gladstein, 1984; Hackman, 2002; Ilgen, Hollenback, Johnson, & Jundt, 2005). The IPO Model incorporates three primary functions (the input, the process, and the output). The input function has three factors such as individual factors (skills, personality, and attitudes/emotions); group factors (structure, size, cohesiveness, and composition); and environment factors (task, stress, and rewards). McGrath's (1991) research added team leadership as a critical component in the input function. The process function is described as the center piece and the source of interconnectivity of the model. Moreover, McGrath (1964) explained the process capturing the interconnectedness through behavior, influence, communication and motivation of the team members. Marks, Mathieu, and Zaccaro (2001) defined the process factor "as members' interdependent acts that convert inputs to outcomes through cognitive verbal and behavioral activities directed towards organizing task work to achieve collective goals" (p. 357). The output of the IPO Model illustrated the overall performance of an effective team based on productivity, social awareness, cohesiveness and team satisfaction.

Trends, outsourcing, and downsizing have impacted organizational structures over the years and have led to more participative management with restricted hierarchical need or input (Goleman, 2000; Thacker & Yost, 2002; Tarricone & Luca, 2002). More self-directed teams are

left with limited knowledge of team collaboration and the essential emotional intelligence skills to support their effort (Goleman, 2000). As the organizational structure shifted and work teams increase, Bolton (1999) explained that team projects in education also grew due to the increase demand of employers seeking recent business graduate who are able to work in and lead teams (Tarricone & Luca 2002; Thacker & Yost, 2002). Research substantiates that students benefit from the team work experience and gain a notable degree of improvement in the following skill areas: communication, collaboration, critical exploring, comprehension, and retention (Bailey et al., 2005; Bolton, 1999; Cross, 1981; Pike, 1999; Tarricone & Luca, 2002).

Emotional intelligence has become an important component for human resources planning, job profiling, recruitment interviewing and selection, management development, customer relations and customer service. As a result, higher expectations are being placed on colleges and universities to produce sustainable and competitive employees (Goleman, 1995) who possess emotional intelligence skills. An insurance study examined the pessimistic and optimistic qualities of new employees; the findings indicated that new sales employees who were optimistic sold 37% more insurance than their pessimistic counterparts. The optimistic employees dominated the remainder of the group by outperforming the more tenured agents by 27% (Schulman, 1995). Weinstein (2008) recorded findings from a survey of 1,400 chief financial officers with 53% preferring hiring a person with excellent interpersonal and communication skills over a highly skilled technical expert. Research indicates that employers, for at least the last two decade, have consistently and clearly articulated that interpersonal skills, self-management, communication, teamwork, and leadership are needed in order for graduates to meet the global competitive challenges and create a productive work environment (Abraham, 2006; Elmuti, Minnis, & Abebe, 2005; Turner & Müller, 2005).

Executives and recruiters are placing less emphasis on IQ (Abraham, 2006; Mo et al., 2007) and valuing emotional intelligence abilities more to enhance collaborative effects and increase bottom line productive (Daud et al., 2010). Several researchers concluded a business environment is a perfect setting for displaying emotional intelligence because individuals make up teams to produce at optimal level (Abraham, 2006; Chen, Jacobs, & Spencer, 1998; Goleman, 1995, 1998b). Corporations globally have been impacted by the issue of acquiring and maintaining sustainable competitive employees able to exercise emotional intelligence attributes from India (Chakraborty, 2009; Verma & Bedi, 2008), from Belgium (Nelis, Quoidbach, Mikolajczak, & Hansenne, 2009), from Turkey (Duygulu et al., 2009), and from the United Kingdom (Chia, 2005; Darling, 2000). It is essential for universities and colleges to produce productive socially responsible leaders with the necessary skill sets to be valuable asset to their communities and the world at-large by integrating emotional intelligence into course curriculum (Chia, 2005; Liptak, 2005). Emmerling and Goleman (2005) revealed that individuals will acquire some emotional intelligence aptitude through life experiences. Without continuous interventions an individual will be limited in their abilities to improve emotional intelligence abilities and sustain healthy interactions and relationships (Daud, 2010; Nelson & Low, 2003, 2011).

Summary

Emotional intelligence is a standard intelligence (Mayer et al., 2001) that consists of Ability Model and the Mixed Model (Bar-On, 1997; Goleman, 1995; Mayer et al., 1990). The theory of emotional intelligence has not been without challenges and great criticism over the various definitions, constructs, and instruments used to measure the construct (Petrides & Furnham, 2000; Petrides et al., 2004). Emotional intelligence is a critical component for

academic, social, and professional success (Abraham, 2000; Jaeger, 2003; Nelson & Low, 2003, 2011). It is important in producing effective leaders to manage productive work teams (Bar-On, 1997; Goleman, 1995).

For example, Chakraborty (2009) suggests that universities and colleges in India have contributed to creating 'educated illiterates.' He describes this as persons who are unemployed talented graduates who did not receive a holistic and synergistic approach to learning. The students mastered the concepts and theories and matriculated out of the institution with brilliant grades only to discover that there is an enormous difference between concepts and practice. Their brilliance on paper compared to the practical competencies needed to secure employment was skewed by the lack of engagement of integrating a holistic approach to include not only the cognitive side of learning, but to develop the emotional aspect that seeks to embed emotional intelligence attributes into the concepts and theories. These attributes are skills employers seek such as intrapersonal skills, interpersonal skills, communication skills, leadership, teamwork, self-esteem, and self-management competencies needed to secure and maintain employment (Abraham, 2006; Chakraborty, 2009; Goleman, 1995; Jaeger, 2003; Smigla & Pastoria, 2000).

Emotional intelligence and students at the university level has emerged only recently. Interest has evolved due to the rapid changing global environment (Chia, 2005; Emmerling et al., 2005; Jaeger, 2003) and the challenge of recruiter's desire for sustainable and competitive graduates (Daud et al., 2010). Moreover, much of the literature for emotional intelligence concluded that emotional intelligence is critical for academic and career success and should be integrated into a business curriculum. Research literature shows the need for emotional intelligence in the corporate environment. However, there is extremely limited focus on how these skills are being introduced into the university business curriculum.

CHAPTER 3

Theory Development

Introduction

Though much literature has examined EI, more recently a theoretical model, the Emotional Learning System (ELS), was developed to provide a framework for enhancing EI in university students. The Emotional Learning System (Nelson & Low, 2011) is designed to enhance the emotional component of the learning process and to encourage students to engage in a higher number of self-valued behaviors based on constructive and critical thinking attributes. The essence of both the Ability Models (Salovey & Mayer, 1990) and the Mix Model (Bar-On, 1997; Goleman, 1995) is the ability to purposefully manage emotions in self and others. Acquiring knowledge and understanding and the applying of cognitive thinking and emotional thinking simultaneously, can produce intentional behavior. This intentional behavior reflects increased individual self-knowledge that can be utilized to develop positive interpersonal interactions. Cognitive self-knowledge is revealed in “self-valued behavior” (Nelson & Low, 2011). This section presents a theoretical framework to contribute the traditional EI literature. The conceptual theoretical framework is derived from Nelson and Low’s Emotional Learning System that provides a systemic process to develop intentional behavior.

The Emotional Learning System Theory

When assessing a student’s academic, social, and career success, it is essential to consider any life changing transition the student has experience. The key component to managing these transitions is the student’s response to the transition and how well student respond to day-to-day pressures. A student’s ability to have an intentional self-valued behavior to manage transitions and stressful situations is the essence of emotional intelligence (Nelson & Low, 2003, 2011).

Nelson and Low explained emotional intelligence as a systematic experience-based learning process that can be learned, applied, and modeled.

Nelson and Low's research also highlighted the role of the brain in EI, specifically the amygdala feeling (emotions) and the neocortex thinking (cognitive).

The amygdala reflects the emotions, stores memories, and serves as a sentry that warns of potential danger. The amygdala is able to capture information normally routed to the neocortex to respond to impending negative situations before the neocortex has an opportunity to process the information. The essence of emotional intelligence is to become more intentional about responding in a self-valued manner. This process begins with the ability to distinguish between thinking and feeling (Nelson & Low, 2003).

Nelson and Low's 1977–2007 research parallels Epstein's (1998) Cognitive-experiential Self Theory which expressed that individual utilize two distinct systems when processing information. The amygdala and the neocortex both collect and receive data. The amygdala processes information quickly, automatic, and driven by emotions. The neocortex processes information slowly, deliberate, and logical. These two processes are parallel and interact to produce conscious thought and intentional behavior (Epstein, 1998). Nelson, Low, and Ellis (2007) highlighted Epstein's work and defined emotional intelligence as “cognitive, experiential, and behavioral skills related to healthy and emotionally intelligent behavior” (p. 30). Emotions are powerful feelings with automatic impulse to act on without notice. The ELS theory is a process for learning and practicing effective emotional intelligence to channel the impulsive behaviors into self-valued outcomes (Nelson & Low, 2003, 2011).

The ELS theory is a structured “five-step approach for learning to model and apply wiser, more appropriate behavior in emotionally charged situations” (Nelson & Low, 2003,

2011). Figure 3 illustrates a prescribed pattern for constructive thought and wise action.

Emotional intelligence is a learned ability with coinciding skills that enhances an individual's ability to (a) perceive accurately personal strengths and challenges, (b) build and foster healthy relationships, (c) embrace powerful productive working networks, and (d) generate a positive mindset to create a positive image for success (Hammett, Nelson, & Low, 2007).

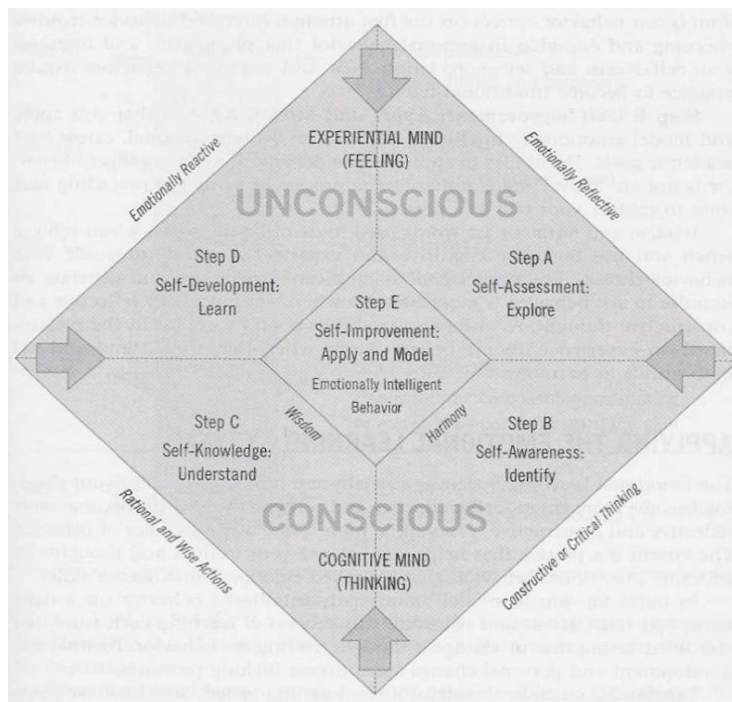


Figure 3. The Emotional Learning System (Nelson & Low, 2003, 2011).

The ELS theory is a process that individuals use as a mechanism to explore, identify, understand, learn, apply, and model emotions and develop strategies to act in a self-valued manner. ELS provide an outline of how to assess an immediate environment and select a constructive course of action. The desire is to create an intentional behavior that will yield positive successful outcomes. Daily practice of the ELS will lead to a habitual and automatic positive self-valued interaction. Emotions are experienced in the present and managed timely with the right level of attention the outcome will be positive. Moreover, if emotions are not

acknowledged and processed quickly and accurately they become intense over a period of time and may cause serious physical and mental damage (Nelson & Low, 2003, 2011). A critical learning competence is the ability to integrate the cognitive mind with the emotional mind to cultivate a positive healthy interaction in a stressful situation. The ELS is a transformative model that requires continuous use over time and reflective awareness when facing each unique experience (Nelson & Low, 2003, 2011). Figure 3 illustrates increased reflective awareness of EI at different levels of continuous encounters.

Figure 4 shows how EI is a function of both individual self-valuing behaviors and individual personality. In the graph, traits represented by individual personal characteristics and skills represented by individual self-knowledge, are integrated. The intersection represented by each quadrant shows different levels of EI. Thus, Nelson and Low's ELS integrative model suggests that EI can be increased by having students intentionally examine specific emotions using a cognitive approach in a learning setting while engaging students in personal reflection. Figure 4 projects the impact of incorporating the ELS model to increase the level of Intentional Self-Valued Behavior Ability (ISVBA) and thus EI. The learning system engages students both cognitively and emotionally. As a result, different levels of intrapersonal and interpersonal management awareness will emerge from the intersection of cognitive thinking and emotions. The systematic application of the ELS model will increase awareness and through that increased awareness, will result in high levels of intentional individual behaviors (Nelson & Low 2003, 2011). The increased intentional behavior results from a conscious process essential to the ELS model. If the ELS model can increase also be increased (Nelson & Low, 2011).

		Intentional Self-Valued Behavior Ability (ISVBA)	
		Low	High
Emotional Characteristic Traits (ECT)	Low	<p>Low ISVBA Low ECT</p> <p>(Minimal EI)</p> <p>Quadrant III</p>	<p>High ISVBA Low ECT</p> <p>(Medium EI)</p> <p>Quadrant II</p>
	High	<p>Low ISVBA High ECT</p> <p>(Medium EI)</p> <p>Quadrant IV</p>	<p>High ISVBA High ECT</p> <p>(High EI)</p> <p>Quadrant I</p>

Figure 4. The Integrative Model of EI Creation.

The Emotional Intelligence Intentional Behavior Chart explains the four quadrants of possibilities established according to the level of incorporation and execution of the ELS model.

1. High ISVBA, High ECT (Quadrant I)—represents students who have high levels of ISVBA and ECT. These students managed thinking and feeling in a manner that resulted in constructive thinking and self-valued. They demonstrated high self-esteem and self-management ability with an assertive communication disposition. Students have the ability to establish and maintain healthy relationships, lead high performing teams, and complete goals while performing at a high academic level.
2. High ISVBA, Low ECT (Quadrant II)—represents students who are performing at high levels academically, socially, and in life. Some students experienced low ECT and lacked the emotional intelligence ability. Individuals were taught and rely primarily on cognitive thinking to conduct life's interactions and may experience challenges with academics, social, and life success.

3. Low ISVBA, Low ECT (Quadrant III)—represents students who have low levels of ISVBA and ECT. These students failed to incorporate both thinking and feeling into daily activities such as academics, social, and life experiences. Their intrapersonal and interpersonal skills may lack some measure of self-esteem, self-management, more aggression in communication, and limited ability to cope with stressful situations.
4. High ECT, Low ISVBA (Quadrant IV)—represents students who have high ECT and low ISVBA. High ECT students are more likely to be reactive instead of proactive in dealing with situations. The students react potentially from an emotional space that can cause several other challenges in academics, social, and life. Some students with low ISVBA may be aware of constructive thinking and the need to intertwine both thinking and feeling ability to produce positive outcome but may fail to incorporate these abilities in every interactions. The underlying idea of ESL model is that EI varies based on the level of intrapersonal and interpersonal abilities. If these elements can be developed, then EI can be enhanced. Elias et al. (1997) expressed Social and Emotional Learning Theory as process for assisting individuals with developing fundamental skills to recognize and manage emotions to effectively navigate school, relationships, and life.

The ELS model and the integrative model of EI both illustrated the effectiveness of emotional intelligence when reflective awareness is used to impact self-valued behavior. Intentional behavior increases when emotional characteristic are identified, understood, learned, and applied. Figure 5. The Theoretical Framework: The Emotional Learning System Change Process is of applying the Emotional Learning System model to become more aware of the

emotional mind to increase the preconscious thoughts and learn to think more constructively to create intentional self-valued behavior.

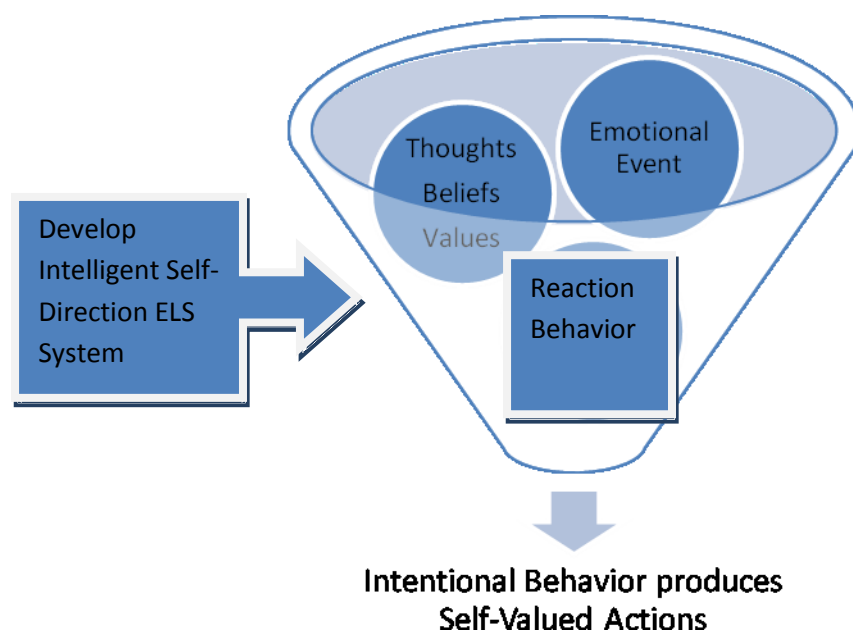


Figure 5. The Emotional Learning System Change Process.

The ELS model was used to explore the influence of intrapersonal and interpersonal competencies to improve leader behavior and team effectiveness. Nelson and Low (2003, 2011) explained intrapersonal competencies as the ability to regard self as having high self-esteem and stress management skills to maintain high self-confidence even when mistakes and failure occur. Understand thoughts, feelings, and behaviors are not permanent, in changing to a constructive thinking and self-valued behavior. EI competencies can be improved by increasing an individual's self-awareness and ability to reflect on situations to map a strategy from the ELS model to practice continuously in different environments. EI assists with being flexible and provides an opportunity for collaboration and team effectiveness. Cooperative synergy is developed from individual members on a team (Johnson & Johnson, 1999).

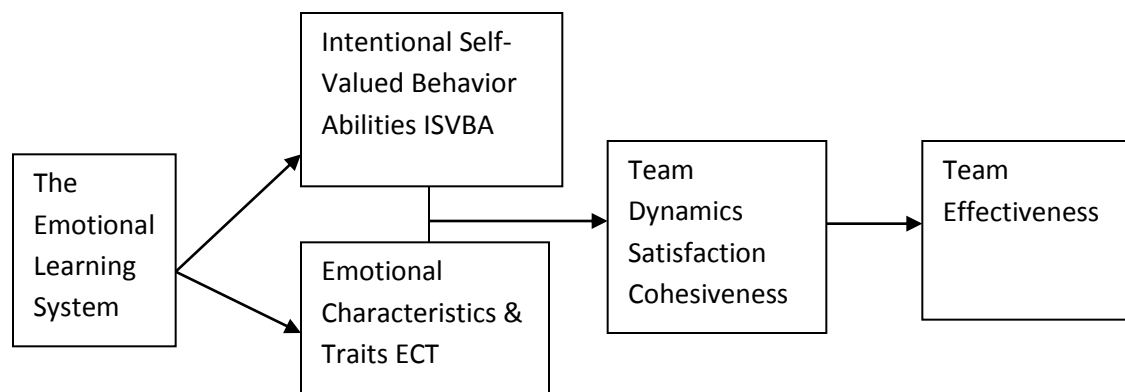


Figure 6. The Conceptual Models.

Propositions

Based on theories previously discussed, the following propositions are offered based on the conceptual framework:

Proposition 1: Students exposed to the ELS will show an increase in overall emotional intelligence.

Improved self-awareness of intrapersonal competencies can impact self-esteem and stress management skills and facilitate better communication for healthy relationships. Also, the competencies assist students with a greater feeling of control of self (Goleman, 1995) and will produce better interpersonal competencies. Developing stronger interpersonal competencies will assist students with being more patient with themselves and others to persevere through conflict and frustrating situations as they manage their emotions (Gottman & Declair, 1998). Students that show an increase in overall emotional intelligence were associated with quadrant I (High ISVBA and High ECT).

Proposition 2: Awareness of the importance of the intrapersonal skill will increase as a result of the ELS.

Proposition 3: Awareness of the importance of the interpersonal skill will increase as a result of the ELS.

Lopes and Salovey (2004) expressed the need for students to participate in more collaborative efforts to better prepare them for the workplace. Students have difficulty collaborating on teams or business simulations to produce quality result. Some students lack the social and emotional skills needed to handle conflict, make informed decision, and have a positive influence to lead a team. Nelson and Low (2003, 2011) explained the essential components of the intrapersonal competencies and their ability to shape interpersonal skills to establish and maintain positive healthy relationships. This interconnectedness facilitates the ability to develop enhanced effective leader behavior and team skills. George (2000) discussed the central role of emotions in the leadership and team performance process emphasizing several essential elements of leader success: intrapersonal and interpersonal competencies, organizational goal setting, endorsing collaboration, trust and cooperation, flexibility, and decision making effectiveness in the workplace. Dasborough (2006) empirical findings revealed that leader's emotional behavior and lack of interpersonal skills impacts the social atmosphere of the workplace and employees' imitate that behavior among other employees.

Individuals with high EI have the ability to regulate their emotions to positively influence task performance and to achieve overall team success compared to individuals with less EI who are more willing to operate outside of formal boundaries (Organ, 1988). Nelson and Low (2003, 2011) expressed individual leader behavior as an aptitude to quickly connect and establish a comfort level to engage in open, honest, communication while respecting varying individual perspective creates a social awareness. The awareness assists individuals to display empathy to positively influence other individual behaviors. Students in quadrant I (high in ISVBA and high in ECT) were strong in both intrapersonal and interpersonal competencies and a

student in quadrant II (high ISVBA and low in ECT) were strong in intrapersonal or interpersonal competencies.

Proposition 4: A positive relationship exist between the Total ESAP scores and among team members and the level of overall team cohesiveness.

According to Schermerhorn, Hunt, and Osborn (2002), team cohesiveness is experience and displayed by the degree members feel connected and motivated to continue to actively participate (Man & Lam, 2003), while feeling a sense of friendship and loyalty to accomplish a perscribed goal with minimal conflict (Jen & Mannix, 2001). Team cohesiveness not only evolves from individual personalities and behaviors it encompasses the structure, goal, and collective culture of the environment (Van Vianen & De Dreu, 2001; West, 2004). Hackman (1990) revealed individuals were more accountable and performed better in a cohesive team than non-cohesive team members.

During the intervention, various activities were conducted to generate a sense of interpersonal connectness between individual participants. Cohensivness impacts the essence of emotional intelligence through self-awareness and the ability to control emotions in any situation. Goleman (1995) and Nelson and Low (2003, 2011) addressed self-awarness as the foundation for human development and necessary for life success. Individuals who are self-aware and able to manage their emotions create healthy interpersonal relationships within the team (Chang & Bordia, 2001). The synergy from the relationships in the team establishes a better work environment and higher team performance (Goleman, 1995; Law, Wong, & Song, 2004; Joseph & Newman, 2010). Students with high levels of EI were in quadrant 1 (high ISVBA and High ECT).

Proposition 5: There was a positive relationship between the levels of EI leader behavior among team members and overall team satisfaction.

Many articles have identified a positive correlation between emotional intelligence and leader behavior, team performance in the workplace and, also, suggested that high emotional intelligence employees are skilled at valuing their and other emotions to create positive healthy working relationships (Barsade & Gibson, 2007; Elfenbein, Der foo, White, & Tan, 2007; Goleman, 1995; Matsumoto, LeReoux, Bernhard, & Gary, 2004). The collective emotional intelligence ability of the individual leaders to work together as team players to accomplish the task is critical to developing an effective high performing team (Conger & Lawler, 2009). According to Nelson and Low (2011), leader behavior skills that are essence for effective leadership are social awareness, empathy, decision making, and positive influence. Moreover, Prati, Douglas, Ferris, Ammeter, and Burkley (2003) expressed social awareness is the leaders ability to interact and express themselves while creating social networks and building relationship that influence productive teams.

Voss, Gruber, and Reppel (2010) and Marques (2010) revealed the impact of empathy as a key attribute for leaders to exhibit to enhance the work environment by making it more pleasureable and productive. Empathy allows leaders to serve, listen, and gain greater insights of interrelationship within teams (Sheild & Gardner, 1997). Getting along with others and empowering individuals to succeed will assist the team in becoming more effective in producing the prescribed objectives (Moon, 2001). Chen, Lam, Schaubrock, and Naumann (2005) explained that a supportive leader facilitates an open atomsphere to create caring to build a climate of cohesiveness within the work unit to produce successful outcomes. Students with

high levels of social awareness, empathy, decision making, and positive influence were high ISVBA and high ECT.

Proposition 6: Teams with higher levels of collective emotional intelligence capacity will demonstrate high levels of team effectiveness.

According to Yost and Tucker (2002), a successful team consist of individuls who have and exercise emotional intelligence competencies. These individuals share commonalities and remains focus on the objectives. Team members are able to engage in uncomfortable or hard conversation and not allow the intensity of the verbal exchange impede the outcome of the task (Zellmer-Bruhn & Gibson, 2006). Strong relationships are formed from applying emotional intelligence skills in a team environment (Chen, Lam, Schaubrock, & Naumann, 2005; Moon, 2001). Grossman (2002) and Johnson and Johnson (1999) argued that emotional intelligence makes a profound difference between a successful team and a medicore team. A team without interpersonal skills, collaboration, corporation, cohesniveness and empathy is a team without emotional intelligence (Goleman, 1995). A team without EI has a great probability of becoming a dysfunctional with low team performance. Moreover, individuals who practice emotional intelligence skills in a team enviroment will be more successful (Thacker & Yost, 2002). Students with high overall EI were in Quadrant 1 (high ISVBA and high ECT)

This chapter outlined how the ELS incorporated a holistic learning intervention as well as supported the prescribed propositions. The research revealed the essence of the ESL as an integral part of the learning process for college students that can potentially improve their intrapersonal and interpersonal skills to impact leader behavior and team performance. The goal of the research is to assist in the learning process and to potentially provide recruiters with

sustainable and competitive graduates who can lead and enhance team performance. Chapter 4 will focus on methods and procedures of the research.

CHAPTER 4

Research Methods: Outlining the Process

Introduction

Chapter 3 provided the theoretical/conceptual framework that undergirds this research. The literature indicated that emotional intelligence is a vital variable in personal and academic success for students. The purpose of this chapter is to describe the quantitative research method and procedures that were used to complete the research. This chapter describes the methodology, instrumentation, participants, variables, and data analysis that were used. The research employed a quantitative research design to examine the relationship between a set of interrelated constructs to explore a systematic view of the process and specific relationships among certain variables (Kerlinger, 1979). This quasi experimental design test independent variable's influence or effect prescribed outcome of dependent variables (Creswell, 2009). The study examined the impact of the EIMCCP training intervention on the intrapersonal and interpersonal skills of university students.

The research documents the impact of integrating an emotional intelligence curriculum and its influence on intrapersonal and interpersonal skills to improve leadership and team performance effectiveness in college students. Both the experimental group and the control group completed the ESAP pre-assessment. A two week EIMCCP intervention was scheduled and delivered to the experimental group while the control group received the standard curriculum.

The ESAP post-assessment was administrated to both the experimental and control group. Both the experimental and control groups were divided into teams made-up of five or six

individuals to complete a community service team project assignment. After completing the project, each team member completed a peer evaluation using the CATME assessment process.

Research Design (Quantitative Methods) and Process

The research design is a quantitative quasi-experimental methods. The methods and process captures the study's interlinkage of the assessment instruments, EIMCCP intervention, and Community Service Team Project.

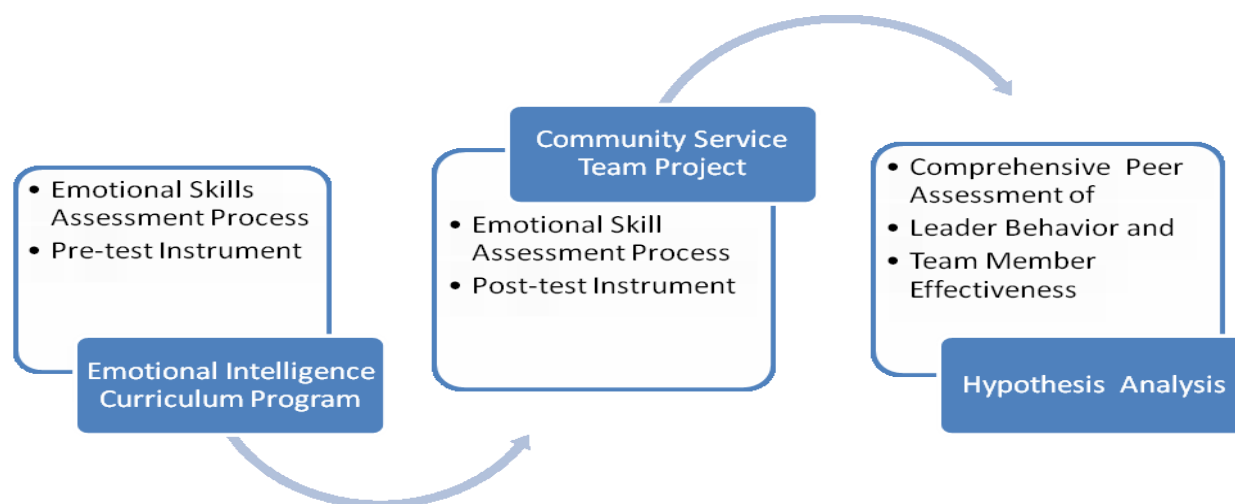


Figure 7. The Research Design and Process.

Quasi-experiments and non-equivalent groups. Quantitative research employed two types of experimental research methods as survey research or quasi-experiment (Creswell, 2009). To evaluate the success of the intervention a quasi-experimental design with the pre-post assessment was utilized. The quasi-experiment concept with a focus on non-equivalent groups design consist of an experimental group and a control group (Campbell and Stanley, 1963). The non-equivalent groups design differs from the randomized design as participants are not assigned randomly to the groups. This process could potentially cause some inconsistencies in the similarity of the group dynamics (Campbell & Stanley, 1963). Further, the non-equivalent groups are most likely susceptible to the internal validity threat of selection bias.

Campbell and Stanley (1963) popularized quasi-experiments and define it as “an experiment in which units are not assigned to conditions randomly” (Shadish, Cook, & Campbell, 2002, p. 14). The authors emphasized that random selection is significant to experiments because of the participants’ ability to self-select or the researcher’s ability to select and control which person would receive the treatment. However, with the quasi-experiments, the cause is potentially manipulated prior to the effect being measured. Creswell (2009) explained quasi-experimental approach as a process where the researcher is unable to randomly assign participants or ensure the sample is homogeneous. A true experiment is when participants are assigned to a group randomly. The traditional version of the experimental design is to utilize a random sampling that provides participants with an equal probability of being selected from the general population.

The quasi-experiment was appropriate for this study which engages participants enrolled in the Management Concept course in the School of Business and Economics at North Carolina Agricultural and Technical State University . Both the experimental and control group were created from four sections of the Management Concept course. Prior to the beginning of the fall 2013 semester, the researcher and the faculty members teaching the sections met. During the meeting, the course sections were placed into either the experimental group or control group based on pre-set condition of days and times established by the Management Discipline course schedule. The experimental group consisted of three sections and the control group one.

The variables and methods. The variables in the study included four dimensions with a combined total of 13 emotional intelligence skills from the Emotional Skills Assessment Process (ESAP). However, the study only focused on Intrapersonal Dimension, Interpersonal Dimension and Leadership Dimension as the dependent variables from the ESAP instrument. The variables

from the Comprehensive Assessment of Team Member Effectiveness (CATME) instruments were team satisfaction, team cohesiveness, team effectiveness as dependent variables. Emotional intelligence served as the independent for the study. Figure 6 shows the instruments and the identification associated with the measurements.

The study utilized various research analysis to analyze variable sets such as descriptive statistics (mean, median, mode, and standard deviation) to measure the central tendency; paired *t*-test (compare two means); correlational statistics (examined the extent of relationship between to variables); and the multiple regression analysis (measure extent of predictive value; Creswell, 2009).

Concept	Operationalization	Measurement	Type of Variable
Emotional Learning System	Intervention vs Control Group	0,1 (Dichotomous)	Independent
Emotional Intelligence	Total ESAP	Average of Items	Dependent (H1)
ECT (Emotional)	Intrapersonal Dimension	Average of items	Dependent (H2) Independent (H 4, H5)
ISVBA (Behavioral)	Interpersonal Dimension	Average of Items	Dependent (H3) Independent (H4, H5)
Team Dynamics	Team Satisfaction	Average of Items (individual) Average of items across group	Dependent (H4) Independent (H6)
Team Dynamics	Team Cohesion	Average of Items (individual) Average of items across group	Dependent (H4) Independent (H6)
Team Effectiveness	CATME Behaviorally Anchored Rating Scale	Average of group scores	Dependent (H6)

Figure 8. ESAP and CATME Variable Chart.

ESAP, CATME, and EIMCCP Intervention treatment delivery. Prior to the beginning of the study the researcher secured approval to use both the ESAP and the CATME instruments. The ESAP required a short application process to generate a program manager

account (PM). The account was designed for the researcher to manage the distribution of the online ESAP instrument for the users. The PM account held 140 user accounts. A project name was required for each section and student emails were entered into each user credential slot before the participants were able to use the online ESAP system.

Prior to administrating the intervention, the researcher had an opportunity to meet and interact with students and facilitated the pre-assessment process for both the experimental and control group. Participants were given detailed instructions by the researcher during a demo version of the ESAP Pretest. After the instructions were completed, each student was given a slip of paper that contained a randomly generated system login user credentials which contained the following: email identification username and password, date the file was generated for the participants, an identification number, and the participant email address.

Once the participant were logged in, participants were instructed to complete a demographic profile data sheet that was exclusive to them and only accessed with their new userID and password information. Participants then completed the 213 positive assessment ESAP items. After the items were completed, the system generated a color ESAP profile (horizontal bar graph) and skill definitions for each participant (on-line instructional guide at www.doesap.com). If the participant did not complete the pre-test in the time allotted he/she was able to complete the test at a later time. The same instructions were given and followed during the ESAP Posttest. The participants were instructed not to use the same password as was used with the ESAP Pretest because the system was email sensitive and would only recognize the previous email with the pretest information.

The CATME peer evaluation instrument was similar in structure to the ESAP process. The researcher had to create a profile and establish an account. The account was linked to each

course shell created under the researcher's account. The CATME system provided a bank of questions to select from to create the peer evaluation for the students to complete or the faculty member/research could create a set of questions to use. The research used the 48 questions generated by the system. The course shell included the following line items: name of the course, name of faculty member teaching the course, semester term, name of university, and participant information. Participants were assigned an identification number.

Both the experimental and control group received a demo training on how to access and complete the items in the CATME system. For the purpose of this study the CATME system was time sensitive and all evaluation had to be completed within two weeks after the team project presentation. The sensitive to complete the CATME peer evaluation was because the team project was a part of the participants over all grade. Participants could not access the CATME system until the community service team project was completed. Once the evaluation was completed, participants could access the system to review feedback from their teams. The faculty member also review the feedback and consider it in the grading process. No names were identified beside each rating. Participant raters used a 5-point Likert scale (strongly disagree – strongly agree). Each participant rated all team members including themselves.

Treatment. The purpose of the research was to explore the impact of emotional intelligence on leader behavior and team effectiveness. The purpose of the EIMCCP treatment intervention was to assist students with developing strategies to discover the value and importance of using emotions intelligently to achieve success in all areas of life. More importantly, to teach students to apply emotional intelligence in everyday situations.

The study was designed to identify the level of influence derived from the EIMCCP intervention to improve the emotional intelligence skills of college students in the areas of

intrapersonal and interpersonal skills. The study tested the impact of these skills on individual leader behavior and team performance through a quantitative quasi-experimental concept with a non-equalivant group approach. The EIMCCP intervention was birthed from the 13 skills of the ESAP assessment, the ELS model (Nelson & Low, 2003, 2011) and the seventh edition of Management textbook (Williams, 2011). (See Appendices A, B, C, for EIMCCP intervention lecture details; Appendix E for ESAP pre-post test details; and Appendix F for CATME details.)

The treatment involved a two week process. A total of four sections of the Management Concepts course participated in the research. The intervention was administered for two days each week for 75 minutes or (class period) with intense lecture and guided activities that utilized a combination of the four competency area and related skills (Nelson & Low, 2003, 2011). The compotents of EIMCCP intervention have been derived from decades of research. The EIMCCPintervention incorporated the four major competency areas with related skills specific to each area and the competency areas were as follows: (a) intrapersonal competency dimension (self-esteem and stress management skills); (b) interpersonal competency dimension (assertion skill); (c) leadership competency dimension (social awarness, empathy, decision making, and positive influence); and (d) self-management dimesion (drive strength, commitment, ethic, and time management). The assessment also examined three problem skill areas (aggression, deference, and change orientation). The five step ELS was introduced and intertwind with the four competencies and explained as a mechanism to channel both the cognitive and experiential system adopt behavior founded from constructive and critical thinking (Nelson & Low, 2003 2011).

A number of leading researcher concluded that integrating emotional intelligence into a curriculum will produce competent sustainable and competitive graduates (Abraham, 2006;

Duygulu et al., 2011; Kidwell et al 2011; Daud et al., 2010; Low, Lomax, Jackson, & Nelson, 2004; Vandervoort, 2006). Creating a strong foundational base for the intervention was paramount; thus, five chapters were selected from the Management Concept textbook. The chapters selected included (Communication, Leadership, Manage Teams, Planning and Making Decision, and Innovation and Change). The Management Concept course was designed to provide students with knowledge pertaining to the managerial processes at the administrative, personnel, and operational level of an organization. Major emphasis of the course were on business ethics and social responsibility both domestic and international environments with specific focus on diversity and team processes. The chapters were directly relevant to all six hypothesis and the competencies and skills needed for students to be successful in life and career.

Each class session started by acknowledging all students as fellow leaders and future CEOs. This was done to help students see themselves as leaders and to start preparing for the roles each person would be assigned to complete for the team project. Nelson and Low (2003, 2011) revealed the power of five systems to aid in creating a positive mind shift (the belief system, the guidance system, the power system, the balance system, and the support system). The sessions focused on two of the five systems the (belief system- an individual is capable of achieving anything that the mind can conceive because of the greatness inside) and (power system—an abundance supply of energy to move forward to accomplish tasks and goals) (Nelson & Low, 2003, 2011). Each morning the floor was open for anyone to share a two minute current event (personal or otherwise) to create a positive flow of empowerment. Most students were excited about sharing once a safe environment was established.

After the student (s) shared a two minutes maximum experience, the researcher opened by disclosing a personal account of emotional intelligence and how emotions impact every aspect of life. For example: The researcher shared about an intense moment with her 8 year old daughter who was exhibiting an emotional crisis concerning a specific attire she wanted to wear in lieu of the one that was previously prepared for this particular school morning. Clothing selections and preparation are made over the weekend to assist with a timely departure and arrive at school morning drop-off. At first, this created a negative reaction to a proactive solution. The compromise was to switch the attire with another set that was prepared for another occasion. Listening to her daughter's explanation for the change took time from the daily routine; however, her daughter felt empowered and comfortable with her choice thus started her day with a positive self-image knowing that her opinion was valued and empathy was shown. Weimer (2010) explained how being authentic, open, and relating small facets of personal interactions with students assist them in making a connection to the course content helps the student learn and apply the concept(s). Thus, the students experience a safe and trusting learning environment (Goleman 2000; Gottman & Declaire, 1998, Hamacheck, 2000; Nelson & Low 2003, 2011; Smith & Walden,1999).

Once the morning sharing phase was completed, the researcher outlined the concepts, exercise, and activity that governed the learning objectives for the session. Each session ended with a brief re-cap of important discussion tips, review of the concepts, and summary of the relevance of the concepts to everyday life and career success.

Site Selection

According to the UNC Compact with North Carolina Strategic Directions 2013-2018 Report, North Carolina Agricultural & Technical State University founded in 1890, is one of

five historical black colleges and universities (HBCU) and the largest HBCU in the UNC University System comprised of 17 constituent institutions. North Carolina Agricultural & Technical State University continues to expand and remain relevant in the twenty-first century and beyond.

North Carolina Agricultural & Technical State University was selected as the site based on accessibility to School of Business and Economics' students. Faculty members were instrumental in providing an opportunity for the research study. A total of four sections of Management Concepts course were offered for the study. Approximately 119 students participated in the study.

Participants

This research study incorporated a convenience sample. This sample was utilized because of the naturally formed classroom groups that comprise of the participants of the study. Participants are enrolled in multiple sections of the undergraduate Management Concepts course in the School of Business and Economics at North Carolina Agricultural & Technical State University in Greensboro, North Carolina.

The research participants were composed of 53% male and 41% female students (6% missing data) with 85% being African American. The mean age of the participants was 23 and the average self-reported GPA was 2.7. There were 29% of the participants who were working on a second bachelor degree while 12% had an associate degree. Of the 119 participants 87% were full-time students. Another demographic source that was collected during the study was grade point average. Participants were divided into an experimental group and a control group. The experimental group received the EIMCCP intervention while the control group received the

traditional management curriculum. Curriculum materials for the intervention and the control group are available in Appendices A, B, and C.

Data Collection

The data collection is based on archival data collected from an assurance of learning pilot program in the School of Business and Economics at North Carolina Agricultural & Technical State University in Fall 2013. The focus of the pilot was to explore ways to enhance students' team skills by integrating an emotional intelligence intervention into the Management Concepts course. Improving the team skills of business students was a learning objective of the School of Business and Economics.

The researcher created the pilot design and concepts of the pilot program. A quasi-experimental design was implemented to collect the data and test if an in-course intervention would improve individual student skills. The researcher was an active participant in the program by administering the pre and post assessments, working with the director of the NC A&T Civic and Service Education Program to secure a list of community partners to use for the team project assignment, serving as the Management Concepts Team Project Coordinator, conducted the intervention lectures across all experimental sections of the course, and assisted with the CATME peer evaluation. Prior to engaging in the process, the following events were conducted.

1. Obtained IRB permission to conduct the research.
2. Consulted with School of Business and Economics Faculty members regarding implementation of the pilot program.
3. Scheduled and conducted a planning session to integrate the Management Concepts Emotional Intelligence Curriculum intervention into the course syllabus.

4. Obtained permission to use the ESAP instrument and the CATME peer evaluation tool.

Instruments

Strategies for obtaining the required data includes a pretest-posttest assessment (Nelson & Low, 2003, 2011), and the CATME peer evaluation (Ohland et al., 2012) to assess each team member's contribution to the team project. The team project was designed as part of the learning process for the course. More specific details regarding the specifications of each are provided below. See Appendix G for illustration of the operational process of the EI intervention and the relationships between competencies and CATME team effectiveness.

Pretest and posttest assessment. The assessment titled The Emotional Skills Assessment Process (ESAP) was developed by Darwin Nelson and Gary Low in 1999. ESAP served as the cornerstone assessment for Emotional Learning Systems, Inc. (Nelson, Low, & Vela, 2003). The original ESAP contained 213 items with four dimension intrapersonal, interpersonal, personal leadership, and self-management and 13 skill measurement competencies (assertive communication, anxiety, anger, time management, drive, commitment ethic, positive change, comfort, empathy, decision making, positive influence, stress management, and self-esteem). The assessment utilizes a 3-point Likert scale (M = 2; S = 1; L = 0) to create a personal development profile of the participant's emotional intelligence skill set response format (Nelson et al., 2003). The end result of this process was a mini profile for each student. Scores were added at the end of each section to compute a level of develop for each participant. At the end of the assessment, each section score was tallied and mapped to a larger emotional skills profile.

ESAP was developed based on behavioral descriptions of effective positive behavior from years of research (Nelson & Low, 1979-2003). ESAP skills were positively related to

characteristics of constructive thinking as measured by Epstein's Constructive Thinking Inventory. In a similar fashion, ESAP problem areas were significantly related to destructive thinking characteristics (Cox & Nelson, 2008). The validation and reliability of the ESAP instrument was collected from several difference research studies. The Javelina Emotional Intelligence Program used the ESAP instrument with over 2000 students enrolled at Texas A & M University-Kingsville. More extensive studies were conducted in Southeast China with postsecondary and high school students. During these studies, the assessment tool remained consistent across cultural lines (Nelson et al., 2003). The validity of the criterion and the construct of the assessment tool were assessed. The Stottlemeyer (2002) study was instrumental in restructuring and reducing the initial 300 items on the assessment to 213 items. The revised instrument was field tested with 2000 high school and college students. The findings also validated the labeling factor of the ESAP assessment dimension. Stottlemeyer (2002) and Vela (2003) at the doctoral level further validated the relationship between ESAP skills and academic success. In most recent studies, Ramos-Villarreal and Holland (2011) and Veitch and Justice's (2012) articles added more evidence to the validity and reliability of the ESAP instrument. In 2013, Rude's dissertation further validated the reliability of the ESAP instrument. The total participants in these studies were 362. According to the Interpretation and Intervention Guide (Nelson, Low, & Vela, 2003), the individual competencies had variance between 6.26% and 1.89% and 9 of the 10 ESAP scales were constructs with only one of the three problem areas (aggression) had a negative correlation.

Epstein (2001) results were featured in Nelson and Low, 2003 study to construct a highly valid and reliable assessment approach to the Constructive Thinking Inventory (CTI). CTI assessment explores the mental and physical health and serve as a predictor of career success,

academic well-being and is a valid reliable measure of career success (Nelson, Low, & Vela, 2003).

The ESAP tool has been administered worldwide in various settings such as educational, business, and clinical with many different language translations. Nelson and Low expressed the tool is more conducive for educational settings. The item statements and dimensions have been tested, modified, and refined through appropriate field testing of college and high school students (Nelson & Low, 2003, 2011).

ESAP Competencies

Nelson and Low's (2011, 2003) textbook titled *Emotional Intelligence: Achieving Academic and Career Excellence* was designed to assist students with major life transitions such as high school to college, college to career, and career to lifelong learning and self-renewal. The authors were inspired to develop the book and learning systems through years of research, teaching and discovering that emotional intelligence is the single most significant skill that a student needs to develop self-valued behaviors to achieve personal excellence in academics, career and life success (Nelson & Low, 2003, 2011). The Emotional Intelligence Management Concept Curriculum Program (EIMCCP) was created as a result of this work and used as the intervention instrument. The next four sections provide the foundation for the ESAP assessment and EIMCCP intervention and which skills were identified to show the positive significant difference according to the prescribed hypothesis.

Intrapersonal skill. This section seeks to explore Intrapersonal Skill in two emotional skill areas. The two areas in this section are self-esteem and stress management. The self-esteem and stress management sections contain 25 items each and totaled 50 items. Self-Esteem and Stress Management skills are essential to the mental and physical well-being of an

individual's self-worth and value (Nelson & Low, 2003, 2011). The reliability of the self-esteem questions for the pre-assessment equaled (Cronbach's Alpha .83; $N = 25$) and the post-assessment reliability was equivalent to (Cronbach's Alpha .83; $N = 25$). A sample self-esteem question: "I am trustworthy, and I comfortably depend upon myself" (ESAP instrument; p. 7). The pre-assessment reliability for stress-management was (Cronbach's Alpha .88; $N = 25$) and the post-assessment reliability for stress-management equaled (Cronbach's Alpha .93; $N = 25$). A sample stress management question: "I find it really difficult to let myself go and have fun" (ESAP instrument; p. 8).

Proposition 2 prescribes that a positive significant difference will emerge with intrapersonal skills after the experimental group completes the EIMCCP intervention. Intrapersonal skills focus on the inner-man's self-esteem and stress management. Individuals govern themselves and the world from their belief system, behavior, and the way he or she believes there is value within (Darling, 2000; Goleman, 1995; & Nelson & Low, 2003, 2011). According to Nelson and Low (2003, 2011), expressed individuals have the ability to change their course of action through thoughts, feelings and behavior to have a profound impact on our lives. Individuals will make mistakes; however, the key is to remain positive during an inventory of our shortcomings.

Recognizing the value of self produces positive self-worth and self-confidence that will alter or eliminate the high levels of stress, self-defeating and self-destructive behaviors. Stress is unavoidable; however, learning to identify some of the sources such as personal stress, social, stress, work stress, and school stress and developing techniques to work through the emotion creates an emotional physical health individual (Nelson & Low, 2003, 2011).

Interpersonal skills. This section seeks to explore interpersonal communication skills under various difficult stressful situations. The three components in this section are assertive, aggression, and deference. Each contains eighteen items totaling 54 aggregate. Effective communication is vital in developing healthy relationships in any situation (Nelson & Low 2011; 2003). The reliability of the assertive questions for the pre-assessment equaled (Cronbach's Alpha .68, $N = 18$) and the post-assessment reliability was equivalent to (Cronbach's Alpha .82, $N = 18$). A sample assertive question: "When someone is really angry at me, I usually behave by asking for further explanation of the anger and dealing with the feelings in a straightforward manner" (p. 1, ESAP instrument). Both aggressive and deference questions are considered potential problem area in life and were converted to emotional skills of anger control and management and fear control and management before being calculated into a personal positive development profile. The pre-assessment reliability for aggressive (anger control management) was (Cronbach's Alpha .87, $N = 18$) and the post-assessment reliability equaled (Cronbach's Alpha .91, $N = 18$). A sample aggression question: "When another person makes an important request/demand of me, I usually behave defensively and say "no" or let them know that I resent the request and do it grudgingly" (p. 2, ESAP instrument). The pre-assessment reliability for deference (fear control and management) was (Cronbach's Alpha .86, $N = 18$) and the post-assessment reliability was (Cronbach's Alpha .85, $N = 18$). A sample deference question: "When someone is really angry at me, I usually behave by backing off, apologizing, or not really saying what I feel" (ESAP instrument; p. 2). The converted emotional skills of anger control and management and fear control management are powerful patterns of communication that assist with enhancing the communication process to cultivate healthy relationships (Nelson & Low, 2011, 2003).

Proposition 3 prescribes that a positive significant difference will emerge with interpersonal skills after the experimental group completes the EIMCCP intervention. Developing effective interpersonal communication skills are essential to creating positive verbal and non-verbal exchanges to establish and maintain a unique selection of strong and healthy relationships. Effective communication only occurs when the recipient of a message understands its meaning and can express that meaning well enough to respond and act. The skill assessed in this section is assertive communication and it highlights aggression and deference as potential problem areas. Nelson and Low (2011, 2003) defined assertive communication as a positive verbal exchange which “expresses thoughts and feelings to promote understanding, caring, and respect.” Students should understand the importance of assertion is the “ability to communicate clear and honest feeling and thoughts in a comfortable, direct, appropriate, and straightforward manner” (Nelson & Low, 2003, 2011, p. 31). Both aggression and deference are referred to as negative behavior that is overbearing and exhibits dominion, which results in negative outcome. If the negative behavior is not explored, identified, understood, and re-directed, it converts to anger if not managed by EI skills. Deference is a communication style that is weak, ambiguous, indirect and unclear. Moreover, causes relationships to be impacted negatively. Deference transforms to anxiety if not managed by EI skills and over time leads to fear and worry (Nelson & Low, 2003, 2011, p. 32).

The next section seeks to explore Personal Leadership in four emotional skill areas. The four areas in this section are comfort, empathy, decision-making, and leadership. Each contains 12 components, creating a total of 48 items for the section. Personal Leadership inspires effective leadership through the creation of healthy relationships with others utilizing

characteristics such as integrity, trust, dependability, respect, and honesty (Nelson & Low, 2003, 2011).

Personal leadership skills. The ESAP evaluates personal leadership. Nelson and Low, 2011; 2003 define personal leadership as a commitment to self and to develop a positive self-image through interactive skills, processes, and actions. Developing an emotional learning and skills process further enhances personal leadership, genuine respect, and care for others. The reliability of the comfort questions for the pre-assessment equaled (Cronbach's Alpha .76, $N = 12$) and the post-assessment reliability was equivalent to (Cronbach's Alpha .80, $N = 12$). A sample comfort question: "I know how to ask a favor without imposing" (p. 3, ESAP instrument). The pre-assessment reliability for empathy was (Cronbach's Alpha .85, $N = 12$) and the post-assessment reliability equaled (Cronbach's Alpha .83, $N = 12$). A sample empathy question: "I am a warm and accepting person, and people are comfortable talking to me about really private concerns and feelings" (p. 3, ESAP instrument). The pre-assessment reliability for decision making was (Cronbach's Alpha .79, $N = 12$) and the post-assessment reliability was (Cronbach's Alpha .76, $N = 12$). A sample decision making question: "When faced with an important decision, I am good at seeing several alternatives and making a priority decision" (p. 4, ESAP instrument). The pre-assessment reliability for leadership was (Cronbach's Alpha .86, $N = 12$) and the post-assessment reliability was (Cronbach's Alpha .86, $N = 12$). A sample leadership question: "I am a convincing and believable person, and my friends often ask me to "talk to" someone for them" (p. 4, ESAP instrument). Proposition 5 prescribes that a positive relationship between ESAP EL leader behavior scores and team effectiveness will occur with the experimental group after the EIMCCP intervention.

The personal leadership section has four emotional skills that are assessed. The skills are comfort, empathy, decision-making, and leadership behavior. According to Nelson and Low (2003, 2011), a positive effective leader is socially aware of the team dynamics regarding the emotional needs and goals of the team members. Leaders show understanding and respect for the members. Rapport is established through every positive interactions with such gestures as good eye contact, active listening, personal information exchange, and pleasant greeting to make the person feel comfortable during the interaction (Nelson & Low, 2003, 2011).

Comfort enhances a person's confident spontaneity, enthusiasm, and open-mindedness with people. Establishing a good relationship with others requires work and active listening. Nelson and Low (2003, 2011) states that communicating empathy is to accurately understand and respond based on the information received, feeling expressed, and needs exhibited by others. Using assertive communication and active listening while creating and expressing empathy, allows open communication to flow and establishes the foundation for healthier relationships. Straight talk can facilitate positive comfortable exchanges while creating healthy relationships (Nelson & Low, 2003, 2011). Healthy relationships also require effective problem-solving and conflict-resolution strategies to resolve issues. Nelson and Low (2003, 2011) explained decision-making as systematic process that has an emotional component which impacts the reasoning capacity of effective decision-making. The essence of effective decision-making is to create a positive influence and inspire the ability of the leaders to persuade and direct others in a positive manner (Nelson & Low, 2003, 2011).

Self-management. This section seeks to explore Self-Management in four emotional skills areas. The four areas in this section are Drive Strength, Commitment Ethic, Time Management, and Positive Change. The Drive Strength section contains twenty-five items and

the other three sections are comprised of twelve items totaling 61. The reliability of the drive strength questions for the pre-assessment equaled (Cronbach's Alpha .84, $N = 25$) and the post-assessment reliability was equivalent to (Cronbach's Alpha .85, $N = 25$). A sample drive strength question: "When proceeding with a difficult task, I think of all the resources that are available to me in order to successfully accomplish the task" (p. 5, ESAP instrument). The pre-assessment reliability for time management was (Cronbach's Alpha .84, $N = 12$) and the post-assessment reliability equaled (Cronbach's Alpha .87, $N = 12$). A sample time management question: "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" (p. 5, ESAP instrument). The pre-assessment reliability for commitment ethic was (Cronbach's Alpha .83, $N = 12$) and the post-assessment reliability was (Cronbach's Alpha .84, $N = 12$). A sample commitment ethic question: "I have often worked day and night on projects to meet a deadline that I have set for myself or have agreed to" (p. 6, ESAP instrument). The pre-assessment reliability for change orientation was (Cronbach's Alpha .86, $N = 12$) and the post-assessment reliability was (Cronbach's Alpha .91, $N = 12$). A sample change orientation question: "One of the things that I need to change most is the way that I relate to other people" (p. 6, ESAP instrument). The change orientation questions are considered potential problem area in life and were converted to emotional skill of positive personal change before being calculated into a personal positive development profile.

Self-Management skill is the nucleus for goal setting and high achievement through motivation, managing time, and a commitment to change and personal growth (Nelson & Low, 2003, 2011). Self-management is critical to achieving academic, career, and life success. It is imperative to enhance and accept responsibility for one's own learning in order to facilitate success (Nelson & Low, 2003, 2011). Moreover, the cognitive domain of the mind makes a

conscious decision to be the best person that you were created to be. On the other hand, the emotional domain of the mind is the battery that ignites the energy to achieve the goal and create a sense of excitement for executing the desired outcome.

The Drive Strength skill is the catalyst to spark the energy needed from the emotional system to develop clear concise and well thought-out goals. Personal excellence is the ability “to motivate yourself, focus energy, and achieve goals” (Nelson & Low 2003, 2011, p. 102). Preseverance or Commitment Ethic is staying the course and by developing extensive follow-through skills to complete the required results. The internal emotional system views this as pride and externally it is recognized as dependability (Nelson & Low, 2003, 2011).

With demanding schedules, doing more with less, and rapid growth of the information age, “normal” levels of productivity are skewed and life is demanding more output, time, and flexibility. Time management and personal change are essential in developing “personal well-being and physical health” (Nelson & Low 2011, 2003). Propositions 1 and 6 prescribe that all of the ESAP skills will have a positive significant difference on the experimental group after the EIMCCP intervention and on team effectiveness.

Purpose and rational. The essence of the ESAP is to measure an intentional structured way of feeling, thinking, and behaving (Nelson & Low, 2003, 2011). The researcher incorporated the original standard version of the ESAP. This version of the ESAP instrument was selected because it was available on-line and provided a safe and easy process for students to complete. The on-line version also provided an easy to read format and a quick same time analysis of each student’s profile. (See Appendix E for more details.)

Emotional intelligence management team project. The Emotional Intelligence Management Team Project (EIMTP) was designed to support the EIMCCP intervention tool and

to increase team cohesiveness abilities and enhance team performance. The EIMTP employed a practical hands-on experience to increase student's emotional intelligence quotient in intrapersonal and interpersonal skills to improve leadership skills and team performance.

Participants demonstrated their knowledge and understanding of the concepts of intrapersonal and interpersonal skills as they interacted in the team project. The intent was for their ability to impact leadership and team outcomes as they apply and model the emotional intelligence skills.

Colleges and universities are using service learning projects to form cooperative learning initiatives in the classroom that connects academic learning with social responsibility efforts (AACSB, 2007–2008). Social responsibility and accountability are critical components for students to develop in becoming a global conscious leader (Goleman, 2000). As a part of the learning process for both the experimental and the control group in the Management Concepts course, participants were given an opportunity to partner with a local community service organization. The team project allowed students to explore and understand the needs of the community and to be active productive corporate citizens. The researcher collaborated with the staff of the North Carolina Agricultural and Technical State University Civic and Service Education Program to secure a list of vetted community organizations that needed volunteers. The researcher was named "Management Concept Team Project Coordinator" by the faculty members participating in the study. The Team Project Coordinator served as the liaison between the University Civic and Service Education Program, students and faculty to coordinate all team inquires. All team projects must be associated with one of the organizations registered with this program, thus all team projects are eligible for acquisition of hours toward performance of required community service. No more than one team (across multiple sections of MGMT 422) can partner with any approved organization.

After administering the ESAP post-assessment, students were selected randomly to participate in the team project. Team projects in general are usually a source of contention for students and faculty members if a clear, detail, outline is not presented and the team selection process yield unproductive team members (Bacon, Stewart, & Silver, 1999; Burdett, 2003; Verzat, Byrne, & Fayolle, 2009). According to scholars, teams are confronted with challenges from the beginning with members who prefer to work independently, different level of skill abilities, motivation, communication styles, free riders, confrontational, and social butterflies (Pfaff & Huddleston, 2003; Strong & Anderson, 1990; vanVianen & De Dreu, 2001). Students who strived for academic excellence desire to be placed with other students who valued academic success and take responsibility to complete prescribed milestones for a project (Oakley, Felder, Brent, & Elhajj, 2004). Moreover, it is critical for faculty members to establish the practical need, creditability, and importance of the team project. Bacon et al. (1999), Hansen (2006), and Livingston and Lynch (2002) expressed the need for some type of team building exercise to address potential challenges prior to introducing the team project. Incorporating small team assignment establishes cohesiveness and could eliminate or minimize challenges for a cooperative learning process (Pfaff & Huddleston, 2003).

According to most research studies there are two primary ways of selecting a team in an academic environment (Bossert, 1989; Cox & Bobrowski, 2000; Hansen, 2006; Livingston & Lynch, 2002; Pfaff & Huddleston, 2003; Siciliano, 2001), and one way is the professor-selection process and the other way is the student selection process; with some researchers referring to random selection as a third category (Ashraf, 2004; Strong & Anderson, 1990; vanVianen & De Dreu, 2001).

For the purpose of this study, the researcher used a combination of both professor and student selection process for classroom team activities and faculty selection process to create teams for the team project. During the intervention process, two team activities were introduced. Students were given an opportunity to self-select into a team for both of the class team activities because these activities were time sensitive and conformed to the classroom with only one challenge emerging. A few (three) students wanted to work independently and one came late so by default those four formed a team. In the first activities students were charged with completing a 100 piece puzzle together and the team that finished first would carry the title of “Champion Master Minds.” Students were excited and extremely competitive. For the next class activity students had no problem with self-selecting into a team; however, some teams wanted to stack-the-deck and have too many individuals to ensure a win. The researcher had to select the teams. The second activity was to create a product out of logos that could be marketed and sold. The team had to select the following positions; a leader, a negotiator, an accountant, a time keeper, and presenter. At times, vehement emotions filled the room. The students exhibited passion, commitment, and creativity in designing their product. These activities were designed to enhance the students’ intrapersonal, interpersonal, leader behavior, and teaming skills.

Once the EIMCCP intervention and post-assessment were completed, students were divided into teams. The researcher selected the teams by incorporating a numeric process where students selected from a pool of numbers from one to seven to form seven teams of five individuals per team per course section. After the students selected a number, all corresponding numbers formed a team (Livingston & Lynch, 2002; Siciliano, 2001).

Each team was responsible for selecting an organization from the approved organization partner's list compiled by the NC A&T University Civic and Service Education Program Office. Teams were to amass at least 10 volunteers to participate with non-profit organizations or student organizations they selected as their organization of choice. Participants, as well as the volunteers, agreed upon the set number of hours they would volunteer with the organization of choice. All agreed upon hours must be performed by the team or by assigning specific individual to complete the hours. Members can solicit from any student enrolled at the university who is socially aware of the need within the community. The teams incorporated the following data about the selected organization into a written and oral presentation form that included information such as: organization name, vision and mission statement, logo or slogan, description of service, and customers served (see Appendix D).

Each team member took a project management role during the exercise. The project management tasks was as follows: (a) Organize and schedule meeting, (b) Identify a non-profit organization or student organization and explain the selection process, (c) Develop a marketing concept for soliciting other student volunteers, (d) Develop a method for tracking and reporting, and (e) Develop a process for collecting and delivering the project presentation. Each team had 15 minutes to present the content, design and outcomes as well as resources to use to assist with project. All team members participated in evaluating one another using the Comprehensive Assessment of Team Member Effectiveness (CATME; see Appendix F).

Participants completed an evaluation assessment process known as the CATME. This is a web-based assessment tool with five dimensions, an individual satisfaction category, and a total team effectiveness category with a total of 48 items designed to provide professors with a method to implement peer evaluation of teams. Years of empirical research supported by

literature on teams, team dynamics and process serves as the foundation for the instrument (Layton, Loughry, Ohland, & Ricco, 2010; Loughry, Ohland, & Moore, 2007). According to American Society for Engineering Education 2014 Report, the CATME peer evaluation system has been utilized around the world by 190,000 students over 4000 faculty members at more than 800 institutions of higher learning in 52 countries. The CATME instrument provides students with a process to self-evaluate and to evaluate peers. The system supplied structured feedback and teaming skills. Loughry et al. (2007) explains the CATME as an interface system tool used to collect peer evaluation and self-assessments on five dimension contributing to the team's work, interacting with teammates, keeping the team on track, and having relevant knowledge skills and abilities. The dimensions were divided into two categories: first, is the individual satisfaction and the second is total team effectiveness. Each dimensions and category was rated using a Likert scale ranging from 1 = strongly disagree to 5 = strongly agree.

For the purpose of this research study individual satisfaction and total team effectiveness are the primary focus. The Individual Satisfaction Category has three standard questions and the reliability of the questions equaled to (Cronbach's Alpha .92, $N = 3$). A sample of the individual satisfaction question: "I am pleased with the way my teammates and I work together" (online CATME system). The Interaction with Teammates dimensions and the Individual Satisfaction category questions were related to the ESAP competency areas such as intrapersonal, interpersonal, and leader behavior. The questions in all three areas assisted students in identifying and reflecting on emotions to generate an intentional response to communicate effectively, show empathy, and provide encouragement to foster a working relationship (Loughry et al., 2007; Nelson & Low, 2003, 2011). The total team effectiveness category has nine standard questions and the reliability of the questions are (Cronbach's Alpha .92, $N = 9$).

The team effectiveness category was a combination of three components (interpersonal cohesiveness, task commitment, and task attraction). A sample of the interpersonal cohesiveness question: “Team members enjoy spending time together”; a sample of the task commitment question: “Our team is united in trying to reach its goals for performance”; and a sample of the task attraction question: “Team members like the work that the group does” (online CATME system). The usefulness of the interface system was to create a process to manage teams and create a better team experience, to evaluate and observe members on the team, student accountability on the team, motivate students to produce prescribed outcomes, reduce free loading, and increase participation and contribution (Loughry et al., 2007).

Each team member received a composite score based on the evaluation of their teammates. For the purposes of this research higher scores represent greater leader behavior. Team effectiveness describes the additional data collected from CATME on Team Satisfaction and Team Cohesiveness.

Data Analysis

Data were reviewed and measured for consistency with the purpose of the study to identify a participant’s total emotional intelligence score change. Data analysis was analyzed according to the context of the research questions and the prescribed hypotheses. This research incorporated directional hypothesis as a process to predict a particular outcome of the study. Creswell (2009) explained directional hypothesis as assigning direction to an expected outcome based on prior literature.

Analysis consisted of descriptive statistics of the sample and measures used during both the pre-test and post-test phases of the experimental design (Creswell, 2009). In addition, a *t*-test was utilized to analyze the difference between groups in the study (Campbell & Stanley, 1963;

Creswell, 2009). The study incorporated statistical correlation and regression (Campbell & Stanley, 1963; Cook & Campbell, 1979) and the standard deviation to note the statistic change in the thirteen emotional skills (assertive communication, anxiety, anger, time management, drive, commitment ethic, positive change, comfort, empathy, decision making, positive influence, stress management, and self-esteem) to analyze the similarities among the highest and lowest averages.

The study was designed to compare the level of emotional intelligence between the experimental group with the control group in the pre-and post intervention phases. The research compared inner group dynamics of the control group to those of the experimental group. The identification of any pre-existing difference between participants within the group due to the non-random sample selection process were identified and cited. This preserved the validity of the conclusions about the overall impact of the program. Upon completion of the pre-assessment data collection, the EIMCCP intervention was conducted for four sessions, followed by the postassessment and final data collection, all data was analyzed and interpreted.

Chapter Summary

This chapter explains methods and procedures that were used to examine the degree to which Emotional Intelligence Management Curriculum Program influence intrapersonal and interpersonal skills to improve college students' leadership and team performance. The quantitative quasi-experimental non-equivalent group design method was employed to evaluate and assess the research hypothesis questions. The ESAP pre and post assessment, the EIMCP intervention, and the EIMTP activity comprise the primary instruments that were used to collect data, which was analyzed for statistically significant ($p < .05$) difference. Related trends and specific characteristics were also assessed. Computer software (IBM SPSS Statistics 20, CATME peer evaluation, and Microsoft word 2007) were used in collecting and analyzing the

data, in the forms of evaluation spreadsheets, online peer evaluation forms and online ESAP pre and post assessment tools. The immediate value of the research study for each participant is a personalized profile highlighting the strengths and potential challenges associated with applying emotional intelligence to increase academic, career, and life success.

CHAPTER 5

Results

The purpose of the quantitative quasi-experimental study was to investigate the influence of the EIMCCP intervention to improve college student's intrapersonal and interpersonal skills to impact leader behavior and team effectiveness. The goal of the research was to increase students' post ESAP scores in specific skill areas of intrapersonal skills and interpersonal skills to their ability to lead and work effectively in a team environment. The research problem addressed was that literature findings indicated challenge facing higher education needs to incorporate EI skills to assist student with people skill to handle global complex situations (Fullan, 2001). Chapter 5 includes a detail account of how the study was conducted, the data collection process performed and data analysis technique used to produce the results.

The research questions translated into the following hypotheses that governed the study.

1. Does training in Emotional Intelligence concepts improve an individual's Emotional Intelligence scores as measured by the ESAP? (H1, H2, and H3)
2. What is the relationship between Emotional Intelligence ESAP post scores and CATME team cohesiveness as (an important aspects of successful business practice)? (H4)
3. What is the relationship between individual leader behavior as measured by Post ESAP scores and CATME overall team satisfaction (an important aspects of successful business practice)? (H5)
4. Are teams with higher collective levels of Emotional Intelligence as measured by total ESAP scores more effective as measured by CATME? (H6)

Hypothesis 1. The mean ESAP scores would increase from the pre-test to post-test for the experimental group but not for the control group.

Hypothesis 2. There is a positive statistically significant difference in Intrapersonal Skills Post ESAP scores from pretest to posttest for the experimental group but not for the control group.

Hypothesis 3. There is a positive statistically significant difference in Interpersonal Skills Post ESAP scores from pretest to posttest for the experimental group but not for the control group.

Hypothesis 4. There is a positive relationship between team cohesiveness as measured by the CATME and Post ESAP EI skill measures.

Hypothesis 5. There is a positive relationship between Post ESAP leadership scores and individual team satisfaction.

Hypothesis 6. A higher degree of collective Emotional Intelligence capability within teams will be positively related to team effectiveness.

Descriptive Statistics

The statistical analyses are based on 119 college students enrolled in four sections of the Management concepts course to measure the impact of the EIMCCP intervention on three of the five dimensions prescribed in the ESAP Posttest. Table 1 shows the mean EI score of students in the experimental group who completed the Intrapersonal Dimension, the Interpersonal Dimension, and the Leadership Dimension of the ESAP Posttest. The results revealed that total EI scores average 327.12 with a standard deviation 37.03. Interpersonal Dimension average scores of 84.92 with the standard deviation of 12.6 were the highest of the three dimensions. The Leadership Dimension average score of 81.69 with the standard deviation of 9.4 indicating the mid-range of the three dimensions. Students scored on average of 78.86 with a standard

deviation of 14 for the Intrapersonal Dimension indicating the lowest of the three dimensions listed.

Table 1

Descriptive Statistics EASP Skills Posttest and CATME Peer Evaluation (Experimental Group)

Skills	Means	Standard Deviation
Tot. Leadership	76.05	11.4
Tot. Intrapersonal	76.23	12.6
Tot. Interpersonal	79.55	12.0
Tot. ESAP EI Score	309.30	39.03
Sat. Team Cohesiveness	11.99	2.15
Individual Team Sat.	12.08	2.96
Total Team Sat.	47.41	8.45

Note. ESAP = Emotional Skills Assessment Process, EI = Emotional Intelligence

The table also shows the mean CATME ratings for Individual Satisfaction, Team Cohesiveness, and Total Team Satisfaction. Students had an Individual Team Satisfaction rating of 12.08 and a standard deviation 2.96 while Team Cohesiveness average 11.99 with a standard deviation 2.96. The total Team Satisfaction average yield 47.41 and the standard deviation 8.45

In short, the experimental group scored higher than the control on only several competencies but not all and two dimensions. Then perhaps the non-significant differences between the two groups were due to the relatively small sample sizes of the control group. The researcher, therefore, chose to investigate Hypotheses 1–3 using a more direct and connecting statistical approach by comparing pretest and post-test scores within the control group and pre-test and post-test scores within the experimental group using dependent sample *t*-tests.

Hypothesis 1

Hypothesis 1 suggested that the mean ESAP scores would increase from the pre-test to post-test for the experimental group but not for the control group. As shown in Table 2, results of a dependent samples *t*-test revealed that the control group's Total ESAP scores did not significantly increase from pre-test ($M = 317.06$, $SD = 28.66$) to post-test ($M = 317.28$, $SD = 27.53$), $t(17) = -.04$, $p = .97$. In contrast, the experimental group's scores increased significantly from pretest ($M = 310.03$, $SD = 39.436$) to posttest ($M = 331.81$, $SD = 38.15$), $t(73) = -6.33$, $p = .000$. Thus, Hypothesis 1 was supported.

Table 2

Control Group and Experimental Group Total ESAP Scores Results

Dependent Variables	Pretest ESAP		Posttest ESAP		<i>t</i>	<i>df</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Control Group	317.06	28.661	317.28	27.53	-.037	17
Experimental Group	310.03	39.436	331.81	38.158	-6.333**	73

Note. *M* = Mean; *SD* = Standard Deviation; *df* = degrees of freedom; * $p < .05$. ** $p < .01$

Hypothesis 2

Hypothesis 2 suggested that the mean Intrapersonal ESAP scores would change significantly from pretest to posttest for the experimental group but not for the control group. As shown in Table 3, results of a dependent samples *t*-test indicated that the control group's Intrapersonal ESAP scores slightly decreased from the pre-test ($M = 79.56$, $SD = 9.79$) to posttest ($M = 78.50$, $SD = 9.62$), $t(17) = .72$, $p = .477$, but this decrease was not statistically significant. In contrast, the experimental group's scores increased significantly from the pre-test ($M = 76.09$, $SD = 12.80$) to posttest ($M = 79.82$, $SD = 14.46$), $t(73) = -2.42$, $p = .009$.

In addition to examining this hypothesis for the overall intrapersonal dimension, the researcher also tested whether both Self-Esteem and Self-Management competency scores for the intrapersonal dimension increased from pretest to posttest for both the control and experimental groups. As shown in Table 3, results of dependent samples *t*-test revealed that the control group's Self-Esteem scores essentially remained the same from the pre-test ($M = 41.72$, $SD = 4.65$) to the posttest ($M = 41.22$, $SD = 3.99$), $t(17) = .532$, $p = .602$.

Table 3

Hypothesis 2 Results Intrapersonal Dimension

Dependent Variables	Control Group						Experimental Group					
	Pretest		Posttest		<i>t</i> -Test Results		Pretest		Posttest		<i>t</i> -Test Results	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>
Intrapersonal Dimension	79.6	9.8	78.5	9.62	.72	17	76.1	12.8	79.8	14.5	-2.42	.73
Intrapersonal Dimension Self-Esteem	41.7	4.7	41.2	4.0	.532	17	39.92	6.0	42.6	5.4	-4.47**	.73
Intrapersonal Dimension Stress Management	37.8	7.0	37.3	6.4	.519	17	36.2	8.6	37.2	11.1	-.865	.73

Notes: *M* = Mean; *SD* = Standard Deviation; *df* = degrees of freedom; * $p < .05$. ** $p < .01$

In contrast, the experimental group's mean scores increased significantly from pretest ($M = 39.92$, $SD = 6.00$) to the posttest ($M = 42.62$, $SD = 5.38$), $t(73) = -4.47^{**}$, $p = .000$. A dependent sample *t*-test results also indicated the control group's Stress Management scores showed no significant change from the pretest ($M = 37.83$, $SD = 7.04$) to the post-test ($M = 37.28$, $SD = 6.46$), $t(17) = .519$, $p = .610$. There was a slight increase in the experimental group's mean scores from pretest ($M = 36.18$, $SD = 8.64$) to the posttest ($M = 37.20$, $SD = 11.08$), $t(73) = -.865$, $p = .195$, but this increase was not statistically significant. Thus, Hypothesis 2 was supported.

Hypothesis 3

Hypothesis 3 suggested that the mean Interpersonal ESAP scores would change significantly from pretest to posttest for the experimental group but not for the control group. As shown in Table 4, results of a dependent samples *t*-test indicated that the control group's Interpersonal ESAP score increased from the pretest ($M = 80.67$, $SD = 11.34$) to posttest ($M = 80.83$, $SD = 12.68$), $t(17) = .071$, $p = .944$, was not statistically significant. In contrast, the experimental group's mean scores increased significantly from the pretest ($M = 79.72$, $SD = 12.31$) to posttest ($M = 86.61$, $SD = 11.27$), $t(73) = -6.19$, $p = .000$.

Table 4

Hypothesis 2 Results Intrapersonal Dimension

Dependent Variables	Control Group						Experimental Group					
	Pretest		Posttest		<i>t</i> -Test Results		Pretest		Posttest		<i>t</i> -Test Results	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>
Intrapersonal Dimension	80.7	11.3	80.8	12.7	-.071	17	79.7	12.3	86.6	11.8	-6.2**	73
Intrapersonal Dimension Self-Esteem	25	4.2	25.3	4.4	-.271	17	26.6	4.3	28.4	5.8	-2.6**	73
Intrapersonal Dimension Stress Management	29.8	6.0	28.1	7.5	1.4	17	29.3	6.2	30.8	5.4	-2.9**	73

Notes: *M* = Mean; *SD* = Standard Deviation; *df* = degrees of freedom; * $p < .05$. ** $p < .01$

In addition to examining hypothesis 2 for the overall interpersonal dimension, the researcher also tested whether the three competencies scores for the interpersonal dimension (Assertive Communication, Aggression (Anger Control and Management) and Deference (Fear and Control and Management) increased from pretest to posttest for both groups. As shown in Table 4, results of a dependent samples *t*-test revealed that the control group's Assertive

Communication scores essentially remained the same from the pretest ($M = 25.00$, $SD = 4.15$) to the posttest ($M = 25.28$, $SD = 4.37$), $t(17) = -.271$, $p = .790$.

In contrast, the experimental group's mean scores increased significantly from pre-test ($M = 26.62$, $SD = 4.34$) to the posttest ($M = 28.36$, $SD = 5.77$), $t(73) = -2.64^{**}$, $p = .005$. The results for Aggression (Anger Control and Management) indicated that the control group showed a non-significant decrease in change for pretest ($M = 29.78$, $SD = 6.01$) to the posttest ($M = 28.11$, $SD = 7.53$), $t(17) = 1.39$, $p = .182$. The experimental group's mean scores showed a statistically significant increase from the pretest ($M = 29.34$, $SD = 6.18$) to the posttest ($M = 30.84$, $SD = 5.42$), $t(73) = 2.90^{**}$, $p = .003$. The results also indicated the control group's Deference (Fear Control and Management) mean scores showed a non-significant increase from the pretest ($M = 25.89$, $SD = 6.07$) to the posttest ($M = 27.44$, $SD = 4.90$), $t(17) = -1.25$, $p = .226$. In contrast, there was a significant increase in the experimental group's mean scores from pretest ($M = 23.76$, $SD = 6.99$) to the posttest ($M = 27.41$, $SD = 5.569$), $t(73) = -.5.86^{**}$, $p = .000$. Thus, Hypothesis 3 was supported.

Hypothesis 4

Hypothesis 4 suggested that there would be a positive relationship between team cohesiveness (as measured by the CATME) and overall ESAP Skill measures. As shown in Table 5, the overall ESAP total score was significantly correlated with team cohesiveness ($r = .26$, $p < .05$). These results support for Hypothesis 4. In addition, examining the bi-variant relationships between the ESAP skill measure scores and team cohesiveness ratings, the researcher also investigated the relationship between team cohesiveness and interpersonal and intrapersonal skills totals score measures simultaneously using regression analysis.

Table 5

Descriptive Statistics and Correlations among Study Variables

Predictors	<i>M</i>	<i>SD</i>	<i>N</i>	1	2	3	4	5	6	7	8
1. Pos. Int. Com. Tot.	78.86	14.14	98	—							
2. Pos. Intra Tot.	84.92	12.61	98	.63**	—						
3. Pos. Leader Tot.	79.12	13.14	98	.41**	.38**	—					
4. Pos. EI Tot.	327.00	37.03	98	.80**	.84**	.71**	—				
5. Sat. Team Coh	11.99	2.15	90	.21	.27*	.18	.26*	—			
6. Team Sat.	12.80	2.96	90	.19	.12	.05	.12	.69**	—		
7. Team Effect.	11.8	2.11	90	.26*	.24*	.15	.24*	.85**	.90**	—	
8. EI Intervent.	.78	.41	119	.27**	.10	.20	.21	.02	.19	.16	—

Note. Pos = Post; Int. = Interpersonal; Com. = Communication; Intra = Intrapersonal; Leader = Leadership; Tot. = Total; EI = Emotional Intelligence; Sat. = Satisfaction; Coh = Cohesiveness; Effect = Effectiveness; Intervent. = Intervention

* $p < .05$; ** $p < .01$

As shown in Table 6, the Post Total ESAP Interpersonal skill measures ($b = .07, p = .62$) and the Post Total ESAP Intrapersonal skill measures ($b = .22, p = .12$) combined did not account for a significant amount of variance in the team cohesiveness ratings, $R^2 = .07, F(3, 72) = 1.98, p = .97$. Table 6 also indicates Post Total EI and Team Cohesiveness is significant ($b = .26, p = .02$) with $R^2 = .05, F(2, 73) = 2.12$.

Table 6

Multiple Regression Results for Team Satisfaction and Team Cohesiveness Predictor Model

Predictor	Team Satisfaction Ratings (TSR) Team Cohesiveness Rating (TCR)	
	b	t
EI Intervention (TSR)	.18	1.60
Post Interpersonal Communication (TSR)	.13	.89
Post Intrapersonal Total (TSR)	.01	.09
Post Total EI (TSR)	.07	.66
EI Intervention (TCR)	.00	.04
Post Interpersonal Communication Total (TCR)	.07	.49
Post Intrapersonal Total (TCR)	.22	1.54
Post Total EI (TCR)	.26	2.27
EI Intervention (TSR)	.22	1.95
Post Leadership Total (TSR)	.01	.15
EI Intervention (TCR)	.03	.29
Post Leadership Total (TCR)	.18	1.56
Post Leadership Total (TE)	.12	1.11

Notes. Overall Regression Model Team Satisfaction Ratings and Interpersonal and Intrapersonal Skills Total $R^2 = .07, F(3, 72) = 1.82, p < .11; \beta =$ standardized.

Overall Regression Model Team Cohesiveness Ratings and Interpersonal and Intrapersonal Skills Total $R^2 = .07, F(3, 72) = 1.98, p < .96; B =$ standardized.

Overall Regression Model Team Satisfaction Ratings and Leadership Skills Total $R^2 = .05, F(2, 73) = 2.00, p < .12; B =$ standardized

Overall Regression Model Team Cohesiveness Ratings and Leadership Skills Total- $R^2 = .03, F(2, 73) = 1.36, p < .12$

Overall Regression Model Total Leadership and Total Effectiveness Total- $R^2 = .05, F(2, 73) = 2.12, p < .26; B =$ standardized. Regression coefficient; * $p < .05$; ** $p < .001$

Hypothesis 5

Hypothesis 5 suggested that there would be a positive relationship between ESAP EL leader behavior scores and team satisfaction (as measured by the CATME). As shown in Table 5, the Total ESAP Leadership scores was not significantly correlated with team satisfaction ($r = .05, p < .65$). These results did not support Hypothesis 5.

In addition to exploring the bi-variant relationships between the Post ESAP Leadership Skill measure scores and team satisfaction ratings, the researcher also investigated two other analyses simultaneously using multiple regressions. First, the relationship between the Post ESAP Leadership Skill measures and two CATME Ratings (team satisfaction and team cohesiveness). As shown in Table 6, the Total EASP Leadership skill measures combined did not account for a significant amount of variance in the team satisfaction ratings ($b = .01, p < .89$) and team cohesiveness ($b = .18, p < .12$), $R^2 = .07, F(3, 72) = 1.83$. Moreover, the final multiple regression analysis conducted was to investigate the relationship between Post ESAP Leadership Skill measures and overall team effectiveness ratings. Table 6 also shows the Post ESAP Leadership Skill scores combined with team effectiveness rating did not account for a significant amount of variance ($b = .12, p < .26$), $R^2 = .05, F(2, 73) = 2.12$. The additional analyses support the original findings.

Hypothesis 6

Hypothesis 6 suggested that a higher degree of collective Emotional Intelligence capability within teams would be positively related to team effectiveness (satisfaction, cohesiveness, attraction, and commitment). As shown in Table 5, the ESAP Post total scores were positively related with team effectiveness ($r = .24, p = .05$). In addition, the researcher conducted further investigation simultaneously using multiple regressions to identify the

relationship between Post Total EI and Team Effectiveness ratings. As revealed in Table 7, the results indicate that ESAP Post Skill Total measures combined did account for a positive variance in team effectiveness ratings ($F(2, 73) = 3.27, R^2 = .08, p = .06$). These results support Hypothesis 6.

Table 7

Multiple Regression Results for Team Effectiveness Predictor Model

Predictor	Team Effectiveness Ratings	
	b	t
EI Intervention	.14	1.26
Total EI Scores	.21	1.85

Note. Overall Regression Model Team Satisfaction – $R^2 = .08, F(2, 73) = 3.27, p < .06; \beta =$ standardized.

Post-Hoc Exploratory Results

GPA, gender, and age. The researcher also investigated multiple exploratory research questions that can help researchers and university faculty better understand students' emotional intelligence, team effectiveness, and the relationships among these constructs. Specifically, the researcher investigated the following questions: (a) Is student GPA related to students' emotional intelligence (with a specific focus on self-esteem and leader behavior skills)?; (b) Is student GPA related to students' team effectiveness ratings?; (c) Do male and female students differ in their emotional intelligence scores (with a specific focus on leader behavior skills)?; (d) Do male and female students differ in their team effectiveness scores?; (e) Is age related to students' emotional intelligence (with a specific focus on self-esteem and leader behavior skills)?; and (f) Is age related to students' team effectiveness ratings?

To answer the first question, as shown in Table 8, GPA was correlated with several emotional intelligence measures from the ESAP.

Table 8

Correlation among Study Variables ESAP Posttest and GPA

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Assertive	1													
2. Aggression	-.177	1												
3. Deference	-.291**	.362**	1											
4. Comfort	.374**	-.186	-.202**	1										
5. Empathy	.158	-.342**	-.085	.495**	1									
6. Decision Making	.420**	.006	-.269**	.590**	.325**	1								
7. Leadership	.377**	-.193	-.279**	.455**	.426**	.619**	1							
8. Drive Strength	.319**	-.317**	-.121	.527**	.484**	.476**	.413**	1						
9. Time Management	.317**	-.205*	-.119	.420**	.360**	.221*	.237*	.677**	1					
10. Commitment	.332**	-.219*	-.224*	.415**	.372**	.445**	.375**	.625**	.585**	1				
11. Change Orientation	-.371**	.514**	.402**	-.326**	-.219**	-.213**	.341**	-.359**	-.393**	-.464**	1			
12. Self-Esteem	.418**	-.290**	-.338**	.529**	.382**	.369**	.444**	.531**	.407**	.589**	-.596**	1		
13. Self-Management	.342**	-.525**	-.413**	.264**	.158	.155	.206*	.323**	.322**	.339**	-.693**	.500**	1	
14. GPA	-.174	-.067	.039	-.139	.075	.060	.120	.048	.107	.112	-.033	.005	.058	1

Note. EI = Emotional Intelligence; *p < .05; ** p < .01

Namely, GPA was negatively correlated with pre-assertion ($r = -.21, p = .03$), negatively correlated with pre-comfort ($r = -.27, p = .01$), negatively correlated with pre-total leadership ($r = -.20, p = .01$), negatively correlated with pre-total EI ($r = -.19, p = .01$) and also negatively correlated with pre-interpersonal communication ($r = -.21, p = .01$). In contrast, GPA revealed no significant correlation with the ESAP posttest scores. Regarding the second question, as shown in Table 9, GPA was not significantly related to team cohesiveness ($r = -.20, p = .06$), but GPA was significantly, negatively correlated with individual team satisfaction ($r = -.23, p = .03$) and team attraction ($r = -.25, p = .05$)

Table 9

Correlation among Study CATME Variables GPA

Predictors	1	2	3	4	5	6	7
1. Average Team Contribution	1						
2. Satisfaction Team Cohesiveness	.202	1					
3. Satisfaction Team Commitment	-.103	.453**	1				
4. Satisfaction Team Attraction	.117	.789**	.449**	1			
5. Individual Team Satisfaction	-.048	.691**	.568**	.746**	1		
6. Team EFF	.036	.853**	.740**	.876**	.905**	1	
7. GPA	.246*	-.194	-.069	-.254*	-.230*	-.222*	1

Note. Team EFF = (Team Satisfaction, Team Cohesiveness, Team Attraction, Team Commitment)

* $p < .05$; ** $p < .01$

With regard to question 3, as shown in Table 10, male and female students differed significantly on only three emotional skill measures from the ESAP. Specifically, women ($M = 20.79, SD = 3.13$) had higher Pre-Empathy scores than men ($M = 19.26, SD = 4.18$), $t(104) = 2.04, p = .04$. Women had higher Aggression Management results ($M = 31.30, SD = 4.7$) than men ($M = 28.81, SD = 7.2$), $t(90) = 2.02, p = .05$. Women also had higher Post Interpersonal

Communication results ($M = 87.68$, $SD = 10.1$) than men ($M = 82.19$, $SD = 13.6$), $t(93) = 2.26$, $p = .02$. In short, male and female students generally exhibited similar levels of emotional intelligence.

Table 10

Independent Sample t-Test ESAP Scores and Gender

Independent Variables	Gender	Pretest ESAP		Posttest ESAP		<i>t</i>	<i>df</i>
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Assertion	F	25.85	5.06	28.45	4.91	1.40	95
Aggression	M	26.31	4.43	26.87	5.97		
Deference	F	30.02	5.20	31.30	4.73	1.94	95
Comfort	M	28.69	6.54	28.81	7.29		
Empathy	F	11.83	6.74	8.07	4.83	-1.26	95
Decision Making	M	12.22	6.92	9.49	6.03		
Leadership	F	19.71	3.28	21.48	2.61	-.914	95
Drive Strength	M	19.95	3.19	21.92	2.20		
Time Management	F	20.79	3.12	20.95	3.01	.598	95
Commitment Ethics	M	19.26	4.18	20.57	3.32		
Change Orientation	F	16.26	4.01	18.00	3.38	-1.09	95
Self-Esteem	M	17.50	3.39	18.75	3.40		
Self-Management	F	19.50	3.90	21.07	2.50	1.19	95

With regard to question 4, as shown in Table 11, male ($M = 12.30$, $SD = 2.12$) and female ($M = 11.55$, $SD = 2.18$) students did not significantly differ in their team cohesiveness scores, $t(86) = -1.62$, $p = .11$. However, male students expressed higher individual team satisfaction ($M = 12.62$, $SD = 2.76$) as compared to female students ($M = 11.32$, $SD = 3.13$), $t(86) = -2.08$, $p = .04$.

Table 11

Independent Sample t-Test CATME Scores and Gender

Independent Variables	CATME Descriptive Statistics				
	Gender	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>
Satisfaction Team Cohesiveness	F	11.55	2.17	-1.61	86
	M	12.30	2.12		
Individual Team Satisfaction	F	11.32	3.12	-2.07	86
	M	12.62	2.75		
Total Team Satisfaction	F	45.87	8.84	-1.45	86
	M	48.52	8.12		

With regard to question 5, as shown in Table 12, age was significantly positive correlated with only one of the 13 ESAP skills. AGE was positively correlated with empathy ($r = .20, p = .05$). And finally, regarding research question 6 as shown in Table 13, age was not significantly correlated with team effectiveness ($r = -.16, p = .13$). Only one of the CATME variables was statistically related to age. Specifically, age was significantly negatively correlated with team satisfaction ($r = -.22, p = .03$).

The results show that students were skilled with some level of emotional intelligence attributes prior to the research. The research identified and indicated to what level of significance emotional intelligence was utilized by the students during the study. The research results showed students in the experimental group received higher scores on the post-test results than the students in the control group who did not received the EIMCP intervention. And the CATME scores indicated that students with high levels of emotional intelligence performed better and experience higher levels of team effectiveness.

Table 12

Correlation among Study Variables ESAP Posttest and AGE

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Assertive	1													
2. Aggression	-.177	1												
3. Deference	-.291**	.362**	1											
4. Comfort	.374**	-.186	-.202**	1										
5. Empathy	.158	-.342**	-.085	.495**	1									
6. Decision Making	.420**	.006	-.269**	.590**	.325**	1								
7. Leadership	.377**	-.193	-.279**	.455**	.426**	.619**	1							
8. Drive Strength	.319**	-.317**	-.121	.527**	.484**	.476**	.413**	1						
9. Time Management	.317**	-.205*	-.119	.420**	.360**	.221*	.237*	.677**	1					
10. Commitment	.332**	-.219*	-.224*	.415**	.372**	.445**	.375**	.625**	.585**	1				
11. Change Orientation	-.371**	.514**	.402**	-.326**	-.219**	-.213**	.341**	-.359**	-.393**	-.464**	1			
12. Self-Esteem	.418**	-.290**	-.338**	.529**	.382**	.369**	.444**	.531**	.407**	.589**	.596**	1		
13. Self-Management	.342**	-.525**	-.413**	.264**	.158	.155	.206*	.323**	.322**	.339**	-.693**	.500**	1	
14. AGE	-.081	.119	-.124	-.024	-.094	-.089	-.150	-.027	.093	.091	.005	.012	-.028	1

Note. * $p < .05$; ** $p < .01$

Table 13

Correlation among Study CATME Variables AGE

Predictors	1	2	3	4	5	6	7
1. Average Team Contribution	1						
2. Satisfaction Team Cohesiveness	.202	1					
3. Satisfaction Team Commitment	-.103	.453**	1				
4. Satisfaction Team Attraction	.117	.789**	.449**	1			
5. Individual Team Satisfaction	-.048	.691**	.568**	.746**	1		
6. Team EFF	.036	.853**	.740**	.876**	.905**	1	
7. GPA	-.174	-.091	-.190	.001	-.227	-.159	1

Note. Team EFF = (Team Satisfaction, Team Cohesiveness, Team Attraction, Team Commitment)

*p < .05; ** p < .01

CHAPTER 6

Discussion, Implications, and Recommendations

Introduction

This chapter presents a summary of the study and conclusions drawn from the data presented in Chapter 5. It provides discussion of findings, implications, and recommendations for further research.

The research was designed to investigate the influence of Emotional Intelligence Management Concepts Curriculum to improve college students' intrapersonal and interpersonal skills to impact leader behavior and team performance effectiveness. The purpose of the research was to explore the significant of emotional intelligence and its impact on leader behavior and team effectiveness through intrapersonal and interpersonal skills, so students would embrace the emotional mind as well as the cognitive mind to minimize conflict, increase academic success, and establish healthier relationships.

The study was conducted in the fall of 2013 at North Carolina Agricultural and Technical State University in the School of Business and Economic in Greensboro, North Carolina as part of an assurance of learning pilot program to improve leadership skills and team effectiveness. The quasi-experimental non-equivalent group research design was incorporated because students were not randomly selected to participate in the research. Campbell and Stanley's (1963) work established the essence of quasi-experimental non-equivalent groups. Participants' participation in the research was contingent on their enrollment in four of the six sections of the Management Concepts courses. The faculty member teaching the sections agreed to participate and the experimental group and control group were selected based on time and day of the course. It was also established during the meeting that the researcher would serve as the Team Coordinator.

The experimental group consisted of three sections of the Management Concepts course and the control group had one section. Initially, the four sections consisted of a total of 135 participants and due to attrition 119 completed the course. Participants drop the course at various intervals of the study for example a few dropped after the pre-test assessment and other after the post-test assessment. After the post-test assessment, students were assigned to teams and a few more dropped during this phase of the research. Participants in the experimental group received the Emotional Intelligence Management Concepts Curriculum Program intervention. Several dependent variables were investigated in the ESAP pretest and posttest assessments as well as the CATME peer evaluation. Data collected during assessment utilized the following research tools: descriptive statistic, paired t-test, correlations, and regression.

Research Questions

The primary research question which the study sought to address was:

1. Does training in Emotional Intelligence concepts improve an individual's Emotional Intelligence scores as measured by the ESAP? (H1, H2, and H3)
2. What is the relationship between Emotional Intelligence ESAP post scores and CATME team cohesiveness as (an important aspects of successful business practice)? (H4)
3. What is the relationship between individual leader behavior as measured by Post ESAP scores and CATME overall team satisfaction (an important aspects of successful business practice)? (H5)
4. Are teams with higher collective levels of Emotional Intelligence as measured by total ESAP scores more effective as measured by CATME? (H6)

Review of the Methodology

The study utilized the quantitative research method with an emphasis on quasi-experimental non-equivalent groups to collect and analyze data to examine the research questions for this study. The researcher met and consulted with School of Business and Economic faculty members from North Carolina Agricultural and Technical State University regarding conducting research by creating a pilot program to incorporate emotional intelligence into the business curriculum to assist with closing the loop for assurance of learning. The researcher also met with the director of the NCA&T Civic and Service Education Program to explain the research and collaborate on best practices to secure community partners to provide practical real world experience for students through a team project experience. Simultaneously, the researcher secured acknowledgement of agreement to use the ESAP pre and post assessment tool and the CATME peer evaluation tool for the research as well as completing the IRB application.

At the beginning of the fall 2013 semester, the researcher met the students and provided an overview of the study as well as administered the ESAP pretest assessment. The following week the experimental group began the two week EIMCCP intervention. Upon completion of the EIMCCP intervention, both the experimental group and the control group received the ESAP post-test assessment also during this same day of the posttest assessment participants received a brief overview of their personalized results from the pre and post assessment. At the conclusion of the brief overview of the results, participants were randomly selected to teams to complete an eight week community service team project.

Summary of Major Findings

Major findings in the study and related discussion are presented below:

Hypothesis 1

Hypothesis 1 supported that the mean ESAP scores would increase from the pre-test to post-test for the experimental group but not for the control group. The mean for the ESAP post-test assessment indicated that the emotional intelligence level of the participants in the experimental group did increase significantly. This significant increase suggested participants in the experimental group made a positive change and connection between emotional intelligence skills and their emotional mind. Participants exhibited high ISVBA and high ECT abilities. The participants appeared to be more self-aware and comfortable with themselves and others around them. Participants seem to have discovered that they do have control over their emotions. The experimental group also appeared to have understood the value of self-directing their emotions from reflecting on past emotions and outcomes to create a better present interaction. The group was able to visualize and process the emotional learning system (Nelson and Low, 2003, 2011) to understand the difference between a thought and a feeling. The results also explained the participants' growth and development in their personal exchange from the beginning of the EIMCCP intervention to the end. After the first week of the intervention, several participants explained how they applied the emotional learning system and self-valued approach to various situations and the positive outcome that followed. In contrast, the control group scores did not change from pre-test to post-test indicating that the participants in the control group might benefit from the EIMCCP intervention.

Hypothesis 2

Hypothesis 2 supported that the mean Intrapersonal ESAP scores would change significantly from pretest to posttest for the experimental group but not for the control group. Participants in the experimental group benefited from the EIMCCP intervention. The participants' overall intrapersonal skills score increased significantly. Boyatzis et al. (2002) explained the importance of EI skills and self-awareness to improve self-development. Participants became more self-aware of their emotions and self-worth as a person as a result of the intervention. According to Nelson and Low (2003, 2011), intrapersonal skills consist of two competencies self-esteem and stress management. The scholars defined self-esteem as “the ability to view Self as positive, competent, and successful.” The experimental group appeared more self-confident in their ability to connect with others and accomplish their goals. Individuals that are more confident may be able to attract persons of like qualities (Nelson & Low, 2003, 2011). The result suggested participants had a good self-image and motivated themselves through self-talk and stay focus on their positive attributes.

Stress management is the other competency skill housed under the intrapersonal dimension (Nelson & Low, 2003, 2011). The scholars define stress management as “the ability to choose and exercise healthy self-control in response to stressful events.” According to the analysis, participants controlled their emotions and developed coping strategies to handle conflicts and stressful encounters. Participants may have applied the ELS process during stressful interactions to reflect and identify the specific source of stress and rendered a positive outcome. Nonetheless, applying the ELS process would be an effective strategy for stress management and would be incorporated into effective business leadership interventions and curricula

Hypothesis 3

Hypothesis 3 supported that the mean Interpersonal ESAP scores would change significantly from pretest to posttest for the experimental group but not for the control group. The experimental group experienced an increase in their communication skills from the pre-test to the post-test. The participants appeared to be able to act wisely and communicate effectively. By enhancing their communication skills, participants may display the ability to establish healthy relationships. Nelson and Low (2003, 2011), expressed interpersonal dimension as having one competency skill (assertion) and two potential problem areas (aggression and deference). The analysis suggested participants understood the importance of communicating clearly and honestly. Individuals were not afraid of expressing ideas in a direct manner while respecting another right to hear and respond. The results suggested that by participants enhancing their assertion competency skill, they were able to work more effectively in teams.

Both aggression and deference were considered potential problem areas (Nelson & Low, 2003, 2011) however, the use of these two competencies were converted from aggression (anger control and management) and deference (fear control and management). Participants appeared to be able to channel anger and fear in a different manner. The result implied participants were able to communicate without being overpowering during verbal exchanges. Participants appeared to have developed a balance between anger and fear to communicate effectively during various situations. According to Nelson and Low (2011, 2003), combining the EI skills of empathy and assertion is a good approach for communicating effectively in stressful situations. Combining these key skills along with teaching aggression control and anxiety control would be excellent interventions and teaching goals of an EI curriculum.

Hypothesis 4

Hypothesis 4 supported that there would be a positive relationship between team cohesiveness (as measured by the CATME) and Total ESAP Skill measures. The experimental group overall results revealed that Total ESAP measures and team cohesiveness were statistically significant. The findings suggested participants were more comfortable and at ease with their team members. The results imply participants exhibited High ISVBA and High ECT behavior ability and have the capacity to develop harmonious relationship with others. Participants may show understanding and empathy regarding an individual's emotions and needs. Individuals may demonstrate the ability to be confident and have spontaneous interactions in various situations. The experimental participants seem to have exhibited the ability to manage stress and deal with difficult situations. Findings suggest participants have the ability to engage in healthy personal and social affairs. The analysis prescribes that the experimental participants utilized the emotional learning system to relax and remain calm in various encounters (Nelson & Low, 2003, 2011). Results indicated that it may be possible that participants have mapped a strategy for identifying stressors.

Team cohesiveness is the ability to positively engage other on the team, to like and be attractive to the team members that motivates individuals to increase performance and creates a sense of ownership of the team (Schermerhorn et al., 2002). Member of the experimental group modeled some of the emotional intelligence skills to impact their team cohesiveness experience. Findings imply participants were able to demonstrate supportive leadership behaviors as each one of them had a leadership role in the team project. The supportive leadership behaviors were akin to their emotional intelligence skills; therefore the experimental participants incorporated comfort, caring, and positive influence to create a friendly team atmosphere. Students can learn

to lead teams in a positive manner if EI skills are taught. Integrating and teaching EI skills and cohesiveness would be an excellent tool for improving assurance of learning outcomes.

Hypothesis 5

Hypothesis 5 was not supported that there would be a positive relationship between ESAP EI leader behavior scores and individual team satisfaction (as measured by the CATME). The experimental participants exhibited high total overall ESAP Post emotional intelligence scores that correlated with individual team satisfaction but the single ESAP Leadership Dimension was not significant. ESAP leadership dimension was used as a composite scale with team satisfaction it is possible that the empathy scale may have pulled down the overall leadership score for the purposes of the correlation. Based on research conducted by Hammett, Hollon, & Maggard, 2012, empathy is a prerequisite for good leadership because it is consistently missing in example of poor leadership. The study suggest that empathy may be a curvilinear construct; meaning that a certain amount of empathy is good but too much empathy, especially without balance from the other skills may be counterproductive for personal and team leadership (Hammett, Hollon, & Maggard, 2012). In addition, the specific leadership dimension that housed four EI competencies (comfort, empathy, decision-making and leadership) was not statistically significant; therefore, rendering the hypothesis 5 unresponsive. Additional multiple regression analyses support the original findings. While not statistically significant as anticipated, the leadership dimension comprises nearly one quarter (48 of 215 items) and it overall EI was significantly related to team satisfaction. At the very least, more research is needed in the area of EL leadership. While the hypothesis cannot be supported at this time, it would seem ill-advised to exclude the leadership measures in good interventions and business leadership training.

Hypothesis 6

Hypothesis 6 supported that a higher degree of collective Emotional Intelligence capability within teams would be positively related to team effectiveness (satisfaction, cohesiveness, attraction, and commitment). The results suggested the experimental participants with a high collective levels of emotional intelligence skills performed efficiently during the team project. The participants appeared to be satisfied with their team members and were committed to the success of the team. Participants were also attracted to the project and their individual team members and the cohesive bond made the difference in their performance. Emotional intelligence can serve as a critical component in producing effective teams. Integrating an emotional intelligence intervention into a discipline curriculum may provide students with a sustainable competitive edge for team success in both corporate and organizational environments.

Discussion

This study analyzed the effects of emotional intelligence skills of college students enrolled in four sections of the Management Concepts course to investigate the impact of the EIMCCP intervention to increase student's intrapersonal and interpersonal skills to improve their leader behavior skills and team effectiveness. The EIMCCP intervention was successful. The intervention was designed to enable students to recognize, understand, and manage their emotions by utilizing the emotional learning system. EIMCCP made a significant difference between the ESAP pre and post scores with a 21 point increase. The findings suggested team members in the experimental group displayed evident of incorporating emotional intelligence into their interaction with each other and it proved to be vital to their team success. Nelson and Low's (2003, 2011) depiction of the emotional learning system in conjunction with the 13

emotional intelligence skills capture the essence of how the experimental group performed during the research study. The findings implied that the Emotional intelligence Intentional Behavior Chart described the potential grouping development of the behavior abilities (High and Low combinations). These results revealed the importance and value of integrating emotional intelligence into a business curriculum. The EIMCCP intervention proved that the experimental group was able to connect with their team members and had a better team experience than the control group. Students will be more emotionally in tune with learning and will perform better in their academics and on team projects (Nelson & Low, 2003, 2011).

In support of these results, Nelson and Low (2003, 2011), Goleman (2001), Jaeger (2003), Ramos-Villarreal and Holland (2011), and Veitch and Justice (2012) also revealed the significance of identifying, understanding and managing emotions through some type of academics and skills training program. This research showed that specific skills such as assertion, comfort, empathy, decision-making, leadership, drive strength, time management, commitment ethics, self-esteem, and stress management can be developed in an academic setting.

The second phase of the research divided the participants into teams to form both the experimental and control groups. Each participant conducted a peer evaluation using the CATME instruments on each team member. The results revealed that there was a statistical significant between total ESAP scores and team effectiveness. Individuals high in emotional intelligence performed better on a team (Goleman, 2000). Members who were more social aware and comfortable with their teammate bonded better than those who were not. Team members that create cohesive relationships had positive results (Chen, Lam, Schaubroeck, & Naumann, 2005). The results also indicated that teams with more cohesive relationship and

individuals connecting to their cognitive and emotional skills had less stress and conflicts. Overall the 13 emotional intelligence skills in the ESAP post-test scores were highly correlated with team effectiveness. Thus, According to the Emotional Intelligence Intentional Behavior Chart in Chapter III, students with High ISVBA, High ECT exhibited a combination of cognitive and emotional attributes to produce self-valued tendencies. Moreover, students that identified with High ECT, Low ISVBA were more likely to be negative in responding to stress and conflict.

A few surprising findings were revealed during the post hoc analysis. GPA revealed no significant correlation with the ESAP posttest scores and it was not significantly related to team cohesiveness. Both male and female students overall exhibited similar level of emotional intelligence competencies and with no significant difference in team cohesiveness. However, male students revealed higher individual team satisfaction scores than female students. Age was only positive correlated with empathy and was not significant with team effectiveness.

Implications

It is important to consider how this research might affect leadership practice, policy, and research. When current leader-practitioners read this research, leadership practice may be impacted immediately in small and large ways through positive individual changes in leader behaviors that aim to increase teamwork, cohesion, team satisfaction, team effectiveness, intrapersonal skills, and interpersonal skills. Build effective leader relationships through creating training and development module to enhance student leader's leadership skills; align leader behavior skills to goals and leader performance; develop a strategic perspective to reinforce emotion intelligence skills; and create a faculty leadership training workshop to enhance team collaboration and leader behavior skills.

Practice will also be impacted when instructors and scholars of leadership incorporate elements of this research into their own courses and writing to help shape and create balanced and more effective leaders for tomorrow. The practice of building effective relationship can be establish by integrating emotional intelligence skills into leadership courses, incorporate interpersonal and interpersonal skills into student organizations; apply and model effective emotional intelligence skills, provide faculty members with a process to improve student/teacher interactions, and the EIMCCP intervention could serve as a direct link to team effectiveness.

Policy will be impacted in positive ways as leadership training and education institutions begin to adopt findings from this research to help shape the leadership curricula of tomorrow. Policies can be developed to build effective relationships through adopting research findings to help leadership curricula, develop supplement modules to address AACSB new standards to include interpersonal relations and teamwork skills, and develops leadership programs for faculty and academic leaders. AACSB (2013) has addressed and incorporated new standards for curriculum content change to include interpersonal relations and teamwork skills to enhance business school student's ability to display appropriate behaviors individually and in a team within organizations and society at large. Integrating emotional intelligence has been a challenge. The current study provides a specific curriculum example for directly connecting AACSB requirements related to emotional intelligence qualities to a new, research-derived emotional learning process. Instead of general and sometimes vague statements about emotional intelligence, this study provided an EI assessment and integrated learning system to the need to develop college graduates with a competitive learning may provide the structure needed to improve business and management education in higher learning institutions. For my part, I will endeavor to spread the word about the importance of EI in leadership through my own

scholarship; continued research, publishing, and presentations at professional conferences, as well as through leadership consulting and professional training opportunities that may arise.

Contribution of the Study

The data generated from the research study provides a unique collection of data that resulted from the integration of the EICCP intervention into the Management Concepts curriculum that did not previously exist. The research revealed that the EIMCCP intervention can be integrated into a business curriculum to develop and improve the emotional learning process through a transformative education and skill-based approach to increase awareness and promote emotional self-control and healthy relationships. Introducing EI skills offer positive advantages to academic and career success. The findings suggest that teaching students to use both the emotional and cognitive learning attributes are important for authentic learning to happen. The study charts an opportunity for improving both the cognitive and the emotional mind to increase academic performance and enhance personal and social interactions. The EIMCCP intervention could serve as a direct link to team effectiveness. Curriculum content and delivery will change; however, a better learning process will emerge and student performance will increase. Team interaction and effectiveness will improve. Students will have a better attitude toward team assignments. The research provides faculty members with a process to improve student/teacher interactions and assist with creating a better safe learning environment.

Limitations

1. Having a small control group weaken the statistical results of the group.
2. Using self-reporting instruments can impact the authenticity of the results.
3. The length of the intervention process could have been longer.

Recommendations for Further Research

This research is a preliminary study, which may be improved in a number of ways. Based on the investigation of the research to identify the effects of the EIMCCP intervention to improve college students' intrapersonal and interpersonal skills to impact leader behavior skills and team effectiveness, the results of the hypotheses testing strongly supported the effectiveness of the EIMCCP intervention. Expanding the program to include more courses and other disciplines would benefit more students. Students could improve their emotional intelligence skills and team effectiveness.

This study can be replicated in other university business schools and disciplines, and community college. More research on exploring the importance of increasing emotional intelligence in an academic environment and more research on how emotional intelligence impacts social interactions and academic performance. Regarding to hypothesis 5 that was not supported that there would be a positive relationship between ESAP EI leader behavior scores and individual team satisfaction, more research is needed to clarify the empathy scale relative to leadership to address the potential curvilinear rather than a linear construct. Theory to test in future research might be, "Empathy is required for good leadership; but too much empathy, especially when unbalanced relative to the other ESAP skills, may be counterproductive."

The structural foundation of a research study is a significant component to produce a quality dissertation. The following recommendations will assist with that process. Ensure the sample sizes are aligned with each other to increase the validity of the test results. The current research had a small control group which potentially could present challenges during analysis and comparing results with authenticity to the results of the experimental group. Another recommendation is when soliciting assistance from other entities within the university, it is

critical to receive information and confirmation from one person and to monitor all correspondence and interaction. Ensure that the contact person has authority to make decision about key elements of needed for the research to avoid any delays that may prove detrimental to the research. The final recommendation involves expanding the length of the time to administer the EIMCCP intervention. The current research administered the EIMCCP intervention for two weeks. The length of the intervention process could have prevented more individual emotional intelligence competencies from increasing to a significant level. A longer intervention time could produce even greater results.

Conclusion

This research was designed to examine the influence of the EIMCCP intervention to improve college students' intrapersonal and interpersonal skill to impact leader behavior skills and team effectiveness. The results of the research suggest that the EIMCCP intervention was significantly effective in improving and impacting growth and development while changing attitudes and behaviors. The findings revealed that five of the six hypotheses were fully supported and with one hypothesis indicating no support according to the data.

Institutions of Higher Education have a responsibility to provide students with an authentic learning process. Educators are charged with teaching and delivering sound concepts to enable students to be successful in life. Integrating EI skills and the ELS model is a continuous learning process that will cause behavioral modification when used on a regulate bases. Emotional intelligence skills will assist students with becoming more self-aware to form positive interactions with others. The ESAP pre and post-test assessments were instrumental in providing statistical significant data for the experimental group that showed significant improvements with 13 emotional intelligence competencies. The assessment provides a personal

profile for each student to chart growth and development. The CATME peer evaluation was instrumental in revealing great gains with participants expressing individual perception of team members' participation as well as their individual satisfaction, team cohesiveness, team attraction, and team commitment ratings. The peer evaluation also provides students and faculty members with a progress report of contribution to the team and challenge areas. This can serve a positive feedback for growth and develop within the team. Both instruments are self-reported assessments.

The growth and development manifested during the research was behavioral in nature and demonstrated that participants in the experimental group became intentional about their actions. The participants made self-valued decision that improved their intrapersonal and interpersonal skills which increased their ability to impact their team performance.

The most inspiring component derived from the research was the impact it made on the participants in the experimental group. The participants became pregnant with enormous hope and possibilities to reach their goals because of the exposure and ability to understand the importance of the interconnectedness of their cognitive and emotional mind to create positive intentional behavior change. The change assisted in the participants with becoming a competitive support team member.

The purpose of the research was to bring awareness to post-secondary education to integrate emotional intelligence into a business curriculum to improve students' intrapersonal and interpersonal skills to impact leader behavior and team performance, the results indicated that the purpose was accomplished. After the initial research in the fall semester, a curriculum content and format change was made with one of the Management Concepts course section and another team project was assigned within the same section as well for the spring semester.

The study provided many insights related to the theory of emotional intelligence, the significant of the interconnection between the cognitive and emotional mind, developing a self-valued intentional behavior and applying the concept to create healthy sustainable relationships. Most importantly the results suggested that EI can provide a competitive edge for students to meet employers' needs. Students can become sustainable competitive candidates who are able to work as a supportive team leader capable of providing a high level of team performance.

References

- Abraham, R. (2000). The role of job control in emotional dissonance and emotional intelligence outcome relationships. *The Journal of Psychology, 134*, 169–184.
- Abraham, A. (2006). The need for the integration of emotional intelligence skills. *Journal of Renaissance Quarterly, 1*(3), 65–79.
- Accreditation Board for Engineering and Technology. (2005). *Criteria for Accrediting Engineering Program*. Retrieved April 10, 2013, from <http://www.abet.org>
- Ackerman P. L., & Heggestad, E. D. (1997). Intelligence, personality, and interests: Evidence for over-lapping traits. *Psychological Bulletin, 121*, 219–245.
- Alpern, M. (1997). Critical workplace competencies: Essential, genetic, Core, employability, non-technical?: What's in a name? *Canadian Vocational Journal, 32*(4), 6–16.
- Alvesson, M., & Wilmott, H. (1992). *Critical management studies*. London: Sage.
- Andrews, J., & Higson, H. (2008). Graduate employability, soft skills 'versus' hard businesses knowledge: A European study. *Higher Education in Europe, 33*(4), 411–422.
- Ashraf, M. (2004). A critical look at the use of group projects as a pedagogical tool. *Journal of Education for Business, 79*, 213–216.
- Association to Advance Collegiate Schools of Business International. (2003). *Accreditation standards: Assurance of learning*. Retrieved May 3, 2012, from www.aacsb.edu/resource/center/assessment/std-intent.asp
- Association to Advance Collegiate Schools of Business International . (2007–2008). *Final report of the AACSB International impact of research*. Retrieved May 10, 2012, from www.aacsb.edu/medial/AACSB/publication_research-report/impact_of_research.ashx

- Association to Advance Collegiate Schools of Business International. (2013). Eligibility procedures and accreditation standards for business accreditation (Adopted April 8, 2013) Published by AACSB International, Tampa, FL. Retrieved May 10, 2014, from <http://www.aacsb.edu/en/>
- Bacon, D. R., Stewart, K. A., & Silver, W. S. (1999). Lessons from the best and worst student team experiences: How a teacher can make the difference. *Journal of Management Education, 23*, 467–488.
- Bailey, J., Sass, M., Swierca, P. M., Seal, C., & Kayes, D. C. (2005). Teaching with a through team: Student-written instructor facilitated case writing and the signatory code. *Journal of Management Education, 29*(1), 39–59.
- Bailey, J. L., & Stefaniak, G. (2002). Preparing the information technology workforce for the new millennium. *Proceedings of the 2000 ACM SIGCPR Conference on Computer Personnel Research, 20*, 4–15.
- Bakos, J. D., Jr. (1997). Communication skills for the 21st century. *Journal of Professional Issues in Engineering Education and Practice, 123*(1), 14–16.
- Bar-On, R. (1997). *Bar-On Emotional Quotient Inventory: Technical manual*. Toronto, Ontario, Canada: Multi-Health Systems
- Bar-On, R. (2000). Emotional and social intelligence: Insight from the emotional quotient inventory (EQ-i). In R. Bar-On & J.D.A. Parker (Eds.), *Handbook of emotional intelligence*. San Francisco, CA: Jossey-Bass
- Bar-On, R. (2001). Emotional intelligence and self-actualization. In J. Ciarrochi, J. P. Forgas, & J. D. Mayer (Eds.), *Emotional intelligence in everyday life: A scientific inquiry* (pp. 82–97). Philadelphia, PA: Psychology Press.

- Bar-On, R. (2004). The Bar-On Emotional Quotient Inventory (EQ-i). Rational, description and summary of psychometric properties. In G. Geher (Ed.), *Measuring emotional intelligence: Common ground and controversy* (pp. 115–145). New York, NY: Nova Science.
- Bar-On, R. (2006). How important is it to educate people to be emotionally intelligent and can it be done? In R. Bar-On, J. G. Marce, & M. Elias (Eds.), *Educating people to be emotionally intelligent* (pp. 1–16). Johannesburg: Heinemann Educational Publishers.
- Bar-On, R., & Parker, J. D. A. (2000). Introductions. In R. Bar-On, & J.D.A Parker (Eds.), *The Handbook of Emotional Intelligence*. San Francisco: Jossey-Bass.
- Barsade, S. G., & Gibson, D. E. (2007). Why does affect matter in organizations? *Academy of Management Perspective, 21*, 36–59.
- Beard, D., Schwieger, D., & Surendran, K. (2009). Integrating soft skills assessment through university, college and programmatic efforts at an AACSB accredited Institution. *Journal of Information Systems Education, 19*(2), 220–240.
- Beck, A. T., Rush, A. J., Shaw, B. F., & Emery, G. (1979). *Cognitive therapy of depression*. New York, NY: The Guilford Press.
- Boekaerts, M. (1993). Being concerned with well-being and with learning. *Educational Psychologist, 28*(2), 149–167.
- Bolton, M. K. (1999). The role of coaching in student teams: A just-in-time approach to learning. *Journal of Management Education, 23*, 233–250.
- Bossert, S. T. (1989). Cooperative activities in the classroom. *Review of Research in Education, 15*, 225–252.

- Boyatzis, R. E., Stubbs, E. C., & Taylor, S. N. (2002). Learning cognitive and emotional intelligence competencies through graduate management education, *Academy of Management Journal on Learning and Education*, 1(2), 150–162.
- Boyatzis, R. E., & Sala, F. (2004). Assessing emotional intelligence competencies. In G. Geher (Ed.), *The measurement of emotional intelligence*. Hauppauge, NY: Novas Science.
- Burdett, J. (2003). Making groups work: University students' perceptions. *International Educational Journal*, 4, 177–190.
- Butler, C., & Chinowsky, P. S. (2006). Emotional intelligence and leadership behavior in construction executives. *Journal of Management in Engineering*, 22(3), 119–125.
- Campbell, D., & Stanley, J. (1963). *Experimental and quasi-experimental design for research*. Chicago, IL: Rand-McNally.
- Cappel, J. J. (2002). Entry-level IS job skills: A survey of employers. *Journal of Computer Information Systems*, 42(2), 76–82.
- Cartwright, S., & Pappas, C. (2008). Emotional intelligence, its measurement and implications for the workplace. *International Journal of Management Reviews*, 10(2), 149–171.
- Caruso, D. R., Mayer, J. D., & Salovey, P. (2002). Relation of an ability measure of emotional intelligence to personality. *Journal of Personality Assessment*, 79(2), 306–320.
- Chakraborty, M. (2009). *Soft skills: Essential for shaping well-rounded individuals*. The Icfai University Press.
- Chang, A., & Bordia, P. (2001). A multidimensional approach to the group cohesion-group performance relationship. *Small Group Research*, 32(4), 379–405.

- Chen, W., Jacobs, R., & Spencer, L. M. (1998). Calculating the competencies of stars. In D. Goleman (Ed.), *Working with emotional intelligence* (pp. 377–380). New York, NY: Bantam Books.
- Chen, X. P., Lam, S. S. K., Schaubroeck, J., & Naumann, S. (2002). Group organizational behavior: A conceptualization and preliminary test of its antecedents and consequences. *Academy of Management Proceedings*
- Chen, X.-P., Lam, S. S. K., Naumann, S. E., & Schaubroeck, J. (2005). Group citizenship behaviour: Conceptualization and preliminary tests of its antecedents and consequences. *Management and Organization Review*, *1*, 273–300. doi: 10.1111/j.1740-8784.2005.00012.x
- Chia, Y. M. (2005). Job offers of multi-national firms: The effects of emotional intelligence extracurricular activities and academic performance. *Business Education*, *86*(7), 75–93.
- Choubey, A. K., Singh, S. K., & Pandey, R. (2009). Role of emotional intelligence in stress and health. *India Journal of Social Research*, *6*(1), 122–134.
- Clark, S. C., Callister, R., & Wallace, R. (2003). Undergraduate management skills courses and students' emotional intelligence. *Journal of Management Education*, *27*(1), 3–24.
- Cohen, S. G., & Bailey, D. E. (1997). What makes teams work: Group effectiveness research from the shop floor to the executive suite. *Journal of Management*, *23*(3), 239–290.
- Cole, D. A. (1991). Preliminary support for a competency-based model of depression in children. *Journal of Abnormal Psychology*, *100*(2), 181–190.
- Conger, J. A., & Kanungo, R. (1987). Toward a behavioral theory of charismatic leadership in organizational settings. *Academy of Management Review*, *12*, 637–647.

- Conger, J. A., & Lawler, E. E. (2009). Sharing leadership on corporate boards: A critical requirement for teamwork at the top. *Organizational Dynamics*, 38, 183–191.
- Cook, T. D., & Campbell, D. T. (1979). *Quasi-Experimentation design and analysis issue for field settings*. Chicago, IL: Rand McNally.
- Côté, S., Lopes, P. N., Salovey, P., & Miners, C. T. H. (2010). Emotional intelligence and leadership emergence in small groups. *The Leadership Quarterly*, 21, 496–508.
- Cox, P. L., & Bobrowski, P. E. (2000). The team charter assignment: Improving the effectiveness of classroom teams. *The Journal of Behavior and Applied Management*, 1(1), 92–103.
- Creswell, J. W. (2009). *Research design: Qualitative and quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Cross, K. P. (1981). *Adults as learner: Increasing participation and facilitating learning*. San Francisco, CA: Jossey Bass.
- Darling, B. (2000). Are you in touch with your emotions? *Management Age*, 24, 22.
- Dasborough, M.T. (2006). Cognitive asymmetry in employer emotional reactions to leadership behavior *The Leadership Quarterly*, 17, 163–178.
- Daud, S., Abidin, N., Sapuan, N. M., & Rajadural, J. (2010). Creating sustainable and competitive employees through the design of innovation higher education curriculum. *Communications of IBIMA*, 2010. Retrieved from <http://www.ibimapublishing.com/journals/CIBIMA/2010/486866/m486866.pdf>
- Davis, L. (1996). High fliers must hit the ground running, *Chartered Surveyor Monthly*, RICS, London. Spt. 42

- Duygulu S., Hicdurmaz, D., & Akyar I. (2011). Nursing student's leadership and emotional intelligence in Turkey. *Journal of Nursing Education, 50*(5).
- Elfenbein, H. A., Der Foo, M. D., White, J., & Tan, H. H. (2007). Reading your counterpart: The benefit of emotion recognition accuracy for effectiveness in negotiation. *Journal of Nonverbal Behavioral, 31*(4), 205–223.
- Elias, M. J., & Weissberg, R. P. (2000). Primary prevention: Educational approaches to enhance social and emotional learning. *Journal of School Health, 70*(5), 186–190.
- Elias, M. J., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M. T., Haynes, N. M., . . . Shriver, T. P. (1997). *Promoting social and emotional learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Elmuti, D., Minnis, W., & Abebe, M. (2005). Does education have a role in developing leadership skills? *Management Decision, 43*(7), 1018–1031.
- Emmerling, R. J., & Goleman, D. (2005). Leading with emotion. *Leadership Excellence, 22*(7), 9–10.
- Epstein, S. (1998). *Constructive thinking: The keys to emotional intelligence*. Westport, CT: Prager.
- Esmond-Kiger, C., & Kirch, D. P. (2003). Implementing the business activity model for teaching intermediate accounting: A recipe for success. *Management Accounting Quarterly, 4*(4), 53–62.
- Farnia, F. (2010). Emotional intelligence and foreign language proficiency: Relating and comparing ESAP and TOEFL performance. *The International Journal of Transformative Emotional Intelligence, 1*, 51–60.

- Fisher, S. G., Hunter, T. A., & Macrosson, W. D. K. (1997). Team or group? Managers' perceptions of the differences. *Journal of Managerial Psychology, 12*(4), 232–242.
- Fullan, M. (2002). *The new meaning of educational change* (3rd edition). New York, NY: Teacher's College Press Columbia University.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York, NY: Knopf.
- George, M. J. (2000). Emotions and leadership: The role of emotional intelligence. *Human Relations, 53*(8), 1027–1055.
- Gladstein, D. (1984). Group in context: A model of task group effectiveness. *Administrative Science Quarterly, 29*(4), 499–517.
- Goleman, D. (1995). *Emotional intelligence*. New York, NY: Bantam.
- Goleman, D. (1998a). What makes a leader? *Harvard Business Review, 76*, 93–102.
- Goleman, D. (1998b). *Working with emotional intelligence*. New York, NY: Bantam.
- Goleman, D. (2000). Leadership that gets results. *Harvard Business Review, 78*(2), 78–90.
- Goleman, D. (2001). *Emotional intelligence*. Retrieved October 10, 2013, from The George Lucas Education foundation website at <http://www.glef.org/eihome.html>
- Goleman, D. (2005). *Emotional intelligence* (10th anniversary ed.). New York, NY: Bantam
- Gottman, J., & Declaire, J. (1998). *Raising an emotionally intelligent child*. New York, NY: Simon & Schuster.
- Grandey, A. A. (2000). Emotion regulation in the workplace: A new way to conceptualize emotional labor. *Journal of Occupational Health psychology, 5*, 95–110.
- Grossman, R. J. (2002). Emotions at work. *Health Forum Journal, September/October*, 18–22.

- Hackman, J. R. (1990). Introduction: Work teams in organization an orienting framework. In J. R. Hackman (Ed.), *Groups that work (and those that don't) creating conditions for effective teamwork* (pp. 2–8). San Francisco, CA: Jossey-Bass.
- Hackman, J. R. (2002). *Leading teams: Setting the stage for great performance*. Boston, MA: Harvard Business School Press.
- Hamacheck, D. (2000). Dynamics of self-understanding and self-knowledge acquisition advantage and relation to emotional intelligence. *Journal of Humanistic Counseling Education and Development*, 38(4), 230–243.
- Hammett, R., Hollon, C. & Maggard, P. (2012). Professional military education (PME) in the USAF SOS leadership course: Incorporating emotional intelligence. *The International Journal of Transformative Emotional Intelligence*, 1, 73-96
- Hammett, R., Nelson, D., & Low, G. (2007). Personal excellence: Interpretation & intervention guide. *EI Learning System, Inc.*, 1–16.
- Hansen, R. (2006). Benefits and problems with student teams: Suggestions for improving team projection. *Journal of Education for Business*, 82(1), 11–19.
- Harris, P. R., & Harris, K. G. (1996). Managing effectively through teams. *Team performance management: An International Journal*, 2(3), 23–26.
- Haworth, J. G. (1996). *Assessment in graduate education: Present realities, future prospects* (New Direction for Institutional Research, No. 57). San Francisco, CA: Jossey-Bass.
- Hernstein, R. J., & Murray, C. (1994). *The bell curve. Intelligence and class structure in American life*. New York, NY: The Free Press.
- Hoberman, S., & Mailick, S. (1994). (Eds.). *Professional education in the United States: Experiential learning, issue and prospects*. Westport, CT: Praeger.

- Humphrey, R. H. (2002). The many faces of emotional leadership. *Leadership Quarterly*, *13*, 493–504.
- Ilggen, D. R., Hollenbeck, J. R., Johnson, M., & Jundt, D. (2005). Teams in organizations from input-process-output models to IMOI model. *Annual Review of Psychology*, *56*, 518–543.
doi: 10.1146/annurev.psych.56.091103.070250
- Jagger, N., & Connor, H. (1998). Employers' and recent postgraduates' views of the personal skills requirement of engineering postgraduates. *Civil and Structural Engineering Education in the 21st Century*, *2*, 423–434.
- Jaeger, A. J. (2003). Job competencies and the curriculum: An inquiry into emotional intelligence in graduate professional education. *Research in Higher Education*, *44*(6), 615–639.
- Jen, K. E., & Mannix, E. A. (2001). The dynamic nature of conflict: A longitudinal study of intra-group conflict and group performance. *Academy of Management Journal*, *44*, 238–251.
- Johnson, D. W., & Johnson, R. T. (1999). *Learning together and alone: Cooperative competitive and individualistic learning* (5th ed.). Needham Heights, MA: Allyn and Bacon.
- Joseph, D. L., & Newman, D. A. (2010). Emotional intelligence: An integrative meta-analysis and cascading model. *Journal of Applied Psychology*, *95*(1), 54–78.
doi: 10.1037/a0017286
- Kerlinger, E. N. (1979). *Behavioral research: A conceptual approach*. New York, NY: Holt Rinehart & Winston.
- Kidwell, B., Hardesty, D., Murtha, B. R., & Sheng, S. (2011). Emotional intelligence in marketing exchanges. *Journal of Marketing*, *75*(1), 78–95.

- Kihlstrom, J. F., & Cantor, N. (2011). Social intelligence. In R. J. Sternberg (Ed.), *Handbook of intelligence* (3rd ed., pp. 564–581). Cambridge, UK: Cambridge University Press.
- Kirk, B. A., Schuttle, N. S., & Hines, D. W. (2008). Development and preliminary validation of an emotional self-efficacy scale. *Personality and Individual Difference, 45*, 432–436.
- Koch, T., & Harrington, A. (1998). Reconceptualizing rigor: The case for reflexivity. *Journal of Advanced Nursing, 28*(4), 882–890.
- Law, K. S., Wong, C. S., & Song, L. J. (2004). The construct and criterion validity of emotional intelligence and its potential utility for management studies. *Journal of Applied Psychology, 89*, 483–496.
- Layton, R. A., Loughry, M. L., Ohland, M. W., & Ricco, G. D. (2010). Design and validation of a web-based system for assigning members to teams using instructor-specified criteria. *Advances in Engineering Education, 2*(1), 1–28.
- Lazear, D. (1991). *Seven ways of teaching: The artistry of teaching with multiple intelligence*. Palantine, IL: Skylight Publishing.
- Leuner, B. (1966). Emotional intelligence and emancipation. *Praxis der Kinderpsychologie und Kinderpsychiatrie, 15*, 193–203.
- Liptak, J. J. (2005). Using emotional intelligence to help college student succeed in the workplace. *Journal of Employment Counseling, 42*(4), 171–178.
- Livingston, D., & Lynch, K. (2002). Group project work and student centered active learning: Two different experiences. *Journal of Geography in Higher Education, 26*, 217–317.
- Lopes, P. N., & Salovey, P. (2004). Toward a broader education: Social, emotional and practical skills. In J. E. Zins, R. P. Weissberg, M. C. Wang, & H. J. Walberg (Eds.), *Building*

- school success on social and emotional learning* (pp. 79–93). New York, NY: Teacher College Press.
- Loughry, M. L., Ohland, M. W., & Moore, D. D. (2007). Development of a theory-base assessment of team member effectiveness. *Educational and Psychological Measurement, 67*, 505–524.
- Low, G. R., Lomax, A., Jackson, M., & Nelson, D. B. (2004). *Emotional intelligence: A new student development model*. National Conference of the American College Personnel Association, Pennsylvania.
- Low, G., & Nelson, D. B. (2005). Emotional intelligence: The role of transformative learning in academic excellence. *Texas Study of Secondary Education: The Texas Association of Secondary School Principals, XIV*(2).
- Low, G., & Hammett, R. (2010). The transformative model of emotional intelligence: Improving access and success in higher education. *The International Journal of Transformative Emotional Intelligence, 1*, 21–38.
- Lyubomirsky, S., King, L., Diener E. (2005). The benefits of frequent positive affective: Does happiness leads to success? *Psychology Bulletin, 131*, 803–855.
- Man, D. C., & Lam, S. K. (2003). The effects of job complexity and autonomy on cohesiveness in collectivistic and individualistic work groups: A cross-cultural analysis. *Journal of Organizational Behavior, 24*, 979–1001.
- Marlow, H. A. (1986). Social intelligence: Evidence for multi-dimensionality and construct independence. *Journal of Education Psychology, 78*(1), 52–58.
- Marks, M. A., Mathieu, J. E., & Zaccaro, S. J. (2001). A temporally based framework and taxonomy of team processes. *Academy of Management Review, 26*(3), 356–376.

- Marques, J. (2010). Spirituality meaning, interbeing, leadership, and empathy: SMILE. *Interbeing, 4*(2), 7–17.
- Matsumoto, D., LeRoux, J. A., Bernhard, R., & Gray, H. (2004). Unraveling the psychological correlates of intercultural adjustment potential. *International Journal of Intercultural Relations, 28*(3–4), 281–309.
- Matthews, G., Zeidner, M., & Roberts, R. D. (2002). *Emotional intelligence: Science and myth*. Cambridge, MA: MIT Press.
- Matthews, G., Roberts, R. D., & Zeidner, M. (2004). Seven myths about emotional intelligence. *Psychological Inquiry, 15*(3), 179–196.
- Mayer, J. D. (2001). Emotion, intelligence, and emotional intelligence. In J. P. Forgas (Ed.), *Handbook of affect and social cognition* (pp. 415–436). Mahwah, NJ: Lawrence Erlbaum.
- Mayer, J. D., Caruso, D., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence, 27*, 267–298.
- Mayer, J. D., DiPaolo, M., & Salovey, P. (1990). Perceiving the affective content in ambiguous visual stimuli: A component of emotional intelligence *Journal of Personality Assessment* 54 772–781
- Mayer, J. D., Roberts, R., & Barsade, S. G. (2008). Human ability: Emotional intelligence. *Annual Review of Psychology, 59*, 507–536.
- Mayer, J. D., & Salovey, P. (1993). The intelligence of emotional intelligence. *Intelligence, 17*, 433–442.

- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), *Emotional development and emotional intelligence: Implications for educators* (pp. 3–31). New York, NY: Basic Books.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2000). Model of emotional intelligence. In R. J. Sternberg (Ed.), *Handbook of intelligence* (pp. 396–420). Cambridge, England: Cambridge University Press.
- Mayer, J. D., Salovey, P., & Caruso, D. R., (2002a). Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT): User's manual Toronto, Canada: Mult-Health-System
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: New ability or eclectic traits. *American Psychologist*, *63*(6), 503–517.
- Mayer, J. D., Salovey, P., Caruso, D.R., & Sitarenios, G. (2001). Emotional intelligence as a standard intelligence. *Emotion*, *1*, 232–242.
- McCabe, C. (2008). It's hard work learning soft skills: Can client based projects teach the soft skills students need and employers want? *The Journal of Effective Teaching*, *8*(2), 50–60.
- McCorkle, D. E., Rearch, J., Alexander, J. F., Kling, N. D., Harris, R. C., & Iyer, R. V. (1999). Undergraduate marketing students group project and teamwork: The good, the bad, and the ugly? *Journal of Marketing Education*, *21*(2), 106–117.
- McGrath, J. E. (1964). *Social psychology: A brief introduction*. New York, NY: Holt, Rinehart & Winston.
- McGrath, J. E. (1991). Time interaction and performance (TIP): A theory of groups. *Small Group Research*, *22*, 147–174.

- Mitchell, G., Skinner, L., & White, B. (2010). Essential soft skills for success in the twenty-first century workforce as perceived by business education. *The Delta Psi Epsilon Journal*, *LII*(1), 43–53.
- Mo, Y., Dainty, A., & Price A. (2007). An assessment of the emotional intelligence of construction students: An empirical investigation. In D. Boyd (Ed.), Proceedings of the 23rd Annual ARCOM Conference, Belfast, UK. *Association of Researchers in Construction Management*, 325–334.
- Moon, H. (2001). The two faces of conscientiousness: Duty and achievement striving within evaluation of commitment dilemmas. *Journal of Applied Psychology*, *86*, 533–540.
- Morris, J. A., Urbanski, J., & Fuller, J. (2005). Using poetry and the visual arts to develop emotional intelligence. *Journal of Management Education*, *29*(6), 888–904.
- Morton, B. (2007, May 9). How well do you play with others? Employers look for strong soft skills. *The Montreal Gazette*, p. B6.
- Muchinsky, P. M. (2000). Emotions in the workplace: The neglect of organizational behavior. *Journal of Organizational Behavior*, *21*(7), 801–805.
- Nelis, D., Quoidback, J., Mikolajczak, M., & Hansenne, M. (2009). Increasing emotional intelligence: How is it possible? *Personality and Individual Differences*, *47*(1), 36–41.
- Nelson, D., & Low, G. (2003, 2011). *Emotional intelligence: Achieving academic and career excellence*. Prentice Hall.
- Nelson, D., Low, G., & Ellis, R. E. (2007). Emotional intelligence: A transformative theory and applied model of positive personal change. *Annals of the American Psychotherapy Association*, *10*(4), 30–35.

- Nelson, D., Low, G., & Vela, R. (2003). *ESAP Emotional skills assessment process: Interpretation & intervention guide*. Kingsville, TX: EI Learning Systems.
- Northouse, P.G. (2007). *Leadership: Theory and practice*. Thousand Oaks, CA: Sage.
- Oakley, B., Felder, R. M., Brent, R., & Elhajj, I. (2004). Turning student groups into effective teams. *Journal of Student-Centered Learning*, 2, 9–34.
- Oakley, K. (2004). Emotional intelligence and the intelligence of emotions. *Psychological Inquiry*, 15, 216–221.
- Oatley, K., & Nundy, S. (1996). Rethinking the role of emotions in education. In D. R. Olson & N. Torrance (Eds.), *The handbook of education and human development: New models of learning, teaching and schooling* (pp. 257–274). Cambridge, MA: Blackwell.
- Ohland, M. W., Loughry, M. L., Woehr, D. J., Finelli, C. J., Bullard, L. G., Felder, R. M., . . . Schmucker, D. G. (2012). The comprehensive assessment of team member effectiveness: Development of a behaviorally anchored rating scale for self and peer evaluation. *Academy of Management Learning & Education*, 11(4), 609–630.
- Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington, MA: Lexington Books.
- Pandey, R., & Tripathy, A. N. (2004). Development of Education Intelligence: Some preliminary Observations. *Journal of the National Academy of Psychology*, 47(2–3), 147–150.
- Papamarcos, S. D. (2005). Giving traction to management theory: Today's service-learning. *Academy of Management Learning and Education*, 4(3), 325–335.
- Payton, J. W., Wardlaw, D. M., Graczyk, P. A., Bloody, M. R., Trompsett, C. J., & Weissberg, R. P. (2000). Social and emotional learning: A framework for promoting mental and reducing risk behavior in children and youth. *Journal of school Health*, 70(5), 179–184.

- Perez, J. C., Petrides, K. V., & Furnham, A. (2005). Measuring trait emotional intelligence. In R. Schulze & R. D. Roberts (Eds.), *International handbook of emotional intelligence*. Cambridge, MA: Hogrefe & Huber.
- Petrides, K. V., Frederickson, N., & Furnham, A. (2004). The role of trait emotional intelligence in academic performance and deviant behavior at school. *Personality and Individual Difference, 36*, 277–293.
- Petrides, K. V., & Furnham, A. (2000). On the dimensional structure of emotional intelligence. *Personality and Individual Differences, 29*, 313–320.
- Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to establish trait taxonomies. *European Journal of Personality, 15*, 425–448.
- Petrides, K. V., & Furnham, A. (2003). Trait emotional intelligence: Behavioral validation in two studies of emotional recognition and reactivity to mood induction. *European Journal of Personality, 17*(1), 39–57.
- Pfaff, E., & Huddleston, P. (2003). Does it matter if I hate teamwork? What impacts student attitudes toward teamwork. *Journal of Marketing Education, 25*(1), 37–45.
- Pike, R. W. (1999). *Creative training technique handbook*. Minneapolis, MN: Lakewood.
- Polit, D. F., & Hungler, B. P. (1999). *Nursing research principles and methods* (6th ed.). Philadelphia, PA: J. B. Lippincott.
- Pool, D. L., & Qualter, P. (2012). Improving emotional intelligence and emotional self-efficacy through a teaching intervention for university student. *Learning and Individual Difference, 22*, 306–312.

- Prati, L. M., Douglas, C., Ferris, G. R., Ammeter, A. P., & Buckley, M. R. (2003). Emotional intelligence, leadership effectiveness, and team outcome. *International Journal of Organizational Analysis, 11*(1), 21–40.
- Ramos-Villarreal, J., & Holland, G. (2011). University students' development of emotional intelligence skills for leadership. *American Journal of Business Education, 4*(3), 47–54.
- Ravikanthe, B. (2010). Self-Esteem among technical students during recession: An empirical study. *The IUP Journal of Soft Skills, 4*(1&2), 18–28.
- Robert, R. D., Zeidner, M., & Matthews. G. (2007). Emotional intelligence: Knowns and unknowns. In G. Matthews, M. Zeidner, & R. D. Roberts (Eds.), *Science of emotional intelligence: Knowns and unknowns* (pp. 419–474). Cambridge, MA: Oxford University Press.
- Roeser, R., Eccles, J., & Sameroff, A. (May 2000). School as a context of early adolescents' academic and social emotional development: A summary of research findings. *The Elementary School Journal, 100*(5), 443–471.
- Roseman, I. J. (1984). Cognitive determinants of emotion: a structural theory. *Rev. Personal. Soc. Psychology, 5*, 11–36.
- Rude, D. A. (2013). *Leadership and emotional intelligence: A phenomenological study on developmental experience of effective federal government leaders* (Unpublished Dissertation).
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality, 9*(3), 185–211.
- Schermerhorn, J. R., Hunt, J. G., & Osborn, R. N. (2002). *Organizational behavior*. New York, NY: Wiley.

- Schulman, P. (1995). Explanatory style and achievement in school and work. In G. Buchanan & M. E. P. Seligman (Eds.), *Explanatory style*. Hillsdale, NJ: Lawrence Erlbaum.
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental design for generalized causal inference*. Boston, MA: Houghtlin Mifflin.
- Shapiro, L. E. (2000). *How to raise a child with a high EQ*. Istanbul: Varlik Publications.
- Sharma, M. (2009). How important are soft skills from the recruiter's perspective. *The Icfai University Journal of Soft Skills, III(2)*, 19–29.
- Shield, D. L. L., & Gardner, D. E. (1997). The relationship between leadership behaviors and group cohesion in team sports. *Journal of Psychology, 131(2)*, 196–210.
- Shirazi, A., & Hampson, K. (1988). A pilot study on the competency of construction managers. In J. Yang & W. P. C. Chang (Eds.), *Building education and research*. London: E & FN Spon.
- Shtub, A. (1994). *Project management: Engineering technology and implementation*. Englewood Cliffs, NJ: Prentice Hall.
- Siciliano, J. I. (2001). How to incorporate cooperative learning principle in the classroom: It's more than just putting students in teams. *Journal of Management Education, 25(1)*, 8–20.
- Silva, R. (2007). *The career development of successful Hispanic administrators in higher education: A delphi study*. Unpublished Dissertation
- Smigla, J. E., & Pastoria, G. (2000). Emotional intelligence: Some have it, others can learn. *The CPA Journal, 70(6)*, 60–66.
- Smith, M., & Walden, T. (1999). Understanding feelings and coping with emotional situations: A comparison of maltreated and non-maltreated preschoolers. *Social Development, 8(1)* 93–116.

- Songer, A. D., & Walker, B. (2004). Central contractor emotional intelligence in the construction industry. *Proceedings of the 20th Annual Conference of the Association of Researchers in Construction Management, 1*, 488–493.
- Stein, S. J., & Book, H. E. (2000). *The EQ Edge: Emotional intelligence and your success*. Canada: Multi-Health Systems
- Steiner, S. D., & Watson, M. A. (2006). The service learning component in business education: The values linkage void. *Academy of Management Learning and Education, 5*(4), 422–434.
- Stone-McCown, K., Freedman, J. M., Jensen, A., & Rideout, M. C. (1998). *Self science: The emotional intelligence curriculum*. San Mateo: Six Seconds.
- Stottlemeyer, B. G. (2002). *An examination of emotional intelligence: Its relationship to achievement and the implications for education* (Unpublished Doctoral dissertation, Kingsville, TX).
- Strong, J. T., & Anderson, R. E., (1990). Free ridings in group projects: Control mechanism and preliminary data. *Journal of Marketing Education, 12*(Summer), 61–67.
- Sullivan, A. K. (1999). *The Emotional Intelligence Scale for Children* (Unpublished doctoral dissertation, University of Virginia, VA). Retrieved August 8, 2013, from UMI-Proquest database.
- Tan, A. L. (1998). *Property development in Malaysia*. Kuala Lumpur: Synergy Book International.
- Thorndike, E. L. (1920). A constant error in psychological ratings. *Journal of Applied Psychology, 4*, 25–29.

- Tannenbaum, S. I., Salas, E., & Cannon-Bowers, J. A. (1996). Promoting team effectiveness. In M. A. West (Ed.), *Handbook of work group psychology* (pp. 503–529). Sussex, England: John Wiley & Sons.
- Tarricone, P., & Luca, J. (2002). Employees teamwork and social interdependence a formula for success in business. *Team Performance Management, 8*(3/4), 54–59.
- Thacker, R. A., & Yost, C. A. (2002). Training students to become effective workplace team leaders. *Team Performance Management, 8*(3/4) 89–95.
- The International Journal of Transformative Emotional Intelligence: Research, theory, and practice. The Emotional Intelligence Training and Research Institute. Vol. 1 2012
- Thorndike, R. K. (1936). Factor analysis of social and abstract intelligence. *Journal of Educational Psychology, 27*, 231–233
- Turner, J. R., & Müller, R. (2005). The project manager's leadership style as a success factor on projects: A literature review. *Project Management Journal, 36*(2), 49–61.
- Vandervoort, D. J. (2006). The importance of emotional intelligence in higher education. *Current Psychology, 25*(1), 3–7.
- VanRoody, D. L., & Viswesvaran, C. (2004). Emotional intelligence: A meta-analytic investigation of predictive validity and homological net. *Journal of Vocational Behavior, 65*, 71–95.
- Van Vianen, C. K. W., & De Dreu, A. E. M. (2001). Managing relationship conflict and the effectiveness of organizational teams. *Journal of Organizational Behavior, 22*, 309–328.
- Veitch, B. L., & Justice, M. (2012). Developmental education and emotional intelligence in three rural east Texas community colleges. *American International Journal of Contemporary Research, 2*(3) 183–190.

- Vela, R. (2003). *The role of emotional intelligence in the academic achievement of first year college students* (Unpublished Doctor Dissertation, Texas A&M University-Kingsville).
- Verma, A. & Bedi, M. (2008). Importance of soft skills in IT industry. The Icfai University Press.
- Verzat, C., Byrne, J., & Fayolle, A. (2009). Tangling with spaghetti: Pedagogical lessons from games. *Academy of Management Learning and Education*, 8: 356–369
- Voss, R., Gruber, T., & Reppel, A. (2010). Which classroom service encounters make students happy or unhappy *International Journal of Educational*, 24 (7) 615–636
- Wechsler, D. (1939). The measurement of adult intelligence. Baltimore Williams & Wilkins.
- Wechsler, D. (1940). Non-intellective factors in general intelligence. *Psychological Bulletin*, 37, 444–445.
- Weimer, M. (2010). Effective strategies for improving college teaching and learning. *The Teaching Professor: A Magna Publication*. Retrieved June 17, 2013, from <http://www.facultyfacious.com>
- Weinstein, M. (2008). *Q and A Training*, 45(3), 1.
- Weisenger, H. (1998). *Emotional intelligence at work*. San Francisco, CA: Jossey-Bass.
- West, M. A. (2004). *Effective teamwork: Practical lessons from organizational research* (2nd ed.). Oxford: Blackwell.
- Williams, C. (2011). *Management* (7th ed.). South Western Cengage Learning.
- Woratschek, C. R., & Lenox, T. L. (2002). *Information Systems Entry-level Job Skills: A survey of employers*. Proceedings of the Information Systems Education Conference, San Antonio, TX.

- Yost, C. A., & Tucker, M. L. (2002). Are effective team more emotionally intelligent?
Confirming the importance of effective communication in teams. *Delta Pi Epsilon Journal*, 42(2), 101–109.
- Zellmer-Bruhn, M., & Gibson, C. B. (2006). Multinational organizational context: Implications for team learning and performance. *Academy of Management Journal*, 49(3), 501–518.
- Zirkel, S. (2000). Social intelligence: The development and maintenance purposive behavior. In R. Bar-On & J. D. A. Parker (Eds.), *Handbook of emotional intelligence*. San Francisco, CA: Jossey-Bass.

Appendix A

Emotional Intelligence Intervention:
Emotions, Intrapersonal, and Interpersonal skills

All lecture materials from Nelson and Low (2011; 2003) and
Management Concepts (Williamson 2012 Prentice Hall Publishing)

Good morning fellow Leaders and CEO's, I hope that you are having a fantastic day. Let's get started with our morning exercise. Today we will explore the concepts of Emotions, Intrapersonal, and Interpersonal skills and we will first start by dividing into teams to participate in a 15 minutes exercise to conduct a search and design process.

Before we get started with the morning exercise, let's take a few minutes to share and reflect on today's morning events. Who has something they would like to share with the class. I will start first.....Thank you for sharing.

Exercise 15 minutes: Each team was given a 100 piece puzzle to complete.

Questions regarding the exercise after the 15 mins:

1. What emotions were evoked when you were divided into teams, (especially since everyone is not familiar with each other)?
2. What was your perception of your teammates given the exercise, and the engagement/interaction process of the exercise?
3. What emotion came to the forefront with a picture to the puzzle?
4. What did you discover and learn about yourself?
5. What emotions were experienced during this process?
6. Is there anything you would do differently as a result of this process? Leadership role, interpersonal skills, intrapersonal skills, or emotional intelligence?
7. How has this process impacted your overall learning as well as your cognitive and emotional skills?

All of these questions will be answered as we continue the lecture and classroom discussion. Textbook discussion Chapters 10 Managing Teams and 5 Planning and Making Decision:

Our discussion in Chapter 10 will focus on a few key elements that create a better team process. In chapter 5 we will highlight the structural conflict section.

Chapter 10 in your text addresses the following:

Norms: informally agreeing on standards that regulate team behavior. Norms are valuable because they establish ground rules and expectations for the team. Example of a norm is setting

expectation regarding time and placing sequences for not meeting the prescribed norm of time. (p. 396)

Team Cohesiveness- the extent to which team members are attracted to a team and motivated to remain in it. (p. 397)

A standard team size is generally (6 to 9 members). Team should be small enough to know the members and for each member to contribute in a meaningful way and large enough to take advantage of diverse skills, knowledge and perspective. It also instills a sense of responsibility and mutual accountability. (p. 399)

Team conflicts- Most of the time team conflict is inevitable because some people in the team will have different opinion about how to proceed with the project. It is okay to agree to disagree anything can cause conflict. (p. 400)

1. Disagreement over task and responsibility
2. Interpersonal incompatibilities
3. Simply fatigue
4. Limited knowledge regarding expected outcomes

Chapter 5 Structural conflict in your text on page 192 explains

Two type of conflict: C-type or cognitive conflict and A-type or affective conflict. All conflict is not negative. The right conflict can lead to better decision making.

Cognitive conflict- disagreement that focuses on problem and issue related to difference of opinion because of their different experience and expertise leads them to view the problem and it potential solution differently.

It is also characterized by a willingness to examine, compare and reconcile those possible solutions.

A major point of cognitive conflict is that the emphasis is on the idea not the person of the idea. You can be passionate about the idea but never lose focus of the goal or objective (the impact, need, good for customers, time constraint.

Cognitive thinking conflict is strongly associated with improvement in team performance.

A-type or Affective conflict- disagreement that focuses on individual or personal issues; it refers to emotional reactions that can occur when disagreements become personal rather than professional.

It causes hostility, anger, resentment, distrust, cynicism, and apathy. This behavior undermines the team effectiveness by preventing teams from engaging in the activities characteristic that critical to team effectiveness.

Example: A-type conflict: your idea, our idea, my department, you don't know what you are talking about or you don't understand our situation. Focus must be on the issue and ideas not the individual.

Exhibit on page (401) explains how teams can have a good fight.

Steve Jobs former CEO of Apple was quoted as saying that it was okay to spend of time discussing an issue as long as everyone is going in the right direction.

Lecture information and Power point discussion:

Emotions that are out of control or unchecked can lead to dysfunctional teams. What are emotions? How significant is emotions? Where do emotions come from? What value do emotions add to the team dynamics? Why is it important to key emotions in its proper time zone and with the right person? These are just some of the questions we will address.

Slide 2: The Emotional System

- ❖ What is an Emotion?
 - ❖ A feeling state.
 - ❖ A subjective physiological and physical reaction that prepares the body for action.
 - ❖ An impulse to act.
- ❖ Learning and practicing EI skills allows you to self-direct impulsive behaviors in a self-valued direction.

Slide 3: Where do emotions come from?

- ❖ You have two minds, two different ways of making sense of the world:
 - ❖ Thinking mind. (cognitive)
 - ❖ Feeling mind. (emotional)
- ❖ Emotional memories are stored in the amygdala.
- ❖ The amygdala is the brain's sentry to warn of impending danger.
- ❖ The amygdala receives input directly from the senses and can react (causing a change in emotion) even before the thinking mind (the neocortex) has time to receive and process the new information.

Slide 4: A chart of emotions we feel (power point information)

Slide 5: Emotional Intelligence

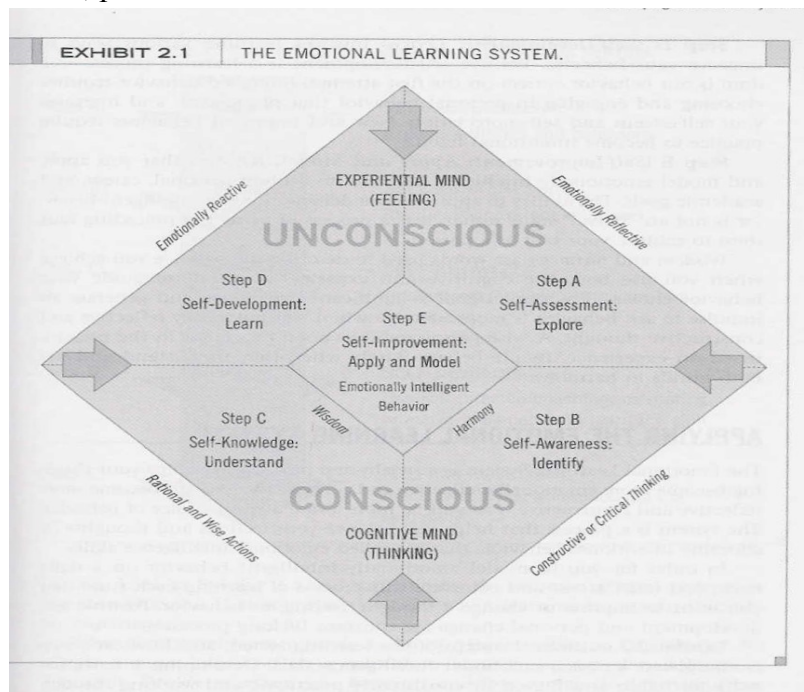
- ❖ What is Emotional Intelligence: Salovey and Mayer, 1990 defines EI as the ability to be adaptive, to discriminate, monitor, and incorporate emotions during problem solving. Nelson & Low, 2003, 2011. "the ability to distinguish between a thought and feeling"
- ❖ Feelings are important sources of information from the emotional mind; accurately identifying a feeling is calming and frees you from emotional reactivity.
- ❖ Emotions are experienced in the *present*, and if they are labeled quickly and correctly, you can choose how to behave.
- ❖ Learning and practicing to identify the difference between feeling (emotions) and thinking (cognitive) minds allows you to self-direct impulsive behaviors in a self-valued direction.

Slide 6: Placing emotions in the proper time zone

- Anger: signals danger and attempt to change
 - Present- a powerful attempt to stop or start something
 - Past- becomes resentment
 - Future- becomes envy or jealousy
- Fear: signals potential danger and to proceed with caution

- Present-Traumatic memories from the past
- Past- Makes you afraid in the present
- Future-becomes worry, anxiety, stress, or panic
- Sadness: empty feeling
 - Present-Physical or psychological loss
 - Past-becomes regret, remorse, or guilt
 - Future-becomes pessimism and hopelessness

The Emotional Learning System is an emotional and experience-based learning process that assumes an individual organizes and learns information by using both thinking (cognitive) and feeling (emotional) systems. It emphasizes a very personal system of learning that actively engages the individual in developing emotional skills. The ELS is based on a five steps systematic and sequential interactive process designed to ensure a learner-centered development process built on honest, positive self-assessment.



1. Self-Assessment: **Explore** requires that you develop an intentional self-assessment habit: inquiring, discovering, and questioning.
2. Self-Awareness: **identify** involves the process of identifying your experience as either a thought or a feeling. Once the emotion is identified, the constructive-thinking process can begin.
3. Self-Knowledge: **Understand** involves “insight” and an understanding that allows you to make choices about how to behave.
4. Self-Development: **Learn** involves learning various ways to improve your behavior. Improved behavior requires choosing and engaging in personal behavior that pleases you and increases your self-esteem and self-appreciation.

5. Self-Improvement: *Apply and Model* requires that you apply and model emotionally intelligent behavior to achieve personal, career, and academic goals. The ability to apply and model emotionally intelligent behavior is not an “arrival” state; rather, it is a process of using the preceding four steps to achieve your best as a person.

Slide 7: Breaking the emotional reactivity habits

- ❖ Changing emotional reactivity into self-valued behavior is a skill called intentionality.
- ❖ Emotions that are experienced too intensely or for too long contribute to self-defeating behavior and erode physical and mental wellness.
- ❖ Emotions are not neutral. They include impulses to act, as well as physiological and physical reactions.
- ❖ Emotional Intelligence involves learning how to self-monitor and self-direct your emotional mind.

Both intrapersonal and interpersonal skills are critical to navigating a self-valued intentional behavior

Slide 8: Intrapersonal and Interpersonal skills

- ❖ In 1983, Howard Gardner’s *Frame of the Mind: The Theory of Multiple Intelligence*. He explains interpersonal intelligence as having the capacity to understand others and exhibits social competencies to communicate effectively to establish power relationships. His explanation for intrapersonal intelligence is one’s ability to create a genuine self-value and reflection process to be most productive in various arenas. Being independent is a strong quality of intrapersonal intelligence and exhibiting people and group smarts is a strong quality for interpersonal intelligence (Gardner, 1983).
- ❖ *Intrapersonal skills*, like Self-Esteem and Stress Management, allow you to manage your relationship with self in the best possible ways.
- ❖ Constructive thinking is the important mental process in the development and maintenance of your intrapersonal health. It allows you to be imperfect (as all humans are), make mistakes, and remain positive in your evaluation of self.
- ❖ *Interpersonal skills*, like assertion, allow you to manage your relationships in the best possible ways with others.
- ❖ Personal satisfaction, academic achievement, and career success is to establish and maintain healthy relationships.

Slide 9: Intrapersonal skills Self-Esteem

- ❖ Defined - the learned ability to view self as positive, competent, and successful. Positive Self-Esteem is the foundation of achievement, self-confident, and a general sense of well-being.
- ❖ Self-Esteem is developed and maintained when one experiences success when effectively dealing with Self, others and the demands of life. It is an essential emotional skill for learning about and developing Self in all aspects of life
- ❖ **Cognitive Focus:** Learning to value self more.
- ❖ **Emotional Focus:** Learning feeling better about myself.

- ❖ **Action Focus:** Learning to behave in ways that is respectful and valuable to self.

Slide 10: Intrapersonal Skills Stress Management

- ❖ Defined – Positive stress management is the learned ability to choose and exercise healthy self-control in response to stressful events. It is the ability to handle stressful situations and keep doing what you need to do calmly and carefully to make things work right.
- ❖ This skill requires that you regulate the level of emotional intensity and use cognitive coping strategies during difficult and stressful situations. Stress isn't always a bad thing. If you handle tough situations well, you will grow as a person.
- ❖ Cognitive Focus: Learning to relax and calm yourself.
- ❖ Emotional Focus: Feeling good about being important enough to relax.
- ❖ Action Focus: Choosing healthy behaviors and responses to stress.
- ❖ Intrapersonal skills address the inner-man's confidence to facilitate a positive interaction with others through interpersonal encounters.

Slide 11: Interpersonal Skills Assertive Communication

- ❖ Assertion is defined-as the ability to clearly and honestly communicate your thoughts and feelings to others in a straight forwardness and direct manner.
- ❖ Assertive communication is a positive way of talking to people and expressing thoughts and feelings in a way that promote understanding, caring, and respect. A person who communicates assertively respects the rights of others and does not hurt Self or others. Defined-the ability to clearly and honestly communicate your thoughts and feelings to others in a straightforwardness and direct manner.
- ❖ Key Notes
 - respect the rights of others
 - express your thoughts and feelings
 - be constructive with your comments
 - treat others as you want to be treated

Interpersonal Skills Ways to communication

- ❖ Three ways to respond (communication continuum):
 - deference-response is hurtful to you, and the person never understands your true thoughts or feelings
 - assertion-skill area; communication skill is essential to communicate, especially under most stressful situations
 - aggression-response is hurtful to the party you are communicating to

Slide 12: Interpersonal Skills Effective Communication

- ❖ Three parts to an assertive message:
 - try to use the first-person singular pronoun; *I*
 - makes the message genuine
 - describes the event or situation that is connected to the thought or feeling

- informs the person receiving the message what you are addressing
- tells the person what you want to happen versus the current situation
 - don't leave it open to interpretation
- ❖ Remember it is okay to, “agree to disagree”

Slide 13: Interpersonal Skills Managing Anxiety

- ❖ Defined-is the ability to manage self-imposed anxiety (fear) and effectively communicate with others
- ❖ It is imperative to manage your strong negative emotions; anger, fear, etc.
- ❖ Being angry is easy, nevertheless keeping that anger in control (right person, right degree, right time, right purpose, and right way) is challenging
- ❖ Knowing certain circumstances that could make you vulnerable to managing negative emotions is vital

Slide 14: Dealing with Strong Emotions

- ❖ Emotions are neither negative nor positive; they are just human.
- ❖ Nonjudgmental validation of your emotions:
 - ❖ Learn and use positive self-talk.
 - ❖ Develop empathic self-assertion. When a change in feeling happens learn to say, “I am having an important feeling and I can decide how to express it.”
- ❖ Identify the feeling that you are experiencing.
- ❖ Accurately identify and label the emotion:
 - ❖ I am happy, sad, angry, or afraid (self-statement).

An accurate identification calms the emotional mind.

- ❖ Decide how to express the emotion in a way that is healthy for you and those around you (self-valued change).
- ❖ Personal goal setting or problem solving:
 - ❖ Establish clear goals based on value-congruent behaviors.
 - ❖ Create options, explore solutions, and choose a behavioral course of action.

Slide 15: Emotional Intelligence

Promoting Academic and Career Success through Interpersonal and Intrapersonal Skills

Questions

Appendix B

**Emotional Intelligence Intervention:
Leadership Skills**

All lecture materials from Nelson and Low (2011; 2003) and Management Concepts Williamson (2012 Prentice Hall Publishing)

Good morning fellow Leaders and CEO's, I hope that you are having a fantastic day. Let's get started with our morning expressions. Today we will explore the concept of Leadership and the four skills associated with it such as social awareness, empathy, decision making and positive influence. We want to first start by dividing up into teams to participate in a structural design process. However,

Before we get started with the morning exercise, let's take a few minutes to share and reflect on today's morning events. Who has something they would like to share with the class. I will start first..... Thank you for sharing.

Exercise 25 minutes: Each team was given 75 pieces of logos and \$200 to purchase 5 more pieces to design a product that was marketable. Each piece had to be used and keep at least \$50 in their bank account.

Potential questions regarding the exercise:

8. How comfortable were you in the team? What suggestions and/or value did you add to the team to complete the task?
9. Was empathy given to members of the group? If so, explain.
10. What process was use to arrive at a decision regarding how to proceed to complete the task?
11. What were the advantages and disadvantages of not having a guide to complete the process?
12. Was a leader appointed? If so, what was the process and define the leader's role and responsibility to the team?

All of these questions will be answered as we continue the lecture and classroom discussion.

Let's re-cap last class lecture and compare the two team experiences today

The Emotional System

- ❖ What is an Emotion?
 - ❖ A feeling state.
 - ❖ A subjective physiological and physical reaction that prepares the body for action.
 - ❖ An impulse to act.
- ❖ Learning and practicing EI skills allows you to self-direct impulsive behaviors in a self-valued direction.

Where do emotions come from?

- ❖ You have two minds, two different ways of making sense of the world:

- ❖ Thinking mind. (cognitive)
- ❖ Feeling mind. (emotional)

The Emotional Learning System

6. Self-Assessment: **Explore** requires that you develop an intentional self-assessment habit: inquiring, discovering, and questioning.
7. Self-Awareness: **Identify** involves the process of identifying your experience as either a thought or a feeling. Once the emotion is identified, the constructive-thinking process can begin.
8. Self-Knowledge: **Understand** involves “insight” and an understanding that allows you to make choices about how to behave.
9. Self-Development: **Learn** involves learning various ways to improve your behavior. Improved behavior requires choosing and engaging in personal behavior that pleases you and increases your self-esteem and self-appreciation.
10. Self-Improvement: **Apply and Model** requires that you apply and model emotionally intelligent behavior to achieve personal, career, and academic goals. The ability to apply and model emotionally intelligent behavior is not an “arrival” state; rather, it is a process of using the preceding four steps to achieve your best as a person.

Breaking the emotional reactivity habits

- ❖ Changing emotional reactivity into self-valued behavior is a skill called intentionality.
- ❖ Emotions that are experienced too intensely or for too long contribute to self-defeating behavior and erode physical and mental wellness.
- ❖ Emotions are not neutral. They include impulses to act, as well as physiological and physical reactions.
- ❖ Emotional Intelligence involves learning how to self-monitor and self-direct your emotional mind.

Both intrapersonal and interpersonal skills are critical to navigating a self-valued intentional behavior

Intrapersonal and Interpersonal skills

- ❖ *Intrapersonal skills*, like Self-Esteem and Stress Management, allow you to manage your relationship with self in the best possible ways.
- ❖ Constructive thinking is the important mental process in the development and maintenance of your intrapersonal health. It allows you to be imperfect (as all humans are), make mistakes, and remain positive in your evaluation of self.
- ❖ *Interpersonal skills*, like assertion, allow you to manage your relationships in the best possible ways with others.
- ❖ Personal satisfaction, academic achievement, and career success is to establish and maintain healthy relationships.

Now let’s explore what leadership is and the key skills associated

Textbook discussion Chapters 14 Leadership:

Chapter 14 in your text addresses the following:

Slide 3: What is leadership?

Leadership is the process of influencing others to achieve group or organizational goals

Page 579 explores leadership traits through trait and trait theory; Trait theory suggests that effective leaders have a set of relevant traits or characteristics. Trait theory was also known as the “great person” theory because it was believed that leaders are born, not made. In other words you either have the right stuff to be a leader or you don’t and there was no way to get it. **These characteristics** are as follows:

1. Drive- high levels of effort and characterized by achievement, motivation, initiative, energy, tenacity. Leaders also must be physical, mental, and emotional vitality. Leaders are also more tenacious than non-leaders and are better at overcoming obstacles and problems that would deter most of us.
2. Strong desire to lead
3. Honesty/integrity is a must. Honesty is being truthful and integrity is doing what you say you are going to do.
4. Self-confidence- or believing in one’s abilities, also distinguishes leaders from non-leaders. Self-confident leaders are more decisive and assertive and are more likely to gain others’ confident.
5. Emotional stability- ability to remain even-tempered and consistent in their outlook and in the way they treat others.
6. Strong cognitive abilities- leaders are generally smart.

The chapter explains two basic leadership behaviors Initiating structure and Consideration.

1. Initiating structure-structure the role of the followers by setting goals, giving directions, setting deadlines, and assigning tasks. Concern with employees’ job performance
2. Consideration- is the extent to which a leader is friendly, approachable, and supportive and shows concern for employees. Concern with employees’ job satisfaction.

Slide 4: Page 575 explains the difference between leaders and managers; Leaders are concerned with doing the right thing and managers are concerned with doing things right. Leaders ask “what should we be doing?” and managers ask “how can we do what we’re doing better?” Leaders focus on the vision, mission, goals, and objectives whereas managers focus on productivity and efficiency. Managers see themselves as the status quo preservers, leaders see themselves as change agents who challenge the status quo by encouraging creativity and risk taking. Managers have short-term perspectives whereas leaders take a long-term approach. Managers are concerned with control and limiting choices of others, whereas leaders are more concern with providing options and choices. Leaders inspire and motivate others to find their own solutions, whereas managers solve problems so that others can do their work. Leaders are concerned with *end*, what get done, whereas managers are concerned with *means* how to get things done.

Slide 5: Strengthening Leadership

The Power point focuses on leadership skills from a consideration “person centered” perspective of the emotional system with an emphasis self awareness, knowledge, development, and improvement.

Slide 6&9

Social Awareness is a by-product of interpersonal awareness and our actual behavior when relating to others.

- a. **It is the ability to affect others positively and develop trust and rapport in relationship.**
- b. Rapport is achieved through **good eye contact, a pleasant greeting, and a willingness to self-disclose.**
- c. **Active listening** is the **best way to make a good, comfortable contact with another person**-a willingness to attend to what another person is saying and letting that person know that you have heard the message sent.
- d. **Key word is comfort. Making a person feel comfortable is the key to establish trust and respect.**

Questions:

1. My relationship with others is smooth and comfortable.
2. My handshake is confident and firm and communicates a solid feeling about myself to others.
3. I know when to talk and when to listen.
4. I am comfortable with all kinds of people

Slide 10-12

Empathy is the ability to accurately understand and constructively respond to the expressed feeling, thoughts, and needs of others.

- a. **Empathy is the state of mind that allows you to understand and feel what other people feel.**
- b. An empathic person is a **good listener, is patient and compassionate and is open-minded and non-judgmental.**
- c. A person capable of true empathy communicates this in a caring, friendly and easy-going manner to the other people that she associates with.

Questions:

1. I am a caring person and people seem to sense this about me.
2. I am patient with someone who is experiencing a lot of emotions.
3. People tend to share their personal problems with me.
4. My friends consider me an understanding person.

Slide 13-17

Decision-Making is the ability to make good solid decision that will work.

- a. The decision maker needs to **plan ahead, think things through, come up with new ideas if necessary and then, based on a thorough grasp of the situation, proceed to make and stick by that decision.**
- b. This requires a systematic approach to anticipating and solving problems and to formulating and acknowledging various choice alternatives requires by that decision.
- c. It is a leadership skill that enables you to positively lead and work well with others. Effective leaders make decisions and solve problems.
- d. **Decision-making and problem-solving skills are essential because our lives are never free of problems.**
- e. We have the ability to create problems in our minds that have only negative resolution options. **How we perceive problems in an important key to our ability to resolve them.**
- f. **Hold back your first impulse to respond or to do nothing at all. Your automatic response may not be the most effective.**

Questions:

- 1. I follow an established process that guides me when making important decision
- 2. My friends ask for my help when making important decisions
- 3. I am a good decision maker.
- 4. I make decisions easily and with good results.

Slide 18-20

Positive Influence results from a self-directed, internal process that is grounded in positive self-esteem, guided by clear personal values, and observable in proactive, self-confident behaviors.

- a. Good leadership means to be able to be thoughtful and persuasive to give others a positive direction in which to go.
- b. A good leader is thoughtful, firm but fair and gets people to follow him or her by helping everybody on the team understand that they are all working together.
- c. This requires a set of personal and goal-directed actions that create momentum and consensus when working with others.
- d. You are an effective leader when your relationships with others are characterized by honesty, trust, empathy, integrity, dependability, and a respect for diversity.

Questions:

- 1. I make a strong and positive impact on most of the people I meet.
- 2. I am persuasive without taking advantage of others
- 3. I can “take charge” of a situation when required.
- 4. I am a good leader
- 5. I have an ability to help others solve problems

Slide 21

Social Awareness, Empathy, Decision Making, and Positive Influence

Questions

Based on the team exercise and what you have learned today regarding leadership and social awareness, empathy, decision making, and positive influence skills, what three take-a-ways will you incorporate into your everyday experience?

Appendix C

**Emotional Intelligence Self-Management Intervention:
Drive Strength, Commitment Ethic, Time Management, and Change Orientation**

All lecture materials from Nelson and Low (2011; 2003) and Management Concepts Williamson (2012 Prentice Hall Publishing)

Good morning fellow Leaders and CEO's, I hope that you are having a fantastic day. Let's get started with our morning exercise. Today we will explore the concepts of Drive Strength, Commitment Ethic, Time Management, and Change Orientation. We will begin with a team exercise followed by a class discussion on the process, roles, course of action, and best practices for developing your fullest potential.

An overview of the emotions and emotional intelligence will be highlighted as well as exploring Self-Management the final dimension of emotional intelligence. We will also examine the Emotional Learning System, emotional intelligence, concepts from chapter 10 Managing Teams and chapter 15 Leadership.

Before we get started with the morning exercise, let's take a few minutes to share and reflect on today's morning events. Who has something they would like to share with the class. I will start first..... Thank you for sharing.

Team Exercise 15 minutes
Construction Work

Each team had an object to view and reconstruct. Participants were charged with viewing an objective for 30 second and reporting back to the team in order to reconstruct the object.

1. What was the experience like?
2. What was it like to see the object one time only?
3. Did any leader emerge?
4. How did your team communicate?
5. How did your work out conflict?
6. Did it get harder or easier after each person had a chance to look at the object?

Let's re-cap last class lecture and compare the two team experiences today

Slides 1 & 2

The Emotional Learning System

11. Self-Assessment: **Explore** requires that you develop an intentional self-assessment habit: inquiring, discovering, and questioning.

12. Self-Awareness: **Identify** involves the process of identifying your experience as either a thought or a feeling. Once the emotion is identified, the constructive-thinking process can begin.
13. Self-Knowledge: **Understand** involves “insight” and an understanding that allows you to make choices about how to behave.
14. Self-Development: **Learn** involves learning various ways to improve your behavior. Improved behavior requires choosing and engaging in personal behavior that pleases you and increases your self-esteem and self-appreciation.
15. Self-Improvement: **Apply and Model** requires that you apply and model emotionally intelligent behavior to achieve personal, career, and academic goals. The ability to apply and model emotionally intelligent behavior is not an “arrival” state; rather, it is a process of using the preceding four steps to achieve your best as a person.

Slides 3& 4

Emotional Intelligence

- What is Emotional Intelligence: “the ability to distinguish between a thought and feeling” (Nelson & Low, 2003, 2011).
- Intrapersonal skills, like Self-Esteem and Stress Management, allow you to manage your relationship with self in the best possible ways.
- Interpersonal skills, like assertion, allow you to manage your relationships in the best possible ways through effective communication.
- Assertive communication-the ability to clearly and honestly communicate your thoughts and feelings to others in a straightforwardness and direct manner.
- Being angry is easy, nevertheless keeping that anger in control (right person, right degree, right time, right purpose, and right way) is challenging

Textbook discussion Chapters 10 Managing Teams (Kinds of Teams pgs. 392-393) and Chapter 14 Leadership (Adapting Leader Behavior: Hersey and Blanchard’s Situational Leadership Theory pg. 593)

Slide 5

- Chapter 10 Managing Teams (pgs. 392 -393)
 - Self-managing team – a team that manages and controls all of the major tasks of producing a product or service.
 - Self- designing team – a team that has the characteristics of self-managing teams but also controls team design, work task, and team membership

Slide 6

- Chapter 10 Managing Teams (pgs. 392 -393)
 - Self-managing team – a team that manages and controls all of the major tasks of producing a product or service.
 - Self- designing team – a team that has the characteristics of self-managing teams but also controls team design, work task, and team membership

Slide 7

- Skills that are central to the behavior of high achieving students
- Students achieve success through
 - Setting meaningful personal goals
 - Managing their time and resources
 - Completing assignments
 - Learning to be flexible in response to unexpected demands

**Effective self-management is the key to high levels of academic and career success.

Slide 8

- The emotional mind** provides the energy to achieve your goals and sparks the happiness that results from doing something important to you.
- The Drive Strength Skill** incorporates energy from the emotional system and requires development of the ability to set clear and purposeful goals
- Commitment Ethic**-is the closure skill that many people fail to develop but the emotional outcome of this skill is experienced internally as pride and externally as dependability
- In the **21st Century** as technology and time demands are extremely challenging it is vital that we develop Time management and positive change skills in order to be successful
- Not only are these skills important for personal growth but also for physical health

Slide 9

- Definitions:
 - Drive Strength**-is reflected by a goal achievement-it is your ability to complete meaningful goals that give you personal satisfaction and positive feelings.
 - Drive is something you create from within, not something that can be lost. It is something we have to dig deep to find within ourselves.

Slide 10

- When we spend all our time and energy doing only what we must, we usually end up feeling tired, sad, and empty.
- Action Goal Setting is a sure way to change boredom and depression, and it is a way to keep ourselves happy and feeling good.
- A person who establishes meaningful personal goals is being active instead of reactive.
- Accepting responsibility for your daily task accomplishment and daily happiness start by setting your own goals and taking ownership of your own happiness.

Slide 11

- Cognitive Focus: Finishing what I start
- Emotional Focus: Feeling good about getting things done
- Action Focus: Choosing behaviors true to my personal standards and values.
- Commitment Ethic**—is an emotional skill reflected by the ability to complete tasks, assignments, and responsibilities dependably and successfully.

Slide 12

- Time Management** is the ability to organize tasks into a personally productive time schedule and use time effectively to complete the tasks.
- A good by-product of positive Time management is a feeling of self control, as we are managing our responsibilities and not being managed by them.

- Your goal in developing effective time management skills is to achieve self-direction in your behavior that leads to balance and harmony.

Slide 13

- The Positive Change Process
 - Identify a specific behavior for change
 - Initiate an internal dialogue to check your conscious willingness to change.
 - State desired change specifically and in line with your personal values
 - Identify your thoughts, attitudes, or beliefs in relation to the stressor that seems to elicit the behavior you want to change.

Slide 14

- Describe, clarify, and assess your emotional reaction to the stressor.
- Identify, dispute, and challenge self-defeating and irrational beliefs; check catastrophic thinking and critical self talk.
- Use your personal resources to create rational beliefs and substitute these for irrational beliefs
- Implement and practice the process of cognitive restructuring when dealing with personal stressors
- Select a specific skill training experience to reinforce and facilitate the new behavior

Slide 15

- Self-Management- Drive Strength Commitment Ethic Time Management and Positive Change
- Intrapersonal- self-esteem and stress management
- Interpersonal- assertive communication
- Personal Leadership- self-awareness, empathy, decision-making, and positive

QUESTIONS

*Appendix D***Management Concepts Team Project Assignment Guidelines
Fall 2013****Overview:**

Social responsibility and accountability are critical components in becoming a globally conscious leader. Colleges and universities are using service learning projects to connect academic learning with social responsibility efforts.

As a part of the learning process in this course, students will have an opportunity to partner with a local community service organization. The team project in this course allows students to explore and understand the needs of the community and surrounding areas and to be active productive citizens. This team project will be done in conjunction with the NCA&T Civic and Service Education Program. All team projects must be associated with one of the organizations registered with this program, thus all team projects are eligible for acquisition of hours toward performance of required community service. No more than one team (across multiple sections of MGMT 422) can partner with any approved organization.

Purpose:

To allow students to demonstrate knowledge and understanding of the concepts of leadership, interpersonal skills, self-management skills, and intrapersonal skills through executing a team-based project to help a community service organization gain volunteers from NCA&T for a specific service. Teams will practice elements of planning, organizing, leading, and control in the management of this assignment.

Description of the Team Assignment:

1. Each team will be responsible for:
 - a. Identifying a registered community organization to work with on this project.
 - b. Meeting with the organization to clarify a specific volunteer need for the Fall semester that can be implemented and student volunteers engaged with the community organization by **November 15**.
 - c. In conjunction with the organization, setting a goal for the number (minimum goal of 10) and type of NCA&T students needed to fill the volunteer need; identifying the specific activities, time, duration, and place for the student volunteer work to be done.
 - d. Having the project approved by the **MGMT 422 Team Coordinator**.
2. When the project has been approved in writing from the MGMT 422 Team Coordinator, the Team will be responsible for creating and executing a marketing campaign to fellow NCA&T students to raise awareness of this community organization, generate interest in

the specific community service activity, and recruit the number and type of students needed to address the organization's needs and meet the established goal.

3. The Team must maintain records of student volunteer names and contact information and ensure engagement of the student of the volunteer activity desired by the community organization.
4. The Team must maintain records of their scheduled meetings, including agendas, attendance, minutes, and documents associated with the planning and execution of the project.
5. To successfully complete this assignment, Teams must be within 10% of their target goal by November 15 and achieve a rating of satisfactory from their community partner, the NCA&T Civic and Service Education Program representative, and the MGMT 422 Team Coordinator.
6. To successfully complete this assignment, the Team will present the results of their project in class and submit a group written report that is a description and evaluation of the project.
7. To successfully complete this assignment, Team members will participate in assessment of each of their team members via the CATME system.

Description of Team Processes and Jobs

Each Team member will take leadership of one project process during the project. The allocation of responsibility should be clearly recorded in the minutes. While all Team members must cooperate with and contribute to each of these processes, one Team member will take leadership responsibility for each element and direct the work of the other Team members regarding that task. The project management tasks are as follows:

Task I. Organize and schedule meetings

1. Establish meeting dates and times (meetings should not be longer than 90 minutes).
2. Keep minutes of each meeting.
3. Create an activity log.
4. Develop a process for tracking Team activities and who is responsible for each activity.
5. Create a tracking process for each individual's Team member's time and participation.
6. Follow-up on progress of tasks.
7. Check off completed tasks on tracking form and share with Team members.
8. Establish check points and document progress for team deliverables for class.
9. Establish a date that all activities will be complete.

Task II. Identify the community organization with whom the Team will partner and act as liaison for the Team.

1. Identify criteria to use to determine which community organization is the best fit for your team.
2. Create a list of organizations the Team is interested in.
3. Contact the organization representatives that the team would like to interview.
4. Based on research about the organization and discussion with the organization's representative, find out what the organization does and who it serves.
5. Interview the organization's representative regarding needs. Get a clear idea of the number of volunteers needed, the type of volunteers needed, duration of the volunteer activity and time and place.
6. Generate a list for the second meeting so that the Team can select the organization to partner with for the Team project.
7. Write memo seeking project approval from MGMT 422 Team Coordinator.
8. *Ongoing:* Work with the community organization representative and the NCA&T Civic and Service Education Program to keep abreast of any updates regarding the activity
9. *Ongoing:* Track progress toward completion of the goals established for the community partner.
10. *Ongoing:* Participate in the creation and execution of the marketing and recruiting planning as part of liaison activities.

Task III. Develop and execute a marketing plan to raise awareness for the community partner on campus and for soliciting student volunteers.

1. Develop an on campus marketing plan for the community partner.
2. Get feedback regarding the plan from the MGMT 422 Team Coordinator.
3. Get written approval from the community partner for the marketing plan. (Be sensitive to the market image of the community partner. Do not engage in any activities that have not been approved by the partner. Ask permission to use logos and other copyrighted or trademarked material.)
4. Execute the marketing plan as per the Team's timeline.
5. Evaluate the strengths and weaknesses of the plan and its execution. (Did the plan work? How do you know? What adjustments did you have to make?)

Task IV. Develop a method for recruiting specific student volunteers that is coordinated with the marketing plan. Identify a procedure to track and insure volunteer participation.

1. Create and execute a plan to identify potential student volunteers for your community organization.
2. Create a master reporting log of possible student volunteers.
3. Discuss the needs of the organization with potential student volunteers.
4. If an interested student looks like a good match for the community partner, provide the information to the student and to the community partner.

5. In cooperation with the community partner and the Civic and Community Service Education Program, develop a mechanism to determine if the student volunteer has actually begun their volunteer service with the community partner.
6. Record information about the student volunteer as part of the Team's master log and determine how well the Team is doing at successfully recruiting students. (Remember, unless you can connect your recruitment master log with a student volunteer, that person does not count toward your goal.)
7. Evaluate the strengths and weaknesses of the recruitment process and its execution. (Did your process work? How do you know? What adjustments did you have to make?)

Task V. Develop a process for organizing and delivering the project presentation and written report. Follow-up with each task manager

1. Obtain records from each task manager regarding their piece of the project. Obtain examples of work, indicators of success and failure, etc.
2. Create the design and format of the presentation and write the written report.
3. Facilitate the conversation about the 3 team "take-aways" about leadership and management. Discussion with team until consensus.
4. Assign presentation responsibilities.
5. Have all team members review the written report.
6. Organize rehearsal of the presentation and editing of the written document for quality control. (Remember to include references and proper citation attribution for any external information. Also check spelling, grammar, and syntax.)

TEAM DELIVERABLES

Each team will have 15 minutes to present and explain their team project. *The written document should be in report format and address the same issues, but in written form. Consider the presentation the visual version of your written document.*

Required Elements:

1. Information about the Community Partner.
 - a) Name of the Community Partner
 - b) Vision & Mission Statement of the Community Partner,
 - c) Logo or Slogan,
 - d) Description of services,
 - e) Major client group(s), and
 - f) Why your team selected this partner.
 - g) Why should people care about this community organization and its clients? (Give facts and figures.)
2. **Each project manager** describes their task and evaluates the success of the task:
 - a) Name (Your name)
 - b) Project role and responsibility
 - c) Strengths and challenges of the process

- d) Metrics for success
Explain what you learned from your leadership responsibility.
3. Identify 3 “take-aways” that the TEAM, as a group, has learned about leadership and/or management. (There should be Team consensus on this, not just one person’s opinion.)
4. Submit power point presentation and written report to the submission portal in Blackboard prior to class on the day of presentation.

Evaluation:

Evaluation of the Team project will be based on the following elements:

- 1) Satisfaction of the Community Partner with the Team’s efforts and outcomes. (50 pts)
- 2) Quality of the Team Presentation and quality of the written submission. (100 pts.)
- 3) CATME Peer evaluation from your Team members. (Consensus regarding significant poor team participation or negative behavior may result in an individual grade deduction from an individual’s team grade.) (50pts)

For assistance with this project please consult:

422 Team Project Coordinator: Mrs. Cindy Love, crloveaggies@gmail.com

Civic and Service Education Program: Mr. Lee Morgan 104 MURPHY HALL · GREENSBORO
· NORTH CAROLINA 27411 · (336) 334.7792

Appendix E

Step 1: EXPLORE

Step 2: IDENTIFY

Step 3: UNDERSTAND

ESAP

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: _____

© COPYRIGHT 2007
Darwin Nelson, Ph.D.
Gary Low, Ph.D.

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

STANDARD SCORE	A PROFILE OF EMOTIONAL SKILLS															
	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	
PART I																
INTERPERSONAL SKILLS																
ASSERTION		9	12	15	18		21	24	27		30	33	36			
PART II																
LEADERSHIP SKILLS																
COMFORT		5	7	9	11	13		15	17	19		21	23	24		
EMPATHY		6	8	10	12	14		16	18	20		22	24			
DECISION MAKING		5	8	10	12		14	16	18		20	22	24			
LEADERSHIP		4	6	9	11		13	15	17		19	21	24			
PART III																
SELF MANAGEMENT SKILLS																
DRIVE STRENGTH		10	14	18	22	26		30	34	38		42	44	46	50	
TIME MANAGEMENT		5	8	10	12		14	16	18		20	22	24			
COMMITMENT ETHIC		8	10	12	14		16	18	20		22	24				
PART IV																
INTRAPERSONAL SKILLS																
SELF ESTEEM		9	18	23	26	29		32	35	39		42	44	48	50	
STRESS MANAGEMENT		4	9	14	19		24	29	34		39	44	49			
SCALE	DEVELOP					STRENGTHEN					ENHANCE					

A PROFILE OF POTENTIAL PROBLEM AREAS

AGGRESSION		2	4	6		8	11	15		19	24	28	35	
DEFERENCE		2	4	6	10		14	18	22		26	30	32	36
CHANGE ORIENTATION		1	3	5	7		9	11	13		16	18	21	24
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 harmful 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 F



- [Help](#)
- [Logout](#)

Survey Results

Contributing to the Team's Work

How You Rated Yourself

How Your Teammates Rated You

Average Rating for You and Your Team

Description of Rating

- Does more or higher-quality work than expected.
- Makes important contributions that improve the team's work.
- Helps teammates who are having difficulty completing their work.



Demonstrates behaviors described immediately above and below.

- Completes a fair share of the team's work with acceptable quality.
- Keeps commitments and completes assignments on time.
- Helps teammates who are having difficulty when it is easy or important.

Demonstrates behaviors described immediately above and below.

- Does not do a fair share of the team's work. Delivers sloppy or incomplete work.
- Misses deadlines. Is late, unprepared, or absent for team meetings.
- Does not assist teammates. Quits if the work becomes difficult.

Research suggests the following behaviors will improve your ratings in this area:

- Do a fair share of the team's work.
- Fulfill your responsibilities to the team.
- Come to team meetings prepared.
- Complete your work in a timely manner.

- Do work that is complete and accurate.
- Make important contributions to the team's final product.
- Keep trying when faced with difficult situations.
- Offer to help teammates when it is appropriate.

Interacting with Teammates

How You Rated Yourself

How Your Teammates Rated You

Average Rating for You and Your Team

Description of Rating

- Asks for and shows an interest in teammates' ideas and contributions.
- Makes sure teammates stay informed and understand each other.
- Provides encouragement or enthusiasm to the team.
- Asks teammates for feedback and uses their suggestions to improve.



Demonstrates behaviors described immediately above and below.

- Listens to teammates and respects their contributions.
- Communicates clearly. Shares information with teammates.
- Participates fully in team activities.
- Respects and responds to feedback from teammates.

Demonstrates behaviors described immediately above and below.

- Interrupts, ignores, bosses, or makes fun of teammates.
- Takes actions that affect teammates without their input. Does not share information.
- Complains, makes excuses, or does not interact with teammates.
- Is defensive. Will not accept help or advice from teammates.

Research suggests the following behaviors will improve your ratings in this area:

- Communicate effectively.
- Facilitate effective communication in the team.
- Exchange information with teammates in a timely manner.
- Provide encouragement to other team members.
- Express enthusiasm about working as a team.
- Hear what teammates have to say about issues that affect the team.
- Get team input on important matters before going ahead.
- Accept feedback about strengths and weaknesses from teammates.
- Use teammates' feedback to improve performance.

- Let other team members help when it is necessary.

Keeping the Team on Track

How You Rated Yourself

How Your Teammates Rated You

Average Rating for You and Your Team

Description of Rating

- Watches conditions affecting the team and monitors the team's progress.
- Makes sure that teammates are making appropriate progress.
- Gives teammates specific, timely, and constructive feedback.



Demonstrates behaviors described immediately above and below.

- Notices changes that influence the team's success.
- Knows what everyone on the team should be doing and notices problems.
- Alerts teammates or suggests solutions when the team's success is threatened.

Demonstrates behaviors described immediately above and below.

- Is unaware of whether the team is meeting its goals.
- Does not pay attention to teammates' progress.
- Avoids discussing team problems, even when they are obvious.

Research suggests the following behaviors will improve your ratings in this area:

- Stay aware of fellow team members' progress.
- Assess whether the team is making progress as expected.
- Stay aware of external factors that influence team performance.
- Provide constructive feedback to others on the team.
- Motivate others on the team to do their best.
- Make sure that everyone on the team understands important information.
- Help the team to plan and organize its work.

Expecting Quality

How You Rated Yourself

How Your Teammates Rated You

Average Rating for You and Your Team

Description of Rating



- Motivates the team to do excellent work.
- Cares that the team does outstanding work, even if there is no additional reward.
- Believes that the team can do excellent work.



Demonstrates behaviors described immediately above and below.

- Encourages the team to do good work that meets all requirements.
- Wants the team to perform well enough to earn all available rewards.
- Believes that the team can fully meet its responsibilities.

Demonstrates behaviors described immediately above and below.

- Satisfied even if the team does not meet assigned standards.
- Wants the team to avoid work, even if it hurts the team.
- Doubts that the team can meet its requirements.

Research suggests the following behaviors will improve your ratings in this area:

- Expect the team to succeed.
- Believe that the team can produce high-quality work.
- Believe that the team should achieve high standards.
- Care that the team produces high-quality work.

Having Related Knowledge, Skills, and Abilities

How You Rated Yourself

How Your Teammates Rated You

Average Rating for You and Your Team

Description of Rating



- Demonstrates the knowledge, skills, and abilities to do excellent work.
- Acquires new knowledge or skills to improve the team's performance.
- Able to perform the role of any team member if necessary.



Demonstrates behaviors described immediately above and below.

- Demonstrates sufficient knowledge, skills, and abilities to contribute to the team's work.
- Acquires knowledge or skills as needed to meet requirements.
- Able to perform some of the tasks normally done by other team members.

Demonstrates behaviors described immediately above and below.

- Missing basic qualifications needed to be a member of the team.
- Unable or unwilling to develop knowledge or skills to contribute to the team.
- Unable to perform any of the duties of other team members.

Research suggests the following behaviors will improve your ratings in this area:

- Have the skills and expertise to do excellent work.
- Have enough knowledge of teammates' jobs to be able to fill in if necessary.
- Have skills and abilities that other team members lacked.
- Be willing to develop new expertise to benefit the team.

Appendix G

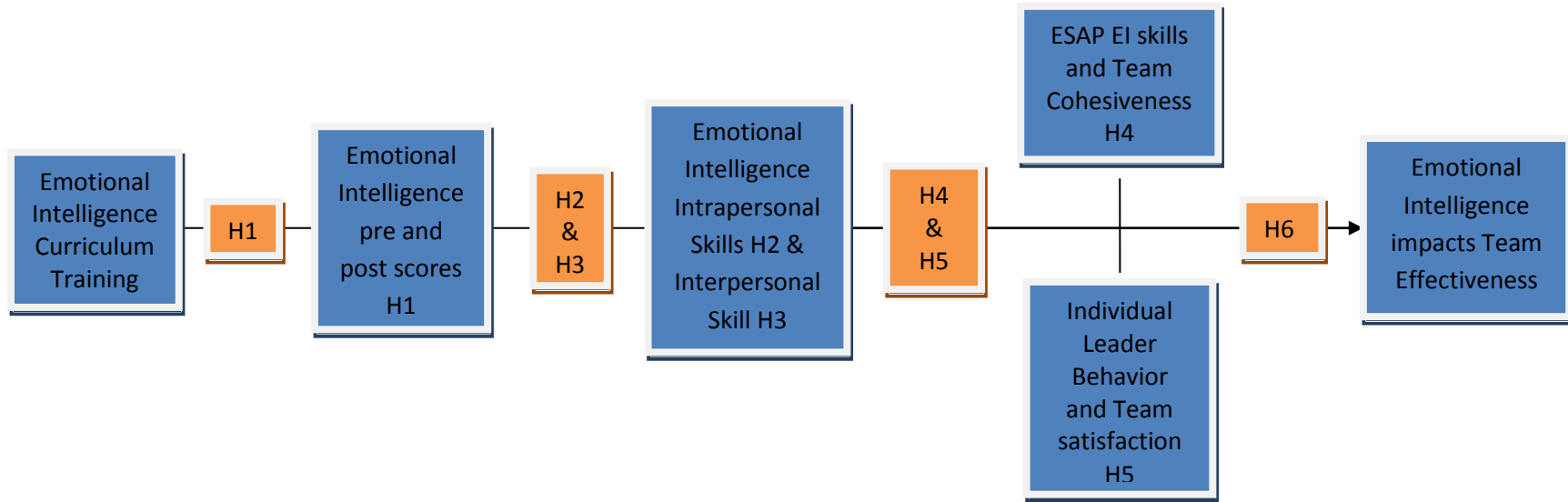


Figure G1. Operational process of EI intervention and the relationships between competencies and CATME team effectiveness.