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Understanding Principals' Use of Emotional Intelligence to Influence Their School Communities

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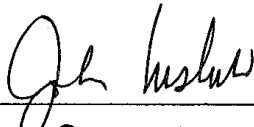Ph.D Educational Leadership

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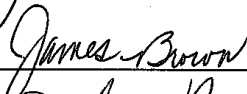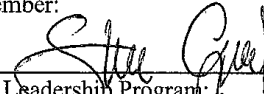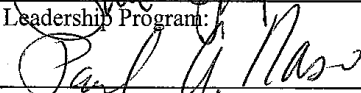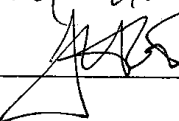
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Understanding Principals' Use of Emotional Intelligence to Influence Their School Communities

Abstract

This qualitative hermeneutic phenomenological study sought to understand more deeply the phenomenon of principals' use of emotional intelligence (EI) to influence their school communities. Studies about principal preparation (Singh, Manser, & Mestry, 2007; Krugliak Lahat, 2009; Hebert, 2011), suggest that principals in training do not receive guidance about how to develop the emotional capabilities necessary to influence how schools function. This interpretive study sought to reveal how participants understood EI and to identify the EI skills and strategies that participants described as essential. In-depth interviews with three experienced Massachusetts principals provided a large set of narrative accounts that were analyzed. Specific strategies (Daiute, 2014) and templates (Crabtree and Miller, 1992; Miles and Huberman, 1994) were employed to extrapolate meaning from the narratives. This data was interpreted as five major findings. Salovey and Mayer's (1990) Four-Branch Model of Emotional Intelligence Domains was the theoretical benchmark selected and referenced. Although the small sample size does not make findings generalizable, the design makes it possible to show how the phenomena of EI use by principals connects to the larger body of scholarship concerning EI.

The key conclusion drawn from the study's findings indicate that participants broadly understood emotional intelligence to mean the acumen that enables principals to build relationships and establish trust for the purpose of improving their schools. Subthemes participants considered essential included being open, being positive, being respectful, being inclusive, being an active listener, being self-reflective, being situationally aware, and managing one's emotions. Strategies participants described entailed creating comprehensive entry and strategic plans, modeling

professional behavior, using evidence and using straightforward language. Participants' practical recommendations comprise implementing these essential skills and strategies within leadership preparation programs, by providing for mentoring, and allowing students to discuss and apply theoretical ethical frameworks to practice. Future research could include longitudinal or mixed-method studies and studying gender differences noted in leaders' use of EI.

Keywords: aspiring principals, emotional intelligence, Salovey and Mayer's Four-Branch Model of Emotional Intelligence Domains, cognitive ability model, emotional labor, interpersonal intelligence, intrapersonal intelligence, adaptive work

Dedication

To Eli and Jesse

I would like to dedicate this dissertation to my sons, Eli and Jesse.

They have seen their dining room table taken over by papers, books, pens,

and have seen their mother perennially hunched over a laptop for about six years now.

Here's to perseverance.

I hope that I have provided you both with a model of determination and patience

for achieving your own goals.

Now, let's celebrate, guys, because the table is finally cleared!

Acknowledgements

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CHAPTER 1: INTRODUCTION

The purpose of this qualitative study was to describe and analyze principals' accounts of their understanding, acquisition, and development of emotional intelligence (EI) and their use of EI to influence their respective school communities. This study was firmly rooted in a hermeneutic phenomenological approach and employed narrative inquiry techniques and tools to provide further insights into the emotional intelligence capacities principals report using to lead their schools. The study also used principals' accounts to investigate whether emotional intelligence development coursework should be included in educational leadership preparation programs.

The study sought to find both the common and distinct topics and themes in participants' lived experiences, and to improve current and future leaders' successes in leading their schools. The study sought to understand whether principals regarded the knowledge, development and use of emotional intelligence as critical and necessary parts of their professional repertoires.

Personal Interest Statement

Prior to this inquiry, I interviewed four principals at various career stages. Their candid reflections exposed a perceived gap between the affective intelligences which they reported principals need and the formal instruction they received regarding emotional intelligence in their preparatory programs. Therefore, I proposed a hermeneutic phenomenological study of "experienced" principals to create a rich account of the understanding and value each participant placed on the topic of emotional intelligence within his or her professional practice. For the purposes of this study, an "experienced" principal is defined as someone who has served in this capacity for ten or more years within the same school setting.

As someone who is deeply interested in the development of principals, I view the principal's role as one that is highly social or affective in nature. This view and interest aligns with my philosophical preference for a social constructivist approach to the design of the study. Accordingly, I constructed and utilized an interpretive one-on-one interview protocol with my research participants to better understand their experiences and this phenomenon.

This study sought to reveal how participants acquired, developed and used the capacities indicative of emotional intelligence in their professional lives and how that knowledge may have led to adaptations in their professional practice over time. The themes found evident in each participant's lived experiences may offer meaning and insight to many, including the participants, the researcher, and especially, current principals and new principals who are embarking on their professional journeys. This study also offered advice for those developing educational leadership preparation programs.

Chapter One briefly explains the nature of the study:(a) statement of the problem, (b) statement of the purpose, (c) research questions, (d) definition of terms, (e) method (f) delimitations, (g) significance of the study, and (h) chapter outline.

Statement of the Problem

The study of the emotional intelligence of leaders in the business sector receives much attention. Goleman (2013) states that "a primary task of leadership is to direct attention" and specifically "to do so, leaders must learn to focus their own attention…an inward focus, a focus on others, and an outward focus" (p. 50). This statement aligns with Salovey and Mayer's (1990) original definition of emotionally intelligent people as "those who have the ability to self-assess and modulate their behavior in order to guide others" (p. 189). Salovey and Mayer (1990) proposed The Four-Branch Model of Emotional Intelligence, indicating four hierarchical

domains or skills, which define one's capacity to be considered emotionally intelligent: (1) how to identify emotions, (2) how to use emotions, (3) how to understand emotions, and (4) how to manage emotions.

Salovey and Mayer (1990) posited that an individual can both develop and increase his or her emotional intelligence proficiency through specific knowledge of deficits and focused attention to each of those identified domains. By being self-focused and reflective, the authors asserted that individual managers and leaders can become agents of their own awareness of, and subsequent growth of, emotionally intelligent behavior.

The mixed-model approaches taken by Goleman (1995) and Bar-On (2013) differed from Salovey and Mayer's (1990) cognitive, mental ability model in that Goleman and Bar-On blend or "freely described personality characteristics that might accompany such intelligence" (Sternberg, 2000, p. 401) in their models, rather than focus on cognitive ability alone. Some of those characteristics listed were "personal independence, self-regard, and mood" (Sternberg, 2000, p 402). Sternberg (2000) further noted that "these mixed models treat mental abilities and a variety of other characteristics such as motivation, states of consciousness (e.g. "flow") and social activity as a single entity" (p. 403), whereas Salovey and Mayer focus on mental ability alone.

The purpose of this study was to examine the cognitive skills and capacities of leaders defined by Mayer, Salovey, & Caruso (2004, p. 210), as indicative of someone with high emotional intelligence. These qualities include (a) openness and agreeableness; (b) being less apt to engage in self-destructive behaviors, or violent episodes with others; (c) being more positive in social interactions; and (d) being more adept at describing motivational goals, aims, and missions.

Salovey and Mayer's (1990) theory further predicted that emotionally intelligent individuals were more likely to have (a) grown up in biosocially adaptive households (i.e., have had emotionally sensitive parenting); (b) were non-defensive; (c) were able to reframe emotions effectively (i.e. be realistically optimistic and appreciative); (d) chose good emotional role models; (e) were able to communicate and discuss feelings; and (f) had developed expert knowledge in a particular emotional area such as aesthetics, moral or ethical feeling, social problem solving, leadership, or spiritual feeling.

Subsequently, in 2004, Caruso and Salovey began offering managers specific advice on how to develop one's emotional intelligence skills. The authors maintained that by applying basic, practical questions aligned to each of the domains, one's capacity to become a more emotionally intelligent manager [leader] is possible.

To be a leader in an affective, highly social school environment requires emotionally intelligent behavior as well, perhaps even more so. A study sponsored by the Wallace Foundation stated that "it is important to prepare principals to be successful in their careers, especially in developing their capacity to work with others to influence their school's direction" (Davis, Darling-Hammond, LaPointe, & Myerson, 2005, p. 4).

Being a principal is a complex and highly stressful occupation. Keltchtermans, Piot, and Ballett (2011) noted this stress, stating that a principal's role is filled with a never-ending conflict to be responsible to both self and others, and that it is a complex and isolating role in which one feels "torn and squeezed" (p. 100). Brotheridge and Lee (2008) also agreed that conflict is inherent in managerial emotion work:

 It involves high strength relationships, and is unsupported, unscripted, and

  unacknowledged…Whilst managers are carrying out seemingly rational change

implementation, they are concurrently performing invisible yet demanding emotion work

as part of their role, the consequence of which may be personal conflict or tension. (p.

111)

Brotheridge and Lee's (2008) views that "practitioners are pulled in contrary directions as

they try to manage their dependence [on the follower]" (p. 285) are consistent with the conflict

between intrapersonal and interpersonal intelligences, which other authors also observed (Cohen,

2005; Gardner, 1983; Hochschild, 1983).

Several challenges arise about a principal's role in positively influencing others through

the use of emotional intelligence: What is the best way for principals to learn to self-assess and

modulate their own behavior? Amidst the disparate models of emotional intelligence, how do

principals themselves define the traits and capacities they have found to be most necessary and

useful in professional practice? Also, how do designers of educational leadership experiences

better prepare principals to manage the inherent stress and conflict in their positions? How do

these designers help to develop the capacities that make principals emotionally intelligent

leaders?

Recent research (Beatty, 2000, 2002, 2006; Beatty & Brew, 2004; Hebert, 2011; Krugliak

Lahat, 2009; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Mills, 2009; Singh, Manser, &

Mestry, 2007) proffered recommendations that the study of emotional intelligence should be part

of principal preparatory programs, and the authors cited the importance of school leaders to

possess these capacities. Mills (2009) conducted a meta-analysis focused on leaders in both

school and business environments and found that there is "a moderately strong relationship

between emotional intelligence and effective leadership" and that "this study has implications for

candidates in educational leadership preparatory programs and the incorporation of emotional

intelligence within that curriculum" (p. 22). Singh et al. (2007) were much more specific as to the importance of school leader's possessing EI. They cited that "the emotional intelligence of leaders [in social, or affective environments] matters twice as much as cognitive abilities such as IQ or technical expertise" and "that EI is not in opposition to IQ but it is an extension of the human's potential to succeed in a people-oriented environment" (p. 541).

These claims echo Gardner's (1983) original thinking about multiple intelligences, specifically that there are two personal intelligences required in order to be emotionally intelligent. Gardner treated intrapersonal intelligence, or the understanding of self, and interpersonal intelligence, or the capacity to notice and make distinctions between other individuals as so "intimately intermingled" that he chose to introduce them as a pair (p. 255). Furthermore, he posited that these personal intelligences are among the highest forms of intelligence, a view that is in total agreement with Salovey and Mayer's (1990) hierarchical Four-Branch Model of ordering these emotional knowing skills.

Singh et al. (2007) also called for "a change in educational preparation programmes" and advised that these abilities be a part of professional development and mentoring networks to provide support to educational leaders as they serve (p. 561).

Similarly, Krugliak Lahat (2009) concluded in her mixed method study on educational leaders' perceptions of emotional intelligence that "educational leaders don't know enough about EI, and that "mastering EI can be an essential tool for him to lead and do his job effectively… therefore mastering EI is not an option for an educational leader, it is compulsory for his effectiveness and his ability to lead successfully" (p. 164).

Despite these numerous recommendations, there is little evidence to indicate that principals are currently given the direction necessary to develop the emotional capabilities to

influence how schools function. The 2005 Wallace School Leadership Study*: Developing Successful Principals* cited that "little is known about how to help principals develop the capabilities to influence how schools function or what students learn" (Davis et al., 2005, p. 5) and that there is a "dearth of qualified school leaders" who can lead schools forward" (p. 4). Furthermore, it noted that "Unfortunately the processes and standards by which many principal preparation programs traditionally screen, select and graduate are often ill-defined, irregularly applied, and lacking in rigor" (p. 5).

This 2005 study built upon the findings of a 2004 study also sponsored by the Wallace Foundation: *How Leadership Influences Student Learning,* which stated "We need to be developing leaders with large repertoires of practices and the capacity to choose from that repertoire as needed, not leaders trained in the delivery of one "ideal set of practices" (Leithwood et al., 2004, p. 8).

Beatty (2000, 2002, 2006) has studied the emotions of school leaders specifically. Beatty (2000) asserted that "while writers and researchers do acknowledge emotions as relevant to teachers' work… the emotions of leadership are virtually unmentioned" (p. 332). As part of her research she asked principals in six different countries to anonymously share their thoughts about the emotional aspects of their leadership roles. To summarize, she found that, "Leaders deal with highly charged situations every day. The pressures of the job add up to an emotional load that is always present. Preparedness for the emotional work of the principalship is foundational to successful schools" (p. 32).

Hebert (2011) continued to research the relationship between emotional intelligence, transformational leadership and effectiveness of school principals. She recommended that "principal preparation programs should consider including a study of emotional intelligence and

training on how specific strategies and skills can enhance the leader's abilities and skills in the day-to-day interactions with all stakeholders" (p. 87).

The studies outlined above provided compelling evidence that there is a need for principals to possess emotional intelligence capacities. One of the most noticeable research gaps is the need to better define which specific traits constituted these needed capacities and to understand how these capacities are developed. These studies also suggested a need for educational leadership development programs to better equip graduates with the emotional intelligence capacities necessary to successfully engage all stakeholders. For these reasons, I designed a more thorough hermeneutic phenomenological study of individual principals' accounts, using narrative inquiry techniques and tools to better understand how their development and use of emotional intelligence influences their respective school communities.

Purpose of the Study

The purpose of this hermeneutic phenomenological study was to describe and analyze experienced principals' accounts of their understanding, acquisition and development of emotional intelligence and their use of EI within their professional practices to influence their school communities. More specifically, through conducting in-depth recorded interviews, transcribing these interviews and then interpreting participants' life texts it was possible to study how they described being successful in effecting positive change, and what adaptations, if any, they made to their professional practice as a result of understanding, developing and using their personal emotional intelligence capacities. Also, it ascertained whether, according to participants more training regarding emotional intelligence would have better informed and positively impacted both their professional careers and the careers of current and aspiring principals.

The study sought to find both the common and distinct topics and themes in their lived experiences, and to improve current and future leaders' successes in effecting positive change through the use of emotionally intelligent behavior. The study sought to understand whether principals regard the knowledge, development and use of emotional intelligence as critical and necessary parts of their professional repertoires.

Research Questions

The following broad question guided this inquiry:

What are experienced principals' accounts of their understanding, acquisition, development, and use of emotional intelligence capacities?

And specifically, the following six subtopics were addressed:

1. What do these accounts reveal about how principals understand emotional intelligence?

2. How critical is emotional intelligence to principals' practice?

3. What experiences do principals attribute to the presence or absence of emotional intelligence?

4. What do these accounts reveal about how emotional intelligence is developed?

5. How has professional practice been informed and adapted over time because of one's acquisition, development, use and understanding of emotional intelligence capacities?

6. What do these stories reveal about what may be needed in educational leadership preparatory programs?

Definition of Terms

An Aspiring Principal is defined as a person who is in training to become a principal.

Emotional intelligence (EI) is defined by Salovey and Mayer (1990) as "the subset of social intelligence that involves 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).

Emotional labor is defined as "the management of feeling to create a publicly observable facial and bodily display" (Hochschild, 1983, p. 7).

Empathy is defined by Dictionary.com as the intellectual identification with or vicarious experiencing of the feelings, thoughts, or attitudes of another.

Hermeneutics is related to philosophy, and is defined by the *Collins English Dictionary* as:

    a. the study and interpretation of human behaviour and social institutions

    b. (in existentialist thought) discussion of the purpose of life

and is used in this examination to describe the study and interpretation of participants' life texts to further understand their experiences of a shared phenomenon.

Interpersonal Intelligence is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others (Gardner, 1999, p. 43).

Intrapersonal intelligence entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations. It involves having an effective working model of ourselves, and to be able to use such information to regulate our lives (Gardner, 1999, p. 43).

Phronesis, according to Aristotle (1941), is practical wisdom, or the actions that flow from the character of individuals. *Personal phronesis* is what is good for one's self and *political phronesis* is the practical wisdom to know what is good for one in general [the common good] (p. 1029).

Salovey and Mayer's Four-Branch Model of Emotional Intelligence Domains, [arranged in order of increasing complexity] include (a) the ability to perceive or identify emotion, (b) the ability to use emotion to facilitate thought and prioritize thinking, (c) understanding and analyzing emotions or the ability to label emotions and recognize the relations among the words and the emotions themselves, and (d) the ability to manage or reflectively regulate emotion to promote emotional and intellectual growth (1990). A diagram is included as Appendix A.

Significance of the Study

Prior research suggests that emotional intelligence is critical to the work principals do. This study sought to describe and analyze principals' accounts of their understanding, acquisition, development and use of emotional intelligence and to reveal which learning experiences participants regarded as important to improving their professional practices. The common and distinct topics and themes uncovered by capturing these principals' lived experiences by interpreting their life texts and using narrative inquiry tools and techniques to aid in the organization, analysis and interpretation of data may further understanding of the phenomenon of how one's professional practice has been informed and adapted over time regarding the knowledge, development, use and understanding of one's emotional intelligence capacities. This knowledge may impact the field by because it suggests further foundational supports, which may help prepare a principal to develop, use and to understand the role of emotional intelligence within his or her repertoire of valuable professional practices.

This study sought to better assist principals in gaining understanding regarding the development and use of emotional intelligence required to positively influence his or her school's direction. Further, the study findings about EI use by principals connect to the larger body of scholarship concerning EI.

Method

The study entailed a hermeneutic phenomenological approach (Creswell, 2013, p. 79) further informed by use of narrative inquiry templates (Creswell, 2007, p. 54) of three "experienced" principals, defined as someone whom has been a principal in the same environment for ten years or more.

Rationale for Use of a Hermeneutic Phenomenological Approach Using Narrative Inquiry Tools

The study employed a hermeneutic phenomenological method utilizing interpretive narrative inquiry techniques and tools to assist in the organization and analysis of qualitative data. Hermeneutic phenomenology is concerned with the study of human cultural activity as texts (Laverty, 2003). Texts can include written or verbal communication, visual arts and music (p. 24). This study sought to describe the common meaning shared by a small heterogeneous group of individuals about a specific phenomenon (Creswell, 2013, pp. 76-80); the understanding and use of emotional intelligence by principals. This called for interpreting their hermeneutic texts, or stories about their lived experiences. I wanted to study how participants understood emotional intelligence and utilized this intelligence to influence their individual school communities. Further, this phenomenon was explored by extracting themes from participants' transcripts and interpreting the events of each participant's story, using narrative inquiry techniques and tools.

The design and approach was also suited to the sample size employed for the study. Creswell (2013, p. 78), Denzin (in Baker & Edwards, 2012, p. 23), and Bryman (in Baker & Edwards, 2012, p. 18) all agree that an interpretive phenomenologic analysis may entail a small sample size, yet provide "fine-grained," in-depth account of how individuals experience the

phenomenon." Narrative inquiry is widely regarded as applicable for the purpose of understanding complex phenomena within a society (Ospina & Dodge, 2005). These narrative inquiry techniques included asking participants open-ended questions about their professional practice, recording their voices, transcribing these recordings, and noting both verbal and non-verbal responses to questions posed. The narrative inquiry tools employed were customized templates to aid in the organization and analysis including Thematic Data Summary Sheets, Plot Analysis and Significance Analysis templates. These templates were suggested for use by several authorities in the field of qualitative analysis including: Crabtree and Miller, 1992; Miles and Huberman,1994; Little, 2008; Guba and Lincoln, 1994; Lincoln and Guba, 2000; Daiute, 2014. The use of templates was an integral part of the study's design. Using narrative inquiry templates attempted to add insight and meaning to those wishing to more fully understand the phenomena of the experienced school leaders as virtuosos or "experts" (Dreyfus & Dreyfus, 1986, p. 50), characterized as having the ability to seamlessly integrate emotionally intelligent capacities within their repertoires of interpersonal skill. A more extensive description of study design and methodology is delineated in Chapter Three.

Rationale for Use of a Focus Group to Pilot the Study

There were several valid reasons to convene a focus group; one of which is "to gain an understanding from the perspective of the participants of the group" (Liamputtong, 2011). Unfortunately, I had difficulty in convening such a group, due in large part to the time the study began; June of 2014. Most principals were busy with end of year responsibilities and were unable to meet in a focus group format. However, with the approval of my committee, five individuals did agree to speak with me to pilot the draft questions. This piloting became Phase One of the study. By meeting with these principals, I was able to revise test questions to require

participants' answers to require more explanation, rather than simply answer as a yes or no response. As a result of the piloting, one of seven test questions was revised. This revision is shown in Appendix E.

I used a network broadcast strategy (Miles & Huberman, 1994; Patton, 2001) to solicit potential participants through my association with Lesley University's Ph.D. in Educational Studies Community. I used the Lesley Community site email system to invite these colleagues to either recommend participants, or self-nominate themselves as candidates.

I also used that strategy to solicit the Massachusetts Secondary School Administrators' Association (MSSAA) in order to find suitable participants.

Interviews of Participants: Phase Two

After testing, revising and expanding the number of interview questions from seven to fifteen, a protocol was designed to use with the participants of the study. It encompassed interpretive one-on-one interviews, which were recorded for further analysis. I met with each principal at least once, for two to three hours. I explained to participants that follow up sessions or phone conversations were possible if further clarification was necessary.

Analysis of Data

The interview transcripts (hermeneutical life-texts) were coded and analyzed to find common and distinct topics and themes in participants' stories and to determine whether these principals regarded the knowledge, development and use of emotional intelligence as critical components of their professional careers. The participants' transcripts were interpreted and summarized using a qualitative hermeneutic phenomenological analysis approach informed by use of narrative analytical techniques and tools. Guiding literature from experts in the field of

qualitative (Maxwell, 2012) and narrative inquiry including Atkinson (1998), Connelly and Clandinin (1990), Denzin and Lincoln (2008), and Daiute (2014) guided the study.

The study was intended to reveal commonalities and differences in each participant's reported use of emotional intelligence within his or her school environment.

Delimitations

What follows are five delimitations to the study: delimiting the study to Massachusetts principals only; delimiting the study to experienced principals having ten years of service in one location; having a small sample size; considering only Salovey and Mayer's Four-Branch cognitive ability model of emotional intelligence; and constructing a qualitative, phenomenological approach focused on narrative analysis. These delimitations, and specific limitations concerning this study, are further delineated in Chapter Three and discussed in the Future Research section in Chapter Five.

Chapter Outline

This dissertation consists of five chapters; the contents of which are described below.

Chapter One: Introduction

The introduction discusses how the topic of a principal's emotional intelligence was selected. It includes a personal interest statement. The statement of problem provides the reader with a research-based rationale and provides the context for the problem investigated in the study. The purpose and the significance of the study explain why such research is being conducted. A definition of terms is provided to aid the reader. A brief description of the research methodology and a rationale for the number and type of participants sought for the study is included. Delimitations are listed and explained. A chapter outline concludes this chapter.

Chapter Two: Review of Literature

This review outlines the various bodies of literature that were consulted. The literature review includes a review of the topic of emotional intelligence as it applies to school leaders, a review of leadership approaches considered to be most effective in social or affective environments, and it also includes vignettes of three people considered to be emotionally intelligent leaders within U.S. history.

Chapter Three: Method

An introduction including a personal statement of philosophical worldview and social cultural perspective is articulated, followed by a detailed overview of the research design selected. The participants and setting are explained, as is the instrumentation and data collection procedures. The data analysis procedures are delineated. Issues of trustworthiness are discussed, as are the delimitations and limitations of the study. A chapter summary concludes this chapter.

Chapter Four: Results

This chapter includes the six research subquestions and data analysis for each of these subquestions. Also included are the emergent themes and the resultant findings for each subquestion. A chapter summary concludes this chapter.

Chapter Five: Summary, Discussion Future Research, and Final Reflections

This chapter includes an introduction and the most salient points made in chapters one through four and why this study is relevant. A discussion of the findings, including the practical and theoretical implications, conclusions and recommendations for each is articulated for the field to consider. A synthesis of understanding about the development of emotional intelligence in leaders is provided. A conceptual model is included to visually represent the problem and to

define the four spheres of knowledge and the specific tools recommended within each sphere as

essential foundational supports for such development. See Figure 2. Future research, based upon

the specific delimitations and limitations of the study is discussed. A personal statement that

encapsulates what I learned from conducting this research, and my hopes for the future regarding

the topic of emotional intelligence of leaders conclude this chapter.

CHAPTER TWO: REVIEW OF LITERATURE

Introduction

I studied principals' understanding of emotional intelligence because I wanted to know if better understanding this affective dimension of leadership from both the intrapersonal and interpersonal perspectives would be beneficial to the personal development of principals themselves. Furthermore, I anticipated that my findings might lead to new understandings for those responsible for educational leadership preparation programs.

My interest in emotional intelligence sprang from my informal interviews (L. Maresca, personal communication, March and April, 2011) with four people who are either principals today or who have recently retired. The interviews highlighted the arduous personal journeys each person took through their individual principalships. These principals reported that they had to learn independently, without benefit of instruction or guidance, how to navigate their complex social environments skillfully. They found these "on-the-job" learning experiences to be painful, lengthy, and isolating. These perceived gaps between a principal's formalized instruction in addressing the affective emotional demands of his or her position and the independent learning which had to take place before a principal was considered "successful" in his or her school relationships both prompted and inspired me to learn more.

A study commissioned by the Wallace Foundation: "*How Leadership Influences Student Learning*" by Leithwood et al. (2004) noted that there are "two essential objectives critical to any organization's effectiveness: helping the organization set a defensible set of directions and

influencing members to move in those directions" (p. 4). What this study did not reveal were the affective skills a principal needed to possess in order to accomplish those objectives.

"Developing Successful Principals" by Davis et al. (2005), also commissioned by the Wallace Foundation, acknowledged that affective skills were required. The study supported my perception that there was a gap in understanding how emotional intelligence is initially developed in leaders. Researchers Davis et al. (2005) observed that "little is known about how to help principals develop the capabilities to influence how schools function or what students learn" (p. 21).

I anticipated that uncovering evidence of how principals develop these emotional intelligence capabilities through literature and personal research could positively impact the way in which principals are formally and professionally prepared to lead the multiple constituencies that comprise their school communities. Furthermore, current and aspiring principals might benefit from having a greater formalized foundational knowledge of how their personal emotional intelligence develops and how it can be improved.

Three questions guided this review of the literature constructed to further understand how school leaders and other leaders influence their constituencies using emotional intelligence, and how these capacities are developed.

- What do we know about the emotional dimensions of leadership?
- In leadership and school settings, what are the emotional intelligence capacities that are needed?
- What do we know about how these emotional intelligence capacities are developed?

The literature examined in Chapter Two is delineated in four sections: (a) the emotional dimensions of leadership, (b) emotional intelligence capacities needed in business leadership and school leadership settings, (c) what we know about how emotional intelligence capacities are developed, and (d) three U.S. leaders considered to exemplify emotional intelligence. A chapter summary concludes the chapter.

Emotional Dimensions of Leadership

The first section explores the emotional dimensions of leadership. It includes a discussion of Gardner's (1983) theory of multiple intelligences, specifically interpersonal and intrapersonal intelligences; the various models of emotional intelligence that have been constructed including Salovey and Mayer's (1990) cognitive ability model; controversy about emotional intelligence definition; and tests used to measure emotional intelligence.

Defining the emotional parameters of leadership first requires an understanding of the term emotional intelligence. Emotional intelligence is also commonly referred to in its abbreviated form, EI. The term gained a widespread scholarly interest with the landmark article "Emotional Intelligence" (1990) by two seminal contributors to the field, psychologists Peter Salovey and John Mayer. Salovey and Mayer's original research was motivated by the gap between the importance of emotions and the level at which the average person understands them. Salovey and Mayer defined emotional intelligence as "the subset of social intelligence that involves 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).

It is interesting to note the differing approaches leading researchers in the field have taken to describe interpersonal and intrapersonal intelligences. Salovey and Mayer (1990) referred to them as social. Howard Gardner, a developmental psychologist, labeled them as

personal but with a caveat. In his book *Frames of Mind: The Theory of Multiple Intelligences* (1983) Gardner expanded the notion of how humans are smart in many different ways other than their intelligence quotient (IQ), or other standardized measures of intelligence. Gardner listed seven specific intelligences. They are linguistic, logical-math, musical, bodily-kinesthetic, spatial, intrapersonal, and interpersonal. Gardner treated intrapersonal intelligence, or the understanding of self, and interpersonal intelligence, or the capacity to notice and make distinctions between other individuals, as so "intimately intermingled" (p. 255) that he chose to introduce them as a pair. Unlike any of the other intelligences he introduced he noted that neither of these forms of personal intelligence can develop without the other. Furthermore, he posited that these personal intelligences are among the highest forms of intelligence, a view that is in total agreement with Salovey and Mayer's (1990) hierarchical ordering of emotional knowing skills.

Salovey and Mayer's Four-Branch Model of Emotional Intelligence

Salovey and Mayer's approach (1990) to more deeply understand emotions was to arrange four different skills in a hierarchical manner, represented in Table 1, which they named the Four-Branch Model of Emotional Intelligence. Today this model is referred to as the ability model of emotional intelligence as it focuses on cognitive ability.

Each branch is "arranged from more basic psychological processes to higher, more psychologically integrated processes" (p. 10). For example, the lowest level branch concerns the relatively simple abilities of perceiving and expressing emotion. In contrast, the highest level branch concerns the conscious reflective regulation or management of emotion.

Salovey and Mayer (1990) asserted that someone who is emotionally intelligent has ability or competency in each of the emotional domains or branches: perceiving emotions, using

emotions, understanding and analyzing emotions, and managing emotions. Salovey and Mayer posited that people differ in their abilities in each of the domains but with specific knowledge of deficits and increased attention, an individual can increase his or her emotional intelligence proficiency. Someone's emotional intelligence quotient or total sum of emotional intelligence is referred to as his or her EQ, which is the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people.

The Emotional Intelligence of Managers

It took several years for Salovey to expand on the topic of emotional intelligence as it related to managers. Salovey teamed with colleague David Caruso to write *The Emotionally Intelligent Manager*, in 2004.

Caruso and Salovey (2004) offered managers specific advice on how to develop one's skills, using a schematic diagram for emotions, called the Emotional Blueprint, which provided linear, detailed how-to instructions for working with emotion. They adapted the titles of the various skills to be more easily understood by non-academic mainstream readers. For instance, "Identifying Emotions" was changed to "Read People," and "Using Emotions" was changed to read "Get in the Mood" (p.x).

The authors (2004) provided vignettes of hypothetical managers working through each of the concepts to further a reader's understanding of what emotional intelligence looks like in the field. Their approach was practical, thoughtfully presented and thought-provoking. The appendices guided the reader to assess their own competencies accurately. They pinpointed the specific areas in which a manager needed work in order to improve his or her emotional

intelligence skills repertoire no matter which organizational setting he or she was positioned within.

A Schism in the Field

The late 1990s spawned a host of other books on a manager's use of emotional intelligence, but lack the specificity and detail of Caruso and Salovey's (2004) work. Daniel Goleman, a recognized author on the subject of emotional intelligence, popularized the term for a more mainstream audience with several books on the subject including *Emotional Intelligence* (1995), *Social Intelligence* (2006), and *Ecological Intelligence: How Knowing the Hidden Impacts of What We Buy Can Change Everything* (2010).

Table 1

Salovey and Mayer's Four Branch Model of emotional intelligence domains, arranged in order of complexity.

Domain	Description
perceive emotion	the ability to identify emotion in one's physical states, feelings and thoughts, ability to identify emotions in other people, designs, artwork, etc. through language, sound, appearance and behavior, ability to express emotions accurately, and to express needs related to those feelings, ability to discriminate between accurate and inaccurate, or honest vs. dishonest expressions of feeling
use emotion	to facilitate thought – one's emotions prioritize thinking by direction attention to important information, one's emotions are sufficiently vivid and available so that they can be generated as aids to judgment and memory concerning feelings, one's emotional mood swings change the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view, and one's emotional states differentially encourage specific problem-solving approaches such as when happiness facilitates inductive reasoning and creativity
understand and analyze emotions	employing emotional knowledge – ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving, ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss, ability to understand complex feelings, simultaneous feelings of love and hate or blends such as awe as a combination of fear and surprise, ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction or from anger to shame
manage emotions	reflective regulation of emotion to promote emotional and intellectual growth – ability to stay open to feelings, both those that are pleasant and those that are unpleasant, ability to reflectively engage or detach from an emotion depending upon the judged informativeness or utility, ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential or reasonable they are, and the ability to manage emotions in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey

(Salovey & Sluyter, 1997, p. 11)

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Mayer, Salovey, and Caruso (2008) found Goleman's writings limiting in scope. In 2008 the authors defended their original theory by providing the clarifying article "Emotional Intelligence: New Ability or Eclectic Traits?" The authors acknowledged that there was a "schism in the field" and that the term was being used "in too many ways" and to "cover too many things" (p. 503). Mayer et al. (2008) urged scholars to resist "the seduction of the emotional" (p. 513) but to understand the terminology in its purest form. They made five recommendations to clarify one's thinking on the subject. First, researchers should cite research literature rather than journalistic renderings of scientific concepts. Second, researchers should limit the term to the abilities at the intersection between emotions and intelligence, specifically limiting the set of abilities involved in reasoning about emotions and using emotions to enhance reasoning. Third, researchers should also refocus on research relevant to the ability conception of EI, which includes studies using emotional knowledge measures, emotional facial recognition ability, levels of emotional awareness and emerging research on emotional self-regulation and related areas. As a fourth recommendation, Mayer et al. cautioned that personality traits such as need for achievement, self-control, and emotional traits such as happiness and social styles such as assertiveness should be called what they are, rather than being mixed together in haphazard-seeming assortments labeled as EI. Finally, the authors stated that greater attention should be placed on issues of culture and gender, and their impact on EI theory and the measurement of EI (p. 513).

Testing One's Emotional Intelligence

Mayer et al. (2008) asserted that emotional intelligence can be measured. In 1992 they created an ability-based test designed to measure the various domains of their Four-branch EI

ability model. This is the Mayer-Salovey-Caruso Emotional Intelligence Test or MSCEIT

(2003). The MSCEIT is based on three guiding principles: that emotions are critically important

to a person's success, that people vary in their emotional skills, and that these emotional skills

can be measured objectively. Some of the applications for its use are the following: for the

selection and promotion of key individuals (leaders), for one's career development, for executive

coaching and leadership development, for counseling and therapy, and for seminars and

workshops.

Because it was developed by three of the leading researchers in the field, the MSCEIT

(2003) is one of the most recognized tests for measuring someone's emotional intelligence.

There are others, such as Reuven Bar-On's (2013) concept of EI, which is a self-reported test

designed to measure competencies including awareness, stress tolerance, problem solving and

happiness. Other tests include The Multifactor Emotional Intelligence Scale, or MEIS (Conte,

2005), a performance-based test designed to assess a person's ability to perceive, identify,

understand and utilize emotions, the Seligman Attributional Style Questionnaire or ASQ

(Dykema, Bergbower, Doctora, & Peterson, 1996), which was originally designed as a screening

test for the Metropolitan Life Insurance Company, which measures someone's optimism and

pessimism, and the Emotional Competence Inventory or ECI (2012), which is more of a 360

degree review. The individual being scored takes the ECI test, but other people such as

managers, peers, clients/customers and others who interact with the subject in various roles also

offer their ratings on several different emotional competencies in order to provide a more

comprehensive assessment of a subject's EI abilities.

Cherniss (1999) provided nineteen separate points to support why emotional intelligence

testing is important to any work organization. One specific study cited by Cherniss was the

analysis of 515 senior executives by Egon Zehnder International (1999), a global executive search firm (p. 4). The firm found that an executive's emotional intelligence was a better predictor of success than either relevant previous experience or high IQ. Cherniss also cited that the Center for Creative Leadership found that the primary cause for derailment by executives involved deficits in emotional competence, specifically, difficulty in handling change, not being able to work well on a team, and poor interpersonal relations (p. 2).

In summary, it appears that much is known about the definition of and dimensions of emotional intelligence, and that those measures can be applied to determine whether someone is capable of being a leader. A person's emotional intelligence capacities can be measured and analyzed, using either Mayer et al.'s (2008) instrument, the MSCEIT (2003), or another test. If one accepts Salovey and Mayer's theory (1990) then he or she agrees that these cognitive ability skills can be developed, are hierarchical and become increasingly complex to master.

The second section of the literature review explored the emotional intelligence capacities one needs to lead business or educational sectors. Further, the major differences between the two sectors, and the types of leadership commonly used in each setting, were underscored.

Emotional Intelligence Capacities Needed in Business Leadership and School Leadership Settings

A review of the literature pointed to the type of emotionally intelligent leader needed to lead today's schools. This section elucidates that leaders must understand complex concepts; what it means to be authentic; how to manage conflict (Cohen, 2005) and emotions in a legislative context; the dynamics of a leader/member exchange (LMX); and how important the qualities of positive thought, hope, and trust are in order to be successful motivators of others. In addition, school leaders need to be able to quickly and accurately read the contextual clues of

their environments, and make sense of any *wounding experiences*, or crisis event in their

leadership practice, that they may have encountered in their roles (Ackerman & Maslin-

Ostrowski, 2004, p. 28).

Authenticity

In this current era those individuals who are *authentic leaders* (Avolio, Gardner,

Walumbwa, Luthans, & May, 2004, p. 802), or those who show mastery of both intrapersonal

and interpersonal realms, seem to be the most valued. Leaders who better understand their own

interpersonal and intrapersonal selves (Gardner, 1983) would then be defined as authentic

leaders, or, according to Avolio et al. (2004):

> those individuals who are deeply aware of how they think and behave and are perceived
>
> by others as being aware of their own and others' values/moral perspective, knowledge,
>
> and strengths; aware of the context in which they operate; and who are confident,
>
> hopeful, optimistic, resilient, and high on moral character. (p. 802)

Mayer et al. (2004) made some distinctions about those who exhibit high emotional

intelligence. They reported that emotional intelligence improves an individual's social

effectiveness. They characterized high EI individuals as "being more open and agreeable to

others and drawn to occupations involving social interaction" (p. 210). They asserted that high EI

individuals are ''less apt to engage in negative or self-destructive behaviors" (p. 210) and "are

particularly good at establishing social relationships with others" (p. 210). They suggested that

these individuals "may be more adept at describing motivational goals, aims and missions" (p.

210). They reported that "these individuals, by providing coaching advice to others, and by

directly involving themselves in certain situations, assist other individuals and groups of people

to live together with greater harmony and satisfaction" (p. 210).

Managing Conflict and Emotions

One of the primary issues, then, of authentic public leadership is the constant conflict between what is good for self and what is good for others. It is difficult for leaders to acknowledge that there will always be conflict and that there is a continuing need to manage the conflict that arises between these two competing demands. This source of conflict and need to manage one's emotions is a recurrent theme throughout the literature, beginning with Aristotle (2009), and later refined by Hochschild (1983), Salovey and Mayer (1990), Cohen (2005), Naqvi (2009), and more currently, Schaubroeck and Shao (2011).

Aristotle (2009) discussed complex emotional intelligence skills, those that Salovey and Mayer centuries later referred to as the most complex hierarchical emotional intelligence skills, without the benefit of having "emotional intelligence" in his lexicon when he wrote the *Nicomachean ethics* series. This series served as a guide for people [and especially, leaders] to live their best possible lives and was concerned with both individual [intrapersonal intelligence] and communal [interpersonal intelligence] growth.

Aristotle (2009) didn't deny that a good person could be angry. He also did not offer guidance on how to be emotionally intelligent regarding the management of one's anger. Rather, he said that anger should be "on the right grounds, and against the right persons, and also in the right manner and at the right moment and for the right length of time" (Book IV, Chapter 5). His guidance, therefore, suggests the management of emotions, the highest branch of Salovey and Mayer's Four-Branch Model (1990).

Much later, Hochschild (1983) introduced the concept of *emotional labor*, or managed emotion, with *The Managed Heart: Commercialization of Human Feeling* in 1983.

Coincidentally, Gardner's *Frames of Mind* debuted the same year. These two works are known as benchmarks for greatly increasing our understanding of managed emotion in the workplace and the importance of recognizing one's multiple intelligences.

Hochschild's (1983) work was groundbreaking in that she defined the term *emotional labor* as "the management of feeling to create a publicly observable facial and bodily display" (p. 7). She elaborated by saying

> this labor requires one to induce or suppress feeling in order to sustain the outward countenance that produces the proper state of others … this kind of labor calls for a coordination of mind and feeling and it sometimes draws on a source of self that we honor as deep and integral to our individuality. (p. 7)

She examined airline attendants' attitudes about the work they do, and observed their coping mechanisms for dealing with the various problems of the workplace that are conducted in the public eye. She noted that there was a conflict because the service worker's appropriate behavior was part of the sale or transaction between provider and consumer, and thus was more commercial in nature than a transaction in which someone did not interface with the consumer. The attendant was expected to be "nice" no matter what the customer did. Hochschild developed the term "feeling rules" (p. 56) in order to express which managed displays of emotional responses were appropriate for an attendant to display. She examined the conflict between what the "unmanaged, authentic self" (p.192) wants to do, and what the "false self" (p. 187) needs to do, in order to do the work of serving the public graciously at all times. Hochschild (1983) also coined the term "emotional dissonance" (p. 90) to describe the process of maintaining a difference between feeling and acting.

Hochschild (1983) theorized that attendants *surface act* (p. 33) in order to cope. Surface acting involves the employee presenting emotions on his or her "surface" without actually feeling them. Think, for example, of "service with a smile" even when that smile is feigned. Deep acting requires changing one's basic attitudes about the people one interacts with, by positively altering one's thoughts and creating deeper feelings for the customer (p. 33). For example, Hochschild reported that airline attendants were coached to always think of their customers as children, and to summon up maternal thoughts to care for them in a nurturing manner, even when the customers did not deserve such a caring response. Though both forms of acting are internally false, the surface acting is argued to be associated with increased stress, emotional exhaustion, depression, and a lack of authenticity whereas deep acting is argued to be associated with reduced stress and an increased sense of personal accomplishment. Whether surface or deep acting, this taxing mental struggle or continual conflict between the intrapersonal and interpersonal or managed, commercially bound selves is given a name readers can better understand: emotional labor. This emotional labor can also be thought of as continually needing to use the highest emotional intelligence skill of Salovey and Mayer's (1990) Four-branch Model of managed emotion in order to cope with the demands of the workplace.

Naqvi (2009) elaborated upon Hochschild's (1983) earlier work by describing *boundary closed* or *boundary open* transactions (p. 29). Boundary closed transactions take place without any expectations of friendship. Boundary open transactions, on the other hand, are like meetings between friends and in this situation service providers are expected to be actively involved and share feelings with customers in a manner that transcends commercial boundaries (p. 29). She found that "services which are high in affective content which encourages self-revelation are particularly conducive to the development of boundary open relationships" (p. 29).

Hochschild (1983), however, reminded us that while service providers may be trained to treat customers as friends, customers are not required to reciprocate. This concept can easily be applied to service organizations such as schools. Principals may be required to treat their various constituencies as friends, either by employing surface acting or deep acting, but their constituencies are not bound to reciprocate. Further, school leaders generally interact with the same stakeholders over a period of years as compared to the relatively short amounts of time that flight attendants are required to interact with any specific passenger. This concept may help to explain why a school leader may feel so conflicted in his or her interactions with others. Their daily exchanges with others require principals to exert high levels of emotional labor because their days are filled with frequent, affective social interactions.

Tension and the Spaces in Between

Cohen's (2005) work aligned with Naqvi's (2009) contention that boundary open transactions are rife in service sectors and are high in affective content. Cohen asserted that because teaching is one of the *sister trades* of human improvement, including psychotherapy, social work, pastoral work or organizational development, where working directly on other humans in efforts to better their lives, it is riddled with *predicaments*, or deep difficulties*,* that can only be managed (p. 287). He too exposed the symbiotic, tenuous and continual tug which exists between leader and follower; saying that "practitioners can work only if their clients work with them, and can only succeed if their clients strive for and achieve success" (p. 287).

Lichtenstein, Uhl-Bien, Marion, Seers, and Orton (2006) introduce readers to a more interactive perspective on leading in complex adaptive systems: complexity leadership theory, which may better explain that tension between leader and follower in complex adaptive systems such as schools. These authors viewed leadership as

a complex dynamic process that emerges in the interactive "spaces between" people and ideas. …leadership is a dynamic that transcends the capabilities of individuals alone; it is the product of interaction, tension and exchange rules governing changes in perceptions and understanding. (p. 2)

Schaubroeck and Shao (2011) further corroborated each preceding author's claim for the need to manage emotion by agreeing that "effective leaders are seen to 'lead with emotional labor' meaning that they not only display appropriate emotions, but they also utilize emotional expression as a way to motivate and guide followers who take their cue from them" (p. 1).

What differentiates education from the business sector is that it is, primarily, a social enterprise, or as Cohen (2005) asserted, an affective part of the "professions of human improvement" (p. 280).

Differences Between Legislative and Executive Leadership Styles

A CEO can use an executive leadership style because he or she has enough concentrated power to simply make decisions for others and for the benefit of the organization he or she leads. School leaders, however, must utilize a more diffused legislative power structure in order to operate in their more complex and affective political environments. School leaders simply don't have enough structural power to make most important decisions individually. This is why many business leaders who transition to the social sectors sometimes fail miserably (Collins, 2005, p. 10). School leaders can't just fire someone who is non-compliant and they are often hamstrung by tenure and contractual issues, hallmarks of the academic world. According to Collins (2005), the executive direct leadership style that served leaders so well in the business world is replaced by one that is legislative and diffused. Collins related that one somber former CEO said that he

did not understand, until it was too late, what one university president called the reality of tenured faculty: "A thousand points of know" (2005, p. 10).

This, and other hurdles to success in the management of social sectors were addressed by Collins (2005) in the monograph written to accompany *Good to Great* (2001), titled *Good to Great and the Social Sectors: Why Business Thinking is Not the Answer* (2005). Collins (2005) cited Frances Hasselbein, former CEO of the Girl Scouts of the USA, as a prime example of legislative leadership in action. Notice in Hasselbein's response about power how she relied on a repertoire of emotional intelligence competencies to accomplish her goals in a diffused political environment:

> Oh, you always have power, if you just know where to find it. There is the power of inclusion, and the power of language and the power of shared interests, and the power of coalition. Power is all around you to draw upon, but it is rarely raw, rarely visible. (p. 10)

Collins (2005) further remarked that legislative leadership relies more upon persuasion, political currency and shared interests to create the conditions for the right decisions to happen. He created a rating level for leadership with the very best scoring Level 5. How coincidental that one of his Level 5 leaders remarked, "I've learned that Level 5 leadership requires being clever for the greater good." (p. 11), an ethical sentiment related to Aristotle's (2009) original position that man should strive for a collective goodness.

Obtaining the collective goodness that Aristotle (2009) referred to depends upon something often overlooked in studies of leadership: a focus on the follower. This dynamic interplay between leader and follower is now commonly referred to as leader/member exchange or LMX.

LMX (Leader/Member Exchange)

Ronald Riggio, Susan Murphy, and Jean Lipman-Blumen are all associated through their affiliation in the Kravis-de Roulette Leadership Conference, established in 1990, which takes place annually at Claremont McKenna College in Claremont, California. This think-tank attracts prominent leadership researchers, scholars and practitioners to present their work. Murphy and Riggio edited the work of twenty-four contributors who spoke at the 2001 conference on *The Future of Leadership Development* (2003). The twenty-four chapter entries are arranged under five broad categories: setting the stage, leadership development challenges, leadership development techniques, leadership development theory, and leadership development applications and practice. Two of the chapters of this text that made the most relevant contributions to the subject of the emotional intelligence of leaders were "Relationship Development as a Key Ingredient for Leadership Development*"* (Uhl-Bien, 2003), and "Waterfalls, Snowballs, Brick Walls and Scuzzballs: Does Leader-Member Exchange Up the Line Influence Leader Development?" (Cogliser & Scandura, 2003).

Both entries thoroughly examined the leader/follower dyad, which served to illustrate that eternal, inherent conflict between being true to the intrapersonal self as leader and being true to the interpersonal needs, wishes and desires of the followers. This recognition that a duality or mutual exchange exists between a leader and a follower led to a more recent trend, that of examining the heretofore "neglected" half in this partnership: the follower.

In 2006, the Kravis-de Roulette Leadership Conference reconvened. This time, a group of twenty-two contributors gathered to present on *The Art of Followership: How Great Followers Create Great Leaders and Organizations* (2008). Editors Riggio, Chaleff, and Lipman-Blumen arranged *The Art of Followership* (2008) in three parts: defining and redefining followership,

effective followership, and the pitfalls and challenges of followership. In summary, they pointed to the same conclusion that Lipman-Blumen (2000) did earlier, that instrumental, or connective styles of leadership were the most effective. This exchange, however, was now being viewed from the follower's perspective; and the editors have asserted that a new form of followership existed, and it maximized the interactions between leader and follower. This view is consistent with the Lichtenstein et al.'s (2006) perspective on complexity leadership theory, which focused less on a designated individual leader and more on how leadership emerges in the interactive "spaces between" people and their ideas (p. 2). Schaubroek and Shao's (2011) field study has continued that work by declaring that a leader's likeability and competence are based upon a leader-member exchange which matches the follower's image of what a leader should look like. The authors asserted that followers carry a mental image or prototype of how a leader should act across six dimensions: sensitivity, dedication, charisma, attractiveness, intelligence and strength. They maintained that only those leaders who displayed the proper emotions when dealing with situations were deemed appropriate by their followers. These leaders were taken seriously and were judged to be competent in their roles.

Avolio et al. (2004) conceded that further work is needed on differentiating authentic leadership from existing theories of leadership such as Lipman-Blumen's (2000) connective/instrumental view, Elmore's (2000) distributed, or other varieties known as transformational, charismatic, inspirational or servant. Lichtenstein et al. (2006) chose to focus on the integration of leadership theory as a framework of complex dynamic processes, rather than the differentiation of leadership styles proposed by Avolio et al. (2004). The positions of Avolio et al. are worth noting, though, as these authors view authentic leadership at the very base or core of what constitutes profoundly positive leadership.

It is worth noting that the most current literature on the subject of emotional intelligence corroborates this view on positivity. Concerns about authenticity, trust, optimism, hope, resiliency and positive emotion were pervasive throughout the literature reviewed.

In their model, Avolio et al. (2004) incorporated the intervening variables of hope, trust, and positive emotions, because this provided "a potential foundation and point of departure for authentic leadership development" and for first time recognized "the possible role that positive emotions and trust may play in the authentic leadership process" (p. 804).

Positive Thought

Similarly, Csikszentmihalyi (2003), a positive psychologist, introduced readers to the concept of flow, a deep sense of enjoyment, which can only arise if a worker's challenges are high, and his or her skills are high (p. 44). In order to make the workplace one where people are motivated to stay and to contribute, the author suggested making the conditions of the workplace as attractive as possible, by imbuing people's jobs with meaning and value, and rewarding individuals who find satisfaction in their work (p. 87). Czikszentmihalyi was also concerned with social capital, (pp. 69-70) psychic energy, (pp. 77-79) magnanimity (pp. 146-147), and empathy (pp. 163-165). Rather than merely stating that knowing oneself is paramount, as others do, he probed deeper, reflecting seriously on one's own experiences, asking: "What are the things that matter most to me?" "Who are the people I admire most?" "What kind of person do I definitely not want to be?" and "What are the values I would not compromise under any circumstance?" (p. 169). This need for existentialist reflection compliments Ackerman and Maslin-Ostrowski's work (2004, p. 28) on principal's wounding experiences, and how understanding and recovering from these personal crises are central to leadership development.

Hope

Fullan (1998) has suggested that leaders should be hopeful. He urged leaders to fight for lost causes, to be hopeful when it counts, and to have an unwarranted optimism that things will turn out well. He concluded that the leader who can convey a sense of hopefulness was skillfully managing the positive emotions of others. Fullan has many like-minded counterparts who also espouse the idea of hope in education. Kohl offered *The Discipline of Hope: Learning from a Lifetime of Teaching* (1998) simultaneously with Fullan. Freire (1994) authored *The Pedagogy of Hope: Reliving Pedagogy of the Oppressed.* Halpin wrote *Hope and Education*, *the role of the Utopian Imagination* (2003) in order to infuse the field with optimism. These contributions complimented Czikszentmihalyi's (2003) offering, as each author was deeply concerned with the issues of organic, systemic, positive growth for people and their organizations.

Trust

Cross and Parker (2004) underscored the importance of the two types of trust that need to be present in social networks: *competence-based* and *benevolence-based* (p. 99). Competence-based trust focuses on ability. Used in the context of school leadership, if a leader is judged to be competent, his or her constituents will be attentive. Furthermore, this competence-based trust will allow the leader to shape his or her constituents' thinking, and they will believe what he or she says (p. 99). This theory is compatible with the findings of Schaubroeck and Shao (2011), gender issues notwithstanding. The authors further asserted that benevolence-based trust focused on vulnerability (p. 99). It meant that someone would not think poorly of someone else if that person disclosed that he or she didn't know much about a given topic. Trusting someone's benevolence allowed people to expose their lack of knowledge about a subject and ask the questions which need answering. Cross and Parker asserted that if people have benevolence-

based trust they are more willing to be forthright about their true expertise and be much more likely to be creative, learning what they need so that they can do something better, or differently. From a leadership standpoint, leveraging this type of trust seems consistent with the collaborative leadership style popularized by current theories of school improvement. This understanding of trust also connected with Heifetz's (1998) concept of adaptive work. Adaptive work is understood as the learning required to address conflicts in the values people hold dear or to diminish the gap between the values people stand for and their reality.

Relational trust, as defined by Bryk and Schneider (2002), is the series of interpersonal social exchanges that take place in a school community and is based on four criteria: respect, competence, personal regard for others, and integrity (p. 41). Bryk, Sebring, Allensworth, Luppescu, and Easton (2010) further elaborated on relational trust in *Organizing Schools for Improvement: Lessons from Chicago*. This work provided a framework of five essential supports necessary for organizing schools for improvement. First and foremost was the recognition that leadership is the driver for change (p. 45).

Bryk et al. (2010) used a cake baking analogy to help readers understand that the relational trust required for school improvement consists not only of a principal's change efforts, but required four essential ingredients: parent-community ties, a professional learning community, a student-centered learning climate, and instructional guidance which supports the curriculum. Once those supports were in place, the authors asserted that it was the principal's responsibility to marshal the collective social energy or "oven's heat" (p. 66) to transform those basic ingredients into a full, rich cake. Bryk et al.'s work on relational trust stressed that a leader must have competence and expertise in order to move a system forward, and that he or she is motivated by the interpersonal needs of the group, rather than [intra]personal gain (p. 62).

Wounding Experiences and Disorienting Dilemmas

Ackerman and Maslin-Ostrowski's (2004) work also focused on the affective aspect, or "the astounding range of emotional challenges rarely acknowledged or appreciated" (p. 28). Like many other authors they asserted that school leaders must develop an authentic or genuine sense of self that is grounded in one's strengths and vulnerabilities, in order to be successful. Ackerman and Maslin-Ostrowski, however, focused their attention on school leaders who experienced a crisis event in their leadership practice and who strove to understand what that wounding experience (p. 28) meant and how it influenced their professional and personal growth and development.

One of their subjects was able to reflect anew on his wounding experience (p. 28) many years after he had been fired, which he then felt was an unjust decision. This formerly embittered principal found, upon reflection, that he was responsible for creating the culture that had allowed the incident to occur and that he didn't have the control he thought he had. As a result he had a better understanding of who he was as a leader today and was now a different and better principal because of the crisis. He was able to use the crisis to learn about himself and to change for the better, which shows a mastery of managing one's self through difficult times, and in handling relationships with others better.

Mezirow (1991), too, thought that life crises were critical to the understanding of making meaning of our human experiences. His theory is aimed at adult learners in general, rather than school leaders, yet is still useful by comparison. He observed that for learners to change their *meaning schemes*, consisting of specific beliefs, attitudes, and emotional reactions, about something, they must first engage in critical reflection on their experiences, which in turn can

lead to a perspective transformation (p. 167). He maintained that this transformation occurs as the result of one or more *disorienting dilemma*s, such as life crises, or major life transitions.

Mezirow (1991) and Ackerman and Maslin-Ostrowski (2004) have pointed to these painful life experiences as being potentially crucial to one's development if one can be reflective and assign meaning to them in order to avoid future crises more adroitly. This critical insight, through revelation and self-discovery, is consistent with the intrapersonal capacity needed to manage emotions, Salovey and Mayer's (1990) highest branch of EI skill.

Situational Awareness

Like Collins, (2005), Kelchtermans et al. (2011) agreed with Cross and Parker's (2004) recommendation that leaders correctly identify and understand the structure of the informal social networks of collaboration and connectivity that exist within their environments (Kelchtermans et al., 2011, p. 104). This need to understand one's environment is further illustrated in Cross and Parker's *The Hidden Power of Social Networks* (2004), which examined how work really gets done in organizations. Cross and Parker (2004) conducted interviews in over twenty corporations. They asserted that understanding one's own contextualized political environment is paramount because every organization had its own culture and values. The authors also implied that possessing a full range of emotional intelligence competencies is essential to succeed. For instance, to form a deeper professional bond with one another, it was important to first develop an awareness of how the other person preferred to be contacted. Interestingly, it was the personal information that people shared about their lives outside of work that led to increased relationships within the work environment. Cross and Parker (2004) suggested something as simple as creating a persona book template to answer professional as well as random personal questions such as: "Who would you most like to be stuck in an elevator

with?" (p. 97) to make connections with new colleagues easier, more comfortable, and more memorable. Note that the issue of culture was an area of emotional intelligence that Mayer et al. (2008) also suggested required further research.

In summary, this section on the emotional intelligence capacities necessary for a school leader is strikingly different from managers in other fields, because of the diffused legislative power structure inherent in school environments. Nevertheless, capacities of school leaders and business leaders all seem to spring from positive thought, or that currently recognized groundswell of goodwill toward humanity. Unfortunately, goodwill is amorphous and as difficult to measure as trust, optimism, and hope. Still, it seems that those leaders who can speak Kegan and Lahey's "language of ongoing regard" (as cited in Knight, 2009, p. 511) will be viewed the most favorably. Those leaders who can muster up a genuine affection for their constituents, yet find a healthy counterbalance in their personal lives outside the principalship seem destined for the most success. Leaders who genuinely and authentically convey hope, trust and optimism seem to hold the key to unlocking the desired behavior of followers. What follows is a discussion of the literature that examines how emotional intelligence capacities are developed.

What We Know About How Emotional Intelligence Capacities are Developed

Leading researchers in the field have acknowledged that not enough is known about the phenomenon of emotional intelligence. Davis et al. (2005), contributors to "The Wallace School Leadership Study; Developing Successful Principals," have also admitted that little is known about principals' actual work lives and experiences, or how to help principals to develop the capacities that make a difference in how schools function and what students learn (p. 5).

There are, however, several promising, although disparate pathways, which offer clues to understanding what develops a leader's emotional intelligence capacities. One of the pathways may be that the principal must have a grounding in ethical and emotional epistemologies, which Beatty (2002), Beatty and Brew (2004), Starratt (2004), and Aristotle (2009) all espouse. Another pathway may be the acknowledgement of Murphy and Riggio's (2003) and Lipman-Blumen's (2000) assertion that emotionalism and conflict in school leadership are inevitable by-products of a leader-member exchange and learning how to deal with that conflict. Conflict between self and others is also examined thoroughly by Cohen (2005), Davis et al. (2005), and Brotheridge and Lee (2008). Another avenue worth considering is Byron's (2008) premise that gender congruent behavior plays an important role in appropriate leadership development, and finally, at the heart of leadership development are inquiries by Mezirow (1991), Avolio et al. (2004), and Ackerman and Maslin-Ostrowski (2004) about which experiences contribute most to adult development and especially the development of leaders.

This third subsection explores the theoretical groundings in ethics and emotionality that are necessary for a leader's emotional development. It also acknowledges that conflict is inevitable in the role. It examines gender differences in leaders, and includes a discussion on wounded leaders (Ackerman & Maslin-Ostrowksi, 2004, pg. 28). It concludes with vignettes of three U.S. leaders who are considered to be emotionally intelligent.

A Theoretical Grounding in Ethics

Starratt (2004) and ancient guide Aristotle (2009) urged practitioners to become grounded in the ethical ramifications of their work. They suggested that a theoretical grounding in ethics is a necessity for principals. In this era of complexity it seems that people take solace and comfort in remembering ancient basic humanitarian ethics in order to make sense of how to

operate best, to find well-being, and happiness in a fast paced world. Notably, Aristotle

referenced this notion of management of emotion during his lifetime as well, although he used a

different term to describe this highest EI domain. In his treatise on the intellectual virtue of

phronesis, Aristotle said that phronesis wasn't simply a skill, but the ability to decide how to

achieve a certain end, and also the ability to reflect upon and determine that end, according to

Trayner (2006), a social learning theorist.

Gardner (2011), too, advanced this emphasis on being ethically grounded. The author

returned to the ancient virtues for one of his most recent offerings on ethical guidance to date.

Truth, Beauty, and Goodness Reframed: Educating for the Virtues in the Twenty-First century

explored the meaning of these three virtues against the backdrop of a most modern age.

Aristotle (2009) provided additional guidance on the topic of ethics. He conceded that

studying about such controversial subjects as ethics or politics can be difficult. As a baseline, he

suggested starting with what would be considered roughly to be true by people of good

upbringing and experiences in life and proceed from there as to what is beautiful and just. In

order to attain the highest good for humans, a happiness or well being referred to as *eudaimonia*,

Aristotle felt that leaders must embody four virtues: be of great soul, be a good ruler in a good

community, use practical judgment as shown by good leaders, and be a truly good friend.

Although those qualities seem reasonable enough, Robert Starratt (2004) asserted that

emotionally intelligent leaders need to be more thoroughly and formally acquainted with ethical

analysis. *Ethical Leadership* (2004) focused on the ethics of school leaders today. Starratt

defined ethics in the context of school leadership in a way that is complimentary to Aristotle's

view. He stated "these are norms and virtues by which members of a community bind themselves

to a moral way of living because they seem both reasonable and necessary to promote a richly human and civic public life" (2004, p. 6).

Starratt (2004) posited that the problem faced by school leaders is that many have had "little or no formal exposure to ethical analysis or reflection, many lack a vocabulary to name moral issues, and many lack an articulated moral landscape from which to generate a response" (p. 4). He explained that some leaders are highly moral but lack technical experience and some have technical expertise but no moral compass. According to Starratt, either scenario is inadequate. A school leader must be adept at solving both technical and moral dilemmas and also be mindful of those he or she leads. Starratt acknowledged Heifetz's (1998) assertion that we need leaders today who challenge the collective workforce to tackle tough problems through adaptive work.

A Theoretical Framework of Emotional Epistemologies

Beatty and Brew (2004) favored a theoretical framework of emotional epistemologies to assist aspiring leaders in re-examining emotion's role in their practice. Beatty's doctoral dissertation, "Emotional Matters in Educational Leadership; Examining the Unexamined" (2002), won the distinction of the best Canadian dissertation presented that year, which helped to put the topic of educational leader emotionality in the spotlight. Her study connected the ideas of principal emotionality, change in perception of self and work, relationships with faculty and suggestions for future educational leadership programs.

In 2004, Beatty proposed a further exploration of leader's emotionality. She used a seven-month-long online conversation with principals from England, Ireland, Canada, the United States, New Zealand, and Australia on the subject of emotions of school leaders as the inspiration for designing new, more meaningful coursework for her graduate students. Next, she

created a volunteer research study of her graduate students to learn if this framework could be helpful in engaging aspiring leaders to re-examine emotion's role in their practice. This study was called "Examining and Developing Emotional Epistemologies: a Foundational Issue for Leadership Preparation Programmes" (2004). She utilized an emotional epistemologies framework schema, as shown in Figure 1, which she called "the reinforcing spiral progression of connected emotional knowing" (2002, p. 487) with her students.

Beatty's (2002) schema spanned six levels: (1) the unexamined emotional self, (2) experiencing self as emotional, (3) restorying self by sharing of self as emotional, (4) connecting with the other through the emotional self, (5) reconnecting with the self through the emotional other, and (6) connecting with the self and other through the emotional self as emotional knower, representing a deepened emotional epistemology. One of the exercises she employed was to have her students individually *restory*, or share the story, of one's emotional work experiences with others. Her students found this very helpful.

Beatty's (2002) work resulted in five findings: (a) her graduate students realized that emotion played a critical role in social relations at work, but they were not discussed outwardly with other professionals to assist meaning making of their experiences; (b) many participants were surprised to learn that their inner emotional issues were shared by others, and that there was an element of excitement to think that there was a valid alternative to the emotionally silencing environments they were accustomed to; (c) the students were concerned with the feelings of vulnerability, which surfaced when exposing their emotionally charged experiences; (d) they were concerned about the advisability of opening up emotionally, because of the personal vulnerability it would expose; and (e) the graduate students shared their personal stories about the way they had previously tried to create emotional meaning with peers, superordinates

(superiors) and subordinates. Her study also included an assessment to determine whether or not

these interventions were valuable.
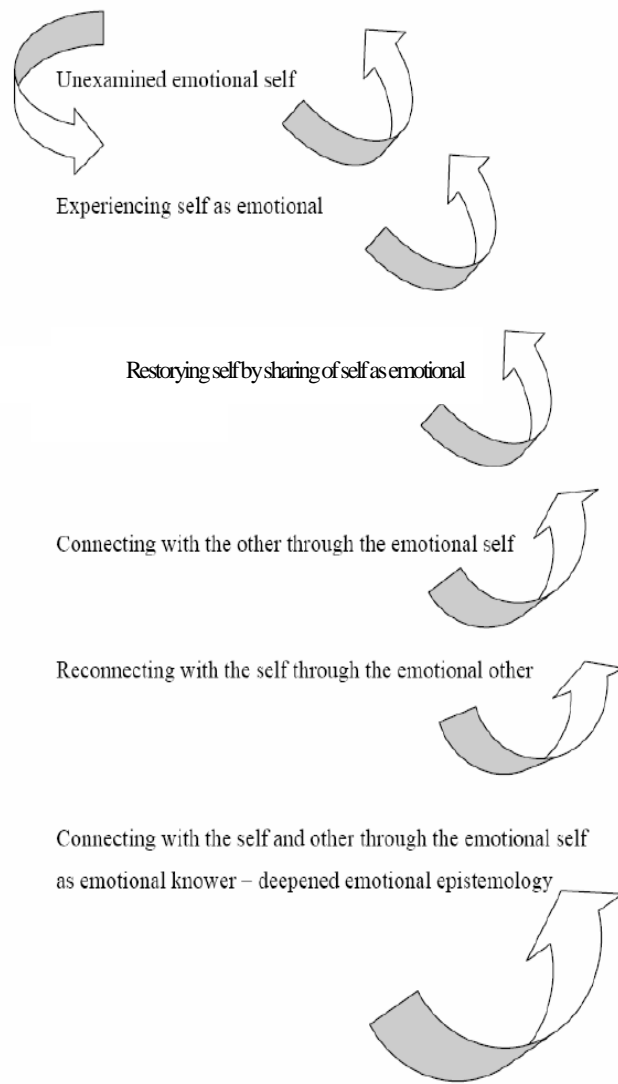
Figure 1. The Reinforcing Spiral "Progression" of Connected Emotional Knowing

© B.R. Beatty, 2002, p. 487.

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Beatty and Brew (2004) concluded that this theoretical framework and epistemology of the study of emotion could benefit principals in developing their own emotional intelligence via more formalized instruction in the preparatory phase of their training. Beatty has asserted that leaders would have a more complete understanding of their selves and others, and they would be also be able to use their emotional intelligence skills adroitly to influence others and set direction, two of a principal's most important leadership functions. These two social functions were corroborated in the 2005 Wallace report, "School Leadership Study; Developing Successful Principals," (Davis et al., 2005) and then again in a second Wallace study, "Learning from Leadership Project; Investigating the Links to Improved Student Learning" (Wahlstrom, Louis, Leithwood, & Anderson, 2010).

Beatty (2002), too, exposed the conflict that is inherent when a leader must decide between two competing forces: what is good for the intrapersonal self, and what is best for society. In most cases, Beatty argued that leaders adopted an unhealthy stance of "emotional silence" or not being true to themselves, stifling their own emotional intrapersonal responses in an attempt to perform in a way that was socially acceptable to others in the interpersonal realm, which is consistent with Hochschild's (1983) view that emotional labor, especially *surface acting*, or the deceiving of others about what one really feels, but not deceiving one's self (p. 33), is stressful and exhausting work.

Conflict is Inevitable

In the following passage, Brotheridge and Lee (2008) corroborated that conflict is inherent in managerial work:

Managerial emotion work is characterized by four facets: it involves high strength relationships, and is unsupported, unscripted, and unacknowledged…Whilst managers

are carrying out seemingly rational change implementation, they are concurrently

performing invisible yet demanding emotion work as part of their role, the consequence

of which may be personal conflict or tension. (p. 111)

Brotheridge's and Lee's views (2008) are consistent with the continual conflict between

balancing the intrapersonal and interpersonal intelligences that Gardner (1983), and Hochschild

(1983) observed. Cohen (2005) also acknowledged that "practitioners are pulled in contrary

directions as they try to manage their dependence [on the follower]" (p. 285).

Noted for their ideas on school restructuring, Davis et al. (2005), also acknowledged the

conflict inherent in the role and exposed the gap in preparing principals to develop these

competencies in their Wallace Foundation study "School Leadership Study, Developing

Successful Principals":

In addition, principals are expected to serve the often conflicting needs and interests of

many stakeholders, including students, parents, teachers, district office officials, unions,

state and federal agencies. As a result, many scholars and practitioners have argued that

the job requirements far exceed the reasonable capacities of any one person. The

demands of the job have changed so that traditional methods of preparing administrators

are no longer adequate to meet the leadership challenges posed by public schools. (p. 4)

Cohen (2005) found the situation "impossible" to manage adequately, because there are

no entirely satisfactory or lasting solutions, and "the solutions that practitioners patch together

regularly come unglued" (p. 287).

Gender Studies

From a different perspective, gender studies as it relates to school leaders can also inform

current research and leadership development. In 2004, Caruso and Salovey stated that "women

may have a slight advantage in the hard skills of emotional intelligence" (2004, p. 23), but that "women are devalued, relative to men when they engage in certain leadership behaviors [gender role norms], even though they might be effective" (p. 23). Four years later, Mayer et al. (2008) noted that gender deserved additional research in their clarification of what should constitute emotional intelligence development.

Byron (2008) expanded on the gender role norm reference, which Caruso and Salovey introduced in 2004. This study indicated that the ability to perceive emotions in employees was more highly valued, and was indeed expected, for female managers. She reported that managers who were emotionally perceptive in her experimental study led to higher employee satisfaction when the manager was female rather than male. She went on to say that employees were significantly more dissatisfied with female managers who were not emotionally perceptive than they were with male managers who were not emotionally perceptive. Furthermore, she stated that emotional perceptiveness was associated with increased persuasiveness in male managers, but it was associated with supportiveness for female managers, even when such managers were not trying to be supportive (p. 28).

Schaubroeck and Shao (2011) also introduced the topic of gender in "The Role of Attribution in how Followers Respond to the Emotional Expression of Male and Female Leaders." They conducted two studies on this topic. The laboratory study asked people to evaluate the competence of hypothetical male and female leaders based upon those leaders' emotional displays of anger versus sadness. The second study involved actual employees reporting about their direct leaders. They were able to observe in both studies that the employees' reactions to their leaders' emotional expression was stronger when a dispositional attribution was made for the emotional expression. Therefore, if there was a match between the

leaders' behavior, which linked their gender identity to the appropriate gender-congruent

emotional expression, and this behavior correlated with the followers' expected prototype, then

followers evaluated the leader as more competent (p. 28). The authors also reported that sadness

is a female-gender congruent and anger is a male-gender congruent (p. 28).

A Case for Battle-Scarred Warriors

Another issue that is central to a leader's mastery of emotional intelligence is the study of

how authentic leadership develops and evolves over time and whether or not a leader must be

battle-scarred, or at least battle-ready, to be truly prepared to understand and master the affective

demands of his or her position. Bloom (2004) advocated for one-on-one coaching to guide new

principals to sidestep eleven "emotional potholes" (p. 30) in his article on developing

emotionally intelligent principals. Some of these potholes were learning to become a supervisor

of adults, and learning to balance relationships against productivity By working with sagacious

coaches [mentors], and avoiding these potholes, he asserted that these new principals would then

be "ready to rumble" (p. 33). The following section explores the lives of three U.S. leaders and

contrasts their reported development of EI capacities against those reported by participants.

Three U.S. Leaders Considered to Exemplify Emotional Intelligence

To continue exploring the question of what do we know about how EI is developed, I

turned my attention to three historical U.S. figures: Abraham Lincoln, Eleanor Roosevelt and

Jimmy Carter—who are considered to exemplify emotional intelligence, according to Alvy and

Robbins (2010), Jones (2007), and Burke and Cooper (2006), respectively. I wanted to

understand more deeply about their individual skill levels of emotional intelligence. As part of

my analysis, I contrasted their biographies with the accounts of the study participants for a more

complete understanding of this phenomenon.

Abraham Lincoln

No study of American history would be complete without studying Abraham Lincoln, our nation's sixteenth president. Lincoln was a remarkable man, noted for his emotional intelligence, his honesty, humility, and moral leadership (Alvy & Robbins, 2010; Foner, 1999; Goodwin, 2005; Hornick, 2009; Kaplan, 2008). Frederick Douglass once remarked:

> Though high in position, the humblest could approach him [Lincoln] and feel at home in his presence. Though deep, he was transparent, though strong, he was gentle, though decided and pronounced in his convictions, he was tolerant toward those who differed from him, and patient under reproaches…The hard conditions of his early life, which would have depressed and broken down weaker men, only gave greater life, vigor, and buoyancy to the heroic spirit of Abraham Lincoln.
>
> (Foner, 1999, pp. 616-624)

One of Lincoln's greatest strengths was his ability to communicate. He was a gifted storyteller and orator. Additionally, he had the ability to write in a clear, unpretentious manner that all could relate to. "Precision, brevity and plain speech became his characteristic style" (Kaplan, 2008, p. 44). Lincoln's direct, purposeful yet evocative prose has influenced many current leaders, among them President Obama, who modeled his first inaugural address on Lincoln's Gettysburg Address (Hornick, 2009).

According to Mayer et al. (2004, p. 210), individuals who are identified as highly emotionally intelligent have this ability to connect through storytelling, and clear, meaningful prose. Certainly Lincoln exemplified this capacity.

Lincoln was also known for his empathetic nature (Alvy & Robbins, 2010, p. 74). Due to his own modest upbringing, he could relate to common people because he had lived that life

(Alvy & Robbins, 2010, p. 22). He also had experienced the death of several family members, including his mother, when he was only nine years old (Kaplan, 2008, p. 16). Because of these events, Lincoln experienced many painful human emotions first-hand. Goodwin (2005) related that Lincoln "possessed extraordinary empathy—the gift or curse of putting himself in the place of another, to experience what they were feeling, to understand their motives or desires" (p. 104).

Lincoln also suffered from depression throughout his lifetime, and was considered to have a melancholy disposition (Kaplan, 2008, p. 125). Kaplan referred to Lincoln as "his own psychiatrist" and reported that during his darkest periods he would turn to humor to "counterbalance" depression (p. 67).

Indeed, when Lincoln's skills and strategies are compared against Mayer et al.'s (2004) definition of a person who exhibits the highest cognitive mastery of emotionally intelligent behavior (p. 210) his apparent mastery of interpersonal and intrapersonal skills become apparent. These data is included in the U.S. Leaders/School Leaders Comparison Thematic Data Summary Sheet as Appendix L.

Eleanor Roosevelt

Eleanor Roosevelt may not be as widely revered as Lincoln, yet she was also remarkable in her advancements for humankind (Atkins, 2011; Jones, 2007). As the wife of President Franklin Delano Roosevelt she redefined the role of First Lady during a time of great national crises that included the Depression and World War II (Jones, 2007, p. 99).

Like Lincoln, Roosevelt was no stranger to difficult life experiences. She suffered deep heartache as a child, losing both of her parents by the time she was ten years old (Jones, 2007, p. 15). As an adult, Roosevelt faced even more challenges. She endured the loss of one of her child in infancy (Jones, 2007, p. 36). She was also supportive of her husband's presidential aspirations

although he had recently been diagnosed with polio, a fact he did not want to disclose to the general public (Jones, 2007, p. 55). She had also weathered the humiliation of her husband's betrayal; an affair with her personal secretary, Lucy Mercer (Jones, 2007, p. 35).

As Lincoln did (Kaplan, 2008, p. 125), Roosevelt also withdrew during this time of great personal turmoil (Atkins, 2011, p. 44). While her marriage endured, her alliance with her husband was forever altered (Jones, 2007, p. 46). While they retained a great admiration and respect for each other throughout their lifetimes, Mrs. Roosevelt became increasingly self-confident and outspoken (Jones, 2007, p. 46).

As the President's wife she boldly changed the role into something more meaningful and personally connected with the nation, especially women. She was the first presidential wife to hold a press conference, to which only female reporters were invited (Jones, 2007, p. 99). She began authoring the "My Day" column in 1935. It featured stories, opinions about the political issues of the day, and spanned issues from literacy to the convenience of frozen vegetables. The column, published six days a week, was read by millions of Americans who enjoyed her easy-to-read writing style (Jones, 2007, p. 76). This ease in communicating with others is an indicator of an individual considered to be emotionally intelligent (Mayer et al., 2004, p. 210).

Through these experiences, Roosevelt was transformed from a quiet shy child to an international champion of humanitarian rights (Jones, 2007, p. 114). Roosevelt was widely known for her tireless energy, her compassion and her candor (Jones, 2007, p. 117). After her husband's death, she was appointed by Harry Truman as the U.S. Delegate to the United Nations in 1945 (Jones, 2007, p. 113). In 1961, she was reappointed by John F. Kennedy (Jones, 2007, p. 117). At his bequest she served on the Advisory Council to the Peace Corp, and she also chaired the first President's Commission on the Status of Women (Jones, 2007, p. 118).

Roosevelt's unlikely story continues to inspire today. She was able to attain the highest level of emotional intelligence by managing her emotions and the emotions of others through a difficult time in American history. She is widely regarded as an activist for social change, an author, a visionary and a humanitarian (Jones, 2007, p. 3). Yet her self-confidence was years in the making. In her book *You Learn by Living* she reflected upon her development of intrapersonal intelligence: "In the long run, we shape our lives and we shape ourselves. The process never ends until we die" (Atkins, 2011, p. 150).

Jimmy Carter

Former president Jimmy Carter, too, is an inspirational leader because of his wide-reaching international humanitarian efforts. I used one of his autobiographical works, *The Personal Beliefs of Jimmy Carter* (2002) to research his life and accomplishments. Now, at age 90, he may be best known for his work after losing his bid for re-election. At first, Carter was deeply disappointed at his loss, and considered returning to Plains, GA. He was, however, able to manage his emotions positively by channeling his ability to engage world leaders in meaningful dialogue to effect change. He created The Carter Center, an international peacemaking organization for that purpose (p. 135). Carter won the Nobel Peace prize in 2002 for his efforts. Carter is also deeply involved in Habitat for Humanity and still an active participant in this organization's efforts (p. 165).

Carter is deeply religious (2002, pg. 3), and draws upon these beliefs to establish a coda of activism and morality. In the context of emotional intelligence, he embodies the authentic ideals of hope, optimism and high moral character that Avolio et al. (2004) attributed to leadership (p. 802).

After reviewing the emotionally intelligent capacities that Lincoln, Roosevelt and Carter all possessed, it became evident that each was a "virtuoso" as an authentic leader who demonstrated his or her mastery of both the intrapersonal and interpersonal realms.

One of the hallmarks of a highly emotionally intelligent leader is his or her ability to manage conflict and emotion. Mayer (2004) contends that high EI individuals are adept at establishing positive social relationships with others. He adds that these individuals, by providing coaching advice to others, and by directly involving themselves in certain situations, assist other individuals and groups of people to live with greater harmony and satisfaction.

Chapter Summary

We can extrapolate from Caruso and Salovey's (2004) attention to the development of the emotional skills of managers that principals, too, must possess four increasingly complex emotional intelligence skills in order to become successful leaders. They must be able to perceive emotion, use emotion, understand and analyze emotion, and manage emotion. The most complex of these skills is that of managing emotion, not only of one's self, but also of others, as a principal's main purpose is to influence others toward the direction of his/her school vision (Leithwood et al., 2004, p. 4). Furthermore, we know that these skills can be identified and fostered.

Through Gardner's (1983) work in the personal intelligences we understand that knowing one's self (intrapersonal intelligence) is as important as knowing others (interpersonal intelligence), and indeed, these two intelligences are so "intimately intermingled" (p. 255) that Gardner has theorized that one can not develop without the other.

Principals must become hyper aware or "micropolitically literate" (Kelchtermans et al., 2011, p. 104) of their specific contextual environments, and have a theoretically foundational

understanding of Hochschild's (1983) "feeling rules" (p. 57) in order to navigate these environments skillfully.

Davis et al. (2005) also exposed and acknowledged the gap, which I identified in my analysis of interviews with principals: the need for specific knowledge of how to develop the emotional intelligence capacities of principals to do the complex affective work that is inherent in their positions. The authors have concluded that much more work needs to be done to bridge that gap. Furthermore, Starratt (2004) asserted that we must provide principals with a theoretical framework for understanding the ethical ramifications of one's work. Beatty (2000, 2002, 2006) and Beatty and Brew (2004) posited that school leaders must become more comfortable with his or her emotionality, the emotions of others, and use a progression of connected emotional knowings in order to bring confidence and clarity to one's role.

Kelchtermans et al. (2011) also reminded us that a principal's role is filled with a never-ending conflict to be responsible to both self and others, and that it is a complex and isolating role in which one feels "torn and squeezed" (2011, p. 100).

Based upon the literature reviewed, several studies suggested that leaders must become comfortable with their own emotionality and learn to embrace it. Additionally, leaders must have a foundational knowledge of ethics in order to do good work. Understanding how a leader develops this practical Aristotelian wisdom, or phronesis (Trayner, 2006) to achieve social change is key.

The review of the literature suggested that those schools that seek to develop principals fully, should consider how these "trigger events" (i.e. internal and external sources of turbulence that challenge the leader's ability (Avolio et al., 2004, p. 815), such as wounding experiences (Ackerman and Maslin-Ostrowski, 2004, p. 28), and disorienting dilemmas (Mezirow, 1991, p.

167) impact a leader. The preceding literature has suggested that a leader's emotional development continues over a lifetime.

Also, the study of three U.S. leaders—Abraham Lincoln, Eleanor Roosevelt and Jimmy Carter—considered to be emotionally intelligent helped to underscore both the similarities and differences between those figureheads whose lives play out in a very public arena versus those school leaders who must learn to navigate their own micropolitical landscapes.

The aforementioned thought-provoking and diverse pathways presented are intended to lead the reader to ponder how best to develop the emotional intelligence of school leaders. For this reason, I constructed a study to learn from experienced, seasoned principals, each of whom had ten or more years of experience serving in this role. The purpose of this research was to glean more information about their personal and sometimes arduous journeys in hopes of smoothing the way for future leaders to successfully navigate their micropolitical environments with greater confidence and emotional agility.

CHAPTER THREE: METHOD

Introduction

The purpose of this qualitative study that is firmly oriented in the hermeneutic phenomenological approach and employed narrative inquiry techniques and tools was to describe, analyze and interpret principals' accounts of their understanding, acquisition, and development of emotional intelligence (EI) and their use of EI within their respective school environments. More specifically, through recorded in-depth interviews that were then transcribed, it was possible to examine their accounts of how they have been successful in leading their schools in improvement initiatives, and what adaptations, if any, they have made to their professional practice as a result of understanding, developing and using their personal emotional intelligence capacities. Also, it ascertained whether more training regarding emotional intelligence would have better informed and positively impacted both their professional careers and the careers of current and aspiring principals.

The study sought to find both the common and distinct topics and themes in their lived experiences, and to improve current and future leaders' successes in leading their schools. The study sought to understand whether principals regard the knowledge, development and use of emotional intelligence as critical and necessary parts of their professional repertoires.

The following central question guided this inquiry:

What are experienced principals' accounts of their understanding, acquisition, development, and use of emotional intelligence capacities?

And specifically, the following six questions were addressed:

1. What do these accounts reveal about how principals understand emotional intelligence?

2. How critical is emotional intelligence to principals' practice?

3. What experiences do principals attribute to the presence or absence of emotional
   intelligence?

4. What do these accounts reveal about how emotional intelligence is developed?

5. How has professional practice been informed and adapted over time because of
   one's acquisition, development, use and understanding of emotional intelligence
   capacities?

6. What do these stories reveal about what may be needed in educational leadership
   preparatory programs?

This chapter describes the study's research methodology and includes discussions about

the following areas: (a) the study design, (b) selection of participants, (c) instrumentation, (d)

data collection, (e) data analysis (f) trustworthiness of the study, and (g) limitations and

delimitations of the study. The chapter culminates with a summary.

Overview of Study Design

This section delineates an overview for the study's design. It begins with an explanation

of the philosophical worldview that the study is based on, and it discusses the influence of my

sociocultural perspective. It then presents a rationale for the hermeneutic phenomenological

approach taken that incorporates narrative analysis techniques and it provides an explanation of

the approach used in this study.

Philosophical Worldview and Influence of Sociocultural Perspective

As someone deeply interested in the development of principals, I view the principal's

role as one that is highly social or affective in nature. This view and interest align with my

philosophical preference for a social constructivist approach (Creswell, 2013, p. 24) to the design

of the study. Therefore, I created a qualitative study, which allowed me to interact closely with

the participants in order to facilitate and accurately reconstruct their voices employing narrative

inquiry techniques and tools to more fully understand the phenomena of how participants use

emotional intelligence to influence their schools. In choosing a hermeneutic phenomenological

approach (Laverty, 2003), I chose not to bracket, or set aside my bias, but instead to disclose my

assumption that a principal's understanding and use of emotional intelligence is important. This

notion of conducting co-inquiry and the researcher having a pre-understanding about a topic is

central to both Heidegger's (p. 24) and Godamer's (p. 30) definitions of hermeneutic

phenomenology. I planned to be a researcher who participated fully with my participants in order

to understand their complex interactions with others within their school communities. I enjoy the

rich, interpersonal dialogues, which can result from one-on-one interviews and noticing the

themes and patterns that can emerge from the open-ended questions I posed. Creswell (2013)

notes "we see the constructivist worldview manifest in phenomenological studies in which

individuals describe their experiences" (p. 25). Furthermore, Creswell defines *epistemological*

assumption as follows: the "researcher relies on quotes as evidence from the participant;

collaborates, spends time in the field with participants and becomes an 'insider' " (2013, p. 201).

Therefore, the design aligns closely with my worldview and is traditionally representative of this

type of qualitative study.

I hold the belief that the use of emotional intelligence by school leaders should be

considered important. My bias was influenced by my previous experience in interviewing

principals on this topic and by observing their social interactions with other members of their

greater school communities. It is also influenced by my own experiences of interacting with

principals over the past seventeen years as an educator.

As both a researcher and a practitioner, I have a personal preference for holding discussions with small groups of colleagues in order to identify, discuss and solve problems inherent in the field of PreK-12 education.

Therefore, the design of the study was influenced by my stated bias that I believe emotional intelligence of principals is important. It was also influenced by my experience in and preference for facilitating meaningful discussions about educational issues with small groups of colleagues. The design reflected my constructivist philosophical preference for letting the answers to the research questions emerge from the data. It also reflected my belief that the hermeneutic phenomenological approach to this study (Hein & Austin, 2001, p. 5), utilizing narrative inquiry tools and techniques (Daiute, 2014, p. 29) to examine and interpret the participants' life texts is a qualitative approach applicable for understanding the phenomenon of a principal's use of emotional intelligence.

Rationale for Hermeneutic Phenomenological Approach Incorporating Narrative Inquiry Techniques

This examination of three "experienced" principals entailed a qualitative hermeneutic phenomenological study (Creswell, 2007, p. 54) that incorporated narrative inquiry techniques. An experienced principal is defined by me as someone who has served in this capacity for ten or more years within the same school. Experienced principals were sought with the assumption that they have a greater depth of understanding about their individual school's culture, and hopefully, have positively impacted their school's academic improvement during their lengthy tenure. At very least, this individual would have been able to navigate the emotional landscape of his or her school culture for a decade or more. Moreover, I hoped that he or she had not only survived, but had thrived within this complex affective environment.

I chose to use a hermeneutic phenomenological methodology approach (Hein & Austin, 2001, p. 5) employing narrative inquiry techniques and tools because these treatments are widely regarded as applicable for the purpose of interpreting and understanding complex phenomena within a society (Ospina & Dodge, 2005, p. 151).

Phenomenology was advanced by two men; Edmund Husserl and Martin Heidegger (Laverty, 2003, pp. 22-25). Husserl favored a descriptive, empirical approach, whereas Heidegger espoused a more interpretive, existentialist treatment to interpreting a phenomenon, leading to multiple interpretations. Gadamer later advanced Heidegger's view of hermeneutics by understanding it as a co-creation between the researcher and participant (p. 30). Further, in the Heideggerian tradition, according to Laverty (2003) "the biases and assumptions of the researcher are not bracketed, or set aside, but rather are embedded and essential to the interpretive process" (p. 28). Van Eckartsberg makes a further distinction about the categories of hermeneutical phenomenological studies, whether they are actual life-text or recollected reflections (Hein & Austin, 2001, p. 9). This study is classified as an actual life-text study, in which the verbal expressions of the participants were recorded, rather than studying the recollected reflections of the participants. Therefore, I found this specific hermeneutic phenomenological approach most fitting for my work.

Ospina and Dodge (2005) maintain that "personal stories reveal more implicit and explicit knowledge about one's personal identity and or life-course development within a specific social construct than more traditional methodologies do" (p. 143), and that narrative inquiry "allows people to tell stories that reflect the richness and complexity of their experience" (p. 151).

Narrative inquiry is focused on interpreting social events, and a school environment is a decidedly social construct. (Cohen, 2005; Collins, 2005; Cross & Parker, 2004). Much research on leadership today still tends to emphasize traits, style and contingency theories, or is still "person centered" (Ospina & Dodge, 2005, p. 149). If, however, one views leadership as the collective achievement of a group, or being "involved with one another in action" (Drath & Palus, 1994, p. 11) then narrative inquiry helps both the participant leader and the researcher to capture, understand and interpret the complex phenomena of their lived experiences within that social group in a richer manner than qualitative analysis can (Ospina & Dodge, 2005, p. 150). Previously, Denzin (1989) clarified this interpretive concept as *thick description*:

> A thick description does more than record what a person is doing. It goes beyond mere fact and surface appearances. It presents detail, context, emotion, and the webs of social relationships that join persons to one another. Thick description evokes emotionality and self-feelings. It inserts history into experience. It establishes the significance of an experience, or the sequence of events, for the person or persons in question. In thick description, the voices, feelings, actions, and meaning of interacting individuals is heard. (p. 83)

This concept was first used by Geertz (1973) and was applied to anthropological study. Denzin's description, though, applies specifically to interpretive qualitative research.

Specifically, the study sought to interpret the meaning of principals' actions within a social life, which is referred to as the hermeneutic approach (Little, 2008). The more basic definition for hermeneutics is the theory of text interpretations, such as the Bible, but in this case, the definition helps to make meaning of individual's lived experiences by interpreting the meaning of the experiences they had within a social construct by examining their life-texts.

In this case, capturing principal's individual "phronetic" narratives (Halverson, 2004, p. 3) was used to make meaning of one's emotionally intelligent leadership experiences within the context of his or her educational community. Halverson introduced the idea of "phronesis," or the accession, documentation and communication of the practical wisdom of school leaders. He used this Aristolean concept as a framework for how practitioners understand and apply consequentially derived principles within the context of practice (Aristotle, 1941, p. 1026). Aristotle believed that leaders led by balancing both personal phronesis, or guiding action in the interest of self, and political phronesis, or pursuing good for the community. The heart of this qualitative hermeneutic phenomenological study employing narrative inquiry techniques and tools is the intention to examine and expose interpreted themes to further understand this phenomenon; how experienced practitioners cope with the continual tension or conflict between their interpersonal and intrapersonal intelligences (Hochschild, 1983; Cohen, 2005; Brotheridge & Lee, 2008; Kelchtermans et al., 2011). Halverson (2004) referred to this "seemingly effortless integration of political and personal phronesis in expert practice as the characteristic of a virtuoso performance" (as cited in Dreyfus & Dreyfus, 1986, p. 200).

Explanation of the Narrative Inquiry Techniques and Tools Employed

A hermeneutic phenomenological approach employing narrative inquiry techniques and tools framed the study. Narrative inquiry techniques included asking participants open-ended questions to elicit rich responses to questions about participants' lived experiences. Also, their responses were recorded and transcribed, and special attention was given to notating both the verbal and non-verbal responses participants gave. To add a layer of understanding and to expand upon the methodological approach taken, several templates were utilized. Thematic Data Summary Sheets, suggested by Miles and Huberman (1994) were used extensively. These

templates were the tools employed to help the researcher to organize data, create codes, count the frequency of codes, notice patterns and themes emerging from the data, notice relationships between variables to build a logical chain of evidence, and to make contrasts and comparisons between the data revealed. I also chose to create a Plot Analysis template, included as Appendix J, and a Significance Marker Analysis template, included as Appendix K, as suggested by Daiute's (2014) dynamic approach to narrative study. Daiute suggested using a strategy identified as the "materiality principle" (p. 29), which is meant to add a layer of meaning to the texts by noting participants' exclamations, repetitions and the structural delivery of their information. Narrative inquiry is a method of co-inquiry, a participative approach in which researchers "conduct research *with* leaders *on* leadership" (Ospina & Dodge, 2005, p. 150). The participants and I were able to have deep, candid discussions regarding the EI skills and strategies each reported using within their school environments. I was able to pose research questions and inductively develop meaning from the rich data collected from these individuals (Guba & Lincoln, 1998; Lincoln & Guba, 2000). These one-on-one interview settings conducted privately and anonymously allowed the participants to reflect thoughtfully on their years of practice. This study had a relatively small sample size, which did not allow the findings to be generalizable. However, its construct as an interpretive hermeneutic phenomenological design, did, nevertheless, allow for a rich, detailed analysis of the data and represented heterogeneity as recommended by Bryman (in Baker & Edwards, 2012, p. 18). Creswell (2013) also corroborates that "the exploration of a phenomenon with a heterogeneous group can vary in size from 3-4 individuals to 10-15" (p. 78). The study linked the phenomenon of EI use by principals to the larger body of scholarship concerning EI.

The process yielded insights into the use of EI by leaders, both for the interviewee and the interviewer. Below is an overview of the research design steps taken, followed by a detailed description of the phases of study, and the selection of participants.

Participants and Setting

The study's targeted population was comprised of principals who serve in Massachusetts. There were two phases to the study. Phase One participants simply had to be MA principals who had a genuine interest in the study topic. Phase One candidates did not have a time requirement for having served in this role. Phase Two candidates needed to be experienced, meaning they had served for at least ten years in the same capacity within the same district and school location. These experienced principals were sought based on the assumption that they would have had a great depth of knowledge regarding their individual school's culture, and had probably impacted their school's academic improvement positively because their contracts had been renewed more than once by the school districts that employed them. The phasing of the study is further delineated in the Instrumentation section.

Rationale for Selecting Massachusetts Principals

Only Massachusetts principals were considered as potential participants for either Phase One or Phase Two interviews. The rationale for soliciting principals from Massachusetts is that this state's schools consistently lead the nation in the ranking of student proficiency, according to the 2012 Program for International Student Assessment (PISA) results (PISA, 2012). Because of the state's high levels of achievement, the assumption was made that these principals' schools were representative of this profile and participants could, therefore, provide specific insights as to how principals best influence their schools' academic achievement positively.

Strategy for Selecting the Sample Populations

A phased, purposeful strategy was employed to conduct the two different types of interviews in this study. The sample populations for both Phase One and Phase Two were selected using a network sampling strategy (Miles & Huberman, 1994; Patton, 2001). Participants were solicited from two pools of potential candidates in order to study the phenomena of a principal's use of emotionally intelligent capacities to lead and influence schools. As a doctoral candidate at Lesley University in the field of Educational Studies. I canvassed other members of the Ph.D. in Educational Studies Community via email. I invited these colleagues to either recommend possible participants, or self-nominate themselves as participants. This invitation was sent on June 11, 2014. The complete Lesley Intranet Email Invitation to Educational Studies Ph.D. Students is included in Appendix B.

The Massachusetts Secondary School Administrators' Association (MSSAA) was also canvassed in order to locate suitable participants. The principal of my school is a member of the MSSAA, and she sent an invitation on my behalf to other members via a listserv. These members were also invited to either recommend a colleague or self-nominate themselves as participants. This invitation was sent on June 11, 2014. For the complete intranet message, see MSSAA Intranet Invitation to Participate in Research that is included in Appendix C.

Instrumentation

This section includes a detailed explanation of how the study was constructed. It entailed a phased, purposeful strategy to elicit responses to address the questions posed.

Phasing Explanation

The study was conducted in two phases. Phase One interview participants were former or present Massachusetts principals. The purpose of the Phase One interviews was to pilot draft questions and to test and revise those questions that would be asked of Phase Two participants.

These initial Phase One Interview Questions are included as Appendix D. The intent of questioning was to assure that I was asking questions which accurately incorporated the views and vernacular of the "emic" I was attempting to study (Creswell, 2013, p. 96). The revised Phase One Interview questions are included as Appendix E. Phase One questions were purposely designed to be less probing, as these principals did not necessarily have the experience of having served ten or more years in one school which I required of Phase Two participants. They simply had to have an interest in this topic and be willing to field test interview questions for the purpose of testing and refining interview questions for the next round of participants. Phase Two interviews included questions that were much more personal and detailed, as I sought to learn much more about the specific skills and strategies these experienced practitioners employed throughout their professional lives. I asked far more probing and delicate questions of Phase Two participants, in an attempt to inform the research questions the study posed. These Phase Two interview questions are included as Appendix F.

Phase One

The design for Phase One originally called for a focus group; however I had difficulty in convening such a group. There were several reasons for the design of the study to include a focus group, one of which was "to gain an understanding from the perspective of the participants of the group" (Liamputtong, 2011). Focus groups "encourage a variety of responses which provide a greater understanding of the attitudes, behaviors, opinions or perceptions of participants on the research issues" (Hennick, 2007, p. 6). I had hoped to gain a better understanding of the phenomena of emotionally intelligent principals by speaking with those principals who were genuinely interested in this topic. Unfortunately, convening a focus group at the time the research commenced [June, 2014] proved difficult, as the end of a school year is typically a busy

time for principals. Therefore, an alternative Phase One plan was crafted to pilot the draft questions by speaking with participants individually in order to field test the draft questions proposed for principals participating in the more detailed Phase Two interviews. Five participants agreed to be interviewed. I was able to meet with three respondents individually, and to conduct a joint phone interview with two others. Two candidates nominated themselves. One of those candidates also invited a colleague to participate. I personally asked two candidates to participate. Six people initially responded, but one did not follow up with my request to be interviewed. Seven questions were asked of these participants. Notes were taken on how well participants responded to the questions posed, but these interviews were not recorded. One draft question, Question Five, was revised by first field-testing the questions with this group of participants. Simply by adding the word "How" at the beginning of this question required participants to provide a deeper explanation than the yes or no response it would have elicited in its first iteration.

Phase Two

Phase Two participants were required to be experienced Massachusetts principals, defined as those who had served in this capacity for ten or more years within the same school. A total of five candidates initially consented to participating in the more detailed Phase Two interviews. Two were self-nominated. One was asked by a colleague to participate. I asked two candidates to join the study. A total of four principals were actually interviewed. Subsequently, I narrowed the study to three principals, as one of the candidates held the position of "co-principal", who had shared responsibility for leading a school. Therefore, this candidate's job description did not fit within the desired demographic of the sample population as designed. Another candidate was willing to participate, but was unavailable during the time period that the

interviews were scheduled. One of the participants was currently a principal in a neighboring state but had previously served in a Massachusetts school as a principal for over ten years, so that individual remained a participant in the study.

The small sample size for the study fulfilled the heterogeneity requirement for a hermeneutic phenomenological design. Participants varied according to age, gender, level of education attained, employment experience outside of education, administrative experience and current employment status. Further, their schools differed widely; two were elementary school leaders, while one led a middle-school. The socio-economic status of the schools each led differed, as did the size of the locales. One was sited in a more affluent suburban setting, one school was located in a small city setting with mixed incomes, and one was sited in a larger city setting and had a large population of students who received free and reduced lunches.

Each principal was interviewed once, typically for a two to three-hour period. The seven original questions asked during the Phase One interviews were expanded to fifteen to further probe participants' individual accounts of emotional intelligence capacity identification, capacity acquisition, development and use, and further implications.

The number and types of questions posed were expanded for the purpose of learning much more about the specific skills and strategies each of these experienced principals reported using in his or her professional practice. The nature of this questioning was far more personal and detailed, as these participants' interviews provided the core data the study sought to interpret.

These participants' responses were audio recorded and notes were also taken at the time of the interviews. Each of the interviews was transcribed. Follow up sessions or phone conversations were an option for further clarification but were not necessary.

Data Collection

What follows are the eight steps taken to collect the data:

1. A list of questions for both Phase One and Phase Two participants was created with the assistance of members of my dissertation committee.

2. A matrix was constructed to ensure that there was a direct correlation between this study's research questions and interview questions and this was used to inform the study's analysis, which is included as Appendix G.

3. The selection of participants was made by soliciting candidates via email intranet using a network sampling strategy (Miles & Huberman, 1994; Patton, 2001) of two distinct populations: the Lesley University's Ph.D. in Educational Studies Community and The Massachusetts Secondary School Administrators' Association (MSSAA). Those who agreed to participate were then contacted by phone or email.

4. The study design consisted of two types of interviews: Phase One interview participants were MA principals who were willing to field test seven questions regarding the topic of emotional intelligence. These interviews took place in lieu of focus groups planned for the purpose of exploring the topic and generating interview questions that were considered relevant and sound. As a result of field testing Phase One questions, they were revised slightly to better prepare for interviewing Phase Two participants. Participants in both phases gave their consent before individual interviews commenced and each signed a consent form.

5. Phase Two participants were experienced MA principals who were asked a series of fifteen more detailed questions regarding the topic. These principals must have

served for ten or more years as a principal within the same district and at the same
school location.

6. Five participants agreed to pilot seven Phase One interview questions, which were
    not recorded. These interviews, lasting 1-2 hours in duration, provided the
    information necessary to make revisions to interview questions for Phase Two
    participants. I then expanded the questions to fifteen in order to conduct
    substantially more detailed interviews with three experienced principals fitting the
    demographic required of having served ten or more years in one school.

7. Five candidates agreed to be interviewed for the more detailed and recorded Phase
    Two sessions. These candidates either self-nominated themselves for inclusion, or
    were recommended by other participants. Four were interviewed; however one
    participant's interview was not used in the study, as her role as co-principal was
    not within the parameters of the population I wished to query. One candidate's
    availability to be interviewed did not coincide with my schedule, so she was not
    able to be included in the study. The interviews varied in length from 2-4 hours
    and were recorded.

8. I transcribed interviews conducted with the three eligible participants. A copy of
    the transcript was sent to each of the participants to both acknowledge his or her
    contribution, and to invite each to qualify, contend, or elaborate on their original
    texts. None of the participants chose to amend the transcripts of their interviews.

In summary, multiple methods were used to capture data. This study employed data
collection methods including recording the Phase One participant's responses to the piloted test
questions by taking notes and by both interviewing and audio recording Phase Two participants'

responses. Data collection also entailed creating field notes and making observations of principals during the interviews.

Data Analysis Procedures

I employed a systematic approach to the analysis of data advanced by Miles and Huberman (1994) that has been used extensively in qualitative design. Using this approach necessitated the creation of codes, counting the frequency of codes, noticing patterns and themes emerging from the data, noting relationships between variables to build a logical chain of evidence, and making contrasts and comparisons between the data revealed. Miles and Huberman (1994) suggested using templates such as Thematic Data Summary Sheets to further the analysis. Daiute (2014) further suggested the use of a Plot Analysis template and a Significance Markers Analysis template to aid in analysis. Data from the interviews were transferred into the specific templates as recommended by Miles and Huberman (1994) and Daiute (2014). What follows are summaries of the twelve steps taken to carry out the data analysis, which will be presented in Chapter Four:

In step one, after examining the transcripts thoroughly, I created a coding schema to search for themes in the transcripts, which was then refined. Some themes were combined, others were omitted, and some were altered to better reflect the participants' responses. Methodologists refer to this as the winnowing process (Seidman, 2006; Creswell, 2009; and Guest, MacQueen, & Namey, 2012).

In step two, after refining the coding schema, a Thematic Data Summary Sheet template was created to provide a detailed and systematic procedure for fracturing the data collected, and to examine the texts from multiple perspectives. This traditional template approach used to determine codes and to identify themes and indicators is suggested by both Crabtree and Miller

(1992), and Miles and Huberman (1994). In order to anchor the participants' responses to Salovey and Mayer's cognitive ability theory of emotional intelligence (1990), I incorporated indicators from each level of Salovey and Mayer's Four-Branch Model of emotional intelligence domains (1990), which is included as Appendix H. I also incorporated indicators adapted from some of the characteristics of a person with high emotional intelligence may exhibit, as defined by Mayer et al. (2004, p. 210) to the Thematic Data Summary Sheet template. These twelve theoretically-based indicators and twenty-eight separate and distinct themes that emerged from the data were arranged within three different categories: Self, Skills, and Strategies. I developed the following themes and placed them in three categories representing a person's Self, Skills, or Strategies. Under the category of Self were has had a life-changing event is ego-less; has a self-deprecating humor; understands balance between life/work/what's most important. Under the category of Skills: values others; respects others; empowers others; is motivational; is supportive; is collaborative; is reflective; is adaptive/acknowledges/accepts; understands role as a facilitator; understands abuse/use of power; is empathetic; values and considers differing perspectives. Under the strategies category I included: uses evidence/data to confront a problem; can de-escalate others' emotions/behaviors; understands dilemmas versus problems and can address; shows appropriate situational response prioritization; leads by example; builds foundational supports/trust/entry plan; focus/emphasis on school improvement; uses the collective "we"; listens to others; uses the golden rule; and, uses silent observation.

In step three, in order to anchor the participants' responses to Salovey and Mayer's cognitive ability theory of emotional intelligence (1990), I incorporated EI indicators from each level of Salovey and Mayer's Four-Branch Model of emotional intelligence domains (1990). I also incorporated EI indicators adapted from some of the characteristics of a person with high

emotional intelligence may exhibit, as defined by Mayer et al. (2004, p. 210) to the Thematic

Data Summary Sheet template. These twelve indicators were also arranged within the three

different categories: Self, Skills, and Strategies. EI indicators added under the Self category

were: understands self/knows who they are, acknowledges personal strengths and deficits; is

drawn to "social work"/improvement, and has had emotionally sensitive parenting. EI indicators

added to the Skills category were: can read others/interpersonal awareness, understands fear, is

positive, and is open/willing to compromise. EI indicators added to the Strategies category

included: has strategies for interpersonal exchanges; both private and public, uses simple

language to communicate goals, etc., uses coping strategies, can manage his/her own emotion,

and is slow to react.

In step four, the Thematic Data Summary Sheet template was further revised to better

categorize the responses. Some indicators were deemed as too subjective and were deleted and

others were combined for a more accurate categorization of data as represented in Appendix I.

In step five, the data gleaned from responses to each of the fifteen interview questions

posed was entered into the corresponding templates to further fracture it for the purpose of

coding and making meaning. I reviewed each transcript to identify the resultant themes. If a

participant's response could be verified by direct evidence from the text, the response was

identified by line number and added to the Thematic Data Summary Sheet template. If a subject

referred to a specific incident or experience multiple times and that response was linked to an

indicator, it was only recorded once. This process is known as inductive analysis, meaning that

the critical themes emerged out of the data (Patton, 1990, 2001). I looked primarily for themes or

indicators that were shared by all participants. I viewed these themes and indicators as the most

significant as all participant's accounts referenced them. The Thematic Data Summary Sheet

template was revised several times in order to provide better categorization of responses. This revised Thematic Data Summary Sheet template was completed for each of the fifteen interview questions. These templates helped to inform the research by extracting the key themes and indicators that all participants shared.

In step six, in cases where multiple interview questions were used to inform a research question, I created a condensed version of all shared themes for reference, noting the interview questions which elicited that response. If an indicator was shared by *all* participants it was considered significant, and noted in the findings. Condensed Thematic Data Summary Sheets were created for Research Questions One, Five and Six, and are included as Appendices Q, R, and S.

In step seven, to add a layer of understanding and to expand upon the hermeneutic approach taken, I also chose to create a Plot Analysis template, included as Appendix J, and a Significance Marker Analysis template, included as Appendix K, as suggested by Daiute's (2014) dynamic approach to narrative study. Daiute suggested using a strategy identified as the "materiality principle" (p. 29), which is meant to add a layer of meaning to the texts by noting participants' exclamations, repetitions and the structural delivery of their information. This added richness and understanding to the complex phenomena of these participants' lived experiences.

In step eight, to further understand the dynamic of American leaders regarded as having emotionally intelligent capacities according to Alvy and Robbins, 2010; Jones, 2007; and Burke and Cooper, 2006, I studied the biographies of Abraham Lincoln, Eleanor Roosevelt, and Jimmy Carter respectively. I created a U.S. Leaders/School Leaders Comparison Thematic Data Summary Sheet, included as Appendix L, to their biographies in order to reveal the

commonalities and differences between the indicators revealed in their stories and those of the participants in the study. I also created a stand-alone School Leaders Comparison Thematic Data Sheet, included as Appendix M, to compare the school leaders to one another. These templates were created in an attempt to inform research questions four and five.

In step nine, to achieve a holistic view of all responses to all questions and all resultant themes, I created one Combined Thematic Data Summary Sheet and looked for the overarching shared themes and indicators that emerged from the data. This is included as Appendix T.

In step ten, in addition to the extensive references to Salovey and Mayer's (1990) Four-branch Model of cognitive ability emotional intelligence, I also compared and contrasted participant's transcripts against two other theoretical frameworks I considered most useful for a study of school leaders: Beatty's (2002) schema for determining the level of a leader's emotional knowledge, and Starratt's (2004) framework of suggestions for leaders to possess ethical knowledge.

In step eleven I used eight traditional qualitative research strategies to validate the information being studied (Creswell, 2013, p. 250). The design and data collection strategies included (a) having prolonged interaction in the field, (b) piloting of interview questions in the field, (c) constructing a matrix of correlation between research and interview questions, (d) triangulating data by using a blend of template approaches, (e) member-checking for script amendment if necessary, (f) paying close attention to my personal bias, and (g) providing a "thick" description (Denzin, 1989, p. 83) to allow readers to make their own informed decisions regarding the transferability of findings (Lincoln & Guba, 1985). Data analysis strategies including confirmation that coding was performed consistently by enlisting the aid of colleagues to independently code the transcripts and peer-review any discrepancies between our

interpretations.

Finally, in step twelve I reviewed and synthesized all information yielded from the field: notes, observations, the Thematic Data Summary Sheets, the Condensed Thematic Data Summary Sheets, U.S. Leaders Thematic Data Summary Sheet, School Leaders Thematic Data Summary Sheet, the Plot Analysis template, the Significance Markers Analysis template, the Combined Thematic Data Summary Sheet for all Interview Questions, the actual recordings of the participants, and their transcripts.

Issues of Trustworthiness

To ensure the trustworthiness of this study, several validation strategies recommended by Creswell and Miller (2002) were employed. Long before the study was designed, I engaged in prolonged interaction and persistent observation in the field, including prior observation and dialogue with principals. I then checked for misinterpretation by piloting questions with current principals in Phase One of the study and made the necessary revisions. One pilot study participant suggested that I change one question to make it more open-ended. She also suggested to withhold detailed explanations about the study's intended purpose from participants and to let the answers emerge from the questions posed. A matrix was constructed at the outset of the study in order to verify that the interview questions each had a direct correlation with one or more of the research questions being explored. The interview questions were informed by using descriptors from Salovey and Mayer's (1990) cognitive ability model for emotional intelligence.

Triangulation was achieved by using a combination of template approaches, specifically Thematic Data Summary Sheets (Miles & Huberman, 1994), Plot and Significant Marker templates (Daiute, 2014) and then incorporating Salovey and Mayer's Four-Branch Model of emotional intelligence domains (1990) as additional indicators. I also incorporated Mayer et al.'s

description of the high EI individual (2004, p. 210) as indicators listed on the Thematic Data Summary Sheet templates. Line numbers were added to the transcripts for ease in specifically identifying the location of evidence found in the individual transcripts that support a theme or indicator.

In addition, three colleagues each independently coded the transcripts using the Thematic Data Summary Sheets for each of the fifteen interview questions. Their results were compared with mine to verify that our conclusions were similar. Any differences were peer-reviewed and discussed to ensure that the participants' voices were adequately reflected in my interpretation. To ensure the credibility of the transcripts each participant received a copy of his/her transcript and was given the opportunity to qualify, contend or elaborate on their scripts. This strategy is known as member-checking (Lincoln & Guba, 1985). None of the participants opted to amend their scripts.

The personal bias I brought to this study was also clarified and disclosed, as it is my belief that the use of emotional intelligence by school leaders is considered important. This bias was influenced by first silently observing five principals' social interactions with other members of their greater school communities. Subsequently, I began conducting interviews of four principals to begin exploring this phenomenon in greater detail in 2011, before the dissertation proposal stage (L. Maresca, personal communication, March and April, 2011).

Finally, the rich, "thick description" (Denzin, 1989, p. 83) of the principals' enhanced narratives, and the substantive supporting templates allowed readers to make their own informed conclusions regarding the transferability of findings (Lincoln & Guba, 1985).

In summary, numerous measures were taken to ensure the validation of this study, using traditional strategies vetted by numerous authorities on the field of qualitative study (Crabtree &

Miller, 1992; Creswell, 2007, 2009, 2013; Creswell & Miller, 2002; Daiute, 2014; Denzin, 1989;

Guest et al., 2012; Hennick, 2007; Lincoln & Guba, 1985; Little, 2008; Ospina & Dodge, 2005;

Miles & Huberman, 1994; Seidman, 2006).

This study assumed that the principals selected were both aware of their personal

emotional intelligence capacities and valued using these emotional intelligence skills in order to

lead their respective school communities. I disclosed my personal stated bias that I find the use

of emotional intelligence by school leaders to be important to participants in both the letter of

invitation to join the study, and in my personal interactions with them. This bias was influenced

by my prior experience in both observing and interviewing principals in the field.

Limitations

The following limitations of the study are explained: (a) difficulty in convening a focus

group, (b) not considering other models of emotional intelligence, (c) not considering a mixed-

methods research design, (d) not considering a longitudinal study, (e) not considering gender

differences, (f) not considering other approaches to leadership, cross-cultural perceptions by

followers, or other attributes of leadership, (g) finding a pool of experienced principals, and (h)

researcher bias.

Difficulty In Convening a Focus Group

I had originally planned for a focus group in Phase One, however I had difficulty in

achieving this goal. I had hoped to gain better "emic" awareness by speaking with principals

about the phenomena of emotionally intelligent principals in a focus group setting (Creswell,

2013, p. 96) and to pilot test questions to be asked of Phase Two participants. By conducting a

focus group I may have had more insight into the population I intended to study, resulting in

better formulated interview questions.

Not Considering Other Models of Emotional Intelligence

I did not consider other emotional intelligence models such as the mixed-method models introduced by Goleman (1995) or Bar-On (2013). This study also did not consider Mayer's (2014) latest thinking on the theory of personal intelligence, which sprang from his work regarding emotional intelligence. I was focused solely on Salovey and Mayer's (1990) cognitive ability Four-Branch Model Theory of Emotional Intelligence. Considering other mixed-method models would have influenced the study differently.

Not Considering a Mixed-method Research Design

This qualitative hermeneutic phenomenological study used narrative inquiry techniques and tools to gain a deeper understanding of the phenomena of a principal's use of emotional intelligence to influence his or her school community. It did not incorporate a mixed-methods design approach.

Not Considering a Longitudinal Study

This was not a longitudinal study that traced a principal's development and use of emotional intelligence throughout his or her entire professional career. Considering a lengthier study that tracked a principal's learning over a longer period of time may have chronicled one's "disorienting dilemmas" (Mezirow, 1995, p. 50) or "wounding experiences" (Ackerman & Maslin-Ostrowski, 2004, p. 28).

Not Considering Gender Differences

While I noted some gender differences when participants describe interactions with others, the design of the study did not allow for an examination of gender differences. The Plot

Analysis template revealed some very different interaction styles and resolution strategies employed by male or female participants in the study, One participant spoke about the differences between his leadership style and his successor, which prompted some further sidebar questions about emotionality and gender differences in leadership. Therefore, it would have been wise to learn more about EI strategies employed by each gender, and to have incorporated those in the study. Caruso and Salovey (2004) themselves conceded that "women may have a slight advantage in the hard skills of emotional intelligence" (p. 23), but that "women are devalued, relative to men when they engage in certain leadership behaviors [gender role norms], even though they might be effective" (p. 23). Mayer at al. (2008) also suggested that greater attention should be placed on issues of culture and gender, and their impact on EI theory and the measurement of EI (p. 513). Rockstuhl, Seiler, Ang, Dyne, and Annen (2011) also discuss the impact of gender and perceptions of followers by a leader. I also noted during my pre-study interviews (L. Maresca, personal communication, March and April, 2011) that one of the female participants reported using emotional labor (Hochschild, 1983) on a regular basis, adopting some male-congruent behaviors such as speaking in a low voice, and apologizing once, rather than profusely, in order to be taken seriously in her role. Therefore, my not considering gender differences was an important omission for this study.

Not Considering Other Approaches to Leadership, Cross-cultural Perceptions by Followers, or Other Attributes of Leadership

I was most focused on the alignment between emotional intelligence theory and transformational leadership and related theory as advanced by Mezirow, 1995; Avolio et al., 2004; and Riggio et al., 2008, specifically. Therefore, I did not choose to delve deeply into the myriad other approaches to leadership, such as shared or transactional (Louis, Dretzke &

Walstrom, 2010; Harms & Crede, 2010). I also did not choose to consider the cross-cultural perceptions by followers of a leader (Rockstuhl et al., 2011) which may have proved illuminative, as one of the participants did discuss the perceptions of himself as a leader by Hispanics and Blacks in his school community within his narratives Finally, school leaders may attribute their successes to many other factors other than solely having the ability to be emotionally intelligent. Factors such as the economic conditions of a school's location, the geographic location of a school (urban, suburban or rural), or whether the participant had a prior history of association with the school they are currently leading, i.e.: either in having taught there, or had another administrative role there, may also play a role in successful school leadership.

Finding a Pool of Experienced Principals

The small sample size was a delimitation of the study connected to the research phase. Finding a pool of principals to interview who fit the description of "experienced", meaning that they had served for ten or more years in their respective schools was a delimitation. Expanding the range to principals having served less time would have enlarged the sample size and may have enriched the study.

Researcher Bias

I hold the belief that the use of emotional intelligence by school leaders is considered important. This bias has been influenced by my experience in both observing and interviewing principals prior to the study and by having personal interactions with principals for the past seventeen years in my role as an educator.

Delimitations

The following delimitations to the study are discussed: (a) delimiting the study to Massachusetts principals only, (b) delimiting the study to experienced principals having ten years of service in one location, (c) having a small sample size, (d) considering only Salovey and Mayer's Four-Branch cognitive ability model of emotional intelligence, and (e) constructing a qualitative, phenomenological approach focused on narrative analysis.

Delimiting the Study to Massachusetts Principals Only

I delimited the study to principals who currently serve or have served in Massachusetts schools. One rationale for soliciting principals from Massachusetts is that Massachusetts schools, in total, consistently lead the nation in the ranking of student proficiency, according to the 2012 Program for International Student Assessment (PISA) results (PISA, 2012).

Delimiting the Study to Experienced Principals Having Ten Years of Service in One Location

My rationale for setting these parameters around the participants is that by serving for this length of time, participants should have a greater awareness of the environment of the school community in which he or she inhabits, and would have had one's contract renewed more than one time, and usually, under different superintendents.

Having a Small Sample Size

Having a small sample size for a study is usually associated with case method or narrative analysis. However I thought that a comparison of three individuals, representing both male and female perspectives, and representing three different socioeconomic populations

(urban, city and suburb) would yield sufficient data for the purposes of this phenomenological study.

Considering Only Salovey and Mayer's Four-Branch Cognitive Ability Model of Emotional Intelligence

I felt that this cognitive model was a purer definition of EI abilty. Some of Goleman's (1995) definitions, especially, greatly extend EI to include personality traits such as need for achievement, self-control, and emotional traits such as happiness and social styles such as assertiveness, which I thought was too broad and ill-defined in scope.

Constructing a Qualitative, Phenomenological Approach Focused on Narrative Analysis

I could have considered other approaches to the study, including mixed-model i.e. gathering both qualitative and quantitative data for analysis, which may have generated very different perspectives from which to analyze data. However, I felt that a study that had phenomenological underpinnings and used narrative excerpts sufficiently delineated participants' lived experiences for my purposes.

Limitations and delimitations are further examined in Chapter Five in the section on Future Research.

Chapter Summary

I used multiple approaches to create a qualitative study. This hermeneutic phenomenological study incorporated narrative inquiry techniques and tools recommended by leading experts in this field (Daiute, 2014; Little, 2008; Miles & Huberman, 1994). It was designed to systematically fracture, analyze and synthesize principals' accounts of their understanding, acquisition, development and use of emotionally intelligent capacities within their

professional practice. It was purposefully crafted to fully inform the six research subquestions it sought to address.

Additionally, I was able to field test my interview questions and locate suitable candidates for inclusion in the study by using a network sampling strategy (Miles & Huberman, 1994; Patton, 2001).

Utilizing the Lesley University's Ph.D. in Educational Studies Community proved to be a productive source for selecting participants for both phases of interviewing. Members were invited to self-nominate or suggest peers for inclusion in the study. As a result, all eligible participants for the Phase Two interviews originated from the Lesley Ph.D. Educational Community.

I was able to interview the selected participants in private settings, which allowed confidentiality and anonymity. This environment was conducive for having rich discussions and revealed new insights to the topic of a principal's use of emotional intelligence within his/her school environment. I disclosed my bias both in writing and again at the outset of the interviews, stating that I thought the emotional intelligence of principals was important.

I enjoyed the one-on-one interview format, as I had prior experience in field testing this type of research before constructing the study. (L. Maresca, personal communication, March and April, 2011). The interpretive phenomenological study design aligned perfectly with my philosophical preference for a social constructivist approach. Conducting enthusiastic research with my participants in intimate, one-on-one settings and having the findings emerge from the interviews helped me to more thoroughly understand this phenomenon of a leader's use of emotional intelligence (Patton, 1990, 2001).

I used a strategic and systematic approach to the analysis of this study advanced by Miles

and Huberman (1994) to fracture the data gleaned from each interview question by using a template that I titled a Thematic Data Summary Sheet, and compared participant's indicators on Thematic Data Summary Sheets with those of U.S. leaders, and against each other. I added two other templates, a Plot Analysis template and a Significance Marker Analysis template to further understand the "materiality" (Daiute, 2014, p. 29) of the texts.

Numerous efforts were made to ensure the trustworthiness of the study, by using validation strategies recommended by experts in the field. (Creswell, 2013; Denzin, 1989) These approaches included prolonged interaction and persistent observation in the field, checking for misinterpretation by piloting test questions in Phase One of the study, creating a matrix to assure a correlations between research and interview questions, and informing the interview questions with by using descriptors gleaned from Mayer et al.'s (2004, p. 210) description of a highly emotionally intelligent individual. Triangulation was achieved by using a blend of template approaches (Miles & Huberman, 1994; Daiute, 2014). Ease and accuracy of locating identified themes in the transcripts was improved by numbering the lines of the transcripts. Colleagues were employed to provide inter-rater reliability and peer-review to resolve discrepancies between interpretations. The transcripts were provided to the participants in an attempt to member-check and offer the opportunity to amend data collected. My personal bias was disclosed. The full transcripts attached provided "thick description" (Denzin, 1989, p. 83), affording readers the opportunity to draw their own conclusions from the data independent of my conclusions.

The limitations and delimitations of the study were clearly delineated. All participants fit the definition of the experienced principal which was the population I had specified as my study focus.

CHAPTER FOUR: RESULTS

Introduction

The purpose of this hermeneutic phenomenological study was to describe and analyze principals' accounts of their understanding, acquisition, and development of emotional intelligence (EI), and their use of EI to influence their respective school communities. This study used a hermeneutic phenomenological approach and employed narrative inquiry analytic techniques and tools to provide further insights into the emotional intelligence capacities principals report using to lead their schools. This interpretive inquiry was intended to provide insights into the emotional intelligence capacities principals report using to lead their schools. The study also used principals' accounts to explore how emotional intelligence can be addressed in principal preparation programs.

This inquiry examined three experienced principals' accounts of their understanding, acquisition, development, and use of emotional intelligence (EI). Three participants, T, J, and D, were interviewed, each for two to four hours in length, and their in-depth interviews were transcribed. For the purposes of this study, an experienced principal is one who has served in this role or ten or more years within the same school.

A systematic approach was taken to capture and then "fracture" the data into categories for coding and analysis (Strauss, 1987, p. 29, as cited in Maxwell, 2005). This technique allowed for data to be observed and analyzed from several different perspectives. First, I recorded and listened to the responses participants gave, transcribed these interviews, and analyzed the transcripts of their recorded interviews for both the verbal and non-verbal responses to questions posed to aid in my interpretation of themes revealed in participants' life stories. Primarily, direct quotes are taken from the participants' accounts to support the findings. Second, I used several

templates as tools recommended in the qualitative research methods literature for organizing and

interpreting narrative data to facilitate the interpretation of qualitative data. Both Crabtree and

Miller (1992) and Miles and Huberman (1994) suggest using Thematic Data Summary

templates. Daiute (2014) suggests using both Significance Marker Analysis and the Plot Analysis

templates (p. 29). Third, themes that emerged from the participants' narratives were added to the

customized Thematic Data Summary Sheets that I created for this study. Fourth, indicators from

Salovey's and Mayer's (1990) cognitive ability theory of emotional intelligence were also

included in the Thematic Data Summary Sheets. To further my understanding of the participants'

reported use of this definition of EI within their practice, participants' individual narratives were

compared and contrasted against these indicators, which represent the four domains of emotional

intelligence. Analysis was further informed by utilizing both a U.S. Leaders/School Leaders

Comparison and School Leaders Comparison templates. A Condensed Thematic Data Summary

Sheet was employed to analyze large amounts of data. Field notes, observations, the recordings

of the participants—including transcription and notation of their voice inflections—and these

various described templates were all utilized during analysis. Theoretical frameworks and

schemas for understanding ethical leadership (Starratt, 2004) and a leader's emotionality (Beatty,

2002) were also employed.

One central question guided this inquiry: What are experienced principals' accounts of

their understanding, acquisition, development, and use of emotional intelligence capacities?

The following six subquestions, which are referred to as research questions, were

employed to frame the research:

1. What do these accounts reveal about how principals understand emotional

   intelligence?

2. How critical is emotional intelligence to principals' practice?

3. What experiences do principals attribute to the presence or absence of emotional

    intelligence?

4. What do these accounts reveal about how emotional intelligence is developed?

5. How has professional practice been informed and adapted over time because of one's

    acquisition, development, use and understanding of emotional intelligence capacities?

6. What do these accounts reveal about what may be needed in educational leadership

    preparatory programs?

This chapter presents the findings that emerged from this qualitative study using a

hermeneutic phenomenological approach (Creswell, 2013, pp. 76 - 80), employing narrative

inquiry techniques and tools advanced by Crabtree and Miller (1992), Miles and Huberman

(1994) and Daiute (2014, p. 29). The chapter is organized as follows: (a) Introduction, (b)

Organization of Data Analysis, (c) Data Analysis: Research Question One, (d) Data Analysis:

Research Question Two, (e) Data Analysis: Research Question Three, (f) Data Analysis:

Research Question Four, (g) Data Analysis: Research Question Five, (h) Data Analysis:

Research Question Six, (i) Twelve Major Findings, and (j) a Chapter Summary.

Organization of Data Analysis

The following sections are employed to report the findings for each of the six research

questions. Each section includes (a) an introductory statement, (b) emergent themes that were

either directly inferred from the transcripts or were revealed from the use of the accompanying

templates, and (c) discussion of findings.

Data Analysis of Research Question One
What do these accounts reveal about how principals understand emotional intelligence?

Research Question One was intended to glean participants' understandings about emotional intelligence. Themes for this question emerged primarily from analysis of the participants' narratives and by listening to participants' responses during the interview process. Four other analytical tools were used: these included (a) thematic data summary sheets, (b) condensed thematic data summary sheets, (c) the plot analysis, and (d) significance markers templates.

During the interviews, participants, either directly or indirectly, were able to report their understanding of emotional intelligence. Primarily, participants revealed their understanding when they discussed the interpersonal and intrapersonal skills that they needed to possess and the strategies that they employed in order to provide direction to others and to influence their respective school's academic achievement.

Central Theme

A central theme in each participant's narrative was the need to build relationships with others. Participants consistently reported that this was essential before the important work of school improvement could begin in earnest and then continue.

What follows are examples of how participants reported their individual understandings about what it means to be emotionally intelligent. D began by stating:

My practice always has to be "How do I show?" If I believe it, how do I help people to see it for themselves?

He then elaborated:

Well, people only do what they believe in. So, whether it's self-effacing or just honest, what I believe in doesn't matter. We have teachers in the school; if their belief system doesn't align with mine, what I have to do is step back and appreciate and understand

that. If it's something I truly believe in, then my job is to help people to see that. At the

same time, I need to be open to the fact that I could be wrong.

When asked how emotional intelligence impacted her work, J said: "I think the biggest

attempt that everyone can get their heads around really is choosing carefully when I need to be

present and what emotion is driving that decision on my part."

T spoke about the conflict or tension that would ensue if relationships were not forged

first:

If, you know, we got a nice understanding but if that foundation of emotional intelligence

or social capital or whatever you want to call it, has not been built right from the

beginning by asking people what's important to them, "What should we probably drop?"

… If you don't take the time to do that, then, and value their voice as you move along in

your struggles, 'cause there are going to be struggles, they'll be just oppositional, they'll

be combative. It's just a battle versus coming in and doing what you really need to do.

Finally, T reported his understanding of emotional intelligence by stating that:

Any worthwhile learning will take place [only] after there's a worthwhile

relationship…that's really what this is doing. This is building relationships among

stakeholders. When you do … [that], relationships are built and then the work can

happen.

I observed that principals spoke repeatedly about the importance of gaining the trust of

teachers, parents, students and staff and first building relationships with these stakeholders

before doing the important work of school improvement. J explained how much progress she had

made with her current staff regarding contractual issues. She reported that she would say to them

"I know I'm not in your union, but I kinda am, in another way" [then addresses the interviewer]

so, that's gotten them to really, I think, trust me, and if they know that something's not right, even for some of my most strongest, strong personalities who wouldn't go to the principal, when someone comes to them [to complain, they say] "Would you just go talk to J!" And that, to me, was a lot of growth because prior to that they would have run to their union and that's kinda stopped.

I observed in D's account that he consistently presented himself as an advocate for a team approach to solving school problems. D said that one of his favorite sayings was "that the wisdom of the team always supersedes that of the lone genius." I found repeated examples of this philosophy within his narrative. He cited trusting his teachers, "the practitioners in the field," to come up with solutions for increased student achievement and his reports support that he implemented their suggestions regularly.

T, now retired, could recall and gave examples of the numerous conversations that he and his most recent faculty and staff had engaged in. He cited having a deep interpersonal knowledge about his staff. I observed that he continued to foster relationships he had made by communicating with his constituents in a manner that Kegan and Lahey (2001) have referred to as the "language of ongoing regard" (p. 91) with his constituents. Note that these were mature relationships that he had cultivated over time:

> It's just, um, listening to what people say and asking… if I run into this teacher I'm
>
> going to ask her "How are the twins doing?" If I run into this teacher I'd ask her, um,
>
> "Getting married in nine days, getting psyched, right?" (Laughter). If I run into this
>
> teacher it would be "How's the camp in New Hampshire? Have you been there recently?"
>
> If I run into this teacher, um, "I hear you just got elected to a union position. What are
>
> you finding hard about being in the union leadership?" If I ran into this teacher _____

I mean, every single person, my secretary: "When's your next daughter's wedding,

in the fall, in Vermont, right?" I would just continue the conversation I ended last time I

saw them. Catch up.

He continued by saying:

I mean, so you just learn this over time; take the people, value the people you got, they

will work for you. They *want* [emphasis added] to work for you if you value them and

their voice. And that was just one small thing I did every day.

T, J and D each reported making repeated efforts to engender trust and to build and/or

sustain relationships with their faculties.

Subthemes

I determined from their transcripts that participants demonstrated eight major skills and

employed four specific strategies when describing their attempts to effect some change within

their individual schools. Specifically, participants were able to describe various interpersonal

exchanges with others and the outcomes of those discussions. I identified these thematic skills

and strategies from analyzing the participants' transcripts and the thematic data summary sheets,

plot analysis template, and significance markers template designed to aid in the interpretation of

data. I chose to categorize themes as skills or strategies using the following measure: a skill is

defined as "the ability to do something that comes from training, experience or practice ("Skill",

2015), whereas a strategy is defined as "a plan of action or policy designed to achieve a major or

overall aim ("Strategy", 2015).

What follows are discussions of the subthemes considered by one or more of the

participants to be necessary for building relationships. They include the skills of (a) being open,

(b) being positive, (c) being respectful, (d) being inclusive, (e) being an active listener, (f)

managing one's own emotions, (g) being self-reflective, and (h) being situationally aware. I will also present the particular strategies that participants described employing. They include (a) creating comprehensive entry plans and strategic plans, (b) modeling desired professional behaviors, (c) using evidence, and (d) using straightforward language. Each subtheme is further delineated below, supported by excerpts from participants' individual narratives or explanations.

   Being open. One meaning assigned to EI by participants is that it is important to be open to stakeholders, and to engage in meaningful dialogue about ideas for school improvement. D's and J's reported comments, shown here, convey their willingness to engage in dialogue to effect positive change. D said:

   I'm receptive to ideas from anyone who has them as long as they're genuine. The one

   thing I guaranteed teachers is that any idea they have that makes sense to them and their

   colleagues and doesn't violate policies we'll try to implement. I believe it's very

   important to be open to ideas, but I also think it's important to show people that if they

   invest the time and energy to come up with something, we'll do it.

   J also stressed the importance of being receptive to the ideas of others. In this excerpt she reflected upon recent dialogue and how her plan changed after considering her faculty's views. It also underscores how much she valued their opinions:

   So my original plan went this way but basically [by] listening to others and collaborating,

   it went this way, which is a much better way. So I guess that would probably be the

   biggest global example of school improvement that we're trying to move forward… The

   group I listen to, I would say hourly, daily, minutely would be my teachers. You know.

   Constantly. They give me feedback on about everything.

    Both J and D expressed similar caveats they use to gauge their willingness to entertain

new ideas. These measures were (a) if it's good for students, (b) if it doesn't violate administrative policies in place, or (c) if it doesn't violate teachers' contracts.

Analysis of T's report reveals the numerous ways in which he cited his willingness to be open to others. These included crafting an entry plan designed to capture the views and concerns of school stakeholders, and building a strategic plan that acknowledged the collective voices of his constituents; the plans incorporated their perspectives and suggestions into a comprehensive call to action. His openness was also demonstrated in the way he encouraged new principals to do the same: to solicit the feedback of stakeholders before suggesting school improvements.

I noted that all participants' reports included remarks about the importance of being open, or receptive to others' ideas for school improvements. In this way, participants conveyed the high EI value they placed on the skill of being open.

Being positive. Participants also described the skill of being positive as contributing to their understanding of EI, especially in those instances when their faculties were attempting new teaching approaches. Here, D remarked:

We'll look to see where our shortcomings are and we'll work on them…we're not criticizing what they've done; we're not saying "You're a bad teacher" 'Cause there's a lot of that. No! We're saying, like in medicine "If there's a new way to treat cancer and it's effective and helps to cure cancer, does that mean your doctors change what they used to do, and try a new way? It makes your doctor better! That's what we're looking to do. Go from good to great. "You've all been good. Here's a chance to move to great for your kids."

An analysis of J's report confirmed her stated understanding of how important it was to be positive. She said that she attempted to "put that on all the time" in order to provide support to her faculty. T expressed his positivity in a candid, humorous manner. He reflected on how he sought to change teachers' practices gently, by using the students' academic performance as the focus for conversation and easing teachers' fears about him as their school's new leader. He explained his thinking to me: "Not, I'm trying to move you, [not] I'm trying to "can" [fire] you, and [not] I'm trying to hurt you. I'm trying to get the kids, the building on Level 1. I want AYP [Adequate Yearly Progress] for these kids." He cited giving his teachers suggestions for watching students' performance more carefully, and said "because the goal was really not to kill the teachers, the goal was to improve the kids' ability to read."

These reports reveal that participants understood EI to include the necessity of being positive with faculty, especially when faculty is attempting new teaching practices. Participants maintained that it was a necessity to focus positively on students' performance rather than focus negatively on teachers' ineffectiveness.

Being respectful. Participants' reports emphasized the value of being respectful of others' voices, especially within the wider concentric school community band of parents, school committees and other administrators. Each cited examples of respectfully requesting and taking into consideration all perspectives from all stakeholders. This was most apparent whenever they were describing how to move ahead with any important school achievement initiative. T's report made evident his commitment to considering the greater school community's views and opinions. In this excerpt, he reflected on "voice" and what can happen as a result of not paying attention to others:

You come to the table knowing that all of the people around you have the same, less or

more experience than you and that they all have a voice… If I could kinda boil it all

down… it really speaks to "Do you understand that other people have and want a voice

that's heard? If you do, if you understand that other people that work with you whether

they are parents or other administrators, teachers, students, whoever, have a voice and

would want it heard then you will have, I think, appropriate emotional intelligence to lead

the district, the school, to improve. If you don't think that people have a voice and you

want to sort of live by your own voice then I think you'll have limited results if any

results, if any success. I guess you'll have results, they just won't be positive. (Laughter)

This excerpt underscores T's understanding of EI as the critical necessity of treating

others respectfully. He asserted that principals must hear, validate, and respect all voices in the

community in order to be "successful" and be considered emotionally intelligent.

J spoke about how a new math initiative came about:

It was an everybody input….I mean there was school committee input, there was

superintendent input… there was push back from parents, but, then many parents were

very supportive so we had to figure out and communicate with the push back parents and

then the major shift from the idea to where it is today on July 23rd is probably a complete

180 degree turn than what came from teachers. It was a lot, rather significant, now that I

look at it.

D's statements included many indications of his respect for others. While he often

emphasized the respect he has for his teachers, or "the practitioners in the field," I noted that he

also regularly expanded that respect to others outside the faculty band of school community

members. Here he speaks about a distinction others make between child and adult learners in

general, and he voices why he feels differently:

> You [the interviewer] talked about adult learners and child learners. I don't believe what
>
> they say. I think we're all learners and I think the thing that matters to kids matters to
>
> adults; being respectful, learning from one another. Kids do that. You call it adult
>
> learning? That's silly. We're all learners.

> For all participants, EI includes having respect for others. J and D both referenced "the

golden rule" in their narratives, and advocated using this measure to treat others in the same

manner that one expects to be treated.

> **Being inclusive.** The theme of being inclusive was common to each participant's stories

and explanations. Participants explained how they fostered relationships with those within the

school community, namely, faculty members. An analysis of participants' narratives revealed

that they each valued faculty and were fully committed to engendering inclusive senses of

community within each of their schools and with faculty members. As the following examples

show, each participant reported efforts to build cohesive, collaborative, and collective school

bodies:

> T reported that his goal was always to "principal-proof" the school he led. He described

setting up the conditions to make that happen:

> No matter who was in the principal's office, the stakeholders in the building or in the
>
> district have so ingratiated themselves with the initiative, no matter which the principal
>
> is, that initiative is going to move forward. So therefore, with that [thought] in
>
> mind…they're not my ideas.

J said that she also strove for collaboration and "worked real hard," learning by error to curb her tendency to "shoot out an email." to issue a directive. As an alternative, she remarked that she made a greater effort to have more "blended communication" or two-way dialogue with faculty. She noted that communicating in this way was one of her "biggest [self] growth areas."

D's report consistently demonstrated this inclusive nature. His statements make reference to his community members as family. Here he discusses a hypothetical example of learning that a faculty member has cancer:

> Um, the first thing that people have to know is [my] support. If it's going to hurt them, you have to let them know that, or anything I can do to help you, to help, I will do. "Here's my cell number." whatever it is, because we are a family and I have to look at it from that perspective.

D's account often included collective "we" statements suggesting that he considers his faculty and himself as one community. Moreover, in three separate instances in his account D referred to his faculty as "family."

These excerpts illuminate how all participants regarded their schools as communities or attempted to build community in their schools. Their remarks include many instances when they report using inclusive, collective language when addressing faculty members, especially in larger meetings. This inclusive orientation, therefore, partially explains their understanding of emotional intelligence.

Being an active listener. Participants were consistent in their endorsement of active listening as an important ability for school leaders. I noted that participants valued this skill highly, and that it was integral to their overall understanding of EI. J reported that it is her "nature is to listen" and that others have recognized that quality as part of her character. When D

recounted a meeting with parents and their son abut a school incident, he cited that his ability to listen carefully was essential to his understanding the situation fully. D promised the student's parents that he would "listen to every word you say," but also requested speaking to their son, too. He explained to the parents that "I really want to hear what he's thinking, what he's feeling." In this way, both J and D's accounts convey a perceived importance of listening to improve understanding.

       T's account placed a very high value on becoming an active listener. Here he states why this skill was necessary for his success:

> Because I was a bank branch manager and you had customers and you tried to sell things
>
> to the customer, and you can only sell after the customer has had a chance to tell you
>
> what he needs. So you ask him. "Do you have this? … Do you have life   insurance?
>
> Did you know we have life insurance?" And then, you ask these questions and it   gets

you to realize, yeah, I get more successful, as I get this person to talk more…the   more I listen the more successful I'm going to get.

       I noted that T employed a seamless transfer of the sales skills he found useful in the banking world to that of the school environment. He maintained that once he understood his banking customers' needs he could "sell" them something. I observed that by his careful report of listening to constituents and by incorporating their needs, T was able to "sell" his faculty an entry plan they could all could "buy" in to, just as he had done in his prior career.

       Participants repeatedly identified the importance of listening as contributing to their understanding of EI. Analysis of the data revealed that all three participants found this skill to be essential to their roles.

Managing one's own emotions. Each participant maintained how important it was to manage one's own emotions, especially during contentious discussions with others. In one example T described what a typical school day consists of: a continual barrage of events, meetings, appointments and other encounters that require him to engage with others. He related that "the whole darn day is working with people, building people up, calming people down, listening to what they say, formulating decisions, working with people, all different kinds of people!" This statement implies that he understood he had to manage his own emotions accordingly, while simultaneously dealing with others' emotions. I noted that both J and D cited situations that could have escalated had they not "kept an even keel" in J's words. In her narrative, J recalled speaking with faculty about duties she had assigned. She maintained they were angry with her because she had assigned some groups of teachers more duties than others. She explained that she "let them scream at me" but that she did not respond in kind. In this story she let teachers "vent" because she was intent on solving the problem of fair and equitable duty allocation for the following year. She responded by saying "Ok, let's talk this through and figure it out." She reported that she attempted to "keep my own emotion in check and listen," and then she explained that she used coping practices of yoga and meditation to help shape her ability to remain calm and balanced during tense conversations.

Analysis of the data revealed that each participant considered it imperative to control his or her emotions. Participants conveyed that their understanding of EI includes the ability to stay calm. D remarked "I do angry *really* [he drew out the word for emphasis] well, when I lose my temper. I do have a temper, and it can be bad. And I would tell my wife that nothing ever came from anger." J commented similarly "I learned that if I get upset too, it just feeds their upsettedness. It takes you nowhere. It goes nowhere."

Being self-reflective. Participants described being self-reflective in many instances throughout their narratives. Participants were able to articulate the changes they made in their own behaviors over the many years spent in the same role. Included in their responses were many remarks about their likes, dislikes, and preferences. They made many references to now knowing themselves well. J maintained that she was acutely aware of her personal nature. She explained, "from Myers-Briggs I actually know quite a bit about myself." She continued "basically, I take a support role, what a surprise! [she said this in what appeared to be a self-deprecating manner], that's my go-to-kind of thing." D reflected on his life to date. He said "I have a really good life! I can honestly say that." He went on to recall the different jobs he had held throughout his lifetime, and stated that he liked being a teacher's assistant, a teacher, an assistant principal, and a principal. He maintained that the only job he disliked was the position of assistant superintendent, because he could not be his authentic self. As a result, he reported, he left that position.

I inferred from T's report that he also learned to manage his emotions. Here, T cites how he has changed over time:

> Yeah, I think I've slowly become more and more of a confident and quiet leader, um, that allows…understands the importance of stakeholders, …sets up a climate or a framework with their integral process and then tries to work with them…I love this phrase "creates the conditions that allow them to work freely and to the best of their ability" so that, in the end, kids learn and love school, wanna come to school.

The above statements reveal that participants understood EI to mean the ability to stay calm, or to manage one's emotions. Each principal maintained that the management of one's own emotions was one of the most important skills he or she could possess.

Being situationally aware. Participants associated the ability of being situationally aware with their understanding of emotional intelligence. Keltchtermans, Piot & Ballet (2011, p. 104) refer to situational awareness as being hyper vigilant, or "micropolitically-literate." I also observed that participants had a "macro" awareness as well, meaning that they revealed their understanding about how others outside of the school realm might perceive or react to a school-related situation. Sometimes these situations were comparatively minor (i.e. addressing a parent concern). In other examples, I noted that participants had to react to major crises involving the larger school community, such as the death of a parent. Participants' excerpts, overall, encapsulated their reported awarenesses about how all stakeholders could be impacted, both those within their school microcosms, and in the larger public arenas outside, and how to best "manage" other people's thoughts, feelings, and emotions, and how to minimize tension and conflict.

Analysis of T's reports showed repeated examples of his perceived situational awareness. In one section of his narrative he recalled one difficult year at his school when he had three parents die. It was evident that while he sought to console one parent, he was also intent on crafting an appropriately sensitive message to inform his entire school community:

I've had parents die. Well, actually, when I was [mentions name of school], in one year I had a parent die of cancer, a parent commit suicide, and a parent murdered. …and what I would do, within 24 hours, I would call the home.

After speaking with the parent, T would say:

All right, I want to say something to the kid's class. Can I just say she passed, suddenly passed away …and we support you? …Always call the house as soon as I found out.

Hi…I'm calling on behalf of the faculty, to express our condolences …anything I can

do? And if I'm going to send a message home "Here's how I'd like to say it, is this okay

with you?" I always get the okay from them.

J's account also reveals sensitivity for informing her staff appropriately. She stated that

"sometimes its news that is difficult for the whole staff, so I always hold a face-to-face…if it's

an emergency thing, before school."

The excerpt that follows reveals D's perceived awareness of regularly enforced school

policies and how these policies can impact students negatively. He questioned the soundness of

these school policies, based upon his understanding of how a child's home external environment

can impact his or her learning:

It's a common thing that happens in schools a lot when kids fail, because people don't

want to take responsibility for that. It's very hard to say "I failed" so, a lot of times, that

something else becomes the parent, the child, the internet, you name it, some other thing

than saying what can I do to stop? [pauses, switches direction] Where's this kid coming

from? You know? Did he eat today? What did he do this weekend when he went home?

[D now focuses on me, the interviewer and asks, for emphasis] You're a parent? You've

got two kids? You make sure they get dinner and do their homework? Homework is a

good example of that. You have teachers who don't understand why children don't hand

in their homework. You have three misses and then you get a bad grade. That's a bad

policy. The question is *why* [word drawn out, said with emphasis] aren't you doing your

homework? Now if you're not doing your homework, do you have a bad attitude and you

don't care" We need to work on that. If you aren't doing your homework 'cause you

don't have parents [or] nobody's paying attention to you, and you're a 1st or 2nd grader?

What 6-year-old [pause, then directs speech at me, the interviewer] [will] your 6-year-old

go home and do her own homework without you there? I don't think that's going to

happen.

D's excerpt reveals that he thought about the root causes of situations, and he tried to

understand why a child may have academic challenges. It shows an acknowledgement of the

world the student lives in, outside of his or her school life. D's statements illustrate that he seeks

compassion and understanding for students, rather than have them penalized for failing to adhere

to a strict, zero-tolerance policy concerning homework.

All three participants' reports suggest the presence of both a micro and macro political

literacy, or situational awareness, about their environments. The participants cited numerous

examples of dealing with situations at their schools and responding appropriately to both inform

and comfort others. By their remarks, it was evident that participants were able to describe these

awarenesses they had about their surroundings, and that such awareness is a factor in their

understanding of EI.

In addition to the skills listed above, I noted in my analysis that the participants described

employing four strategies for facilitating smoother interactions both with faculties and with their

greater school communities. They include (a) creating comprehensive entry plans and strategic

plans, (b) modeling desired professional behaviors, (c) using evidence, and (d) using

straightforward language.

Creating comprehensive entry plans and strategic plans. It is common practice for

principals to create strategic plans when assigned to a new school. First, they conduct entry plans

to expedite one's learning about the school environment by systematically meeting with each

stakeholder or representatives of stakeholder groups; and then learning about their concerns,

their values, and further understanding the school's culture and current status. Through these

efforts, principals are able to assess the current climate of the school, to recognize the strengths and begin to address the deficits noted by themselves or their constituents in creating a strategic plan. Two of the participants, J and T, cited the importance of carrying out well-crafted entry plans. J said that she "did a very thorough entry plan" meeting with every teacher as well as many stakeholders. She maintained that "everything I did came out of the evidence of that entry plan." I noted references to the importance of comprehensive entry and strategic plans which surfaced continually throughout T's narrative. He maintained that he had "two positive experiences in doing whole school improvement." Here, he makes an observation that demonstrates his perceived micropolitical savvy as a practitioner:

They don't have to fit in. You, *you* [he said with emphasis], need to fit into them.

His narrative implied that he needed to first understand the climate and culture of the school, and how his faculty felt about its operation before he could create a plan that incorporated their ideas and was successful. To gain understanding, T reported asking two vital questions of his new faculty members:

"What are some of the things about our school we should celebrate and keep? Number two; what are some of the things we probably need to look at and think about whether we want to adopt?"… I spent the summer listening to and writing down what my faculty had to say. I also met with PTO leadership and school improvement council people and I came up with some things that they, that were "hard on their hearts" so to speak and I came up with a [strategic] plan to roll out as the school year started.

In order to begin effecting whole school change, T and J both describe wanting to know what the concerns and beliefs teachers and others held about the school. I noted that they both incorporated solutions to those problems that stakeholders described as troubling into their entry

plans. It was implied that they also endorsed other deeply-held customs, supported traditions and other causes worth celebrating. Participants understood emotional intelligence to mean the interpersonal discipline of carefully listening of all stakeholders' concerns via a systematic entry plan. Further, participants created strategic plans to begin addressing those concerns that stakeholders noted, as well as addressing their own concerns.

Modeling desired professional behaviors. D and J spoke about the importance of modeling desired professional behaviors. D described this as "walking the walk" and emphasized how necessary it was to model the change in professional practice that one wanted to see in faculty:

> So, this change in our schools, my job is to be understanding, supportive and kind …even with that, three years down the road, it's still a hard thing, but the bottom line is, if you want to get a message across you got to walk the walk. Nobody's going to change based upon what I say.

J also cited the importance of modeling even the smallest things she found to be important. She reported concentrating on "mindfulness," or, giving focused attention to one thing at the present time, and she addressed and modeled ways for her faculty to become more respectful, focused, and attentive:

> One of the pieces I did [as part of my doctorate program, was] create our leadership platform… I really looked at that as being present. Sitting in a meeting or talking to a person, how many times is somebody letting their cell phone go off (watch mine ring now!) but that kind of stuff. I'm very conscious of that and we've gotten/um/my whole staff is now. I mean when I first came here, I'd go to a meeting; they're grading papers

and I'm like "Whoaaa." So we stopped all that… That kinda stuff has made a big

difference.

Analysis of this excerpt implied that J asked teachers to put aside other work; also, to

silence their cell phones during meetings. According to her account, she modeled this behavior

for others to follow and that she thought it was important for everyone, including herself, to

become more focused and respectful.

I also noted that D's reported modeling was more related to demonstrating changes in

professional practice rather than to model general behavior, as in J's example.

Through my analysis, I found that participants incorporated this strategy of modeling

professional behavior within their understanding of emotional intelligence.

Using evidence. Participants' reports revealed how important they thought it was to use

evidence to support a needed change, whether that change was systemic or individual. In D's

account, he described his discussion with a teacher about improving her professional practice. He

stated that she had difficulty in managing her class. He reported holding a performance review

with her shortly after an observation of her instructing her class, and he maintained that, by using

evidence to support his discussion with the teacher, he could pinpoint classroom management as

an area for improvement:

> I am a believer in taking data and using fact…So if I can use evidence, fact and just tell
>
> people in a way that is not mean or anything. [I'll say] So here's what I observed. When I
>
> was in there, there were seventeen times you had to stop and say____. Do you think
>
> that's a distraction?

While D's report implies that he was gentle and respectful, he states that having evidence

made it easier for him to have this kind of a conversation. He reported that as a result of having

this discussion, the teacher asked another teacher for advice, and she began to gain better control of her classroom.

J's response was similar to D's. She cited using "the golden rule" in addition to using evidence. Here, she explains her rationale:

How would you like to be treated? If it's something that's going to upset someone…I try to sift through the facts to get to the point, keep my own emotion in check, and listen, try to deliver the news in the context to the person, makes sense to them.

T's account also cited the need to use evidence. He remarked that evidence makes it easier for constituents to "buy in":

You have to look at the data…you need some kind of evidence that helps you forge ahead and gives reasons to get people to buy in. Usually, when I have to deliver bad news, there's evidence. There's a reason why, and I think you need to be frank and forward and truthful and have the actual singular reason clearly articulated and defined. And then you stick with it.

According to T, he recognized the need to clearly define his justification to a school-wide problem. He maintained that using supporting evidence to justify this claim helps faculty to stay focused on the problem and to be more aligned in creating a solution.

These examples reveal that participants understood that difficult group or individual conversations are often emotionally-charged. By focusing on data, participants reported that they were able to make critiques less about personal culpability and more about the organizational change(s) that needed to occur. Analysis reveals that participants used evidence as a way to keep the conversation focused and deliberate. Participants reported attempts to stay calm, positive, and caring while having these focused discussions.

Using straightforward language. Participants cited the need to use straightforward language to communicate with their faculties and larger school communities. T employed straightforward language when focusing faculty's attention on an identified problem:

> And I said to them "Our district does not have a lot of money." The theme was "Let's not look out the window to see who's going to come and help us. Let's look in the mirror and use ourselves. We're smart people and let's figure out how we can do this."

What made T's narrative striking are the elements of storytelling that are implied in his speech to teachers, in that the protagonist(s), in this case, the faculty body, must provide for their own rescue. Salovey, Mayer and Caruso (2004) contend that highly emotionally intelligent people have the ability to connect through storytelling, and clear, meaningful prose (p. 210). In making these remarks, T employed a direct, candid approach to empowering his team to find solutions within. J described how she addressed stakeholders: She maintained "It's always simple language and face-to-face, always, always, always."

D did not suggest using straightforward language with constituents, as T and J did, but I noted that he consistently used a very candid approach to relate his messages to others. An example of this was the way he reported leading a group of National Institute for School Leadership (NISL) students. He stated that "you lead by example" and that he was "not [going] to teach them [about] curriculum [but] to just to structure a group of folks to just talk about these things."

Analysis suggests that it was a common practice for all participants to strive for a frank and straightforward manner of speech in their communication with stakeholders. Their descriptions convey how they employed this direct style of communicating in their understanding of EI.

Research Question One Findings

Numerous shared story elements are repeated throughout many of the-participants' individual story progressions. A pattern of shared elements was observed when participants described the successes each had experienced within his or her respective school. These elements were (a) building relationships with others in school settings that were new to them, and/or continuing to foster relationships made in schools where they were already established; (b) ameliorating discord through respectful dialogue about a school problem, by first understanding and appreciating others' beliefs about that problem; (c) facilitating the adoption of shared beliefs by being open to finding a mutually-agreed upon "solution" to the problem; and (d) providing a "defensible set of directions" (Leithwood, Louis, Anderson and Wahlstrom, 2004, p. 4) to advance their schools.

This examination of the participants' narrative accounts, and the accompanying templates, led me to discern that participants broadly understood emotional intelligence as the ability to facilitate a school community's thought processes regarding any proposed initiative.

Analysis revealed distinct skills and strategies that participants practiced to do this facilitative and adaptive work. Participants employed eight major skills: (a) being open, (b) being positive, (c) being inclusive, (d) being respectful, (e) being an active listener, (f) managing one's own emotions, (g) being self-reflective, and (h) being situationally aware. Also, participants utilized four strategies: (a) creating solid entry plans, (b) modeling desired professional behaviors, (c) using evidence, and (d) using straightforward language. Participants described employing these identified skills and strategies as the means to guide and influence others' thought processes regarding school initiatives. These twelve delineated means, identified through

an analysis of the participants' statements, represent how participants reported their

understanding of emotional intelligence.

Data Analysis of Research Question Two
How critical is emotional intelligence to principals' practice?

Research Question Two was intended to ascertain how critical emotional intelligence was

to each participant's practice. Themes for this question emerged from analysis of the

participants' transcripts, and by listening to participants' responses during the interview process.

Introduction

Participants were asked to consider whether or not emotional intelligence was critical to

their professional practice. Participants described situations in which they had observed people

who, in their estimation, had the ability to engage others in positive, respectful dialogue; or they

did not. They also described why this intelligence was important to them personally.

Emergent Themes

Three themes emerged from participants' reports. They reported that emotional

intelligence was (a) critical to their role, (b), critical to their lives in general, and (c) that this

interpersonal ability was something both desirable and necessary for everyone to possess. These

themes are discussed together in the following section.

All participants insisted that emotional intelligence was critical to their day-to-day

practice as well as their careers. They described it as the *most* [emphasis added] critical part of

their practices. Each participant determined that emotional intelligence had value; not only in

their professional lives, but also in all dimensions of their lives. They considered this ability to be

emotionally intelligent as important to self and to others. Participants either stated directly or

implied that EI is a necessary interpersonal skill for anyone to possess. Participants implied that

their critical understanding of emotional intelligence involved the ability to engage with others in a way that was emotionally-regulated and kind. To illustrate this point, D often made statement such as "So, if I can use evidence, fact, and just tell the people in a way that is not mean or anything" to describe how he attempted to improve his faculty's teaching practices. Parsed to its most basic definition, two of the three participants referenced emotional intelligence as the "the golden rule," or the ability to treat others in the same manner you'd like to be treated. Here D shares his strong impressions about the value of emotional intelligence and how it shaped his moral code for treating others. He also reflects about those people who treated children unfairly:

> And when I talked to children, every time I talked to kids, no matter what it was, they needed to know that I cared about them and believed in them. 'Cause it was opposite of this guy [a teacher who bullied children]… [I] Also went to school with the Sisters. I learned a lot of opposites from them, too. They were not kind people. They hurt a lot of kids, too. So between this guy and the Catholic Sisters, I learned the value of what I wanna call emotional intelligence if you wanna put a name on it. I just learned that you treat other people the way you wanted to be treated…that's where I would say, to use the term emotional intelligence, that's where I got my first real lesson, [seeing a teacher bully students] and it was a life-changing experience.

T reported being an astute observer of others' actions and said that, based primarily on observation and conversation, he could predict whether or not they would be successful in their roles:

> The most critical. I think it's a career builder, or a career burner. Yep. I see and I talk to principals. I've talked to superintendents. And when you listen to how they speak and sometimes how they dominate conversations or the airtime, you say, I say to me; "This

is going to be a one contract person." "Yep." And most of the time they are. Yep…They dominate air space. They dominate the air time, when conversation occurs, dialogue, right? They dominate it, they are not [doesn't finish sentence]….They're not sensitive. They don't understand their own feelings and emotions, they definitely do not look at how others are reacting to how they are and they don't even use it to   guide the way they behave. Its like "get a mirror, buddy!" …You notice everyone yawning. It's like "Oh! Most of the time they end up being one contract people…yeah, if they make it, if they even make that contract. It's so funny. I think I've become really astute at just listening to what people say.

Both D and T reflected on episodes where they observed others who, in their estimation, lacked emotional intelligence. J's response describes how important it is for anyone to possess emotional intelligence. She continues by discussing her own children's abilities:

Absolutely. It's critical to life...You can be a top-notch student at Harvard, but if you can't do anything with what you've learned, you can't engage people, that's all you've got. I've seen that with my own two children who are 26 and 23. They both have exceptional interpersonal skills. They're always laughing, they engage people… They did fine in college, but not anything you'd go "Wow, look at your transcripts!" But they're both doing very well, and my son in particular was my challenge child. [Now] He's promotion after promotion…

She went on to add how much her son's colleagues love him and that he has an engaging personality. She concluded by remarking that her children would both go very far, and that they taught her that interpersonal skills were, in the long run, more important skills to possess than possessing academic achievement.

Finally, D stated emphatically how much he values emotional intelligence personally and how he uses it in his practice:

It is, without question, and there is no second place. The single most important thing in being a successful educator [at any level]…So, emotional intelligence precedes anything in my practice, in anybody's practice, whether it's curriculum and instruction, whether it's management types of things, no matter whatever it is, the content has to be preceded by helping people to be ready to be open to this change or whatever it is that we're asking them to do. It's in every element of my practice.

Research Question Two Findings

Participants readily agreed that emotional intelligence is integral to their professional practice. An overarching finding for all narratives was that participants described EI as the most significant capacity that guided their professional practices. Each participant expressed that this cognitive ability extended beyond the professional dimension; it enriched their personal lives, the lives of family members, people they observed throughout life, and people they observed throughout their tenures as principals. Each reported or implied that EI is a necessary interpersonal skill for anyone to possess. T explained that he had become more observant about noticing the leadership behavior of others over time. He maintained that he could predict whether or not these people would be successful school leaders based upon whether they monopolized conversations or allowed for dialogue. All valued and described the importance of engaging others in dialogues in ways that were emotionally-regulated, respectful and kind. Two of the three participants referred to EI as "the golden rule," or the need to treat others in the same manner you would like to be treated. It was evident that, for all three participants, the high importance of emotional intelligence to their leadership is unassailable.

Data Analysis of Research Question Three
What experiences do principals attribute to the presence or absence

of emotional intelligence?

Research Question Three was intended to solicit experiences participants identified as impacting them, either positively or negatively, within the context of their individual school environments. Themes emerged through the analysis of participants' transcripts and listening to participants' responses during the interview process. Four other analytic tools were also employed.

It was important to understand how participants described navigating their micropolitical environments, or the social-emotional terrains, of their individual schools, and made meaning of the various social and emotional experiences that they encountered there. Participants were able to recall such experiences and categorize them as either "good" or "bad," depending upon the outcomes of their stories.

The most negative experiences seemed easiest to recall, because these left participants with vivid and painful memories. Thus, participants were able to recall "disorienting dilemmas" (Mezirow, 1995, p. 50) with clarity. Mezirow maintains that reflecting on these life crises and resulting disorienting dilemmas leads to shifts in perspective, or transformative personal behavior. Ackerman and Maslin-Ostrowski (2004) more specifically refer to these crises as "wounding experiences; or crisis events in leadership practice" (p. 28). They proffer that school leaders, by reflectively reviewing these wounding experiences objectively, gain a more comprehensive understanding of themselves and of their inherent strengths and vulnerabilities.

Emergent Themes

Participants described being reflective about past emotionally-charged situations and corrective in managing their emotions moving forward. Two of the participants acknowledged not knowing how to manage the situations they had encountered. They described emotionally-charged experiences and individualized solutions they devised to alleviate that distress. What follows are discussions that relate participants' disorienting dilemmas and solutions, and positive experiences.

Participants' disorienting dilemmas and solutions. In recounting her earliest years as a principal, J acknowledged that the cause of her distress was because she did not understand how to read her faculty's true intent during interactions, or how to manage her emotions. According to J, some of her faculty members were resistant when J first became principal. She reported that they were teaching more for the personal perks of teaching, i.e. having summers off, rather than teaching because they wanted to help students. According to her report, she stated that faculty were resistant to change and oppositional. She described the adversarial teacher's union in place and said that teachers filed many grievances against her. She stated that the way she saw teachers behaving was in total opposition to how she had conducted herself when she was a teacher. While she was emphatic about how angry she was about her faculty's general apathetic attitude about teaching, she also described knowing that she needed to keep her emotions in check.

> Um, I didn't realize that not all teachers …, I was very naïve where I came from, it was all about the kids all the time, and when I became the principal at M_, it wasn't. So I guess that was my disorienting dilemma professionally, about learning to keep my emotions in check when I have teachers who _ [doesn't finish sentence]… I'm like "Why are you a teacher, you hate kids!" You know, 'cause that would make me angry. You

know, that people were working with kids and they weren't in it for the kids at all,

it was all about them. They were the ones who would answer the questions "Why are you

a teacher?" "So I could have summers off and work as little as possible." Those kind

of people. I had a lot of them. A lot…So that was an area where I had to step back and

I actually had a little mantra for myself "Anybody who walks in your door, remember,

they probably have an agenda." So I would sit with every meeting and go "What does

this person really want?" and this really shaped how I handled things.

In response to her disorienting dilemma—of not understanding what people wanted or

knowing how to manage her emotions—J's resolution strategy was to remind herself to

determine what a person's true agenda was. She did this whenever she had a conversation. J

reported that by using this self-questioning strategy she better understood what people wanted.

She also maintained that she continues to employ this strategy in her current position.

D also cited several disorienting dilemmas he said affected him deeply: experiencing the

sudden death of his father when D was only 18 years of age; witnessing the retaliation against a

fellow teacher who bullied students; and later, having ethical clashes with his superintendent

regarding the expectations of his job as assistant superintendent.

In the following excerpt, D shares one of those pivotal moments in his life, when he was

first beginning his teaching career. D reported witnessing a student retaliating against a teacher

who had bullied the student previously. D remembered observing this teacher bully students

when D himself was a student teacher:

There was this one guy…you could tell he abused his power, if you want to call it

that. He was an 8th grade teacher, and um, you know, he's big, especially in his own

mind. He used that to intimidate people… He did a lot of stuff… here I am, an ignorant

21-year-old business major, so what do I know, right? But that didn't seem right to me. I

learned that there's consequences for not being open to other people

    He then recalled how he had witnessed the teacher being taunted and ridiculed by one of

those students in return. This incident took place at a city park in the summer. Teachers were

playing tennis, and there were many students at the park. The particular teacher at the center of

the story was playing tennis:

One day, one of his former 8th grade students finally realized....I'm going to high school.

I can say anything to this guy and he can't do anything about it! ….So, he started to

harass and call him names at the tennis court where all the guy's colleagues were, and us,

…. he's bald, [the former student] made fun of that. You know, he fancied himself like a

big guy, but the kid started to tell him "You're nothing but fat!" …. He's [the teacher]

trying to pretend [that the taunts don't phase him]. First he gave him the look. The look's

going to stop him? No! The kid says "Whaddya lookin' at?" 'cause you knew he had

thought about this. Meanwhile, there's this other group of kids, you know, 'cause this

park's got hundreds of kids. And they're startin' to get the sense "He can't" [do anything

to him, because he's not middle school anymore]. They start to come a little closer.

'Cause they're fearful, 'cause this guy scared kids, you know? And maybe another

teacher in that group did, too. So the kids start to drift in, and the next thing you know,

within about 5 minutes there's 25 or 30 kids taunting this guy. And, uh, so bad, and the

teachers that were with him realized that (a) the kids were right, and, (b) if they

intervened, the kids might turn on them, 'cause they didn't have great relationships in a

lot of cases, either…They ended up having to stop playing tennis. So I made a note to

myself that when I taught I would never say anything to a kid, when I had the power to

scare and intimidate that kid, that I wouldn't say in public, to this child with his mother and father sitting right there. And if you don't [do that], you gotta do it, 'cause it's the right thing and it actually makes you feel better yourself. And I don't want to turn into just an angry, bitter person like that other guy. But also because it can come back to bite you in a very big way, like it did him.

In this story D reports his growing awareness about the need to treat children respectfully. His report indicates that he was unsure of how to react to this emotionally-charged situation, and he already had misgivings about the teacher's past treatment of students. D implied that he was concerned for the teacher, but he stated that he was more concerned for himself. As a novice teacher, he reported feeling afraid for himself and for other teachers. He felt personally afraid of this group of students that had joined in the taunting, yet he knew that the teacher involved, and others had precipitated this event by treating students harshly. D stated that he had observed other teachers ridiculing students in the past. Witnessing the student's revenge against the teacher caused him to reflect on his own ethical behavior and to grapple with how he, himself, should interact with students. Going forward, his solution was to vow to be different and respectful in his own interactions with students. I observed that this solution became a moral code which D developed to guide his own self-directed ethical and moral behavior throughout his professional career.

Participants varied in the ways they coped with the disorienting dilemmas they experienced. The preceding accounts demonstrate that both J and D reflected on earlier interpersonal mistakes made by themselves, or others, and they took corrective action. Both described creating solutions to their problems. J explained using a strategy to remind herself to

identify people's true agendas; whereas D described developing a moral code that guided his own behavior to treat students with respect.

Positive experiences. Participants were able to describe many positive experiences that occurred within their school settings. They recalled instances of having successful interactions with others, even when those interactions were contentious. The following excerpts show how each of the participants described having a "presence" of emotional intelligence.

D described facilitating a change in understanding through respectful discussion. He explained how parents react if the principal is authentic during dialogue:

When speaking to a parent he says] "Listen, you're obviously upset. I understand and I want to assure you I care about your child and I care about you." Watch the change in attitude as you say something like that and mean it. They become different people. They hate you because they think you hate them, their kid, everybody hates their kid. As soon as they look in your eye and believe that …they become a different person.

In her account, J also demonstrates this willingness to engage in meaningful dialogue with others to facilitate change. She explains how she learned from her successful interactions with union officials at her first school:

I took this approach, hm, and I brought this skill with me here too, and it's worked fine. You've got to behave like you are in a marriage with your union, otherwise it will go nowhere. You have to be able to compromise and talk about the issue. So I've taken that and um, really brought, taken to heart the teachers' contract. You break that and it will be grieved, which it should be. The other piece, I think is an understanding of teachers' sense of fairness. You can be not breaking the contract at all but if you have groups of

teachers who feel like you are treating one group better than another, even in a schedule,

you've completely destroyed your culture. Completely. So I learned that here.

…That's really gotten them to really, I think, trust me…Some of my most strongest,

strong personalities who wouldn't typically go to the principal, when someone comes to

them [to complain, and they will say] Would you just go talk to J.!" And that, to me, was

a lot of growth, because prior to that they would have run to their unions, and that's kind

of stopped, so [I] reach them wherever they are at.

J reported that her more current positive interactions are a result of her earlier success in

understanding issues relating to her school and faculty members. She acknowledged learning to

compromise if necessary. She stated that by discussing problems openly, and soliciting solutions

from faculty, the teachers in her school became more willing to discuss issues with her. She also

emphasized the importance of treating all staff equitably, even if she was within her rights

contractually to do otherwise.

Finally, T described a situation where he and his faculty discussed academic

performance, and how it led to whole-school change:

So then, let's look at the reading issue. Let's look at how we look at kids, how we gather

data on kids. How do we look at the data? …the faculty said we know we have to DIBEL

and Aimsweb the kids every so often. And I said, Ok what do we do with the

information after we have it?" and that was sorta like the power. They were like "I

don't know what to do! We don't really do too much with it." And I said, "Why don't

we set up a format by which they can look at the data and look at the info." So, I came

up with some forms that were easy for the teachers to fill out. Once in the beginning of

the year and they just add data as the year went on and then they would pass that data

into me and we would look at it…we met in grade level teams and that was a new

thing to meet in grade level teams and to talk about the kids. When we would do is

look at each teacher's data, each group of teachers' data I would see the students whose

scores were not so good. So when I would do walk-throughs in the building I would

say to the teachers "Okay, all these kids that you said have these really low scores,

when I walk into your room I'm going to watch and see what these kids are

doing."…and if I saw a kid off task I'd point it out to them…keep an eye on him, and

maybe move him closer to you. Check in more frequently." [I] gave them some tips.

T reported being successful in guiding his faculty into a new professional practice: the

recording and evaluation of student achievement test data. He stated that his school made

adequate yearly progress (AYP) during the first year of his tenure and continued to achieve AYP

during each of the years he led the school.

Research Question Three Findings

Participants were able to recall multiple experiences attributable to the presence or

absence of emotional intelligence within their school environments. Two of the participants were

able to recall the negative "wounding experiences" or "disorienting dilemmas" that shaped or

honed their repertoires of emotionally responsible behaviors after reflecting upon these

experiences. For instance, J encountered a very adversarial teachers' union in her first

assignment as a school principal. She remarked that this situation was very challenging because

teachers were very angry about the influx of refugees who were rapidly changing the cultural

identity of the school, and were resistant to working collaboratively with her as the new

principal. Teachers did not know how to meet the needs of these new students, and the

population went from primarily white to a very diverse within a year. The union scrutinized and

challenged any changes J made. She realized that these were frivolous charges, thinking to herself "What are you grieving today; what I'm wearing today? [or] my shoes?" This example and other instances typifies how participants could identify which episodes were caused by the presence of emotional intelligence, either in themselves or others; and alternately, those that were attributed to an absence of emotional intelligence.

Participants' reports revealed that their capacity to handle these situations grew with practice, meaning that it grew in accordance to the longer they had served in their roles. The negative examples they shared tended to be episodes from early in their careers. J, for example, attributed her early negative experiences to her naïveté, or not understanding the intentions of others. Alternately, the positive experiences participants recalled took place later in their tenures.

Taken together, each participant's positive experiences showed a pattern of similarity with the others in the types of resolution strategies reported. Each story revealed that the participant engaged in frank, honest dialogue with stakeholders about issues of concern in his/her individual milieu. Their stories illustrated that they learned resolution strategies, or, positive, repeatable methods for interacting with others (i.e., learning to be fair with all groups of constituents in order to maintain a sense of equity within the workplace). Participants cited learning to manage their own emotional distress even when being confronted by angry parents, resistant teachers, and other individuals considered to be oppositional or combative.

The above findings demonstrate that participants were able to describe numerous experiences that they attributed to the presence or absence of emotional intelligence, both within themselves, and in others. They could each describe being reflective, and they were able to explain how they modified their behaviors as a result of having had these experiences. Therefore,

their narratives aligned with both Mezirow's (1995) and Ackerman & Maslin-Ostrowski's (2004) assertions that reflection leads to shifts in perspective and transformative behaviors.

Data Analysis of Research Question Four

What do these accounts reveal about how emotional intelligence is developed?

Research Question Four was intended to glean participants' descriptions of their emotional intelligence growth and development. Themes for this question emerged by studying the participants' transcripts, listening to participants' responses during the interview sessions, and using four additional analytical tools and three theoretical frameworks.

Emergent Themes

This section explores the following themes about the development of EI: (a) understanding the root causes of complex emotions, (b) how empathy develops, (c) participants' general reticence to discuss one's vulnerability or emotionality, (d) participants' lack of reference to formalized ethical frameworks, and (e) similarities noted between participants and U.S. leaders known for their EI capacities.

Understanding the root causes of complex emotions. Participants' reports described their understanding of being able to read the complex emotions others display or hide. Both D and T were able to recognize this ability within one's self. J's narrative implied she had made a causal connection between emotion and behavior, but she did not report having this ability. The ability to understand and analyze emotions is considered the third-highest skill level of attainment that Salovey and Mayer identified in their cognitive ability model of emotional intelligence (1990). The following excerpts support this observation. I noted that their reported

abilities to understand the underlying causes of complex emotions in others appeared to increase over time.

D reported that, at a very early age, he had learned that others' displays of intense emotion had little to do with him, personally:

My Dad passed away when I was young. I had to handle stuff. Because I had to, at a very early age. 18. So, at that time too, I don't personalize things. So if somebody says something hurtful about me, if they're res/whatever, it might be kids in a class. I know that it's never really about me. That's their life, their frustration, 'cause they're having a hard time with their kid, their class, or their kids at home, you know, so I don't. I've never lost a second of sleep over that stuff 'cause I know it isn't me. …People are a lot more interested and invested in themselves than they ever will be in me. So what's coming is coming from inside of them, and I've had people [he laughs here during the interview] do some pretty outrageous things…I'll give you one example as a principal…

D then describes a situation that occurred because one parent had a fear of having her children ride the bus. He explained that she preferred to drive them to school, but that her car would frequently break down. In these instances, she would call D and ask if he could pick up the children. He said that he would agree, rather than have the students miss school. Sometimes the parent, reluctantly, would allow her children to ride the bus, but only as a last resort. She would often ask D to help with food and other household needs, which he did by contacting local charities. What follows is a description of the interaction he had with her. He concluded that her angry outburst was an attempt to mask her true emotions: fear for her children, fear for her own physical safety, and worry about her finances.

One day, again, problem with the bus. That day, her boyfriend, as it turns out, a felon, the

kids got on the school bus and this guy walks on the school bus 'cause he wants to talk to

the kid. And the driver said "Excuse me, can't walk on the bus" to the guy. He [the guy]

says "Rrrrrrrrrrr" [he's angry] and he [the bus driver] goes, "You can't walk on the bus,

it's against the rules. If you get on the bus, I'll have to call the police." And the guy, in

front of all the kids threatened to kill him. So the kids flipped. They all start crying and

stuff, so I put a "No Trespass" on the guy for school, talked to the bus company, the

driver, with cooperation, we press charges. So the mom shows up. "Mr. _., you know,

this is not fair. He's a good man; please don't let the police come. You need to call

the police and say he's a good man." And I said "Ma'am, I can't do that, we have kids

really hurt. They were crying. It took us an hour just so they could even go to class

and what he did was just wrong. He threatened to kill somebody. You can't do that. It's

very scary." She turned to me and says "Everybody knows you hate Spanish people.

You've always hated Spanish people and everybody knows that. Everybody in the

neighborhood says "You can't trust that Mr. _. He doesn't like black people, he doesn't

like Spanish people, he's a bad man!" "I'm going to call the police!" and she left. Now

you think that was about me? I didn't. Nah. Of course not. She was desperate, in the end,

so that's a kind of a case.

When I prompted D to tell me how the situation was resolved, he explained:

A few days later she's back in like nothing ever happened. My secretary, you know, she's

like mad for me. "No," I said, "That's ridiculous." Come to find out, the guy was a felon.

He was on parole. Just by calling the police, he's going back to jail. She's a desperate

person, so I understand that. None of that had to do with me….some people who are

upset or hurt or desperate, and they have to lash out. Um, you can't take that stuff

personally. When she left I went to get a coffee like I always did and sat down to do my

paperwork. …I said [to my secretary] this isn't about us. I'm not going to lose a second's

worth of sleep about it. She's hurtin', so I just kinda feel bad for her, and it will resolve.

And it did. At least in the last 39 years it always has.

D's response connotes an understanding of the root causes of the complex emotions the

woman was feeling. He implied that he could understand the blends of emotions she was

displaying and maintained that he knew that the situation had nothing to do with him. He

explained that the woman reacted strongly because she relied upon her boyfriend for financial

support, or "was desperate" in his words. D also stated that he was concerned for the woman, and

counseled her, saying "I think he's a dangerous person, and I want you to be very careful." This

and the fact that D would not withdraw the trespassing charge made her so angry that she

stormed out. D's excerpt also demonstrates how he explained to his secretary why the parent

had acted in the way she did. He reported counseling his secretary not to be angry, but instead to

be aware of the woman's real reasons for behaving badly.

This is one of several instances where D's report connotes an understanding of the root

causes of complex emotions, even when those emotions are masked by other behaviors.

The other participants also reported similar experiences. In J's case, she explained that

her school "turned urban very fast," [meaning that it had become ethnically-diverse] because the

town had been designated as a refugee center. She cited that her teachers had no experience

dealing with students and families from cultures other than their own. On the surface, she

explained that she was dealing with resistant teachers, and that angry teachers filed many

grievances about her. She implied that she recognized the root causes of their distress as anxiety

over the changing composition of the student population, and a lack of knowledge about ways

they could reach and teach these newly enrolled students. J implied that teachers had not

encountered language barriers to teaching or had to appreciate cultural differences in their

students previously. J acknowledged about her faculty that "they were just awful" when she

arrived. J implied that her position as a principal was challenged regularly, and that the changing

population of the school exacerbated her teachers' worries further, but that she did not respond in

kind. She reported that her interactions were repeatedly "gentle and kind," although she was

angry with her teachers' behavior. She stated that "whether it was true or not, I appeared to be a

rock." These statements show that J was able to describe the management of her emotions. Her

narrative reveals that she sometimes employed "emotional labor" (Hochschild, 1983, p. 7) in her

attempts to engage others by remaining solid and calm amidst a contentious, conflict-laden

environment.

T commented directly about the necessity of accurately reading others' complex

emotions and then using these "social cues" to guide his and others' actions accordingly:

> And then to have an idea of what others have for feelings and emotions and to sort
>
> of be sensitive and take those social cues to guide what your next move's going to be.
>
> Ahm, and then to discriminate among them to see what's good, what's bad, where have I
>
> stepped on a sensitive toe, or where should I proceed with caution and where should I just
>
> run 'cause I've got everyone running with me, rowing with me too, and again, to use this
>
> info to guide your thinking and actions. To sort follow up on this…to use this info to
>
> create the environment, create the conditions that will allow for whole school
>
> improvement.

These descriptions of situations connoted that participants were able to understand the complexity of emotion. For example, D cited being unfazed by a parent's verbal attack and accusations. The accounts revealed that participants valued the ability to decode or diagnose other's behaviors quickly and accurately and ranked this ability as important. Additionally, two of the three participants explained how they responded during these conflict-laden episodes with ways that were considered to be emotionally-measured, or calm, which is the highest level of emotional intelligence skill mastery according to Salovey & Mayer (1990). To that end, J reported engaging in emotional labor (Hochschild, 1983, p. 7) to reach resistant teachers "because that's what the school needed." Even though she recalled teachers as "being just awful" to her, she reported reacting in a way that was "gentle and kind" in an attempt to create relationships and to lessen teachers' resistance. J reported using managed displays of emotional responses that were considered appropriate in order to mask her anger. Hochschild refers to these as "feeling rules" (1983, p. 56).

How empathy develops. The study of the development of emotional intelligence is inextricably linked to the construct of empathy (Notarius & Levinson, 1979). Mayer and Salovey (1993) also make this observation, and contend that this mood regulatory mechanism or ability to "be open" causes people to feel more empathy toward others. The authors suggest that empathy may be a major underlying contributor to emotional intelligence. The analysis, therefore, included an examination of what the participants' accounts indicate about their development of empathy. I found all of the participants' provided accounts that included empathetic statements toward others.

D's narrative contained the most frequent statements regarding empathy. There were twenty separate incidences within his transcripts that mention this capacity to feel what others

feel. In comparison, T made statements describing empathy nine times, and J referenced it once.

D speaks about empathy directly:

> It's other people's experience. And not able to understand sometimes until you crawl
>
> into their skin and walk around. And when you do that, it's a scary place. A much sadder
>
> world, and when you think about what it's like for someone else, but it makes you
>
> a better teacher, a better principal, too.

Statements such as these appeared frequently in D's narrative. He reported that his

mother had provided emotionally sensitive parenting. This statement corresponds to Mayer and

Salovey's contention "that highly emotionally intelligent individuals are more likely to have had

emotionally sensitive parenting" (as cited in Sternberg, 2000, p. 400). Below, D comments on his

own emotional development:

> He died fighting a fire…I was only 18, and I just came in and saw how my mother looked
>
> and something changed in my brain. You know, I just said "I'm going to lose her" and
>
> so I couldn't. I had to be the man of the house and I was ill-prepared for that. But I had
>
> no choice. She was looking at me, you know, 'cause I was all she had, and that's what did
>
> that.

After considering the views of Notarius & Levinson, 1979; Mayer & Salovey, 1993; and

Stein, 2014 on empathy, I concluded that the following contributing factors may have influenced

D's development as an empathetic leader: he reported having early emotionally sensitive

parenting, his statements consistently stated a preference to be "open" to others' ideas, and he

had experienced death and loss as a young man.

General reticence to discuss one's vulnerability or emotionality. Of the three

participants interviewed, two participants, D and J, described having a willingness to invite

others to comment on their leadership behavior, but the level of willingness varied considerably

between the two. Ackerman and Maslin-Ostrowski (2004, p. 32) stated that a leader's

willingness to be vulnerable is highly important. They define this willingness to be open or

vulnerable as being open to self-doubts, fears, and questions. They contend that these qualities

help school leaders stay on course. Beatty (2002) also referenced the importance of school

leaders learning to become vulnerable within her spiral of connected emotional knowing schema

(See Figure 1). D's account stated that he openly discussed his "flaws" and encouraged dialogue

with others. The following excerpts illustrate those observations.

In the passage below, D recalled inviting his faculty members to talk with him if any felt

that any of his comments were troubling. His report also demonstrates an awareness of the

physiological effects that people feel when upset:

And that's the part that goes to your tummy. "Doesn't think I'm a good teacher", or, "He

doesn't think I'm a good person", that's even more upsetting. So, [I would say to people]

"never leave here [without saying something to me about what's upsetting you]" …and

people have done that, [talked with me] and they end up feeling good, and I thank people

for that. I have no way of knowing some of these things. You say some things, you know,

and sometimes I say something, and if you are troubled or bothered, I'll think what I'm

saying is perfectly reasonable. Probably if I heard it myself the next day I'd say "Oh, my

God, who said that?" [and someone says] "It was you!" (Laughter) "Oh, really?!" So you

don't even know. I trust people to make me aware.

J's narrative also revealed some vulnerability in allowing her faculty members to voice

their opinions. J said she had been at her current position for three years at the time the following

episode took place. She related that the faculty was angry with her for what they considered to be

an inequitable allocation of duties. She stated that she had assigned some teachers more duties

than others. She explained, "I let them scream at me," because she was attempting to rectify the

problem for the following year. Therefore, she allowed this type of inappropriate behavior. This

vulnerable stance was not consistently evident throughout her full narrative. A later excerpt

contradicts this openness. She relates how she currently manages someone who comes to her

enraged:

> "Do you need to vent, or do you want to talk?" If they say they want to talk, I say "Then
>
> stop screaming." [If they say] "I need to vent." [I say] "Then you've got about 30 seconds
>
> and then we we'll get to the bottom of this." It works every time.

> The contexts of the two episodes do vary. One conversation was held with a group setting

where she had admitted her culpability and wanted to find a workable solution for moving

forward; while the other description applied to one-on-one exchanges where she implied she had

limited tolerance for angry confrontation. When the two episodes are compared, there was a

noted contradiction in her willingness to being open to having her leadership discussed.

> In contrast, I had asked T a follow-up question because he had commented about his

interactive leadership style versus his successor's leadership style. Our discussion focused on

gender differences, yet T's account revealed a reluctance to acknowledge the emotional state of

others as related below. He conceded that a woman principal might be more sensitive, and that

he had become "insulated" over time:

> T. I think__ - I don't think." Pause. No, I don't think there was much difference
>
> leadership wise and the gender thing, no.

> L. Okay.

> T. I-I, you know, I guess naturally she would be more sensitive to you know, you know, a

woman crying. I kinda would, I kinda got a little insulated from that after eighteen years.

You can.

L. (Laughter)

T. You know, I had a Kleenex box I'd put down and let people cry. Maybe she was a

little more sensitive to things but she still just learned to get a Kleenex box and put it out.

In comparison to T's uneasiness about discussing emotion, D related a story where he

acknowledged the worry and concern that another person reported feeling. He said:

Unfortunately, one of my flaws is that I'm not a very good actor. (Laughter). We had a

teacher who came in and I asked her a question about some of the RTI practices for

advanced learning kids. She said something about focusing on the struggling kids that

year. And I didn't say a thing. And I thought I was fine and I turned around and about

two hours later she came in and said "Your face told me that this wasn't the answer

you're looking for. And I said "Well, it wasn't." ...she gets plaintive and I said "one of

the things we are looking to do with RIT is have it for all our kids, not just the ones who

are struggling, so that hit me the wrong way" and I apologized to her.. I said, "I'm sorry,

I didn't mean for you to see that" but one of the many things I can't do is hide what I'm

feeling.

In summary, these two participants described their willingness to be vulnerable, and/or to

invite comment about one's own emotionality. I observed differences in the ways participants

described comforting others who were experiencing emotional distress, ranging from "being

insulated" and putting out a Kleenex box, to urging faculty to "never leave here" without

discussing how they felt. I further noted that the levels of willingness to either show

vulnerability or to discuss emotionality varied considerably between the D's and T's accounts.

Participants' lack of reference to formalized ethical frameworks. Starratt (2004)

urged that school leaders should have formal exposure to ethical analysis, should be reflective

about the ethical concerns they and other school leaders are facing, have a working vocabulary of

naming moral issues, and have a moral landscape from which to generate a response. I found

minimal evidence that any participant referenced formalized ethical analysis frameworks within

their responses. This lack of familiarity is demonstrated in J's frustration in learning how to deal

with union negotiations:

> I mean, "Does anybody ever teach a principal how to work with a union? Absolutely not!
>
> You're thrown in, just like we do to teachers, but you're thrown into the fire with that.

> D's account describes how he and a team member led his district through discussions

about moral dilemmas in a National Institute for School Leaders (NISL) training. He invited his

aspiring leaders to share theirs:

> I'll share something, a moral dilemma I had, and T, my teammate, we'll talk about it.
>
> [note, the "T" referenced is not one of the study participants] And when we ask people to
>
> talk about their moral dilemmas, the fact that they are dilemmas because there are no
>
> good answers, and that's where the learning kinda comes in.

> In summary, there were no examples to suggest that participants had a familiarity with

formalized ethical frameworks, had accessed or had referred to them within the scope of their

personal practices.

Similarities between school leaders and U.S. leaders renowned for their EI

capacities. I chose to study Abraham Lincoln, Eleanor Roosevelt and Jimmy Carter because they

were prominent U.S. leaders generally accepted as exemplars of individuals possessing

emotional intelligence. I contrasted and compared their reported EI capacities against those

school leaders I interviewed. In reflecting upon interviews with the participants, and in

researching purposefully selected U.S. leaders' biographies, I discovered many similarities. The

following themes were identified in the U.S. Leaders/School Leaders Comparison Thematic Data

Summary Sheet: can acknowledge personal strengths and deficits, respects others, is reflective, is

adaptive (can acknowledge and accept), understands role as a facilitator, is empathetic, values

and considers differing perspectives, has strategies for interpersonal exchanges both

private/public, understands dilemmas vs. problems and can address, shows appropriate

situational response prioritization, leads by example, uses simple language to communicate

goals, and uses coping practices. One of the dominant themes revealed through analysis of their

narratives was the school leaders' ability to tell stories that were engaging and inclusive. Lincoln

also was a gifted storyteller (Alvy & Robbins, 2010, p. 30). Coincidentally, Mayer, Salovey, and

Caruso (2004, p. 210) noted individuals who are identified as highly emotionally intelligent have

an ability to connect through storytelling, and clear, meaningful prose. Gardner (1995) too,

suggests that the key to leadership is the leader's ability to convey a story. He states:

> The story is a basic cognitive form; the artful creation and articulation of stories
>
> constitutes a fundamental part of the leader's vocation. Stories speak to both parts of the
>
> human mind – its reason and emotion. And I suggest, further, that it is stories of identity-
>
> narratives that help individuals think about and feel who they are, where they come
>
> from, and where they are headed – that constitute the single most powerful weapon in the
>
> leader's literary arsenal. (p. 43)

T describes talking to his new constituents after taking over the leadership of an

underperforming school. He related to me that the previous principal had been fired. I observed

that T's reported speech had the power to engage others in the ways that Gardner (2005)

suggested are effective:

> Let's not look out the window and see who's going to come and help us. Let's look in the
>
> mirror and use ourselves. We're smart people and let's figure out how we can do this"

Analysis of T's message demonstrates his storytelling ability; but in particular, it helps

his faculty to gain an identity, think about whom they are collectively, and reflect upon where

they came from and where they are headed.

Overall, I saw evidence in the participants' narratives that they, like the U.S. leaders

studied, had the abilities to tell engaging, stories that conveyed inclusiveness, fostered identity,

and compelled people to act. This ability is integral to the development of a leader's emotional

intelligence. This skill for engagement is listed as one of Mayer, Salovey, and Caruso's (2004)

definitions of a highly emotionally intelligent person. Gardner (1995) also asserts that

storytelling is the key factor in a leader's ability to galvanize his or her constituency.

Research Question Four Findings

This analysis of the participants' narratives revealed several significant findings relative

to emotional intelligence development. First, participants explained how they made meaning of

the frequent social-emotional interactions they had with others. Specifically, participant's reports

revealed a cognitive ability to understand and analyze emotions, which is Salovey and Mayer's

(1990) third emotional domain. I noted that they described understanding "complex feelings such

as the simultaneous feelings of love and hate or blends of emotions, such as awe, resulting as a

combination of fear and surprise." They also described recognizing "likely transitions among

emotions, such as the transition from anger to satisfaction." Participants' reports also cited a

cognitive ability to manage their own emotions, which is Salovey and Mayer's (1990) fourth

emotional domain. Specifically, I found-that participants responded to other's displays of anger in ways that were considered emotionally even or measured. The reports revealed that participants' abilities appeared to improve over time, which is also one of the criteria that defines any intelligence. (Mayer, Salovey & Caruso, 2004, p. 209). I came to understand that the development of empathy can be an important predictor of emotionally intelligent people. I was able to find supporting theoretical information to further understand the factors that specifically influenced the high level of D's empathy development. Overall, I was able to parse from the narratives that participants did not expose their own vulnerability to faculty, ask for feedback on one's leadership style, or regularly discuss theirs or others' emotionality within their social constructs. The participants in this study did not report having formalized instruction regarding the ethical ramifications of the work they do, nor did they cite references to any specific ethical frameworks during the development of their own moral codes. Finally, I was able to highlight and list commonalities between the school leaders interviewed and the U.S. Leader's biographies I studied. I found that both groups were welcoming and personable, and they were engaging storytellers. By studying the themes that emerged, I was able to identify and delineate various means by which participants described the development of emotional intelligence.

Analysis of Research Question Five
How has professional practice been informed and adapted over time because of one's acquisition, use, and understanding of emotional intelligence capacities?

Research Question Five was intended to determine changes to professional practice participants described as a result of acquiring, using and understanding emotional intelligence in the context of one's work. Themes for this question emerged by examining the coping practices, strategies for interacting with others, reflective thoughts shared by participants in their narratives

as they described their roles, and listening to participants' responses during the interview process. Additionally, seven other analytical tools and three theoretical frameworks were employed.

Emergent Themes

Each principal interviewed had been in his/her present role for at least ten years, and each had been a principal in at least one other location before that. Therefore, the themes that emerged from the data were the "enduring understandings," or lessons, each reported having gained over many years of practice. Participants described that practice was informed or adapted in many ways. As each participant described repeated interactions with others, they revealed a confidence that their own abilities were strengthened.

The following section delineates specific themes that were revealed from analysis of the participants' transcripts. The five themes include (a) coping practices participants reported employing, (b) strategies developed for interacting with others, (c) being reflective rather than reactive, (d) growing confident in one's role, and (e) demonstrating a willingness to mentor others.

Coping practices participants reported employing. According to their accounts each participant devised unique, individualized practices for coping with the various stresses of their roles. For example, J stated that she practiced "a lot of yoga." She also reported going into the 8th grade lunch at her school to converse with students to reduce stress. D referenced writing angry letters that would never be sent. T said he spoke to others such as his assistant principal.

T also indicated that he used the power of discernment; he maintained that he looked at problems objectively, and decided whether or not they were important in the larger scope of what really mattered. He reported measuring problems by whether or not they impacted his school.

Here, he recounted an exchange with another principal who was upset about something said at a district administrative meeting earlier that day. The other principal asked if T was upset, too. He replied "No. I'm not. I don't care… doesn't have anything to do with my school. And they [meaning other principals in his district] want to get me going, like they're going? And I'm not going! (Laughter)."

In his telling of the story, T presented himself as having used his emotional energy judiciously. He maintained that because a problem did not concern him or his school, he wasn't going to invest emotionally in the comment that was made by another, or be influenced by the other principal who was upset by the remark.

D's account revealed that he adopted one of the same practices that Lincoln also employed—writing letters that would never be sent-- when he became angry (Alvy & Robbins, 2010, p. 80). D stated that in his role he was often isolated, and had to take care of matters by himself. He reported writing a vitriolic letter to the superintendent when he learned that the superintendent was planning to cut all kindergarten aide positions throughout the district as a cost-savings measure. D stated that he felt these positions were vital, and that he was tremendously angry thinking about one of his aides in particular. He stated that her worth far outweighed her salary. D explains how he coped:

> So I was furious. …so I gotta get this out, somehow. So what I do, sometimes, to get it out, I'll write it and then I throw it away. So I wrote this thing…"this was ignorant, demonstrates that you have no awareness of what happens in a school level, this will hurt education in [names district]"… [he then explains to me, the interviewer] if you're a principal, pretty much it's you, you don't have any peers, any colleagues you can get

together with and get things off your chest. So…it took a while, and while I wrote I could feel the anger go through my fingers.

Nevertheless, D stated that he rewrote the letter the next day and delivered it. After sleeping on it, he explained, he changed it, converting every negative thing he had written into a positive. He also described furnishing his superintendent with a solution: offering to give up his meager school supply budget in order to keep his aide. D related that the superintendent was so pleased with his letter that he reconsidered his plan to remove aides from the district's kindergartens and lauded the fact that D came in with a solution, and not a complaint. D explained that the superintendent found another way to trim the budget without sacrificing kindergarten aide and also left D's school supply budget intact.

This excerpt reveals that D had a good command of his emotions, after serving for years on the job. He stated that he knew that it was best for him to stay silent when he was very angry, even though this silence exasperated his wife at times. He recounts the moment when his wife found the first letter he had drafted and left in his lunchbox. He related that she was mortified, and asked why he wrote it. He replied "Because I'm angry. And if I say anything right now…I do angry *really* [emphasis added] well, when I lose my temper. I do have a temper, and it can be bad." His direction was then focused on me. He explained "And I would tell my wife that nothing good ever came from anger. If I sit on things for a day, the next day things look better, and I can address them in a positive way."

D explained his use of an anger-reducing letter-writing strategy, plus a "cooling off" period that he used to put himself in the superintendent's shoes. He reported rationalizing that "He's not trying to hurt anybody; he's trying to save money." He reflected about this enduring

lesson he learned about controlling his emotions "So this is a way of coping with frustration and avoiding doing a thing you're really going to regret when you can't take it back."

In addition to developing and using these coping practices, such as letter-writing, yoga, consulting a colleague, or looking at a problem objectively, participants cited employing time-tested strategies they had created for interacting with others.

Strategies developed for interacting with others. Each participant explained the unique, repeatable ways of interacting they learned to employ with others, especially in stressful situations. J demonstrated this well. During our interview, she would often comment "I have a phrase, actually," or, "I actually had a little mantra for myself," meaning that she had adopted some standard language to illustrate her awareness of problems that she regularly encountered and how she addressed them. J maintained that managing other's emotions was as important as managing her own. She spoke about how she de-escalates others:

> The same thing when anybody comes to me enraged, either a parent, anything. First thing I ask is, "Are you going to sit down? (Imitates whining) 'Rrrrrrrwwwaaaa!' 'Are you venting? Do you need to vent or do you want to talk?" If they say they want to talk, I say "Then stop screaming." [If they say] "I need to vent?' 'Then you've got about 30 seconds and then we will get to the bottom of this." It works every time, it's just identifying that. Because I learned that if I get upset too, it just feeds their upsetedness. It takes you nowhere. It goes nowhere. So that has worked well for me. Identifying/ framing, trying to frame where their emotion is at, 'cause if they are screaming at you, you aren't going to find out what the problem is, anyway, and they'll walk out.

J echoed the same enduring lessons she had learned in her tenure that D had also reported learning when she stated that anger "takes you nowhere." She reported that being aware of, and

controlling her own emotions was a regular strategy that she used to diffuse heated interactions

with others.

Being reflective rather than reactive. Each participant remarked that it was necessary

to listen carefully, and to weigh decisions before rushing to judgment. T appeared to be

especially concerned about how an administrator might be viewed. He describes how to be more

reflective:

Be a great listener and trying to really hear the message the person is trying to say

whether/no matter who it is. Parent, student…what they're trying to say. Then *slow*

[he drew the word out, for emphasis]. Lots of times, react slowly, not quickly…Take time

to think about it. I think if you react too quickly, it doesn't look like your response

was thoughtful and considerate of all the info that was provided. So sometimes …I say

"Ok, um, I'm going to have to get back to you before the day's out. And I might consult

with my assistant, I might consult with other people, but I wouldn't react right away…if

you can delay it, absolutely do it. And not for a long time. Like the day, but 24 hours at

most.

J stated that she would do the same. When I asked how long she might deliberate on

something, she said that she would defer to the person she was interacting with. She would ask

the person how much time she had to respond, so that she could do so in a timely manner.

Growing confident in one's role. Each participant's report revealed a growing "ease," or

comfort, in his/her role. Participants described a deepened confidence in themselves and their

abilities to "handle" whatever situations that arose in their environments. D stated "You do this

long enough, you know who you are." This "knowing who you are," or developing an

authenticity, was echoed by all. Each described developing various skills, strategies, and moral

codes that defined him/her. D all but shouted when explaining one of his moral codes to me. He

was describing the ongoing tension he had with his former superintendent over his duties. He

stated emphatically, "It was the antithesis of what I believed in!" J, in her advice to new

principals, recommended defining one's own meaning of emotional intelligence and then

figuring out what you can adopt, and what needs to change. She emphasized self-assessment, or

"finding out who you are as a person" and "figuring out what area you want improve." Overall,

each principal's report cited an understanding of what constituted one's own individual

weaknesses and strengths, revealed a growing confidence in one's ability, and described one's

own beliefs and moral codes.

     Demonstrating a willingness to mentor others. Although T's report at times included

criticism of others he observed in leadership roles, he was also very willing to help those aspiring

principals he knew. In fact, each principal, by the virtue of volunteering to participate in this

research, demonstrated his or her willingness to help aspiring principals and scholars to better

understand the role and to learn how to succeed in it.

     Both T and D reported leading others in mentoring roles. Here T explains about some

genuine advice he gave to a colleague, an aspiring principal who wanted him to write a reference

for her. He had casually asked what changes she planned on making if she got the job. When she

went on at length he said:

> You might want to put that on the back burner for a minute, and you may want to ask,
>
> 'cause you're going to be new [the two questions, what should staff keep, what should
>
> staff change]." She replied back that she had so much to learn. And when he saw her he
>
> he said: "Just a suggestion! You could do it your way, but just think about this…yeah,

slow it down! Take the time to set and build a great foundation before you just start

slappin' together some 2' x 4's!"

Research Question Five Findings

Participants' reports revealed "enduring understandings," or lessons learned, that

participants described having learned over many years of practice. These observations are

corroborated by the contention of Mayer, Salovey's and Caruso's (In Sternberg, 2000) position

that "the absolute ability level rises with age" for each branch of the cognitive ability model of

emotional intelligence (p. 400) and Mayer, Salovey and Caruso's (2004) opinion that the

criterion for any intelligence is that an individual's ability improves over time (p. 209). Each

participant cited developing coping strategies for managing emotion and strategies for interacting

with others, being reflective rather than reactive, and growing more confident in one's role.

Participants were able to talk about how they had grown authentically, by explaining having a

deeper knowledge about many things, including themselves. This observation correlates to

Mayer, Salovey and Caruso's (In Sternberg, 2000) position that "the absolute ability level rises

with age" for each branch of the cognitive ability model of emotional intelligence (p. 400). In the

preceding reports, each participant described the ways in which his or her role had been informed

or adapted over time as a result of having an increased understanding of emotional intelligence.

<center>**Analysis of Research Question Six**
What do these stories reveal about what may be needed in educational leadership

preparation programs?</center>

Research Question Six was intended to delineate specific improvements participants

deemed important to a principal's preparation relative to emotional intelligence. Themes for this

question emerged from studying the participants' transcripts and listening to the participants'

responses during the interview process, In addition, four analytical tools and two theoretical frameworks were employed.

Emergent Themes

The analysis of data for research question six entails a discussion of two suggested categories of improvements. First, what may be needed in programs to provide opportunities for students to discuss current experiences and moral dilemmas with others, and to role play. Second, what aspiring principals should know and understand about six key areas: (a) building relationships, (b) having the ability to listen, (c) creating solid entry plans and strategic plans, (d) being thoughtful and deliberate in decision making, (e) being situationally aware, and (f) making academic achievement the guiding focus of the job. A discussion of each follows:

What may be needed in programming. Participants held widely-differing views on what may be needed in programming. J recommended that a specific course tailored to the emotional intelligence of leaders would be helpful. T opined that a program one of his colleagues enrolled in was good, but that it did not adequately prepare her for the situations one faces daily in the role. He maintained that principals were involved in numerous social interactions and encountered many problems throughout the course of a day. He implied that reacting to these problems required individualized, unscripted remedies. He also explained that many of these problems that arose over the course of the day were not anticipated, or could not be planned for. D was the most skeptical about programming, questioning whether any coursework would help at all. He stated that emotional intelligence was a human quality that could only be developed "over the course of your career." He described emotional intelligence as "being a good person," "being sensitive," or "being open to others," and he maintained that there was no set of steps, or curriculum, one could take to "be a good person."

There were some specific elements, however, participants did agree on. Participants generally recommended that developers should provide opportunities for students to discuss and role-play current experiences and moral dilemmas with others and to make mentoring part of principal preparation programming.

Provide opportunities for students to discuss and role-play current experiences and moral dilemmas with others. The participants recommended that the sharing of current experiences and discussion of moral dilemmas was essential in helping new principals navigate their roles. Starratt (2004) also recommended that school leaders should discuss ethical/moral dilemmas, for the purpose of building a moral vocabulary, and having a moral landscape from which to draw (p. 4). J was of the opinion that new principals were unprepared for certain duties of their positions, especially working with unions. She recommended having opportunities for role-playing to prepare aspiring principals for differing scenarios, so that they could become more familiar with these types of situations before being immersed in them. She implied that by engaging in role-playing, new principals would then better understand how to respond appropriately. D maintained that discussing current experiences and recounting moral dilemmas were vital to a principal's development and ultimately helped aspiring principals to learn best. He said that "by retelling, you learn. You get this repetition of a real event and [this is] the thing with brain research, which is how you change. You change by doing." Beatty's schema (2002, p. 487) recommends utilizing this same strategy; employing a systematic form of retelling, which she referred to as "restorying" to aid principals in their emotional development. See Figure 1.

D demonstrated humor, in that he acknowledged that everyone makes mistakes, and that mentoring could at least minimize the fallout that aspiring principals may experience after having made a mistake. He explained that everyone is human and is prone to making mistakes. It

was evident from our exchange that he truly enjoyed helping new principals to succeed. He added jokingly "You can't throw a pot at 'em!"

Make mentoring part of the program. Two of the participants, D and T, reported volunteering to be mentors during their tenures. T, now retired, was actively considering mentoring others again. D stated and T implied that mentoring was necessary and beneficial to aspiring principals. D emphasized that mentors needed to be available whenever necessary, and in whatever capacity the new principal needed them. Further, he recommended that students should be able to choose their own mentors. He proposed creating a list of available mentors that students could choose from, rather than being paired with someone with whom they may not be compatible.

What aspiring principals should know and understand. Participants emphasized that aspiring principals should fully understand the importance of particular intrapersonal and interpersonal skills and strategies. Many of the same skills and strategies they reported as being necessary for self-understanding of emotional intelligence were also of value for the benefit of new leaders just entering the field. Participants touched on the following topics: being open, being positive, being respectful, being inclusive, managing one's own emotions, being self-reflective, using evidence, and using straightforward language. And in their commentaries, they emphasized the following for aspiring principals: building relationships, having the ability to listen, and creating comprehensive entry and strategic plans. They also explained the following were all central to the role of principal: being thoughtful and deliberate in decision making, being situationally aware, and making academic improvement the guiding focus of the job.

Building relationships. All three respondents spoke of the necessity of building

relationships with stakeholders as a precursor to change. T's statement was eloquent in this

regard:

> Any worthwhile learning will take place after there's a worthwhile relationship. That's
>
> really what this is doing. This is building relationships between stakeholders. When you
>
> do [this], relationships are built and then the work can happen.

He further maintained that by valuing and giving voice to the people in one's

constituency, those stakeholders will work for you [the principal], and moreover, he explained,

"they *want* [he added emphasis to this word] to work for you."

Having the ability to listen. This topic was one of the most frequently cited as being

important. Each of the participants emphasized how crucial it was to listen to others. D

commented frequently about this topic, and offered his advice to aspiring principals to "have the

strength to listen, because it takes courage to do that." He maintained that a weak response was

being defensive and standing your ground. In this instance he was referring to his mentoring of

aspiring principals and his instructing them how to best interact with enraged, angry parents. He

explained that he acknowledged how difficult it was to listen, when parents acted in this way, but

he advised that it was absolutely necessary to listen and respond calmly in order to further

understanding and come to resolution.

Creating comprehensive entry plans and strategic plans. One participant, T, spoke often

about the importance of having a well-thought out entry plan. He shared that one of his protégés

who aspired to be a principal had asked for a reference. When he casually asked her what

changes she'd make, she went on to describe the wholesale changes she'd make without her

faculty's input. He reported advising that she should ask staff what to keep and what to change,

and to build her plan around them. He said "Slow it down! Take the time to set and build a great

foundation before you just start slappin' together some 2x4s!" J also commented on the necessity

of having a solid entry plan. T explained that having an entry plan that was inclusive and

comprehensive was the genesis for the important work of school improvement to come. In

commenting on the description of emotional intelligence I provided at the outset of our

interview, T felt that it needed a concluding statement. He added "To use this info to create the

environment, create the conditions that will allow for whole school improvement to occur".

In total, the combination of the creation of systematic-entry plans and then executing

strategic plans was valued and emphasized by both J and T.

Being thoughtful and deliberate in decision making. This was another common

comment participants made. They emphasized that decision-making should be deliberate and

well-thought-out because, as J related, forced decisions made too quickly were usually

"emotionally charged" and were, generally, not sound in the long term.

Being situationally aware. One participant discussed the fluid nature of his day. T

humorously referred to himself as the "hub of a wheel" and discussed all of the "spokes" that

made up his daily duties:

> I got the kid spoke, I got the staff spoke, the faculty spoke, the superintendent spoke, my
>
> colleagues spoke, my parents spoke, my SIMCO spoke, school council spoke, I got all
>
> these people! The bus company spoke, my custodian spoke, the food is crappy today
>
> spoke (laughter), nobody can do recess today spoke, and all these things!

This statement implies that T had a situational awareness of his environment and

understood his role as the leader. He acknowledged that the fluid nature of his workday was

contingent upon many variables. In this vein, he humorously counseled a protégé who had just

received her principal certification to understand this fluidity. He was commenting on a binder that she had created as part of the program. He said: "It's a beautiful binder. Take that thing and throw it up in the air and now put all those pages back in the binder. *That's* [he added emphasis on this word] your school day!"

Making academic achievement the guiding focus of the job. T maintained that he had led two, positive and successful, whole-school improvement initiatives during his tenure. He emphasized that academic achievement "needs to guide practically everything you do." He recounted that during discussions with faculty, he would gently guide the discussion back to the identified initiatives that he and stakeholders had agreed on. He implied that this tutelage helped to keep him and his team focused on the targeted goal of making adequate yearly progress, or AYP.

Research Question Six Findings

In discussing the topic of the development of emotional intelligence of school leaders, participants differed in their views regarding what may be needed in educational leadership preparation programs. While all felt that emotional intelligence was critical to them personally, and that they were interested in discussing its importance, there was no general consensus as to which specific coursework would be most helpful in creating more robust programming, or even if it would benefit participants.

Rather, participants' discussions invariably shifted to the social interactions they had their roles. They reflected on their experiences to date, and what they had learned. It was evident, throughout our interviews, that participants wanted to share lessons learned with aspiring principals, by offering advice on those topics they thought would be most useful. The

recommendations they made were most concerned with interactions with others, and the interpersonal and intrapersonal skills they maintained were essential to possess.

Participants' narratives reveal what may be needed in educational leadership preparation programs today. Participants were generous in describing ways that organizations and aspiring principals could improve understandings about emotional intelligence, although their perspectives on what should be instituted differed widely.

While one participant maintained that a course specific to the emotional intelligence of leaders should be taught, another was skeptical that emotional intelligence could be taught at all. There were more consensuses about providing opportunities for new principals to share and recount their recent experiences, allowing them to discuss their ethical/moral dilemmas with others, and to provide opportunities to role-play.

T and D acknowledged that mentors are not only necessary, but also vital to a principal's success. Whenever possible, they suggested allowing principals to choose their mentors. They also sought to guarantee that those mentors be readily available in times of crisis.

More often though, participants sought to impart advice about skills and strategies directly to aspiring principals. These articulated elements of practice were similar to those they valued in their own repertoires.

They emphasized that new principals must be able to be open and actively listen to all constituents, and to be confident and courageous enough to apologize if they've made a misstep. Each participant noted that having empathy for others was considered essential, especially during trying circumstances. These veterans understood that school communities were willing to work with them if principals first created genuine relationships with stakeholders. New principals were urged to make school improvement their guiding focus. They cautioned new principals that the

job is often reactive, doesn't often go according to plan, and that they need to be flexible. They

counseled not to let anyone force crucial decision-making, but to carefully weigh suggestions,

alternatives, and outcomes. Finally, they counseled that new principals should be mindful of the

culture that already exists in the school they are entering, and to create an entry plan that takes

into account the stakeholders' combined concerns. In these ways, participants revealed what may

be needed in educational leadership preparation programs; and additionally, identified key topics

they felt aspiring principals should understand and value.

Five Major Findings

In response to the six research questions, and based on the data presented and analyzed,

the following observations and inferences are presented as five major findings.

Finding #1: Participants broadly understood emotional intelligence to mean the acumen that

enables principals to build relationships and establish trust for the purpose of improving their

schools.

Finding #2: As they described the adaptive work they did within their schools, participants

reported utilizing skills that aligned with the two most complex cognitive abilities as defined by

Salovey and Mayer (1989): understand and analyze emotions, and manage emotions.

Finding #3: Analysis of participants' accounts revealed an ongoing tension between being true

to the intrapersonal needs as leader and being responsive to the desires of stakeholders.

Finding #4: There was no evidence that participants ascribed to or utilized ethical analysis or

reflection to inform their practices as leaders of school communities.

Finding #5: Participants made practical suggestions they considered essential to principal

training relative to emotional intelligence such as the need for mentoring. They suggested that

discussion about ethical concerns be included in educational leadership preparation programs.

Furthermore, they suggested several interpersonal and intrapersonal skills and strategies that aspiring principals should know and understand.

Chapter Summary

This chapter presented the analysis and findings that emerged from conducting this qualitative study of three principals' accounts of using emotional intelligence using a hermeneutic phenomenological approach. First, I provided an overview to the study approach taken, and briefly explained the rationale for employing narrative inquiry techniques and described the specific templates I used. The broad central question of the study and the six subquestions, or research questions, were reiterated. I provided an overview about the intent of each research question and organization of the data analysis. I delineated the primary means for examining the data solicited for the six research questions. Data analysis that led to twelve findings entailed (a) observing the participants during the interviews and taking field notes, (b) reviewing each participant's transcript, and (c) using Thematic Data Summary Sheets to expose the main themes and indicators that arose from the data. I then described in detail any additional templates or theoretically-based schemas employed. I compared biographies of three U.S. leaders who are widely considered to be emotionally intelligent to the participants' narratives in an attempt to further understand participants' reported development and use of emotional intelligence.

The five major findings are discussed in Chapter Five for both their practical and ethical implications. Conclusions and recommendations for each finding are provided. Chapter Five also contains an introduction that restates the context of the study conducted and a rationale for its deployment, a summary of the study, a synthesis of understanding about EI development, a conceptual model for consideration, implications for further research, and final reflections on conducting this interpretive hermeneutic phenomenological study.

CHAPTER 5: SUMMARY, DISCUSSION, FUTURE RESEARCH, AND FINAL
REFLECTIONS

This chapter is organized in five sections: (a) Introduction, (b) Summary, (c) Discussion, (d) Future Research, and (e) Final Reflections. The Introduction briefly restates the context of the study and the rationale for its implementation. The Summary includes the conceptual framework for conducting the study and its research design. The Discussion section details the five key findings, and the conclusions, practical and theoretical implications, and recommendations that stemmed from each finding. A synthesis of understanding about the areas of knowledge considered essential for supporting a leader's EI development as suggested by the findings follow, and conceptual model of EI understanding and use is included. Given the delimitations and limitations of the study, I also make recommendations in the section titled Future Research. Finally, this chapter contains Final Reflections of my personal thoughts about conducting this study and the findings that emerged.

Introduction

To be a leader in an affective, highly social school environment requires emotionally intelligent behavior. A finding from a 2004 study sponsored by the Wallace Foundation: *How Leadership Influences Student Learning* was that "we need to be developing leaders with large repertoires of practices and the capacity to choose from that repertoire as needed, not leaders trained in the delivery of one 'ideal set of practices'" (Leithwood et al, 2004, p. 8). Another study also sponsored by the Wallace Foundation (2005) found that "it is important to prepare principals to be successful in their careers, especially in developing their capacity to work with others to influence their school's direction" (Davis et al., 2005, p. 4). Beatty, (2000, 2002, 2006; Beatty & Brew 2004) has made principals' development her primary academic focus, centered on emotional capacity. She asserted that "while writers and researchers do acknowledge

emotions as relevant to teachers' work… the emotions of leadership are virtually unmentioned" (2000, p. 332). In a more recent study (2006), she asked principals to anonymously share their thoughts about the emotional aspects of their leadership roles. Her summary: "Leaders deal with highly charged situations every day. The pressures of the job add up to an emotional load that is always present. Preparedness for the emotional work of the principalship is foundational to successful schools" (p. 32).

The 2005 Wallace School Leadership Study*: Developing Successful Principals* reported that "little is known about how to help principals develop the capabilities to influence how schools function or what students learn" (Davis et al., 2005, p. 5) and that there is a "dearth of qualified school leaders" (p. 4) who can lead schools forward. Furthermore, it noted that "unfortunately the processes and standards by which many principal preparation programs traditionally screen, select and graduate are often ill-defined, irregularly applied, and lacking in rigor" (p. 5).

Now, more than ten years later, we are still wrestling with the "how" to develop leaders in this regard. Several questions remain to be answered by educational leadership programs in how to best prepare principals to positively influence others through the acquisition, development, use and understanding of emotional intelligence capacities:

- What are the skills and strategies principals themselves describe as being the most necessary and useful in professional practice?

- How can designers of educational leadership programs better prepare principals to manage the inherent stress and conflict in their positions?

- How can these programs help to develop the capacities that make principals emotionally equipped to lead?

One of the most noticeable research gaps I noted was the need to better define which specific skills and strategies constitute these needed EI capacities and to better understand how these capacities are developed.

Recent research punctuates these investigative needs. Several noted researchers and authors have all proffered recommendations that the study of emotional intelligence should be part of principal preparatory programs (Mills, 2009; Singh, Manser & Mestry, 2007; Krugliak Lahat, 2009; Hebert, 2011).

Despite these numerous recommendations, there is little evidence in the existing literature to indicate that principals are currently given the direction necessary to develop the emotional capabilities to influence how schools function. The above studies provided compelling evidence that there is a need for principals to possess emotional intelligence capacities. These studies also suggested a need for principal development programs to better equip graduates with the emotional intelligence capacities necessary to successfully engage all stakeholders. In an attempt to inform the field about principals' reported use of EI to lead and influence their schools, I designed a study of three principals' accounts of their acquisition, development, use and understanding of the four cognitive domains of emotional intelligence.

Study Summary

This section begins by restating the purpose of the study and the six research questions that guided the inquiry. Following that, I summarize the conceptual framework, and research design of the study.

Purpose and Research Questions

The purpose of this qualitative hermeneutic phenomenological study was to describe and analyze principals' accounts of their understanding, acquisition, and development of emotional

intelligence (EI) and their use of EI within their respective school environments. Through in-depth interviews, it was possible to examine how they reported having been successful in leading their schools forward, and to learn what adaptations they made to professional practice as a result of understanding, developing and using their personal emotional intelligence capacities. It also reported their belief that more training regarding emotional intelligence would have better informed and positively impacted both their professional careers and the careers of current and aspiring principals. The study sought to find both the common and distinct topics in their accounts and to identify the themes in their lived experiences, and to improve current and future leaders' successes in leading their schools. At the heart of this hermeneutic phenomenological study was the need to gain further insight into the specific skills and strategies principals reported using to lead their schools.

One central question provided a focus for this inquiry: What are experienced principals' accounts of their understanding, acquisition, development, and use of emotional intelligence capacities?

The following six research subquestions guided the implementation of the study:

1. What do these accounts reveal about how principals understand emotional intelligence?

2. How critical is emotional intelligence to principals' practice?

3. What experiences do principals attribute to the presence or absence of emotional intelligence?

4. What do these accounts reveal about how emotional intelligence is developed?

5. How has professional practice been informed and adapted over time because of one's acquisition, development, use and understanding of emotional intelligence capacities?

6. What do these stories reveal about what may be needed in educational leadership preparatory programs?

Conceptual Framework

I interviewed four principals at various career stages prior to conducting this study. Their candid reflections exposed a perceived gap between the affective intelligences, which they reported principals need to lead and influence a school positively, and the formal instruction they received regarding emotional intelligence in their preparatory programs. To explore this topic more fully, I proposed a hermeneutic phenomenological study of *experienced principals* that employed narrative inquiry techniques and tools for analysis. An experienced principal, for the purposes of this study, is defined as someone who has served in this capacity for ten or more years within the same school setting.

I am deeply interested in the development of principals. I view this important role as the catalyst for school improvement, and as such, see it to be highly social or affective in nature. This view and interest aligns with my philosophical preference for a social constructivist approach (Creswell, 2013, p. 24) to the design of the study. Accordingly, I constructed and utilized an interpretive one-on-one interview protocol with my research participants to better understand this phenomenon through recording their narratives and analyzing these accounts.

The study sought to reveal how the participants acquired, developed, used, and understood the cognitive capacities indicative of emotional intelligence in their long-standing careers. Furthermore, the study sought to understand how knowledge of EI may have led to

adaptations in participants' professional practices over time. I based my research on Salovey and

Mayer's theory of cognitive ability, using the four-branch model of emotional intelligence

domains they first introduced in 1990. I sought to compare participants' accounts against this

theoretical definition. I also incorporated Mayer, Salovery, and Caruso's later definition of

someone who is considered to be "highly emotionally intelligent" (2004, p. 210). The findings of

this research may help to make meaning for many, including the participants and for myself, but,

more importantly, to current principals, to new principals just beginning their professional

journeys and to those who prepare them to lead.

Research Design

This hermeneutic phenomenological study employed narrative inquiry techniques and

tools to assist in making meaning of participants' lived experiences or life-texts. I was able to

have candid discussions with these leaders regarding the EI skills and strategies each reported

using within one's school environment. While the sample size was small, the population size

represented heterogeneity as recommended by Creswell (2013, p. 78) and was considered

appropriate by Bryman (in Baker & Edwards, 2012) who stated:

> Life story research or a study based on Interpretive Phenomenological Analysis is likely
>
> to entail a much smaller sample size because of the fine-grained analysis that is often
>
> involved. It is simply not necessary to generate a corpus of data for such research (p. 18).
>
> I was able to inductively derive meaning from the rich data collected from these

individuals (Guba & Lincoln, 1998; Lincoln & Guba, 2000). These one-on-one interviews were

conducted privately and allowed the participants to anonymously reflect on their years of

practice and explain the value they place on using emotional intelligence within that role. This

inductive approach yielded insights into the use of EI by school leaders.

Phasing explanation. The study consisted of two phases. Phase One interview participants were required to be former, or present, Massachusetts principals. Phase One interviews were designed to pilot draft questions and to test and revise those questions for intended Phase Two participants. Phase Two participants were required to be experienced Massachusetts principals; those who had served in this capacity for ten or more years within the same school. Participants' responses were audio recorded. Notes were taken at the time of the interviews and each narrative was later personally transcribed.

Data collection and analysis. I used proven methodologies suggested for qualitative research for both the data collection and data analysis (Crabtree & Miller, 1992; Miles & Huberman, 1994; Little, 2008; Guba & Lincoln, 1998; Lincoln & Guba, 2000; Daiute, 2014). I used a winnowing process (Seidman, 2006; Creswell, 2009; and Guest et al., 2012) to collapse or combine codes I found common to all participants. This coding schema was represented in the Thematic Data Summary Sheet template created to organize and analyze data. Variations of Thematic Data Summary Sheets were also employed. They included Condensed Thematic Data Summary Sheets, a U.S. Leaders Thematic Data Summary Sheet, a School Leaders Thematic Data Summary Sheet and a Combined Thematic Data Summary Sheet for all Interview Questions. The use of these templates to organize qualitative data for the purposes of theme identification and interpretation was an integral part of the study's design.

Theoretical frameworks consulted. The most prevalent theoretical framework used was Salovey and Mayer's model, as outlined above. Two other theoretical frameworks were used in the course of this research. I used Starratt's (2004) framework of recommendations for scaffolding a school leader's ethical knowledge and Beatty's (2002) reinforcing hierarchical schema recommended for furthering a school leader's connected emotional knowledge.

Other templates used. In addition to the five varieties of Thematic Data Summary Sheets utilized, two other templates were also employed to derive additional meaning from the participant's stories. I used a Plot Analysis template and a Significance Markers template as suggested by Daiute (2014) to further analyze the data from different perspectives, and to record the behavior of participants during the interviews. Employing these seven templates and three theoretical frameworks added a depth and richness to the findings that would not have emerged had I studied the participant's narrative accounts in isolation.

Discussion

What follows is a discussion of the five major findings generated from the six research questions. Each finding includes (a) a conclusion, (b) practical implications, (c) theoretical implications, and (d) recommendations. A synthesis of understanding about EI and a conceptual model representing the four areas of knowledge essential for a leader's EI development conclude this section.

Finding #1

Participants broadly understood emotional intelligence to mean the acumen that enables principals to build relationships and establish trust for the purpose of improving their schools. (This finding serves to inform Research Question One.)

Conclusion

The central finding of this study was that participants revealed their understanding of emotional intelligence to be primarily focused on the work of building of relationships with others. I observed a shared pattern among participants' success stories relating to their individual school's academic achievement. First and foremost, participants described the necessity of building trusting relationships with others, and then explained how they fostered those

relationships, ameliorated discord through respectful dialog, facilitated the adoption of shared beliefs by being open, found a mutually-agreed upon solution to the problems and finally, moved forward with a defensible set of directions. As a result of this finding I discerned that participants broadly understood emotional intelligence as the ability to build and sustain relationships with stakeholders and to establish a sense of trust between self and others. Further, participants described ways in which they sought to create an environment for shared decision-making that minimized the input of the principal. One participant described the implementation of lasting legacies or frameworks of professional practices meant to sustain and continue school improvement that exceeded his tenure, such as meetings to discuss data, a mathematics focus group, an ELA focus group, and a faculty book club that read books to improve professional practice.

By fostering these relationships, and developing trust, participants described being able to facilitate a school community's deliberations regarding any proposed initiative. They were also able to describe activities that I categorized as eight specific skills and four strategies considered necessary for building relationships. A skill ("Skill", 2015) is defined as ability to do something that comes from training, experience, or practice, whereas a strategy ("Strategy", 2015) is defined as a careful plan or method for achieving a particular goal usually over a long period of time. Analysis revealed that these identified skills were (a) being open, (b) being positive, (c) being respectful, (d) being inclusive, (e) being an active listener, (f) managing one's own emotion, (g) being self-reflective, and (h) being situationally aware. The strategies that participants described employing were (a) creating solid entry and strategic plans, (b) modeling desired professional behaviors, (c) using evidence, and (d) using straightforward language.

Practical Implications

Participants insisted that the ability to build and maintain trusting relationships with stakeholders was necessary and primary. They understood that any successful attempts at school improvement stemmed from their having this ability, and within their narratives there were many instances of building and strengthening relationships. I observed participants to be facilitators of change who adroitly led and influenced stakeholders toward positive academic change within their school environments.

Theoretical Implications

Participants indicated that having a situational awareness, or understanding of the micropolitical landscapes, including the informal social networks and the power relationships inherent in their individual school environments, was paramount to their successes. This need to have a situational awareness was sounded by Cross and Parker (2004), Collins, (2005), and more recently, was echoed by Kelchtermans et al., (2011). Ball (1987) uses the term "micropolitical" more specifically related to power, control and ideology rather than to issues of situational awareness.

By listening to, and examining the emotional issues that were "hard on the hearts" of their followers (L. Maresca, personal communication, July, 2014) within this study all participants were able to report successes in influencing change within their school environments. This practice aligns with Beatty's (2002) contention that school leaders should have a framework for understanding the role of emotion within the scope of self's and other's practice.

Recommendations

It would be helpful to create a venue by which aspiring principals and experienced principals could work jointly to discuss this very important, but puzzling, part of professional

practice; the building of relationships and trust with stakeholders. These discussions could provide helpful strategies for building social capital. Also, it would benefit aspiring principals to understand how experienced principals were able to create environments conducive to shared decision-making and/or created legacies of professional practice meant to sustain and continue school improvement even after their tenures were served. Understanding how relational trust is created and fostered could serve as a foundational understanding of the interpersonal realm of emotional intelligence, as it was the central finding of this study. Suggestions for deployment could include forums or workshops organized within school districts, consultant-led seminars offered by organizations affiliated with principal preparation, or as units of study included within graduate course offerings on the emotional intelligence of leaders.

Further, I categorized eight specific skills and four strategies from participants' descriptions of doing this adaptive work. To recap, these skills considered for building relationships were (a) being open, (b) being positive, (c) being respectful, (d) being inclusive, (e) being an active listener, (f) managing one's own emotion, (g) being self-reflective, and (h) being situationally aware. The strategies that participants described employing were (a) creating comprehensive entry and strategic plans, (b) modeling desired professional behaviors, (c) using evidence, and (d) using straightforward language. Each of these important topics could be explored, either individually, or part of a larger unit of study through various means of deployment. Channels of distribution could include professional learning communities, forums or workshops offered within school districts, consultant-led seminars, and principal associations. These topics could also be introduced as units of study within graduate course offerings on the emotional intelligence of leaders.

Finding #2

As they described the adaptive work they did within their schools, participants reported

utilizing skills that aligned with the two most complex domains of cognitive abilities as defined

by Salovey and Mayer (1990): to understand and analyze emotions, and to manage emotions.

(This finding serves to inform Research Questions Four and Five.)

Conclusion

As they recalled the frequent interactions they had with others, I found that participants

could describe being able to discern the true meaning of the complex emotions others displayed.

I found these descriptions of making meaning of the emotions others displayed to be in

alignment with the third domain of EI competency of Salovey and Mayer's Four-Branch, or

cognitive ability model of emotional intelligence; that of understanding and analyzing self and

others' emotions. Participants also conveyed their understanding of EI to mean the ability to stay

calm, or to manage one's emotion. The management of emotion is ranked as the most complex

of Salovey and Mayer's (1990) four domains of EI competency (See Table 1).

Practical Implications

This ability to understand and analyze self and others' emotions was a common thread

observed continually throughout all participants' accounts. For example, D was able to determine

and to explain to others that a parent's angry outburst toward him was likely an attempt to mask

her true root emotions of fear and desperation. Further, participants stated that the ability to

manage one's emotion was paramount.

This ability to manage one's emotions masterfully has been valued since antiquity.

Aristotle (2009) offered this observation about a leader's ability to manage the emotion of anger

by saying that [anger should be] "on the right grounds, and against the right persons, and also in the right manner and at the right moment and for the right length of time" (Book IV, Chapter 5).

Analysis of the data revealed that each participant considered it an absolute priority to control his or her emotion. Many of the stories participants related had successful outcomes, based upon their reported ability to discern others' emotions, and then react in ways that de-escalated others' emotions.

Theoretical Implications

Understanding and analyzing self and others' emotions is noted to be the third most complex of Salovey and Mayer's (1990) four domains of EI competency. Participants also conveyed their understanding of EI to mean the ability to stay calm. This ability to manage one's emotion is noted to be the most complex of Salovey and Mayer's (1990) four domains of EI competency.

These stories revealed a growing confidence in understanding others' emotions as participants' chronological accounts progressed. This finding also correlates with Mayer, Salovey & Caruso's contention that ability that improves over time is one of the criteria that defines any intelligence (2004, p. 209).

Recommendations

Coursework, seminars or workshops to study various models of emotional intelligence, especially as they relate to school leadership should be developed and implemented for practicing by aspiring principals. Any models that emphasize self-knowledge, management of emotion and understanding others would be a good basis from which to begin exploring and assessing one's own emotional intelligence ability. I recommend Salovey and Mayer's (1990) Four-Branch Model, because it considers only one's cognitive ability to reason with and about

emotions and emphasizes the capacity of emotion to enhance thought. According to Mayer, other "mixed models" of emotional intelligence include personality traits unrelated to either emotion or intelligence, such as teamwork, initiative and achievement motivation (www.unh.edu). In summary, any advanced learning about the emotional intelligence of leaders would enhance understanding of this phenomenon.

Finding #3

Analysis of participants' accounts revealed an ongoing tension between being true to the intrapersonal needs as leader and being responsive to the desires of stakeholders. (This finding serves to inform Research Questions Three, Four and Five.)

Conclusion

I observed that participants' accounts did not, for the most part, reveal a comfort in sharing their own emotional stance, or a willingness to invite others to comment on their leadership behavior. There was an ongoing tension noted between each participant's need to be true to his or her authentic self, and the need to be responsive to the desires of the stakeholders.

It was disconcerting for me to see that only one of these experienced participant's accounts described inviting others to discuss their feelings with him if they felt his remarks caused them distress. The other two participant's accounts did not reveal this same level of encouragement in discussing hurt feelings. I observed only a few instances in their accounts describing inviting others to comment on their emotionality. This perceived reluctance to be seen as vulnerable is an area that deserves further exploration. I did, though, note in all participants' accounts that they admitted they did not personally have the answers for needed school reforms. A shared pattern emerged between all participants' descriptions of working through sometimes contentious issues with their constituencies. Each actively solicited discussion from stakeholders

to ameliorate discord, facilitated the adoption of shared beliefs, found mutually-agreed upon

solutions to problems, and created a collectively agreed-upon working plan of action for moving

forward, as noted in Finding #1.

Practical Implications

This revealed tension is discussed by several authors regarding leaders and leadership.

Heifetz acknowledges a need to "diminish the gap" (1998) through adaptive work. Cohen's

(2005, p. 287) view is more grim. He states that leading in affective environments is

"impossible" to manage adequately, because there are no entirely satisfactory or lasting

solutions, and "the solutions that practitioners patch together regularly come unglued" (p. 287).

Therefore, current literature on leadership underscores this continual, tenuous tug that exists

between leader and follower.

Theoretical Implications

Hochschild, 1983; Mezirow, 1991; Brotheridge and Lee, 2008 Avolio et al., 2004;

Ackerman and Maslin-Ostrowski, 2004; Bloom, 2004; Davis et al., 2005; Naqvi, 2009; and

Shaubroeck and Shao, 2011, all generally expose and discuss the inherent problems of leading in

an affective environment and suggest that a leader's willingness to be vulnerable, to be open to

self-doubts, fears, and questions, are qualities that would help them be better school leaders.

Furthermore, Ackerman and Maslin-Ostrowski (2004) specifically asserted that guiding others

responsibly must entail a deep understanding of one's self. Beatty and Brew (2004) addressed

this issue in their work with graduate students. They found their students to be concerned about

their feelings of vulnerability if they exposed their emotionally charged experiences, and

questioned the advisability of opening up to others for this reason. Beatty's schema (2002, p.

487) is included as Figure 1. It begins with the first step of having an unexamined emotional self,

and then proceeds through five more steps: experiencing self as emotional, restorying self by sharing of self as emotional, connecting with the other through the emotional self, reconnecting with the self through the emotional other, and finally, connecting with the self and other for a deepened emotional epistemology.

Recommendations

Aspiring principals and current principals should be familiarized with the multiple authors listed above. Both aspiring and current principals should be exposed to studies, theories, and exercises that support the expression and acceptance of being vulnerable to one's stakeholders, and which promote deeper emotional knowing. Both populations would also be well-served by having a deep foundational understanding of Hochschild's (1983) concept of emotional labor. Further, there is a societal expectation that principals have all of the answers to make needed school reforms happen, and as a result, it is difficult for these leaders to express their vulnerabilities with their constituencies. It would be beneficial for school communities to acknowledge that a shared responsibility exists between leader and follower to ameliorate discord and move forward with mutually-agreed upon plans of action.

<div align="center">

Finding #4

</div>

There was no evidence that participants ascribed to or utilized ethical analysis or reflection to inform their practices as leaders of school communities. (This finding serves to inform Research Questions Three, Four, Five and Six.)

Conclusion

None of the participant's reports referenced utilizing or adhering to a specific ethical framework. One participant did report using Cuban's framework for finding solutions and managing dilemmas, however this was considered more as practical advice than theoretical. I

found that they more often created their own codas in response to encountering thorny issues within their roles.

Practical Implications

I noted that the participant who thought it was important to discuss ethical dilemmas did not gain this knowledge as a result of his own preparatory program. D was asked by NISL, as an experienced practitioner, to bring his knowledge and work with a school team. He explained that it was suggested he teach ethical leadership. He stated that he found it important to discuss moral dilemmas with his team. He explained choosing to explore those emotional matters of leadership more than the other team leaders did.

Theoretical Implications

I determined that D immersed learners in all three tenets of Starratt's (2004) ethical recommendations by emphasizing that his students be reflective, have a vocabulary to name moral issues, and have a variety of ethical experiences from which to draw from. He provided guidance to these aspiring leaders without suggesting the utilization or adherence to a specific ethical framework for reflection and direction. Instead, he reported that he created his own codas for conducting this ethical work within his practice and stated that discussing his and others' moral dilemmas was helpful and beneficial to his NISL trainees.

Recommendations

Aspiring principals should be familiarized with authors, studies, and theories that support the discussion and creation of formalized ethical frameworks to draw upon. Familiarization with, and adopting Starratt's (2004) suggestions would be highly beneficial to any newcomer in the field. Starratt posited that there were three components necessary for a leader to have a

foundational understanding of ethical leadership: (1) a formal exposure to ethical analysis or reflection, (2) a vocabulary to name ethical issues, and (3) an articulated moral landscape from which to generate a response (2004, p. 4). Having aspiring principals meet to discuss and restory the ethical issues that have emerged from within their own practice and then apply frameworks for making meaning of these issues would be beneficial. It would also be extremely helpful to learn how experienced principals have dealt with similar ethical dilemmas. Both of these scenarios would offer support at critical times in one's professional role.

Finding #5

Participants made practical suggestions they considered essential to principal training, such as the need for mentoring. They also suggested that discussion about ethical concerns be included in educational leadership preparation programs. Furthermore, they suggested several interpersonal and intrapersonal skills and strategies that aspiring principals should know and understand. (This finding serves to inform Research Question Six.)

Conclusion

Participants offered many suggestions meant to assist creators of leadership preparation programs. Their responses ranged from offering specific coursework on emotional intelligence for school leaders to skepticism whether emotional intelligence could be taught at all.

Practical Implications

One practical suggestion that two participants acknowledged was that mentors were vital to a principal's success. They implied that mentors had usually already experienced the emotional learning required to navigate one's micropolitical and affective environments, and that they could help the inexperienced principals in that regard. They also suggested allowing

principals to personally choose their own mentors from a roster of those who were available to serve. They urged that mentors be readily available to aspiring principals in times of crisis.

More often though, they suggested that aspiring principals know and understand the importance of some of the same interpersonal skills and strategies participants reported useful for their own careers. These skills and strategies included building relationships, having the ability to listen, and creating comprehensive entry plans and strategic plans. Participants also elucidated the following elements as essential to success in the role: being deliberate and thoughtful in decision-making, being situationally aware, and making academic improvement the guiding focus of one's work.

Theoretical Implications

Participants also suggested having discussion around the ethical concerns principals face on the job. As in Finding Number Three, adopting Starratt's (2004) suggestions would be highly beneficial to any newcomer in the field.

Recommendations

Educational leadership preparation programs should adopt the practical suggestions that experienced principals have offered, especially, making mentoring part of any program. Further, programming should provide opportunities for students to apply theoretical ethical frameworks such as Starratt's (2004) to discuss, role-play or re-story current ethical dilemmas that they may be experiencing, or that their mentors may have experienced. Also, these programs should provide opportunities for students to discuss their own emotionality, as suggested by Beatty and Brew (2004). See Figure 1. Educational leadership preparation programs should also emphasize these topics that participants felt were necessary for aspiring principals to know and understand, including (a) building relationships, (b) having the ability to listen, (c) creating comprehensive

entry plans and strategic plans, (d) being thoughtful and deliberate in decision making, (e) being situationally aware, and (f) making academic achievement the guiding focus of the job. In these ways, educational leadership preparation programs could be improved.

A Synthesis of Understanding

As a result of conducting this study, and by considering the findings in light of the literature, it was possible to create a conceptual model to represent a synthesis of understanding about what is needed to develop EI in school leaders. This synthesis draws upon several bodies of literature: topics and problems of leadership (Uhl-Bien, 2003; Cogliser & Scandura, 2003; Lichtenstein et al, 2006; Naqvi, 2009; Brotheridge & Lee, 2008), especially school leadership (Heifetz, 1998; Ackerman & Maslin-Ostrowski, 2004; Davis et al., 2005; Cohen, 2005; Bryk et al., 2010, Keltchtermans et al., 2011); types of organizational structures (Collins, 2005); social networks (Cross & Parker, 2004) and power structures (Ball, 1987); types, definitions and theories of various intelligences (Gardner, 1983, 1999; Salovey & Mayer, 1990), especially the development of emotional intelligence; a leader's understanding of emotionality (Beatty 2000, 2002, 2006; Beatty & Brew, 2004) and leaders' display of emotions (Hochschild, 1983; Shaubroek & Shao, 2011); and the ethical and moral considerations facing leaders (Starratt, 2004; Aristotle, 2009; Gardner, 2011). Finally, this model was informed by the practical suggestions offered by the participants in this study.

A rationale for using intrapersonal, interpersonal, EI theory and practical spheres of knowledge. I began to visualize this synthesis of understanding as a conceptual model by observing the subtle differences in the way Gardner (1999) categorized intrapersonal and interpersonal intelligences versus the way Salovey and Mayer (1990) categorized emotional intelligence. Gardner categorized interpersonal and intrapersonal intelligences as personal

intelligences. Conversely, Salovey and Mayer classified emotional intelligence as a subset of social intelligence. This dichotomy in intelligence classification provided me with the clue to what is needed to support a principal's EI development: a combination of *both* personal and social development tools. Gardner posited that intrapersonal and intrapersonal intelligences (1999, p. 43) were among the highest forms of intelligence possible. Mayer and Salovey considered understanding and analysis of emotion and the management of emotion to be the highest cognitive levels of emotional intelligence that one can possess. Therefore, in order to master the highest levels of Gardner's intelligences and the highest levels of Salovey and Mayer's cognitive Four Branch Model of EI, I propose that leaders need to develop both intrapersonal knowledge, or a deeper understanding of one's self; and interpersonal knowledge, or a deeper understanding of others. Further, I propose that leaders must have a foundational theoretical understanding of EI (e.g. Salovey and Mayer's model) and have a working definition of emotional intelligence that is personally meaningful. These three interlinked theoretical areas of knowledge are grounded to the practical knowledge suggested by the participants in this study to be essential supports.

The model that follows (see Figure 2) provides a visual representation of the problem, and shows a multi-pronged approach for supporting a leader's EI development within four distinct areas of knowledge. I propose that school leaders can use the development tools contained within four distinct areas or spheres of knowledge to increase the EI skill needed to influence one's school community. These four interlinked knowledge spheres—intrapersonal, interpersonal, EI theory, and practical—are all essential supports for developing a leader's EI. I refer to principals specifically, but believe that this model can encompass the EI development of leaders in other disciplines as well.

**Four Spheres of Knowledge
considered essential
for supporting a leader's EI development**

**Theoretical
Knowledge
of EI Model**

Use Salovey and Mayer's
Four Branch Model of EI
Cognitive Ability

**Intrapersonal
Knowledge**

Use Beatty's Schema
for greater understanding
of self
and/or other forms
of self-reflection

**Interpersonal
Knowledge**
Use Starratt's Framework
for greater understanding of
others/ethical
and moral
concerns
and
employ
social networking
strategies

**Practical
Knowledge**

Employ 8 skills and
4 strategies
recommended
by
study participants

**Leader uses
all four
spheres to
close**
GAP
**in
understanding**

SELF
Leader

OTHER
Stakeholder

Facilitated Plan of Action   **Goal**

Figure 2. A conceptual model.

What follows is an explanation of each knowledge sphere and the developmental tools recommended within each:

The intrapersonal knowledge sphere. A school leader may use many tools to develop one's intrapersonal knowledge. These vehicles may include working through schemas and/or other self-reflective exercises including journaling, etc. In this model, I recommend the use of Beatty's Reinforcing Spiral "Progression" of Connected Emotional Knowing (2002, p. 487) schema specifically. See Figure 1.

The interpersonal knowledge sphere. To gain further understanding of one's ethical and moral landscape, I recommend Starratt's framework (2004) for use. Participants in this study indicated that it is essential to have a situational awareness of the ethical and moral concerns inherent in one's school's environments. Also recommended for interpersonal development are social networking strategies (e.g., those advanced by Cross and Parker (2004)) to increase knowledge about stakeholders' preferences, personal lives and interests, to build trust and rapport.

The EI theory knowledge sphere. I suggest that emergent leaders also have a foundational understanding of an emotional intelligence theory, (e.g. Salovey and Mayer's Four-Branch cognitive ability model (as cited in Salovey & Sluyter, 1997, p. 11), as represented in Table 1), and have a working definition of emotional intelligence that is personally meaningful. I would recommend that leaders have a comprehensive understanding of each of Salovey and Mayer's four domains of cognitive EI ability.

The practical knowledge sphere. The three preceding spheres of theoretical knowledge are linked to the practical knowledge that the participants in this study indicated were critical understandings for any principal's success. This practical knowledge consists of employing the

skills of (a) being open, (b) being positive, (c) being respectful, (d) being inclusive, (e) being an active listener, (f) managing one's own emotion, (g) being self-reflective, and (h) being situationally aware. Practical knowledge also means implementing the strategies of (a) creating comprehensive entry and strategic plans, (b) modeling desired professional behaviors, (c) using evidence, and (d) using straightforward language.

A gap in understanding. The problem that is represented is the gap in understanding represented between self, [leader] and other [stakeholder]. Heifetz (1998), Cohen (2005) and Lichtenstein, et al. (2006) all point to the gap that exists between a leader and follower's beliefs and the attempt to close that gap by some form of adaptive work. If we agree, then, in alignment with Finding 1 of this study that participants understood EI to mean the acumen that enables principals to build relationships and build trust for the purpose of improving their schools, and with the body of literature on school leadership—that movement toward a goal (represented by an arrow) is a facilitated or shared plan of action (Bryk et al., 2010)—then I propose that a leader must use the developmental tools suggested within each of these four distinct knowledge spheres in order to influence his or her school community through the use of EI.

Recommendation

Leadership preparation program creators should design coursework that emphasizes skill building within each of these four spheres in order to develop a leader's overall emotional intelligence. By working through each sphere's outlined development tools, I propose that leaders, specifically school leaders, can develop the EI proficiency necessary to close the gap in understanding between self and others, to create facilitated plans of action, to build relationships with others and to establish trust for the purpose of improving their schools.

Future Research

Some of the most important suggestions for future research stem from the limitations and delimitations noted in Chapter Three. Ways in which future studies could be improved are also discussed.

Limitations

Five limitations hold implications for future research: (1) not considering other models of emotional intelligence or other contributions to a leaders' development, (2) not considering a mixed-method research design, (3) not considering a longitudinal study, (4) not considering gender differences, (5) not considering other approaches to leadership or cross-cultural perception by followers.

1. Not Considering Other Models of Emotional Intelligence or Other Contributions to a Leaders' Development. Considering other models of emotional intelligence such as the models introduced by Goleman (1995) or Bar-On (2013) would have influenced the study much differently. Viewing school leaders' emotional intelligence through these or other lenses would have provided a different perspective than my choice to use Salovey and Mayer's (1990) purely cognitive model of emotional intelligence. Also, there is the possibility that school leaders may attribute their development and/or success in leading their school to myriad other factors other than emotional intelligence, and these should be examined.

2. Not Considering a Mixed-method Research Design. Creating a mixed-method research design would have provided quantitative data for a deeper understanding of this phenomenon. Collecting qualitative and quantitative data would have led to a more thorough analysis by which to inform the research questions that were posed.

3. Not Considering a Longitudinal Study. A longitudinal study that tracks how a leader

develops emotional knowledge, over several years, might inform the field. Tracking a leader's

successes, failures, "wounding experiences" (Ackerman and Maslin-Ostrowski, 2004, p. 28) and

"disorienting dilemmas" (Mezirow, 1995, p. 50) over a decade or more could help new leaders to

avoid the pitfalls that befell leaders before them. It could also help to pinpoint specific arcs in

leaders' development of emotional knowing (Beatty, 2002) when tracked throughout a

continuum.

      4. Not Considering Gender Differences. Not considering the observation of the gender

differences between the participant's use and description of emotionally intelligent behavior was

an important omission. The participant's differing leadership styles, interaction styles and

resolution strategies were made most apparent when recording data in the Significance Marker

template. Another interesting observation was made when studying T's narrative. T commented

on the differences between his leadership style and his successor's who was female, especially in

regard to her allowing others to be emotional. I noted during the pre-dissertation field work for

this study that one of the female principals who was informally interviewed (L. Maresca,

personal communication, April 8, 2011) shared a strategy that she believed was necessary to

succeed in a male-dominated school administrators' environment. She had been instructed by

another female principal to adopt male-congruent behaviors such as keeping her voice low, and

to only apologize once. This feigned behavior caused the principal to engage in continual

emotional labor, which I considered to be exhausting, inauthentic and not gender-congruent.

Perhaps a study comparing women's' and men's' gender-specific leadership styles and the

various EI skills and strategies they reported using might serve to illuminate this topic further.

This study would be of interest especially because of Caruso and Salovey's (2004)

acknowledgement that "women did have a slight EI advantage but were devalued, when using

certain leadership behaviors, even though these were effective" (p. 23).

5. Not Considering Other Approaches to Leadership or Cross-cultural Perception by Followers. I was most focused on exploring the linkages between emotional intelligence theory as it applied to transformational leadership theory as advanced by Mezirow, 1995; Avolio et al., 2004; and Riggio at al., 2008. Therefore, I did not choose to consider the array of other approaches to leadership, such as shared or transactional (Louis at al., 2010; Harms & Crede, 2010). I did observe that participants either explained or implied that they employed skills and strategies which are considered indicative of adaptive, transformational leadership (Burns, 1978; Bass, 1985). Some of these skills and strategies that I saw emerge from the transcripts included (a) being a role model for followers, (b) challenging followers to take greater ownership in their work, and (c) understanding the strengths and weaknesses of followers (Bass and Riggio, 2006).

Because of the preceding observation, future studies that combine the study of transformational leadership with emotional intelligence development might prove illuminative to the field. I also did not choose to consider the cross-cultural perceptions by followers of a leader (Rockstuhl et al., 2011) which may have had some interesting revelations, as one of the participants did discuss the perceptions of himself as a leader of a culturally-diverse, urban school.

Delimitations

Three delimitations are addressed in terms of future research: (1) delimiting the study to Massachusetts principals only, (2) delimiting the study to experienced principals having ten or more years of service in one location, and (3) delimiting the sample size are also discussed.

1. Delimiting the Study to Massachusetts Principals Only. I had delimited the study to principals who currently serve or have served in Massachusetts schools due to the fact that

Massachusetts schools consistently lead the nation in the ranking of student proficiency (PISA, 2012). My assumption was that these principals may provide better insight as to how principals influence their schools' academic achievement positively, although the small study size did not allow for generalization about this population. Expanding the study to other New England states would have produced a broader range of data to influence the study.

2. Delimiting the Study to Experienced Principals Having Ten or More Years of Service in One Location. Locating a pool of principals to interview who fit the description of "experienced", meaning that they had served for ten or more years in their respective schools was a delimitation. Expanding the range to principals having served less time would have enlarged the sample size but would have changed the premise of my study. Learning how aspiring leaders navigate their social environments would be an interesting study, but would not have necessarily explored how experienced principals describe use and value of EI within their practices. One consideration may be to track aspiring principals' experiences when paired with experienced mentors of their choosing, and it would also be noteworthy to compare the learning experiences of this control group who have mentors to another group who do not. Bloom (2004) advocated strongly that this type of one-on-one coaching was necessary to guide new principals to sidestep eleven "emotional potholes" (p. 30).

3. Delimiting the Sample Size. The study could have been improved by having a larger pool of participants contribute data for analysis. The findings are based on self-reports by three individuals. Experts debate about how many participants are necessary for conducting qualitative studies (Baker & Edwards, 2012). A small sample size is usually associated with case method or narrative analysis. Having only three individuals to represent a heterogeneous group is acceptable for a phenomenological study according to Creswell (2013, p. 78), but this small

sample size can be viewed as a delimitation. Having more participants may have added

dimension and offered more differences of opinion to consider compared to those three

principals' voices that were captured for this phenomenological study anchored by individual's

narratives. Nevertheless, with the in-depth examination of three individuals, it was possible to

bring an analysis of the experiences of school principals into the wider area of scholarship

concerning emotional intelligence.

Ways in Which I Could Improve Future Studies

I considered five ways in which I could improve any future studies I conduct. They are

(1) constructing a less comprehensive Thematic Data Summary Sheet, (2) organizing Thematic

Data Summary Sheets categories differently, (3) using the interview protocol more consistently,

(4) creating more targeted research and interview questions, and (5) including more analysis on

the differences found, as well as the commonalities shared between all participants.

1. **Constructing a less comprehensive Thematic Data Summary Sheet.** Constructing

a less comprehensive Thematic Data Summary Sheet may have been possible. I had incorporated

twenty-eight different and distinct common themes and also twelve EI indicators that I

considered highly important. This approach made it a lengthy exercise to code fifteen separate

interview questions, and also made it difficult for my colleagues to conduct their independent

coding. A more streamlined Thematic Data Summary Sheet may have facilitated a quicker

analysis of the data studied. Additionally, I may not have needed to complete a Summary Sheet

for every interview question asked. Another method to consider in the future might be linking the

Thematic Data Summary Sheets to the research questions rather than interview questions.

2. Organizing Thematic Data Summary Sheets Categories Differently. The Thematic

Data Summary Sheets could have been better organized. I should have used the standard

dictionary definition of skills and strategies to have better categorized the EI indicators recorded.

3. **Using the Interview Protocol More Consistently**. During analysis I realized my failure to ask all interview questions of all participants. In a few cases I omitted questions, especially if the participant's responses took a different direction than I had expected. I failed to return to my original "interview question script", partly because I was so immersed in the participant's story, and partly because I was embarrassed to return to a question that had been partially answered but not fully answered. I attribute this limitation to my novice interviewing skills. While I was deeply interested in hearing the principals' accounts, I was unskilled at redirecting the dialogue, or was reluctant to do so. This was the case for interview questions 9 and 10. As a result, I was not able to find consensus between all participants to aid analysis of the data. There were multiple ways to examine the data, so this omission was not truly detrimental to the study, but obtaining a more complete analysis by having these interview questions answered fully would have added a layer of verification and understanding to the data I gathered.

4. **Creating more targeted research and interview questions.** Some of my research questions and interview questions could have been constructed differently, to obtain better results. For instance, I could have asked participants to define what his or her working knowledge of emotional intelligence was. Answers to this interview question may have significantly informed Research Question One. Additionally, Research Question Three could have been reworded to better understand why participants found specific experiences relevant to one's emotional intelligence. As it stands now, it is quite similar to Research Question Five. Finally, the first interview question could have been reworded to ask participants to describe ways in which they were open to others' ideas, rather than to ask them if they consider

themselves open to others' ideas. In retrospect, I could have crafted better research and interview questions.

5. **Including more analysis on the differences found, as well as the commonalities shared, between all participants.** This study concentrated on the commonalities found between all participants. My rationale was that even though I surveyed a small number of participants, that those common themes representing the shared consensus of all participants would be those most worthwhile to analyze. What became more notable, though, were the differences found between participants' responses. When I focused on the disparities found in the accounts pertaining to gender, levels of demonstrated cognitive emotional intelligence ability (Salovey & Mayer, 1990), empathy, demonstrated understanding of ethical leadership (Starratt, 2004), and levels of emotional vulnerability according to Beatty's (2002) concept of emotional knowing, I was prompted to investigate these gaps. I realize that future research should also focus more on the gaps between participant's stories in addition to the similarities found, to further understanding this phenomenon of principals' use of emotional intelligence to influence their school communities.

Final Reflections

Each of these findings and recommendations ultimately lead to a central point; that a more formalized foundational understanding of emotional intelligence, ethics, and emotionality is necessary and warranted. Experienced principals agreed that—although they did not have benefit of such training in their own journeys of professional practice—they thought that a more formalized instruction would benefit aspiring principals well.

Research Question Four—How is one's emotional intelligence developed?—still begs the most attention. Of course, one's individualized EI development is contextual, based upon unique

experiences and conditions, still there are some commonalities that may prove helpful to those leaders entering the field. Therefore, a longitudinal study that tracks a principal's emotional intelligence development over time may be most useful. Studies that consider gender differences in relation to emotional intelligence development or capture the concerns of aspiring principals, especially when guided by experienced mentors would also illuminate the field.

This study had two aims: to describe and analyze principals' accounts of their understanding, acquisition, and development of emotional intelligence (EI) and their use of EI within their respective school environments. It also sought to determine whether training regarding EI would be beneficial within educational leadership preparation programs. This phenomenological study sought to provide further insights into the emotional intelligence capacities principals report using to lead their schools. The study also used principals' accounts to investigate whether emotional intelligence development coursework should be included in principal preparation programs. I propose that employing the conceptual model provided to link and utilize four spheres of knowledge when working with stakeholders would enhance a principal's development of emotional intelligence capacity and would positively influence his or her school community's academic achievement.

This study was an enjoyable undertaking from start to finish. I feel as passionate about the subject of a principal's use of EI at the culmination of this study as I did at the outset of my educational undertaking. I feel that I've just begun to scratch the surface of this exciting topic.

I was grateful to work with such an enthusiastic group of principals who understood what I was attempting to do; more deeply understand their accounts of acquiring, developing and using emotional intelligence within their professional spheres. Each of my committee members has also served as a principal. Each, therefore, was very knowledgeable about the role and was

deeply interested in my topic. Hopefully this collaborative research effort between me, the participants, and my committee members will help future principals to develop the EI capacities needed to be successful in their roles.

It's heartening to see that this topic of emotional intelligence development is "hot" in 2015. It is seemingly in the news and on the minds of educators everywhere, and is aimed at all levels of education. The emphasis seems to be on the development of one's interpersonal capacities, and is most concerned with one's navigation within the social, or affective, environment of a school setting. This type of learning is referred to as Social/Emotional Learning. The call for such development is gaining ground in many states, beginning with the education of the very young. Kansas was the first state to, in 2012, embed social, emotional and character development standards in its' educational frameworks for grades spanning K-12 (www.ksde.org).

Current exploration about the development of one's interpersonal capacities is not limited to education, but extends to encompass the business sector. *Time Magazine's* cover story for June 22, 2015 (Gray, 2015) expands on what is known about EI today. It is titled "How High is your XQ?; your next job might depend on it". It reports that 457 of the Fortune 500 companies use personality testing to determine whether certain traits will lead to success in a particular role. The article states that "'people analytics' are the most buzzed-about buzzwords in HR circles as the moment" (p. 44). The article defines XQ as "a new vital qualification for workers all across the economy" (p. 42)…albeit ill defined:

> qualities that are so murky that often not even the employers chasing it are able to define
> it: they simply know that an algorithm has discovered a correlation between a candidate's
> answers and responses given by some of their most successful workers. (p. 42)

Therefore, I'm encouraged to see that the gaps I have noticed and studied in the emotional intelligence development of principals are being queried and explored about human development in general, across disparate sectors. I am convinced that there is "a better way" to develop these capacities within our schools' leaders, and it lies in providing a more deliberate approach to their learning. Here's to developing all future school leaders as virtuosos, or "experts" (Dreyfus & Dreyfus, 1986, p. 50), those characterized as having the ability to seamlessly integrate emotionally intelligent capacities within their repertoires of interpersonal skill.

APPENDICES

Appendix A: Salovey and Mayer's Four-Branch Model of Emotional Intelligence Domains

Emotions in order of complexity	
perceive emotion	the ability to identify emotion in one's physical states, feelings and thoughts, ability to identify emotions in other people, designs, artwork, etc. through language, sound, appearance and behavior, ability to express emotions accurately, and to express needs related to those feelings, ability to discriminate between accurate and inaccurate, or honest vs. dishonest expressions of feeling
use emotion	to facilitate thought – one's emotions prioritize thinking by direction attention to important information, one's emotions are sufficiently vivid and available so that they can be generated as aids to judgment and memory concerning feelings, one's emotional mood swings change the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view, and one's emotional states differentially encourage specific problem-solving approaches such as when happiness facilitates inductive reasoning and creativity
understand and analyze emotions	employing emotional knowledge – ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving, ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss, ability to understand complex feelings, simultaneous feelings of love and hate or blends such as awe as a combination of fear and surprise, ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction or from anger to shame
Manage emotions	the reflective regulation of emotion to promote emotional and intellectual growth – ability to stay open to feelings, both those that are pleasant and those that are unpleasant, ability to reflectively engage or detach from an emotion depending upon the judged informativeness or utility, ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential or reasonable they are, and the ability to manage emotions in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey.

(Salovey & Sluyter, 1997, p. 11)

Used with permission of John D. Mayer

Appendix B: Lesley Intranet Email Invitation

Educational_Studies-PhD_Students (PhD in Educational Studies Community): Research

Study On Behalf of Linda Maresca

Sent by: Marie-Maude Petit-Frere on June 11, 2014 at 11:58 am.

Hello Ph.D. Educational Studies Students,

My name is Linda Maresca, and I am a member of the 2009 Educational Leadership

cohort. I would appreciate your help as I convene a focus group of school principals who are

willing to share their ideas about the importance of emotional intelligence to their role.

This is a preliminary step in my doctoral research. Listening to principals discuss this

topic will help me to formulate questions I will use for in-depth interviews in a later phase of my

research. If you are an elementary, middle or secondary school principal, I invite you to

participate in one of these focus groups. My only criteria are that participants are interested in

discussing their ideas about emotional intelligence and sharing their experiences that suggest

how emotional intelligence is relevant to their role.

I expect your time commitment will be two hours or less.

Focus groups are tentatively scheduled to be held at the Tahanto Regional Middle/High

School Library, 1001 Main Street, Boylston, MA 01505 on:

Thursday, June 26 from 4:00 – 6:00 pm

Saturday, June 28 from 10:00 – 12:00 noon

Thursday, July 10 from 4:00 – 6:00 pm

Saturday, July 12 from 10:00 -12:00 noon

If you are willing to assist me as a focus group participant, please provide me with your contact information, how you prefer to be contacted, and which focus group date is most convenient for you to attend. Additionally, please feel free to forward this invitation to any principal you know who may be interested in participating in this research. My contact information is lmaresca@lesley.edu, 21 Griffin Rd., Sterling, MA 01564, Phone: (978) 422-9039 (home), (978) 340-2730 (cell).

Thank you for your interest and consideration.

Sincerely,

Linda P. Maresca

Appendix C: MSSAA Intranet Invitation to Participate in Research

From: dtucceri@bbrsd.org
Sent: Wednesday, June 11, 2014 4:02 PM
Subject: [MSSAA] Research Participant Invitation

MSSAA Member Mail

Hi Everyone,

I hope this finds everyone well during these last few weeks of school. Below is an invitation

from my library services specialists who is working on her doctorate. She is looking to form a

focus group made up of principals to look at the importance of emotional intelligence. I hope you

will support her in her endeavor!

Happy Summer

Diane Tucceri

Tahanto

June 9, 2014

Hello,

My name is Linda Maresca, and I am a member of the 2009 Educational Leadership Ph.D.

cohort at Lesley University. I would appreciate your help as I convene a focus group of school

principals who are willing to share their ideas about the importance of emotional intelligence to

their role.

This is a preliminary step in my doctoral research. Listening to principals discuss this topic will

help me to formulate questions I will use for in-depth interviews in a later phase of my research.

If you are an elementary, middle or secondary school principal, I invite you to participate in one of these focus groups. My only criteria are that participants are interested in discussing their ideas about emotional intelligence and sharing their experiences that suggest how emotional intelligence is relevant to their role.

I expect your time commitment will be two hours or less.

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If you are willing to assist me as a focus group participant, please provide me with your contact information, how you prefer to be contacted, and which focus group date is most convenient for you to attend. Additionally, please feel free to forward this invitation to any principal you know who may be interested in participating in this research. My contact information is lmaresca@lesley.edu, 21 Griffin Rd., Sterling, MA 01564, Phone: (978) 422-9039 (home), (978) 340-2730 (cell).

Thank you for your interest and consideration.

Sincerely,

Linda P. Maresca

Diane Tucceri - Tahanto Regional High School (Boylston)

Appendix D: Initial Phase One Interview Questions

REGARDING THE EMOTIONAL INTELLIGENCE OF PRINCIPALS

Prepared by Linda P. Maresca,
Doctoral candidate at Lesley University; Educational Leadership Program

CAPACITY ACQUISITION, DEVELOPMENT AND USE

1. When did you first become aware of the importance of using emotionally intelligent capacities such as being open, being positive in social interactions, and being adept at describing motivational goals within your professional practice?

2. Were there certain experiences or events which contributed to the development of your emotional intelligence capacities? (such as a disorienting dilemma, a dialogue between you and a trusted peer, or advice from a mentor?)
    Please tell me about this (these) experiences.

3. Were there certain experiences or events which you attribute to the absence of emotional intelligence?

4. Do you consider emotional intelligence as critical to your career?

FUTURE IMPLICATIONS

5. How has your professional practice been adapted over time because of your knowledge, acquisition, development and use of emotional intelligence within your work?

6. What advice in regard to emotional intelligence would you give to principals in training?

7. What advice would you give to the developers of principal preparation programs in regard to the understanding, acquisition, development and use of emotional intelligence for principals in training?

Appendix E: Revised Phase One Interview Questions

REGARDING THE EMOTIONAL INTELLIGENCE OF PRINCIPALS

CAPACITY ACQUISITION, DEVELOPMENT AND USE

1. When did you first become aware of the importance of using emotionally intelligent capacities such as being open, being positive in social interactions, and being adept at describing motivational goals within your professional practice?

2. Were there certain experiences or events which contributed to the development of your emotional intelligence capacities? (such as a disorienting dilemma, a dialogue between you and a trusted peer, or advice from a mentor?)
Please tell me about this (these) experiences.

3. Were there certain experiences or events which you attribute to the absence of your emotional intelligence?

4. Do you consider emotional intelligence as critical to your career?

FUTURE IMPLICATIONS

5. How has your professional practice been adapted over time because of your knowledge, acquisition, development and use of emotional intelligence within your work?

6. What advice in regard to emotional intelligence would you give to principals in training?

7. What advice would you give to the developers of principal preparation programs in regard to the understanding, acquisition, development and use of emotional intelligence for principals in training?

Appendix F: Phase Two Interview Questions

REGARDING THE EMOTIONAL INTELLIGENCE OF PRINCIPALS

Linda P. Maresca
Doctoral Candidate for Educational Leadership PhD at Lesley University
lmaresca@lesley.edu (978) 422-9039

CAPACITY IDENTIFICATION

1. Do you consider yourself open to ideas other than your own regarding how to move your school forward? If so, please tell me about an experience where this led to a school improvement.

2. How do you get your message across to others when describing motivational goals, aims, and missions?

3. How do you deliver bad news to staff, students, parents, school committee members, or your superintendent? Do you have a strategy? If so, how did you develop this strategy?

4. What coping behaviors do you engage in, in order to manage the demands of being a principal?

CAPACITY ACQUISITION, DEVELOPMENT AND USE

5. When did you first become aware of the importance of using emotionally intelligent capacities such as being open, being positive in social interactions, and being adept at describing motivational goals within your professional practice?

6. Are you able to reframe your emotions effectively? (i.e. be realistically optimistic and appreciative)

7. Who has been or is a good emotional role model for you, and why?

8. Did you have emotionally sensitive parenting? Describe your upbringing relative to the role of emotion.

9. Were there certain experiences or events which contributed to the development of your emotional intelligence capacities? (such as a disorienting dilemma, a dialogue between you and a trusted peer, or advice from a mentor?) Please tell me about this (these) experiences.

10. Were there certain experiences or events which you attribute to the absence of emotional intelligence?

11. Do you consider emotional intelligence as critical to your career?

FUTURE IMPLICATIONS

12. How has your professional practice been adapted over time because of your knowledge, acquisition, development and use of emotional intelligence within your work?

13. What advice in regard to emotional intelligence would you give to principals in training?

14. What advice would you give to yourself as a new principal, knowing what you now know about emotional intelligence?

15. What advice would you give to the developers of principal preparation programs in regard to the understanding, acquisition, development and use of emotional intelligence for principals in training?

Appendix G: Research Questions/Interview Questions Matrix

Interview Questions	Research Question 1	Research Question 2	Research Question 3	Research Question 4	Research Question 5	Research Question 6
1	X					
2	X					
3	X					
4	X					
5				X		
6	X					
7					X	
8					X	
9			X		X	
10			X		X	
11		X				
12					X	
13						X
14					X	X
15						X

Appendix H: Initial Thematic Data Summary Sheet

Note: The indicators in bold were deleted in the Revised Thematic Data Summary Sheet.

Question _____

Indicators/THEMES

SELF:	T	J	D
Understands self/knows who they are			
Is authentic			
Has had a life-changing event			
Acknowledges personal strengths and deficits			
Is drawn to "social" work/improvement			
Is "ego-less"			
Has a self-deprecating humor			
Understands balance between life/work/what's most imp.			
Had emotionally sensitive parenting.			
SKILLS:	T	J	D
Can read others/interpersonal awareness			
Values others			
Respects others			
Empowers others			
Understands fear			
Is Motivational			
Is Positive			
Is Collective			
Is Collaborative			
Is Open/Willing to Compromise			
Is Reflective			
Is Adaptive/Acknowledges/Accepts			

Understands role as a facilitator			
Understands abuse/use of power			
Mentors others naturally			
Is empathetic			
Values and considers differing perspectives			
STRATEGIES:	T	J	D
Uses evidence/data to confront a problem			
Can de-escalate other's emotions/behaviors			
Has strategies for interpersonal exchanges (private/public)			
Understands dilemmas vs. problems/can address			
Shows appropriate situational response prioritization			
Leads by example			
Uses simple language to communicate goals/etc.			
Builds foundational supports/trust/entry plan			
Focus/emphasis on school improvement			
Uses the collective "we"			
Listens to others			
Uses the golden rule			
Uses coping strategies			
Uses silent observation.			
Can manage his/her own emotion.			
Slow to react.			
NOTES:			

Appendix I: Revised Thematic Data Summary Sheet

Question _____

Indicators/THEMES

SELF:	T	J	D
Understands self/knows who they are			
Has had a life-changing event			
Acknowledges personal strengths and deficits			
Is drawn to "social" work/improvement			
Is "ego-less"			
Has a self-deprecating humor			
Understands balance between life/work/what's most imp.			
Had emotionally sensitive parenting.			
SKILLS:	T	J	D
Can read others/interpersonal awareness			
Values others			
Respects others			
Empowers others			
Understands fear			
Is Motivational			
Is Positive			
Is Supportive			
Is Collaborative			
Is Open/Willing to Compromise			
Is Reflective			
Is Adaptive/Acknowledges/Accepts			
Understands role as a facilitator			
Understands abuse/use of power			
Is empathetic			

Values and considers differing perspectives			

Appendix J: Plot Analysis

	J.	T.	D.
Setting	Public middle school First principalship	Public elementary school Veteran principal	Public elementary school Veteran principal
Characters, primary, plot-crucial secondary	Principal Resistant teachers	Principal Staff (all faculty)	Principal Superintendent Kindergarten aide
Initiating action	Resistant to everything Not focused on students	Failing school, Last principal had been dismissed	Supt. wants to save money, cut all kindergarten aides unilaterally across district
Complicating action	Principal didn't want conflict	New principal at this school	Principal knows that this aide is worth her weight in gold, a real asset to school
High point (turning point, climax)	Just kept appearing at their classrooms	Invites everyone to speak to him and tell him the problems of the school	So mad that he writes a vitriolic negative letter calling the supt. ignorant
Resolution strategies	"Hi!, Good morning! [said in a high voice] Just kept appearing, knocking on her door in a way that was soft and gentle.	Asks staff What are some of the things we should celebrate? What are some of the things that we probably want to look at and adopt? What should we take another look at? Creates entry plan that addresses all concerns	After cool down period, realizes the supt. is just trying to do his job. Rewrites the letter, changing every negative to a positive and suggesting supt. take his meager supply budget in order to keep the aide employed
Ending	They became her biggest supporters	School turns around. Makes AYP first and all five years of his tenure	Superintendent so impressed, uses principal's strategy as an example of getting creative
Coda	But it took a lot of my presence. It would have been much easier just to stay away, but I know it wasn't the right thing.	Let's not look out the window to see who's going to come and help us. Let's look in the mirror and use ourselves. We're smart people and let's figure out how we can do this.	So I told him I'll give you the money in my school account back 'cause it was just for additional things anyway, and we'll do without that, but we need Betty.

| Narrator stance | I need to be present. It's not my comfort zone, but the school needs this. | Let's figure this out together. | Turned anger into a positive, created a solution rather than make a complaint |

Appendix K: Significance Markers

	J.	T.	D.
Psychological states	Positive Calm Measured Humorous Self-depreciating	Positive Relaxed Jovial Humorous Self-depreciating	Positive Relaxed Contrary Confrontational Candid Emotionally sensitive Self-depreciating
Affective expressions	Give the person a comfort level Reading people's feelings They have an agenda I need to digest this. I appeared to be a rock.	"Where have I stepped on a sensitive toe?" "I think their fear is that they don't understand the motivations of the new leader." "hard on their hearts" Dominate "Percolate and ferment" "…A woman crying. I got a little insulated from that after 18 years. You can."	She's hurt, she was desperate Slap in the face Abuse power Intimidate There's consequences of not being open I cared about them and believed in them. I just learned that you treat other people the way you wanted to be treated. Sadder world Scary place Crawl into somebody else's skin and walk around in it for a while Let me tell these other 4 people how bad I stink! So I trust people to make me aware if I said or did something that gives them that "get up in the middle of the night worrying about that" feeling.
Cognitive expressions	Awareness Presence Try to keep an even keel Keep emotions in check	Understand	Something changed in my brain. I don't personalize. I know it's never about me. I could feel the anger flowing through my fingers.
Speech dialogue			

Intensifiers	Strong Absolutely Anytime Significant Numerous Very Good Better Daily Minutely Hourly	Positive So ingratiated Resonate positively Pretty Way better Most	Single most
Causal connections	Teachers were scared because lots of ESL kids/diversity flooding the district suddenly	Data analysis means looking at student achievement more critically Choose low hanging fruit (easy items to change) and build momentum.	She's hurt. She's desperate. It's never about me.
Negations and hedges		"Ain't the way it works!" "Kinda insulated" "I don't know if I would have picked me…"	
Qualifiers		The whole damn day People who don't think like you	Foolish Arrogant
Coda, Other notable features, metaphors, sayings	"Choosing carefully when I need to be present and what emotion is driving that decision on my part." "Don't let people force you into decisions you are not ready to make 'cause that is usually emotionally charged." "I appeared to be a rock." "You've got to behave like you are in a marriage with your union." "You can't make everyone happy…"	"Do you understand that other people have and want a voice that's heard?" "You have to learn that your ideas really mean nothing. It's really all about working with the stakeholders. You have to drive their and your ideas forward and sort of be the manager, the facilitator of all of these ideas that are brought together." "…not all my decisions were popular but I think their effect on people was minimized because they knew that, or I think they understood	"The content has to be preceded by helping people to be open to this change…it's in every element of my practice." "This is no good for your child. All it's doing is it's hurtful and it's hateful. I know you're very angry, you're very upset. I get that. So, how can we come up with some answers that will help you, and most of all, help your child?" "So, by retelling, you learn." "You change by doing." "Watch the change in

	"The group I listen to, I would say hourly, daily, minutely, would be my teachers. They give me feedback on about everything." "Visibility is one of my big things." "I learned that I got such greater motivation and productivity out of teachers if I attended their meetings." "But I learned that when I became comfortable, sometimes that equates to overconfidence and then you don't see stuff that you should have anticipated." "Out there [outside world] it's still a little scare, so it's still my growth area, always will be." "I try to follow the golden rule." "I do a lot of yoga." "If I get upset too, it just feeds their upsettedness."	my intention was not to hurt anybody but just to make something more efficient and to make something better for the kids, people, whoever was involved." "You can't really fault someone for wanting to make something better for people." "If you don't take the time to do that, then, and value their voice as you move along in your struggles, cause there are going to be struggles, they'll just be oppositional, they'll be combative." "I felt as though the building did better without me…it seemed as though they flourished and grew in my absence and I felt good about that." Favorite sayings: "Oh, my word" "Percolate and ferment"	attitude when you say something like that [I care about your child, and you] and mean it. They become different people." "I do angry really well." "Nothing good ever came from anger." "Anger is a far more compelling thing than gratitude." "I'm not a very good actor." "It was the antithesis of what I believed in." "I was, in fact, insubordinate." "I learned that there's consequences for not being open to other people." " 'Cause in a group of five to six people…you're going to have six different types of concerns." "We were building capacity." "You can't do something immoral." "My word means everything to me." "The wisdom of the team always supercedes that of the lone genius."
Observations	Used emotional labor most of all three	Used the collective "we" often	T was the only interviewee to have had

candidates Used a high, whiny voice to imitate resistant teachers Just sits in on teacher meetings, doesn't say anything	Most focused on whole school improvement Hedged on naming gender differences Couldn't think of any instances where teacher improved rather than was fired Whispered to convey a sensitivity when talking about a parent who committed suicide	the death of parent as disorienting dilemma. Contrarian Most empathetic Worst at hiding his feelings

Appendix L: U.S. Leaders/School Leaders Comparison Thematic Data Summary Sheet

Each Indicator is referenced by the source and page number where it can be found.
Note: Aggregated responses to all Interview questions were tabulated for the participants.

Indicator/Theme

SELF:	Abraham Lincoln	Eleanor Roosevelt	Jimmy Carter	T.	J.	D.
Understands self/knows who they are	AR 14 K 12	A 67	C 48	960 521 665 710 787 843 855 960 1351	18 478 109 265 271 303 440 478 545 558	791 134 327 495 531 560 585 707 741 791 945
Has had a life-changing event	K 16 K 72 AR 110	J 10 J 11 J 15 J 23 J 36	C 23			241 388 640

Acknowledges personal strengths and deficits	AR 45	A 67	C 47	145 710 859 870 909 1351	19 82 128 262 303 329 479 546	134 250 438 496 585 667 741 1070 745 747
Is drawn to "social" work/improvement		A 20	C 43			
Is "ego-less"	AR 12			85 87 815 684	280 556	94 242 812 936
Has a self-deprecating humor	AR 63			648 838 1305 1351	155 191 263 273 302 318 504 554	48 367 495 520 650 691 812
Understands balance between life/work/what's most imp.			C 43		97 193	154 178 523
Had emotionally sensitive parenting.			C 57 C 58 C 59		341	609

SKILLS:						
Can read others/interpersonal awareness	AR 74		C 140	35 101 243 590 643 674 691 927 947 1163 1214 1286 1337	46 191 241 306 342 422 487 536 543 568 601	16 120 184 185 205 244 305 312 366 380 385 407 477 488 507 548 620 658 785 878 918 1004 1036 1048
Values others			C 54	101 978 983		22 49 208 705 830

SKILLS:	Abraham Lincoln	Eleanor Roosevelt	Jimmy Carter	T.	J.	D.
Respects others	AR 58	J 90	C 54	231 482 619 1053	542 569	21 95 124 177 205 275 397 451 497 514 616 1025 1036
Empowers others		J 95	C 158	160 1065 1286	584	17 511 595 761 1020
Understands fear			C 243	233		113 259 284 381 508 786 879 929 1005

Is Motivational	AR 13	J 93		139 250	67	144 180 202 789
Is Positive				300 329 483 542	483 542	145 180 202 332 1069
Is Supportive		J 51		462 805 1001 1168 1220 1225		46 167 180 407 514 550 643 781 847 866 888 929 1008
Is Collaborative	AR 40			129 451 1215	28 399 569	125 180 590 757
Is Open/Willing to Compromise	AR 60		C 158	85	34 569	34 97 477 757 1004

Is Reflective	AR 81	J 86	C 81	79 551 614 665 708 800 834 854 909 960 1192 1218 1274 1337	50 162 205 223 242 251 261 266 325 343 357 388 554 399 440 481 545 600	132 230 311 335 356 388 404 439 549 597 642 669 686 741 781 945 1003 1035 1051
Is Adaptive/Acknowledges/Accepts	AR 63	J 47	C 85	29 521 673 807 855 1099 1315 1351	208 399 519 521 555	271 785

Understands role as a facilitator	AR 44	J 96	C 98	86 522 548 621 673 804 935 983 999 1176 1182 1274 1281 1214	70 163 170 206 251 304 387 539 555 584	122 211 447 511 669 745 788 900 1004
Understands abuse/use of power		J 66	C 81	106 933 1152 1226		124 211 361 404 594 744 1023

Is empathetic	AR 80 AR 121 K 23 K 49	J 21 J 90 A 72	C 47	620 802 996 1001 1026	388	120 124 270 277 288 385 410 454 515 522 549 613 640 663 705 731 890 901 1044 1070 1072
Values and considers differing perspectives	AR 24 AR 39	J 76	C 83	131 180 243 454 466 807 1216	164 404 569	97 167 205 477 746 872 1004

STRATEGIES:	Abraham Lincoln	Eleanor Roosevelt	Jimmy Carter	T.	J.	D.
Uses evidence/data to confront a problem	AR 122		C 157	462 515 543	25 165	30 195 707 844 950
Can de-escalate other's emotions/behaviors	AR 24		C 147	234 640 765 1074 1225 1187 1286	415 581	304 406 517 551 916 920 942 943 1011 1046
Has strategies for interpersonal exchanges (private/public)	K 54 AR 121	J 76	C 141	125 288 516 541 616 673 758 985 1049 1337 1164 1186 1216 1337	72 162 342 381 415 482 507 544 564 576	173 180 243 388 406 437 915 919 926 953 1004 1050
Understands dilemmas vs. problems/can address	K 54 B 51	J 113	C 157	1176 1288	360 582	478 809
Shows appropriate situational response prioritization	AR 90	J 52	C 141	602 1049 1187 1218	171 205 566	284 643 954
Leads by example	AR 125	J 76	C 65	145 528	66 305	17 643

				999 1162	374 502 504 544	807 995
Uses simple language to communicate goals/etc.	K 44	J 76	C 157	139 528	65 393	180 288 917
Builds foundational supports/trust/entry plan	AR 39		C 157	131 514 805 1218 1337	123 252 388	410 512 789
Focus/emphasis on school improvement				80 519 642 805 1185 1287	21 75	187 675 779 842
Uses the collective "we"	AR 92		C 156	140 528 641 1173	47 388 506 586	330 590 757 782 825 918

Listens to others	AR 26	J 76	C 158	129 511 583 674 685 710 764 927 1215 1337	29 33 37 403 538 565	243 511 830 949 1005
Uses the golden rule			C 47		160	396
Uses coping strategies	AR 80 AR 110 AR 125	A 44	C 97	583 586 736 738	191 206 207 299 301 331 564	242 314 436 456 863 1024
Uses silent observation.				947	72 371	549
Can manage his/her own emotion.	AR 62		C 87	585 749 1171	166 192 308 328 374 420 488 557	299 389 436 456 551 747 930 1046

Slow to react.	AR 80			585 729 1161 1238	309 420 478 541 558	436 1023

Key to U.S. Leader references:
A: Atkins, Ann Eleanor Roosevelt's Life of Soul Searching and Self Discovery
AR: Alvy, Harvey and Robbins, Pam. Learning from Lincoln
C: Carter, Jimmy. The personal beliefs of Jimmy Carter
K: Kaplan, Fred. Lincoln: The biography of a writer
J: Jones, Victoria Garrett. Eleanor Roosevelt; a courageous spirit

Appendix M: School Leaders Comparison Thematic Data Summary Sheet

Each Indicator is referenced by the source and page number where it can be found.
Note: Aggregated responses to all Interview questions were tabulated for the participants.

Indicator/Theme

SELF:	T.	J.	D.
Understands self/knows who they are	960 521 665 710 787 843 855 960 1351	18 478 109 265 271 303 440 478 545 558	791 134 327 495 531 560 585 707 741 791 945
Has had a life-changing event			241 388 640

Acknowledges personal strengths and deficits	145 710 859 870 909 1351	19 82 128 262 303 329 479 546	134 250 438 496 585 667 741 1070 745 747
Is drawn to "social" work/improvement			
Is "ego-less"	85 87 815 684	280 556	94 242 812 936
Has a self-deprecating humor	648 838 1305 1351	155 191 263 273 302 318 504 554	48 367 495 520 650 691 812
Understands balance between life/work/what's most imp.		97 193	154 178 523
Had emotionally sensitive parenting.		341	609

SKILLS:			
Can read others/interpersonal awareness	35	46	16
	101	191	120
	243	241	184
	590	306	185
	643	342	205
	674	422	244
	691	487	305
	927	536	312
	947	543	366
	1163	568	380
	1214	601	385
	1286		407
	1337		477
			488
			507
			548
			620
			658
			785
			878
			918
			1004
			1036
			1048
Values others	101		22
	978		49
	983		208
			705
			830

SKILLS:	T.	J.	D.
Respects others	231 482 619 1053	542 569	21 95 124 177 205 275 397 451 497 514 616 1025 1036
Empowers others	160 1065 1286	584	17 511 595 761 1020
Understands fear	233		113 259 284 381 508 786 879 929 1005

Is Motivational	139 250	67	144 180 202 789
Is Positive	300 329 483 542	483 542	145 180 202 332 1069
Is Supportive	462 805 1001 1168 1220 1225		46 167 180 407 514 550 643 781 847 866 888 929 1008
Is Collaborative	129 451 1215	28 399 569	125 180 590 757
Is Open/Willing to Compromise	85	34 569	34 97 477 757 1004

Is Reflective	79	50	132
	551	162	230
	614	205	311
	665	223	335
	708	242	356
	800	251	388
	834	261	404
	854	266	439
	909	325	549
	960	343	597
	1192	357	642
	1218	388	669
	1274	554	686
	1337	399	741
		440	781
		481	945
		545	1003
		600	1035
			1051
Is Adaptive/Acknowledges/Accepts	29	208	271
	521	399	785
	673	519	
	807	521	
	855	555	
	1099		
	1315		
	1351		

Understands role as a facilitator	86 522 548 621 673 804 935 983 999 1176 1182 1274 1281 1214	70 163 170 206 251 304 387 539 555 584	122 211 447 511 669 745 788 900 1004
Understands abuse/use of power	106 933 1152 1226		124 211 361 404 594 744 1023

| Is empathetic | 620
802
996
1001
1026 | 388 | 120
124
270
277
288
385
410
454
515
522
549
613
640
663
705
731
890
901
1044
1070
1072 |
| Values and considers differing perspectives | 131
180
243
454
466
807
1216 | 164
404
569 | 97
167
205
477
746
872
1004 |

STRATEGIES:	T.	J.	D.
Uses evidence/data to confront a problem	462 515 543	25 165	30 195 707 844 950
Can de-escalate other's emotions/behaviors	234 640 765 1074 1225 1187 1286	415 581	304 406 517 551 916 920 942 943 1011 1046
Has strategies for interpersonal exchanges (private/public)	125 288 516 541 616 673 758 985 1049 1337 1164 1186 1216 1337	72 162 342 381 415 482 507 544 564 576	173 180 243 388 406 437 915 919 926 953 1004 1050
Understands dilemmas vs. problems/can address	1176 1288	360 582	478 809
Shows appropriate situational response prioritization	602 1049 1187 1218	171 205 566	284 643 954
Leads by example	145 528 999 1162	66 305 374 502 504 544	17 643 807 995
Uses simple language to communicate goals/etc.	139 528	65 393	180 288 917
Builds foundational supports/trust/entry plan	131 514 805 1218 1337	123 252 388	410 512 789
Focus/emphasis on school improvement	80 519 642 805	21 75	187 675 779 842

	1185 1287		
Uses the collective "we"	140 528 641 1173	47 388 506 586	330 590 757 782 825 918

Listens to others	129	29	243
	511	33	511
	583	37	830
	674	403	949
	685	538	1005
	710	565	
	764		
	927		
	1215		
	1337		
Uses the golden rule		160	396
Uses coping strategies	583	191	242
	586	206	314
	736	207	436
	738	299	456
		301	863
		331	1024
		564	
Uses silent observation.	947	72	549
		371	
Can manage his/her own emotion.	585	166	299
	749	192	389
	1171	308	436
		328	456
		374	551
		420	747
		488	930
		557	1046
Slow to react.	585	309	436
	729	420	1023
	1161	478	
	1238	541	
		558	

Appendix N: T's Transcript

1   T. interview part 1 transcription
2
3   L. Thank you so much. I, um, have given you, um, something that I didn't give you before. A
4   tiny little description of what Salovey and Mayer say EI is.
5   So I'm going to give you a minute to read that, and then we can talk about it. But that should
6   frame our questions.
7
8   T. Umhum. I thought there was a new piece to the puzzle here and there is.
9
10 L. Yeah!
11
12 T. Okay. Yeah, I like it.
13
14 L. Just because there is a lot of differing theories out there and terminology around EI and this
15 helps to frame their theory and this seems to make the most sense. Goleman has his own theory
16 which starts to get loosey-goosey and all over the place. So I like that it's pretty clear.
17
18 L. Okay. So the questions I'm going to ask you are particularly from your frame of reference
19 and not the person, the other people in the room, all right?
20
21 T. Okay.
22
23 L. Not your audience, not the person you're speaking with. When you're thinking back on an
24 experience, okay?
25
26 T. Right. If I could just comment on this definition. Um. Um. It's very succinct. And it really
27 puts into a very few words a lot of the, ah, information that occurs to make social intelligence
28 happen positively, and I think it answers what happens to make it go negatively. Just in some of
29 these little phrases "monitor one's own feelings". You know, how many people don't even
30 understand their own, how their feelings are being seen or heard? Ahmm, and then to have an
31 idea of what others have for feelings and emotions and to sort of be sensitive and take those
32 social cues to guide what your next move's going to be. Ahm, and then to discriminate among
33 them to see what's good, what's bad, where have I stepped on a sensitive toe, or where should I
34 proceed with caution and where should I just run 'cause I've got everyone running with me,
35 rowing with me too, and again to use this info to guide your thinking and actions. To sorta follow
36 up on this. To mention something I learned in one of Steve's courses, ahm, to use this info to
37 create the environment, create the conditions that will allow for whole school improvement to
38 occur I think finishes this nice thought up.
39
40
41 L. It does, it so does.
42

43 T. So, I really resonate positively with this definition. Uh, I think I can speak to some of it from
44 my experiences.
45 Q #1 --
46
47 L. Whoa yeah! I'm glad, 'cause that is what we're here for! Um. So, first off, T, would you
48 consider yourself open to ideas other than your own regarding how to have your school move
49 forward if so. Are you a principal currently?
50
51 T. Well, let me give you a little bit about me. I was a teacher in public school for twelve years. I
52 was a banker when I lost my teaching job for nine years.
53
54 L. Okay!
55
56 T. So I kinda came back into the education business.
57
58 L. Okay.
59
60 T. As a teacher and as an administrator. So I was a teacher for twelve and an administrator for
61 eighteen years.
62
63 L. Uh huh.
64
65 T. And I recently retired in March after being an interim superintendent from December [of] one
66 year to March of next year. So a little over a year as interim superintendent. So, ahm, I sorta had
67 a pretty interesting career in education and I was in three different school districts, all public
68 schools. None of them would I consider urban except L_, which was considered urban, but I
69 would call it mildly urban. It wasn't Worcester or Boston.
70
71 L. Urban "light"
72
73 Laughter
74
75 T. Like Mike's Light, Urban Light. But that's my quick run through my background. Ahm, but I
76 have had two schools that were involved in/with the whole school improvement during the era of
77 the MCAS accountability and so forth and uh, and I think I've had two positive experiences in
78 doing whole school improvement to reach what was considered at the time MCAS proficiency
79 sorta stuff.
80
81 So I think I can speak to some of the stuff but let me get back to your original question about
82 being open. I think that when you're in elementary school or any school principal you have to
83 learn that your ideas really mean nothing. It's really all about working with the stakeholders.
84 You have it to drive their and your ideas forward and sort of be the manager, the facilitator of all
85 of these ideas that are brought together. If you think it's your school, if you think they are your
86 ideas then what will happen is when you leave your ideas will leave and that agenda, that
87 initiative will cease. So I call it having a whole school improvement idea or an initiative what the
88 term that I've been using all my life is "principal-proof" so that no matter who was in the

89   principal's office the stakeholders in the building or in the district have so ingratiated themselves
90   with the initiative that no matter who the principal is, that initiative is going to move forward. So
91   therefore, with that in mind as a mindset, they're not my ideas.
92
93   L. Okay.
94
95   T. You come to the table knowing that all of the people around you have the same, less or more
96   experience than you and that they all have a voice. And if I could, I just thought about this for the
97   last week after looking at questions again. Hmm, and If I could kinda boil it all down to small
98   and succinct like Salovey and Mayer did, it really speaks to "Do you understand that other
99   people have and want a voice that's heard? If you do, if you understand that other people that
100 work with you whether they are parents or other administrators, teachers, students, whoever,
101 have a voice and would want it heard then you will have, I think, appropriate emotional
102 intelligence to lead the district the school to improve. If you don't think that people have a voice
103 and you want to sort of live by your own voice then I think you'll have limited results if any
104 results, if any success. I guess you'll have results, they just won't be positive. (Laughter)
105
106 L. Okay.
107
108 T. So, let's go back to my own personal experience and I'll try not to make all the answers this
109 long, I'm sorta giving you background.
110
111 L. As you move around, I'll use my EI as I need to.
112
113 T. Good call, good call!
114
115 T. So I'll go back to the experience I had when I took over a school in R_ in 2008. It was a
116 school that was performing very poorly academically and was a two-year old school. So the
117 school had just kinda been born and it was only two years old. The first principal was dismissed
118 and I was asked to take over. So I spent the summer meeting with the faculty and I emailed them
119 all and I said "I'm here! It's July 1. My contract starts. I'm here!" I sent them all an email, I said
120 "I'd love to meet with you either individually or in groups, whatever is comfortable for you."
121 "These are my hours and what are some of the things about our school we should celebrate and
122 keep?" "Number two what are some of the things we probably need to look at and think about
123 whether we want to adopt?" So I started to get emails back and I started to make appointments
124 with people and I spent the summer listening to and writing down what my faculty had to say. I
125 also met with PTO leadership and school improvement Council people and I came up with some
126 things that they, that were "hard on their hearts" so to speak and I came up with plan to roll out
127 as the school year started. Really the main theme (hmm, clear throat) was "let's look at _..." This
128 is what they said; they weren't happy with their scores either. They weren't happy with school
129 discipline and they wanted someone to help.
130
131 L. Hmm.
132
133 T. And I said to them "Our district does not have a lot of money. The theme was let's not look
134 out the window to see who's going to come and help us. Let's look in the mirror and use

135 ourselves. We're smart people and let's figure out how we can do this." So we started to look at
136 _, started to do more on, um, look at student scores, looking at all the things we did in the
137 building, why we do what we do. Everything! From kids coming and leaving the building, to
138 daytime to reading time to the curriculum, many, many things. And, um, you know just the way
139 we dismissed kids. I did a whole different thing than what was happening. I had experience. I
140 thought it [the way they did dismissal previously] was silly. I said "Let's try this other way, I
141 think you're going to find it's a lot easier on you and the kids and people were like "Oh my
142 God", "I can't believe the way we did dismissal!". "This is fantastic." I said 'Well, let's give it a
143 shot. I though it would work and let's just kinda _", so it's just like one small little low hanging
144 piece of fruit, "Let's keep moving!"
145
146 L. Laughs
147
148 T. So then let's look at the reading issue. Let's look at how we look at kids, let's look at how we
149 gather data on kids. How do we look at the data? So we agreed, you know. The faculty said
150 "Yeah, we know we have to Dibble and Aimsweb the kids every so often."
151
152 L. Um.
153
154 T. And I said "Okay what we do with the information after we have it?" and that was sort of like
155 the power. They were like "I don't know what to do! We don't really do too much with it. " And
156 I said, "Why don't we set up a format by which they can look at the data and look at the info? So
157 I came up with some forms that were easy for the teachers to fill out. Once in the beginning of
158 the year and they just add data as the year went on and then they would pass that data into me
159 and then we would look at it and we would try to target what was going on in the building. We
160 met in grade level teams and that was a new thing to meet in grade level teams and to talk about
161 the kids. What we would do is as we look at each teachers data, each group of teachers data I
162 would see the students whose scores were not that good. So when I would do walk-throughs in
163 the building I would say to the teachers "Okay, all these kids that you said have these really low
164 scores, when I walk in your room I'm going to watch and see what these kids are doing."
165
166 L. Ah-ha
167
168 T. 'Cause I want to see how they are using their time.
169
170 L. Okay.
171
172 T. And the teachers are like "Okay, yeah", and I said to the teachers…
173 You all set?
174
175 L. My Kapersky internet security failed but that's okay.
176
177 T. Okay, Kapersky. Yeah, hmm.
178
179 L. It's okay.
180

181 T. So I tried to take the pressure off the teachers. I told them "I'm not really here to see you; I
182 just want to see what those kids are doing during their reading time. So, my walk-throughs are
183 more focused on the kids versus [doesn't finish sentence].
184
185 L. Okay.
186
187 T. And obviously, not on the teacher. But when I would walk in my focus was to see how the
188 kids were doing. How they were spending their reading period. And the teachers were like
189 "Yeah, come in and watch, come see." And if I saw a kid off task, I'd point it out to them and
190 say "I know you were busy with this little group over here, but he was really off task, and maybe
191 that's why his scores are such ___. Keep an eye on him and maybe move him closer to you.
192 Check in more frequently." Gave them some tips.
193
194 L. Suggestions?
195
196 T. Suggestions.
197
198 L. So you were very positive. You framed all of that in a very positive _.
199
200 T. Oh yeah! Yeah, because the goal was really not to kill the teachers.
201
202 L. Laughter. Right!
203
204 T. The goal was to improve the kids' ability to read.
205
206 L. How long were you at that school?
207
208 T. 5 plus years. That was actually my last building, okay. We ended up turning the school
209 around, so that our school went to what they now call a Level 1 building.
210
211 L. Yeah?
212
213 Where we made AYP the first year and we kept of all five years.
214
215 L. Fantastic!
216
217 T. All the subgroups, everybody, even the special ed students which was really the biggest
218 challenge - we have had a lot of special ed student but again, you're trying to get the teachers to
219 be more mindful of those kids voice, you know?
220
221 L. Right.
222
223 T. I tried to be mindful of the teachers' voice, and I was trying to make teachers more mindful of
224 those kids' voices. And, you know "How do we respect? How I respect you is how you should
225 respect them. I respect them and, now, how do we work on all of this together?" Um, so I myself
226 was really working with the teachers, listening to them and trying to incorporate what they had

227 for fears. You know, get back to them, to relax. "I'm not here to hurt you; I'm here to help the
228 kids. We can do this together."

230 L. You bring something up, a huge buzzword "fear", so seems to be my personal observation
231 that fear – stymies so many things that – so speak to that a little, 'cause, you know, you nailed it
232 when you said that "I'm listening to teachers, I want to alleviate their fears. What do you think
233 their fear is?

235 T. Well, I think their fear is that they don't understand the motivations of the new leader. You
236 know, what are the motivations of the new leader? Is it to move me? "I love where I am. I've
237 been here so many years. Please don't move me. Please keep my pond nice and level."

239 L. Laughter.

241 T. "Don't make waves. Please."

243 L. Right.

245 T. But sometimes you know, so, you know, the way you sometimes get around that is to have
246 conversation with teachers. Have structures in place where you get to converse and listen to them
247 a lot and to communicate using the performance or the work of the kids as this is the sort of like
248 the grounding, the thing that we're talking about.
249 That's the focus. Not "I'm trying to move you, I'm trying to can you, I'm trying to hurt you. I'm
250 trying to get the kids, the building on Level 1. I want AYP for these kids. I want kids to learn
251 how to read. So they can function in this world." And that's what's going to happen when we do
252 all these little things. All these little pennies are going to add up to dollars later on.

254 L. Ahhh hahhhh.

256 T. So let's get all the pennies, see if the pennies are even there.

258 L. Laughter. I love the way you put that, T. You know, everybody has their own methodology,
259 but another thing that sound a little trite is that all these conversations, with parents, students,
260 with teachers, with administration, they all seem to be deposits in a bank.

262 T. Absolutely!

264 L. In my way of thinking. So you said, you used it a little bit differently, but in other words,
265 we've got to have all those foundational pieces in place before we make a whole school or a
266 whole dollar, correct?

268 T. That's right.

270 L. So a little different take, but…

272 T. Yeah.

273

274   L. They are still deposits. They're deposits of what we call social capital.

275

276   L. Yup.

277

278   T. It's social capital. It's the ability to, um, have a great communication with the stakeholders in
279   this entity we call the public school and as you add deposits into that account someday you're
280   going to have to do something that takes deposits away and what happens is those the part of
281   those withdrawals are minimized if you've got enough deposits, so to speak, to make that
282   happen. I mean, not all of my decisions were popular but I think their effect on people were
283   minimized because they knew that, or I think they understood that my intention was not to hurt
284   anybody but just to make something more efficient and to make something better for kids,
285   people, whoever was involved, hmmmm. (clears throat) you can't really fault someone for
286   wanting to make something better for people.

287

288   L. Right.

289

290   T. If, you know, we got a nice understanding but if that foundation of EI or social capital or
291   what ever you want to call it, has not been built right from the beginning by asking people what's
292   important to them, "What should we probably drop?" Taking that information and coming up
293   with some better entry plan. If you don't take the time to do that, then, and value their voice as
294   you move along in your struggles, 'cause there are going to be struggles, they'll be just
295   oppositional, they'll be combative. It's just a battle versus coming in and doing what you really
296   need to do.

297

298   L. I'm curious, T, when you said, when you said "Hey, door's open, want to set up an
299   appointment with me".

300

301   T. Yeah.

302

303   L. Could you think back? How many, what percentage of your faculty took you up on that offer?
304   Was it collective or individual? Kind of break it down for me.

305

306   T. Everybody came before school, before they had a report for school.

307

308   L. So every single faculty?

309

310   T. Every single faculty member came. Ahhm. A couple of individuals, mostly pairs or grade
311   levels. The building had four teachers in every grade level, so a lot of times pairs of people
312   came.
313   L. Okay.

314

315   T. 'Cause a lot of people were doing things in pairs already.

316

317   L. Okay.

318

319   T. "I teach science, she teaches social studies. We're already sort of a little team in the fourth
320   grade. We'll come to see you", and they came. The fifth grade came as a group all four
321   together and it turns out that's how they were working. They were a tight group already. The
322   two kindergarten teachers, the first grade was two and two. But every grade seemed to do it a
323   little differently. Some of the special ed people came in with some of the aides because they
324   didn't feel like they could come, they didn't feel like they had a voice, and I was like, sure, if
325   you have an assistant, yeah, because I want to; "You're a team; I want to talk to all of you."
326
327   L. Right.
328
329   T. It was good to get their point of view too. So, by the time school starts, but the time teachers
330   are supposed to report to work, everybody had come. Everybody had come.
331
332   L. Fantastic.
333
334   T. And I sorta rolled it into this, and you know, just a lot of things that rolled together so when
335   school started there seemed to be like a theme to the building, to be a climate, so when you
336   walked in to the building _. Those were the comments that I heard after I left the school.
337
338   L. So did you "principal-proof" that school?
339
340   T. I'm happy to say that when I left, my fear was that when I left that there would be something
341   that would happen. Um. I ended up getting an assistant principal my second year, who I
342   mentored for four years.
343
344   L. Uhhum.
345
346   T. Who is in the Lesley program also. I would say she changed it into, when I went back to visit
347   the school now as the interim superintendent and I did visits with her, I would say the school was
348   her school. It definitely had her tone, her kinda spirit in the building, in the hallways, with the
349   people, but the people were still very happy. Very engaged. She was still doing some of the
350   structural things that I was doing with her, you know, the whole grade level thing, the faculty
351   meetings on regular basis, and she even grew it more to have a mathematics focus group which
352   was all volunteer where people met on a regular basis to talk about math instruction. They also
353   met in the summer and read some books, and did some work that spun off into an ELA focus
354   group also. So she sorta took what we had done and built on it. I felt as though the building did
355   better without me, so to speak. It seemed as though they flourished and grew in my absence and I
356   felt good about that.
357
358   L. and T. (Laughter)
359
360   L. I'm gonna; you touched on something I need to explore. Sidebar, not even on here, but,
361   uhhhh, gender. This was a woman. You're a guy. Ahhhh. Any ahmmm observations, differences
362   in leadership because of gender?
363
364   T. (Long pause.) Ummmm.

365
366   L. Totally off-topic, but its something I've touched on and am just curious about.

367
368   T. I think__ - I don't think." Pause. No, I don't think there was much difference leadership wise
369   and the gender thing, no.

370
371   L. Okay.

372
373   T. I-I, you know, I guess naturally she would be more sensitive to you know, you know, a
374   woman crying. I kinda would, I kinda got a little insulated from that after eighteen years. You
375   can.

376
377   L. (Laughter)

378
379   T. You know, I had a Kleenex box I'd put down and let people cry. Maybe she was a little more
380   sensitive to things but she still just learned to get a Kleenex box and put it out.

381
382   L. Okay.

383
384   T. Maybe at first she was, but I didn't think she was that much different as far as just the gender
385   part. The thinking; she definitely had. She wanted to take what we were doing and make it
386   bigger.

387
388   L. Okay.

389
390   T. Which was great. I thought, like, "Wow, she's moving it even further than I did."

391
392   L. Wow.

393
394   T. Yeah.

395
396   L. Don't you think too, that between you and I., in other words, that should be the goal of a
397   leader to be surpassed, let the student become greater than the master or the leader?

398
399   T. Yes.

400
401   L. To me that's truly …

402
403   T. Yes

404
405   L. Truly social capital at its best.

406
407   T. Yes.

408
409   L. It's that you're not in it for you.

410

411   T. Yeah.

413   T. You're in it for the future. The ego gets ___.

415   L. If you have one, you really ought to check it at the door.

417   T. Oh yeah. Yeah.

419   T.   And this is off-topic but that really comes up a lot when you're leading a building.
420   You know, just my relationship with the recreation department in town, who uses the school
421   every day for almost as many hours as I do.

423   L. Wow! Wow.

425   T. Okay. I sorta leave the building at 5 o'clock and the rec department takes over.

427   L. Of the town?

429   T. Of the town. So they take over every evening and every Saturday. You add up all these hours
430   and actually when, 'cause the rec department was also the after school program, so as soon as s
431   school ended at like 3:30 until nine or ten at night. It was afterschool program and then athletics
432   in the gym. So they were practically in the building as much as me, all right, and you know, you
433   have to deal with these people a lot. And you want some after school time too, once in a while
434   for PTO functions and _. You just have to have an understanding. "Lookit, I can trump you on
435   nights I gotta have a dance, I gotta have that, but all most anything else you want, we're going to
436   work together and practically almost have it all but I'm going to need a few of these. Okay?
437   We've got an understanding, all right?" But even working with that group they would say to me
438   "You're so easy to work with." I'm like, "You know what? This is your school. You're paying
439   for it, not me." Right?

441   L. Right.

443   T. "You live in this town. Your taxes are paying 18 million dollars for this building. I'm sorta
444   like your day manager so to speak. I'm trying to make this thing nice and comfortable for the
445   kids, and offer it to you at night. I want to keep it clean so that when you're here, when you come
446   to take it at 3:30 it's clean for you – and then, when you leave at night, my custodians come, it's
447   clean for me. We can work together. We can make this all happen." Just lay that out. "Okay?,
448   Right? Right, I want it clean for me too." Got to have that conversation, that understanding, you
449   know, understanding they have a voice, there's going to be a lot of dates they want and this may
450   not be fun for me or my gym teacher. She's got to be done by school ending because here comes
451   the kids for the after school program. So you gotta….

453   L. You didn't run the after school program?

455   T. No, no, the rec. department did. Yeah, so there were parts in the building that they took over
456   right at 3:30. So we gotta be outta there. So all right, I'll make sure it's clean for you. "You just
457   make sure it's good for me."

459   L. So you had a nice reciprocal relationship?

461   T. Yeah, yeah. Again, saying to them it's really your school, it's not my schools. 'Cause I've
462   heard some principals say to stakeholders, parents "Get out of my school!".

464   L. Right.

466   T. It's like "Really?" That's pretty disrespectful and that's not listening to their voice. So
467   anyway, Just a little off topic there, all right.

469   L. I'm going to stop this and start a new wave file.
470   T. interview part 2 transcription

472   Q #2 --

474   L. So how do you, you know, you spoke a little bit about this when you said that you listened to
475   all of their concerns when you did your entry plan at G_ and you probably did that in other
476   schools too? Right?

478   T. Yep, yep.

480   L. Uhm. But, um, any other strategy or something that we didn't cover earlier?

482   T. No. I think that's probably the big picture, the essential kinda thought.

484   L. I'm a really big picture kind of a girl. I'm a librarian. We summarize everything!

486   T. Yep, yep. (Laughter)

488   L. So then, we touched upon this just a little bit, but baaaad news, those withdrawals from the
489   bank if you will.

491   T. Uh huh.

493   L. What was your strategy when you had to do that?

495   T. Well I think, uh, let me just go back a little bit. When you talk about listening to other people
496   and all that and when you start to put together some sort of a plan a lot of times you have to look
497   at the data. You have to look at results. You have to look at, um, research, evidence. You need
498   some kind of evidence and that helps you forge ahead and gives reasons to get people to buy in,
499   evidence. Usually when I have to deliver bad news, there's evidence, there's a reason why, and I
500   think you need to be frank and forward and truthful and have the actual singular reason clearly

501 articulated and defined. And then you stick with it. There aren't/isn't one reason for this group,
502 another reason for this group. There is a reason. "This is why we're doing this. This is what
503 happened. Here's why." It's clear, it's singular, there isn't' a different reason, there isn't
504 different info for different people. Because you don't look truthful. You look like you're
505 wavering, you look like you're just giving people what they want to hear and you start to lose, I
506 think, the trust of your stakeholders. So whenever you have to deliver bad news, frank and
507 forward, "Here it is and here's why."
508
509 L. Okay.
510
511 T. "I hate to say it, but this is what we're going to have to do. This is what happened."
512
513 L. Ummm.
514
515 Q #3 --
516
517 L. One of those experiences that no principal likes is when a faculty member just isn't measuring
518 up. How might you address that?
519
520 T. Um.
521
522 L. Or how have you…
523
524 T. Yeah, I would say that, uh, if I had to frame it I wouldn't say anything to faculty before the
525 person left. I would talk to the person first. Just usually, you build up to that, there isn't a
526 surprise. There should be a build up. There should be sorta scaffolding of evidence that sorta
527 leads up to this very important decision, disappointing decision, but you get there. And then after
528 they leave, I never really got into explaining too much publicly or even privately to other people.
529 Usually, if anyone asked, I would just say that it was not a good fit. I would keep it very vague.
530 In that regard I would keep it vague and generalize and only because you never know where this
531 information is going to go back to. You don't know, if you're going to…I don't know how much
532 you should share with other people anyway. I don't know if it's their business. A lot of times
533 people understand, they suspected. If, I think, you did your homework right, they knew. "Yeah,
534 probably wasn't working out". You know, but um, when you have to tell it to the person usually
535 they're leading up to that, there's so much evidence.
536
537 L. So speak to me about that scaffolding. Can you tell me, were there any successes? In other
538 words, before you ratcheted it up to "You're out the door", did you have some surprising
539 turnarounds? Were, I mean, did you have success with that, with the redirecting of a teacher?
540
541 T. Ummm. Usually – I can't think, I'm trying to think. I can't think of one right now. No.
542
543 L. Okay. Fair enough. I was just curious to know if there were any of those tough discussions
544 that actually resulted in, that changed.
545
546 T. Yeah, an epiphany kind of thing?

547
548 L. (Laughter). Well, not even so much as an epiphany, but that you could see visible
549 improvement in the teacher.
550
551 T. I can't, but if I think of one as we go along…
552
553 L. Sure, sure.
554
555 T. I can't right now.
556
557
558
559 Q #4 --
560
561 L. Soo – I'm really into knowing what coping behaviors did you engage in, in order to manage
562 the demands of being a principal.
563
564 T. Uh, One, by being a great listener and trying to really hear the message that the person is
565 trying to say whether/no matter who it is. Parent, student, whoever, even students/teacher. What
566 they're trying to say. Then, slowwwww. Lot of times, react slowly, not quickly.
567
568 L. Yeah.
569
570 T. React slowly; take time to think about it. I think if you react too quickly, it doesn't look like
571 your response was thoughtful and considerate of all of the info that was provided. So, sometimes
572 I would hear things and I would just, ask questions, listen to it all and say "Okay, um, I'm going
573 to have to get back to you before the day's out." And I might consult with my assistant; I might
574 consult with other people. But I wouldn't react right away.
575
576 L. Give yourself a little grace period.
577
578 T. Yep, yep.
579
580 T. I think it's important, and more times than not, it worked out to just not react right away.
581 Yeah. Now sometimes, of course, there's an incident on the bus, kid's hurt, whatever, you have
582 to react right away, but a lot of other things, if you can delay it, absolutely do it. And not for a
583 long time. Like the day, but 24 hours the most.
584
585 L. Okay.
586
587 T. Yep.
588
589 L. Okay. Um – any other things like, you know, exercise or speaking to, you know, a mentor or
590 even speaking with the wife, or were there other coping measures that you used?
591

592   T. Let's talk about email for a minute. Because in my career as a principal email went from
593   nothing to like 24/7! Parents would email me every day, any time of the day, and so I would
594   always, um, respond to them. Respond as soon as I got it. "Thank you for your email." "Let me
595   work on this, I'll get back to you." Always. 10:30 Sun. night. "Thank you for your email, I'm
596   gonna go after this first thing tomorrow morning." Just to let them know. I think it's very
597   disrespectful to get an email and not respond for days. Hmmm. And that's just one little thing.
598   People want to be heard, and they want to be acknowledged that they were heard. Now a lot of
599   principals would read an email and do nothing. "I'll take care of this tomorrow". But the sender
600   doesn't know you, hasn't been acknowledged, so what do they think? They think you've read it,
601   and dissed them. But just reply back "Got your email. Yeah, I think that's what you're saying is
602   important. I'll get right on this first thing in the morning. I'll get back to you."

604   L. So that acknowledgement was huge.

606   T. Yeah, yeah.

608   L. Do you…

610   T. Then, try to solve it!

612   T & L. (Laughter) Then the next day take the time to you know, talk to all involved parties and
613   you know, "Why don't you come in and let's talk now? You need to make an appointment." and
614   sometimes the response would be "I'll tell my secretary to call you in the morning and set up an
615   appointment, so we can talk about this." "My kid was bullied Friday after school." They send an
616   email Friday night. "My kid was bullied on the way home on the bus" (blah, blah, blah). Best
617   thing to do? "That's important, that's not called for, we don't tolerate that, come in first thing
618   Monday morning. My secretary will make the time." Now they're going to have the weekend to
619   think about it and get ready. "Monday, yeah, as soon as we can, we are going to tackle this." If I
620   don't acknowledge that email all weekend this parent's got two days to percolate and ferment…

622   L. (Laughter).

624   T. Bad thoughts about me, rightfully so.

626   L. Good words! I like that! Percolate and ferment!

628   T. Ohhh!

630   (Laughter)

632   T. Best thing you can do "Oh my word!, that's awful, first thing Monday morning my secretary
633   will call. Let's take care of this."

635   Q #5 (paraphrased) --
636

637 L. Um, so, you know, you've had a long career. So when did you/at the beginning of our
638 interview you said "If you don't get that people need to be heard, people have a voice, when did
639 that epiphany happen? When did you figure that out?

641 T. Well, uh, haha, it probably happened in my banking career.

643 L. Okay.

645 T. Because I was a branch manager and you had customers and you tried to sell things to the
646 customer, and you can only sell after the customer has had a chance to tell you what he needs. So
647 you ask him. "Do you have this? So you have this? Do you have life insurance? Did you know
648 we have life insurance?" And then, you ask these questions and it gets you to realize, yeah, I get
649 more successful, as I get this person to talk more…the more I listen the more successful I'm
650 going to get.

652 L. Give me a percentage. This is interesting. When I was test driving these questions speaking to
653 someone…Would you be able to give me a percentage of how much time you put into listening,
654 and how much time you respond?

656 L. Just quick, quick and dirty, no data!

658 T. Ummm. Oh, boy. I think, I mean I like to hear people more. I mean I like to ask more and find
659 out more about you. It's like…I already know about me, I want to know about you. If you want
660 to know about me, you'll ask me the questions. But I don't want to just tell you about me. I
661 really want to find out more about you. So, I'm going to try to listen like, more than half. Now
662 right now I am dominating this whole thing…

664 L. (Laughter) But, yeah, it's a little different!

666 T. If I was sitting on the beach next to someone I would ask them questions; about what the do,
667 what they've done, where they've been, and if I can ever relate to any of it, I will, but I really
668 like to hear how they've, you know…

670 L. Another question. Would you/do you have any idea of your Myers-Briggs subtype, or if you
671 are an introvert or an extrovert?

673 T. I'm probably an extravert if I had to pick.

675 L. And an extravert means you derive your energy from being with people versus and introvert
676 derives their energy from being alone.

678 T. Although I like being alone, too….

680 (Laughter)

682 L. These percentage questions gotta stop!

683
684 T. I mean, I uh, just came out of a Rotary meeting. I am the sergeant-at-arms and just went
685 around and had the floor for 15-20 minutes in front of 20 something people, did a little comedy
686 show with everyone and their happy dollars and all that stuff. I mean, I asked them a lot of
687 questions and said things, but I also like the quiet of being in my truck.
688
689 L. So you're nicely balanced! Good, T! All right, our questions. It's such and easy flow that it's
690 easy for me to ask you lots of additional questions. So hopefully I'm not…
691
692 T. So it's working? My EQ?
693
694 L. It's working! (Laughter) You've got it going on!
695
696 Q #6 --
697
698 L. Um! Ah, my next question is; Are you able to reframe your emotions effectively? So, I say,
699 for example, are you realistically optimistic, appreciative? And on the flip side, you might be
700 reallllllly livid, something just went down, I think you hinted at it when you said you don't
701 respond to questions unless its an emergency situation, but how do you reframe your emotions?
702 How do you go about that?
703
704 T. Well, that's one of the good things about taking the time, is that you can have time to reframe
705 your emotions individually.
706
707 L. So that reflective time to give yourself the grace to say "I need a couple of hours, I'll get back
708 to you." So, not making a snap judgment. Then you said it's proven to work pretty well for you.
709
710 T. Yep. You get a chance to talk to an assistant or somebody else or some kids or something
711 before you get back to them. Yeah, it also gives you time to kinda step back. They always say to
712 look at it from 40,000 feet. Just to see how important that thing is in the really big picture. Is it
713 really important in the big picture? It might not be. So why make a snap judgment call on
714 something, you know, that really isn't important anyway. And maybe you don't even need to.
715 Sometimes you may step back after a few hours and say "I don't care! So what! It's not that
716 important to me." Then they're like…okay…
717
718 T. and L. (Laughter)
719
720 T. I mean, you know, I would hear, it's funny, I would have a principal call me and say "Did you
721 hear what somebody said at a meeting today?" I'm like "What?" and they'd tell me and I'm like
722 "yeah". What did you think about that? I said, "Well, that's how they felt". "Well, aren't you
723 upset about it?" "No, I'm not. I don't care. I don't care." And they'd be ranting and raving and
724 going on for about five minutes, blah, blah, blah, blah. And I'm like "I don't care." "Doesn't
725 have anything to do with my school." And they want to get me going, like they're going. And
726 I'm not going!
727
728 L. (Laughter)

729
730   L. So I'm going to pick what energy I need to divest into something important?

731
732   T. Yeah! Yeah! If I think something needs to continue to resonate I'll jump in, but it doesn't I'm
733   not going to just for fun, just because you are.

734
735   L. But do you feel that sometimes the person needs you as an outlet or a sounding board? Do you
736   ever feel…

737
738   T. And I'll listen, yeah, and maybe they say on the other end, "Well, Jeez", I guess if he's not
739   that whipped about it, maybe I don't need to be." I mean, if a sounding board sounds, here's my
740   sound. "Do you want to hear my voice or just want to hear what you want to hear?" It's my
741   voice. It's all about the voice thing. It's fascinating how it weaves through a lot of this stuff!

742
743   L. Doesn't it!

744
745   T. Like I said, I was trying to think about this, the last few days, what is the little…it's like
746   voice!

747
748   L. Oh, perfect.

749
750   Q #7 ---

751
752   L. Ahm, who has been a good/great emotional role model for you in life?

753
754   T. Um.

755
756   L. Somebody you think does this just so well.

757
758   T. You know, it's hard for me to pinpoint because I've had so many bosses, colleagues. Um, I
759   don't think I have a particular. I mean, I think I've taken from many different people and just
760   make my own thing out of it. I can't…my first superintendent made me be reflective. My very
761   first superintendent really made me start to think about things. Here's the question he asked me.
762   Now, I'm a brand new principal in a K-2 school. (Pause)

763
764   (Laughter)

765
766   L. Feet to the fire, right?

767
768   T. K-2 school. Having our first little go/meeting and he says, "So what are you going to do about
769   the dropout rate?" And I'm like "The high school dropout rate?" He says "Yeah", and I'm like
770   "Oh, I really didn't think I had much to do about that." He's like "No, you do." I'm like.
771   "Ahhhh." So then he kinda left that and went on to another topic and I percolated on that after he
772   left, and as my career went on, this is where they start to make the decision. They might do it at
773   16. But they start thinking about it at 6, 7, 8, when a teacher says "I think I want to retain you" or
774   this happens or a teacher does this, or another bad teacher comes in. All of the sudden this kid

775 percolates and at 16 he is out. So I guess I really need to make sure that things that happen in my
776 school don't help kids think about dropping out. I need to create conditions in my school where
777 kids want to stay in school, be life-long kinda learners, not temporary learners or non-learners,
778 non-readers, its like "Wooooo!" – So that was…(Laughter) "Oh, my, that too?" I'm the K-2 guy.
779 Okay!
780
781 L. So that was a huge big picture thing, when you were focused on your K-2 world, so…
782
783 T. Yeah, and he was one of those slow to react guys. He never really lost his temper. I thought he
784 had really good emotional handle on people. He was good with people. Yeah, you know, he was
785 an interesting superintendent. My very first one. I was so glad he picked me. I don't know if I
786 would have picked me!
787
788 (Laughter)
789
790 L. Oh, I'm going to get to that. That's at the bottom, one of my questions.
791
792 Q #8 ---
793
794 L. So, you know, it's all about the parents, right? So my next question is "Did you have
795 emotionally sensitive parenting?", and describe your upbringing relative to the role of emotion.
796
797 T. Well, you know, my parents were immigrants from Italy, and I don't think they were very
798 emotionally sensitive people. They were (laughter) not confrontational…
799
800 L. You're talking to a Maresca, OK!
801
802 T. But very truthful, honest communication. I mean, I think a lot us Italians are like that.
803 (Laughter) I think, maybe it's good, because it hardens you. And that anything the world can say
804 to you, you probably have heard it in the home. So you're okay with it.
805
806 L. So the ethnic consideration is there.
807
808 T. I guess it's a positive. People say things about you, but they are all in your own family. It's
809 not like you haven't heard them already.
810
811 L. That's pretty funny, T!
812
813 T. Yeah, I don't think my family is very emotionally sensitive, nor am I with them.
814
815 L. Okay, fair enough.
816
817 Q #9 ---
818
819 L. So, all right, we talked a little about this but I really think we've touched on this and you came
820 at it from a different angle, okay, about five different angles so, far, but you know, is there

821   anything else you'd like to tell me about experiences or events which contributed to your
822   development of capacities as an emotionally intelligent person?
823
824   T. Um, I think of the mistakes that I've made. You try to learn from them, and realize, uh, that's
825   this is a voice you gotta hear. You don't like to hear, but you need to hear, and take it into
826   considerations and move on, try to forget about it.
827
828   L. Is it hard to do, to forget about it? Especially if it's been a negative experience that you've
829   hopefully learned but…
830
831   T. I guess, It's not…The forgetting part. Yeah. Some of the stupid things that are still in there
832   "Oh, why did I do that?" But um, luckily it didn't hurt anyone so it's all right.
833   (Laughter) But when you look back professionally it's like "Ahhh, how could I, you know, when
834   I look back at my teaching…I started teaching in maybe '74 and um, my first students are 50.
835
836   L. (Laughter). So these people are police officers, these people that have kids that I'm
837   going/playing with my grandkids at soccer games, and um, I look back at when I had them in my
838   classroom and "Oh, my word!" The things I used to say to kids, and I'm not sure if I was very
839   sensitive to them back then but they all still "Hi, Mr. _, how are you?" They give me hugs!
840   Couldn't have been that bad, but "Oh, my word, it was so different back in the 70's!"
841
842   L. What did you teach, T?
843
844   T. Sixth grade.
845
846   L. Sixth grade. Okay.
847
848   T. You know, all subjects. They were K-6 schools back then, you know. Middle schools didn't
849   really emerge 'til the '80's.
850
851   L. Okay, So sixth grade.
852
853   T. Taught all subjects and you look back and say you weren't very emotionally sensitive with the
854   things you did, but you didn't hurt anybody!
855
856   (Laughter)
857
858   T. I didn't hurt anybody.
859
860   L. They still seemed to like you and embrace you just the same.
861
862   L. Where did you begin teaching?
863
864   T. In L_.
865
866   L. In L., Ok. Uhhh, Ok. Anything else, or did we kinda nail it?

867
868 T. Yeah, I think that's it.
869
870 Q #10 --
871
872 L. I think you just answered pretty much the next one, but where there any instances where you
873 say, "Man!" Looking back, "Man!, if I had had any inkling of other people's voices and my own
874 voice/influence or their influence I might have done things differently?"
875
876 T. Oh yeah. I would have done way better. I mean, really, I was not that attuned to it when I was
877 teaching before I had my banking career. If I had, I think I would have done a way better job, I
878 mean, I think I still did a good job but I think I would have been way better.
879
880 L. And how many years were you a teacher? Did you answer this question?
881
882 T. Seven.
883
884 L. Seven.
885
886 T. I taught seven years before I became a banker. Yeah.
887
888 Q #11 --
889
890 L. Ok. Ahm, do you consider emotional intelligence as critical to your career?
891
892 T. The most critical. I think it's a career builder, or a career burner. Yep. I see and I talk to
893 principals. I've talked to superintendents. And when you listen to how they speak and sometimes
894 how they dominate conversations or the air time, you say, I say to myself. "This is going to be a
895 one contract person." Yep. And most of the time they are. Yep.
896
897 L. So…
898
899 T. They dominate air space. They dominate the air time, when conversation occurs, dialogue,
900 right? They dominate it, they are not _____. Where's my little definition! They're not sensitive.
901 They don't understand their own feelings and emotions, they definitely do not look at how others
902 are reacting to how they are and they doesn't even use it to guide the way they behave. Its like
903 "Get a mirror, buddy!"
904
905 L and T. (Laughter)
906
907 T. You notice everyone yawning. It's like "Ohhh!!! Most of the time they end up being one
908 contract people."
909
910 L. Gotcha.
911

912   T. Yeah, yeah. If they make it, if they even make that contract. It's so funny. I think I've become
913   really astute at just listening to what people say. Um.
914
915   L. Ok. I'm going to stop this one (recording) and start again.
916   T. interview part 3 transcription
917
918   Q #12 --
919
920   L. I want to know how has your practice been adapted over time and then, you know, and then
921   let's talk about what we can do for new principals, principal preparation programs and what
922   advice you would give to yourself. You know, these are the navel-gazers, right? So you know,
923   let's start with the easiest, the low hanging fruit. How has your professional practice been
924   adapted over time because of your capacity?
925
926   T. Yeah, I think I've slowly become more and more of a confident and quiet leader, um, that
927   allows, you know, understands the importance of stakeholders, you know, sets up a climate or a
928   framework with their integral parts of the process and then tries to work with them. I love this
929   phrase: "create the conditions that allow them to work freely and to the best of their ability" so
930   that, in the end, kids learn and love school, wanna come to school.
931
932   L. What do you think those conditions are?
933
934   T. It's, it's having school be a happy place, having school be uh, and being a person that people
935   want to be around versus someone they see and avoid, walk down corridor from, um, having
936   school be a place where people want to come to learn, whether it's the kids or the teachers
937   (Laughter) or the aides or the custodians, anybody, um. You know, in all of my principal years I
938   would meet with my head custodian every morning when I got to school and that was like_,
939   there's not too many people around. There were some teachers there, not too many though, but
940   the custodian, whenever he'd see me drive up to the building he knew "Okay, I get one on one
941   with the principal for at least 10-15 minutes." And I'd always say "How's everything running?
942   Here's what's going on today. You all set? How's everything going? How'd the guys do last
943   night?" blah, blah, blah, and just giving him that time every single day values him. Of course
944   he's valuable, but now he knows it! 'Cause I'm with him one on one, every day. I didn't do that
945   with anyone in my school except my secretary and him. That's it, and so, uh, he's a big player in
946   the building, and so he was on my team. I needed something, call K. on the radio; "K., I need
947   ____" "Yeah, boss, whaddya need?" I need a guy to work this Saturday. Find a guy, all right?"
948   "I'll get someone" I mean, so you just learn this over time, take the people, value the people you
949   got, they will work for you. They want to work for you if you value them and their voice. And
950   that was just one small thing I did every day. That's low – that's easy, that's nothin'. Took no
951   time and it manifested itself into you know, years later, four years into my five years at that
952   school, the guy has a heart thing. He ends up in the hospital emergency, blah, and blah, blah. I go
953   visit him. "Oh, my word!" You'd think I gave him a $100,000.00 dollars. He tells me to this day,
954   "I can't leave. You came to see me in the hospital."
955
956   L. So this was your head custodian?
957

958   T. Yeah.

959

960   T. "Well, K., you went to the hospital in an ambulance, I gotta go see you. I need you! You're
961   my guy!" "When I opened my eyes, you were there with your wife. I couldn't believe it." All his
962   family was there. I think I was the only one from school that went. Wakes, I would go, to um,
963   acknowledge deaths. You can't believe how many principals whose teacher's parent dies; they
964   don't say anything to them. Nothin! Its like, how do you not say "I'm sorry"? I've had parents
965   die. I had a parent who was murdered. Well actually, when I was in R_, one year I had a parent
966   die of cancer, a parent commit suicide, and a parent murdered.

967

968   L. All in the same year?

969

970   T. Same. Ah, within one year.

971

972   L. So one parent was murdered, one committed suicide…

973

974   T. …had cancer. Yeah. Cancer. Yeah, yeah.

975

976   L. Whew! Quite the year!

977

978   T. And what I would do, within 24 hours, I would call the home. Call the spouse. "Hi, Mr. so and
979   so, I just heard that your wife passed away. I am so sorry. What happened?" They want, that's
980   therapeutic…give me your voice. [Whispers] "I don't know if this is going to come out, Mr. _.,
981   she hung herself." I'm like "Oh, my word!, you gotta be kidding me!" He says/I said to him,
982   "Who found her". He goes "I found her in the shed" and I said "Oh, my God, did the kids see
983   anything?" He said, "Nah, I took her down and called the police. I said "Oh, my word" I said,
984   um, "What're you going to do, what's going to happen in the next few days? Well, I think the
985   kids will be out all week." I said "All right, I want to say something to the kid's class. Can I just
986   say she passed, suddenly passed away?" He goes "That's fine. Tell them just that she suddenly
987   passed away." And um, "we support you." So I said, um, "Are you going to be home later
988   today?" He said "Yeah", so I said "Let me come by with some stuff." So I went to Big Y in H_
989   and bought $100.00 worth of stuff with my own money, and I brought him a ton of food. I
990   visited with him, I shook his hand, saw the students, 'cause the kids were home and he showed
991   me the shed. I was like "Holy crap", but that's the relationships you make with these people.

992

993   L. So it so transcends the school walls when you do something like this, these relationships.

994

995   T. Oh, yeah, oh yeah, yeah.

996

997   L. And it's, its John Dewey who said that education is a social experience. You know, and what I
998   find really interesting, how T, is that when you say "I'm looking at this can of worms what I'm
999   finding is that there's this whole new, these new "buzzwords" whole new kind of science,
1000   affective science. This new buzzword wasn't around before, or we didn't use it, we certainly
1001   didn't use it.

1002

1003   T. Right.

1004
1005   L. So, that's a powerful story. How you support people and how you're sensitive to an incredible
1006   situation, how you could deal with it.
1007
1008   T. Any time somebody passed away, you know, I had another parent who died on the couch, and
1009   um, so, I call the house. Always call the house as soon as I found out. Get somebody on the
1010   phone. "Hi, this is me. I'm calling on behalf of the faculty, to express our condolences", da, da,
1011   da, da, dah. "Anything I can do?" And if I'm going to send a message home "Here's how I'd like
1012   to say it. Is this okay with you?" I always get the okay from them. Ahm.
1013
1014   L. Always get the okay from the person.
1015
1016   T. Yeah, the first person. I'm going to frame it "passed away suddenly", you know, "passed
1017   away". You know "We grieve with the family, we're here to support." Please, you know, sealed
1018   envelope. I'd always put "We're not telling the students, please, you tell your child." 'Cause,
1019   something like that, I think, needs to be framed at home. I know you've learned from John C.
1020   how we frame things.
1021
1022   L. Right.
1023
1024   T. How important that is. And death, things like that, should be framed at home. Because, a lot of
1025   times they may stop and say a prayer, do whatever they do in their home, and they grieve about
1026   something like that or when they pass information like that. So I'd always send it home in a
1027   sealed envelope saying "We haven't talked to the students, you do that. We're going to assume
1028   you do that tonight, and our teachers and our psychologist will be there first thing in the morning
1029   in case the kids have any questions", dah, dah, dah, dah. So when the parents get the letter, it's
1030   like Okay this is what happened. They haven't told the kids. Okay, I think I want to tell my kid.
1031   There's going to be someone there tomorrow when my kid might have a question. Okay, very
1032   good, they've done their homework. This school knows what's going on! And they've told me
1033   what they know. And now I can do my parent part.
1034
1035   L. You've given them a comfort level.
1036
1037   T. Yeah!
1038
1039   L. You pass the baton so beautifully.
1040
1041   T. Yeah, 'cause I think they want to own that part.
1042
1043   L. I'm thinking back and take two seconds of air time, but September 11th happened.
1044
1045   T. Did the same thing.
1046
1047   L. When I was a brand new teacher, it was my first year teaching and the word from on high was
1048   "do not discuss this with students at all."
1049

1050   T. Uh.

1051

1052   L. But I also operated in a K-4 setting, and so, I found myself just wanting to reassure students
1053   but yet, and as a parent myself to young children at the time, trying to learn how to navigate
1054   these waters, that unscripted stuff, we'd never been bombed in my…so, it's interesting.

1055

1056   T. And back then, we could own the air space, but we don't own it anymore. The kids would
1057   know now by the phones, Face Book, buh, buh, buh. So now the damage control's going to be a
1058   little bit different. It's going to. When September 11th came, I was in a K-2 school and we could
1059   dominate. There were no phones with kids anywhere, but today there are kids with cellular info
1060   and you have to do it slightly differently, but I think the big thing is just to assure parents in a
1061   letter, or now, it would be a ConnectEd call. It would be "We've/the kids know such and such
1062   happened. We didn't get into many details. Please take over at your own level."

1063

1064   L. Say that you were still the principal, right? Uh, would you, which would have been your
1065   preferred media now. So say, um, the Boston bombing just happened.

1066

1067   T. Yeah.

1068

1069   L. That Boston Marathon bombing, would you have done a ConnectEd call, or would you have
1070   done a letter, or …?

1071

1072   T. I probably would have done a ConnectEd because uh, again, all the parents would know about
1073   it, and I think a pretty good amount of the kids would know about it, and I think I would do the
1074   ConnectEd call.

1075

1076   L. Because social media, it's so much more prevalent, and the news is already out there so…

1077

1078   T. Plus the other thing, the paper copy has to get hand-delivered at home, dah, dah, dah. The
1079   ConnectEd the parents would get on their phone and they'd get it at work and they'd see it, you
1080   know, right when it happened.

1081

1082   L. Immediately.

1083

1084   T. Yeah, noontime or whenever I would send it. Exactly. They'd be like "Yeah, I got this
1085   already." Now the parents are already set, thinking about stuff before they even step out of work.

1086

1087   L. Interesting, interesting, how media has changed. What can we do, how can we kinda head
1088   them off at the pass, if you will.

1089

1090   T. And yeah, you almost cannot head them off at the pass anymore.

1091

1092   L. But at least it's a more immediate way of contacting them rather than a letter 'cause you don't
1093   know if the letter ever got out of Johnny's backpack or what have you.

1094

1095   T. Right, that's right.

1096
1097   Q #13 ---
1098
1099   L. All right, now I'd like to know, you got a new principal who's wet behind the ears, what
1100   advice, of all of your years, what are you going to tell that person to help them? 'Cause I'm a
1101   service-oriented person. All I want to do is help. I want to help develop principals in any way I
1102   can.
1103
1104   T. Right, right. I think the big thing is to just get an understanding to know about and understand
1105   this definition you shared with me in the beginning, and that's, that's, um, be aware that your
1106   position as a principal carries a lot of power and weight. It can be used in two different ways.
1107
1108   L. Okay
1109
1110   T. It can be abused.
1111
1112   L. Ohhhh – Okay.
1113
1114   L. And it can be used to dominate and push, um, but it also has a lot of weight in that it can be
1115   used to absorb and then give back, and how are you going to go through? How are you going to
1116   navigate your career? Are you going to be one who dominates or are you going to be one who
1117   absorbs and then tries to reflect back? And uh, sorta temper your power, so to speak. Um. I think
1118   that's a real good compass point that a lot of new principals should talk about and practice. Yeah,
1119   you have to practice it. Umm. But I would consider that a real, real critical thing to making
1120   someone's career successful or not. I recently just saw an opportunity to mentor a couple of
1121   principals in a district and I sent in my resume and I thought about this, and I thought about that.
1122   I'm like … one's a brand new principal, and one's a …, I'm sorry, one's a second year principal
1123   and one is an interim principal. And um, I'd love to see how they react to things; I'd like to
1124   watch them at a faculty meeting, just to see how they do it. Again, who's dominating the air
1125   space? What's the content? You know, we doin' adminustrivia stuff or are we doing thoughtful,
1126   reflective sorta strategic changes? You know, the adaptive changes that are just like "we're not
1127   going to do this at 3 o'clock; we're going to do it at 2 o'clock. Those are the surface level things,
1128   easy things, but the strategic changes that require changes of professional development changes
1129   and practice changes and mindset, those are the once that are the hard ones. Those are the one's
1130   that take, um, time to really build up.
1131
1132   L. So how long would you say it takes to build or change a school culture?
1133
1134   T. You need, that needs to be your focus almost all the time, it needs to guide practically
1135   everything you do. You know, listening to how, to what the people say. If a teacher comes into
1136   your office and just starts complaining about something, and you just say to the teacher, um
1137   "How is that going to help the kids read?" and it's like, you know, they just complained and it's
1138   like, "Oh!" It just makes the teacher think "Oh, yeah, is that really an important thing that I'm
1139   talking about?" And you smile. "Is that really going to help them read better?" (Laughter) Oh,
1140   yeah, just those little things like that.
1141

1142   L. T, you're framing it!

1143

1144   T. I mean, you have to think of that all the time.

1145

1146   L. Okay.

1147

1148   T. All the time.

1149

1150   Q #14 --

1151

1152   L. So here you are, and you are standing in the mirror, and looking in the mirror, and you know,
1153   the sorta famous Norman Rockwell mirror within a mirror? A brand new principal, what advice
1154   would you tell yourself?

1155

1156   T. Um, I think I like these two questions because obviously if you are a brand new principal
1157   you're going to take over a building and not everybody in the building's brand new. They've all
1158   been there. You're the newbie!

1159

1160   L. (Laughter). Okay, you're the newbie!

1161

1162   T. You need to fit in.

1163

1164   L. Okay.

1165

1166   T. They don't have to fit in. You, you need to fit into them, and that's why I like these two
1167   questions "Hey, whadda you guys do around here that works really well? Talk to me" and
1168   zzzzzzttt (capture by writing down). "Okay, are there any not so good things that you want to
1169   change? What are those kind of things?" And zzzzzzttt, write 'em all down and now you take
1170   that info and you percolate on it, and you say "Okay, here's my entry plan". As a matter of fact, I
1171   got an email from a colleague of mine at the district level. She was going to be applying for a
1172   principal job and so she asked me if I would write a letter of recommendation, "Yeah, I'll write
1173   you a letter, sure, send me a copy of your resume." Okay. And I say to her, just for fun, "What
1174   would you do when you'd _?, What would be the first thing you do when you start working?" So
1175   she said "I would…" dah, dah, dah [describe what she was going to do]. "I would do [this], I
1176   would do [that]." And I said to her, I emailed her back and said "You might want to put that on
1177   the back burner for a minute and you may want to ask, 'cause you're going to be new…", and I
1178   just repeated the same questions [what staff should keep, what staff should change]. So she
1179   writes back "Oh, my God!, I have so much to learn!"

1180

1181   L. (Laughter)

1182

1183   T. Just a suggestion! You could do it your way, but just think about this. She's, you know, then I
1184   saw her and I can't believe, and I said "Yeah, slow it down! Take the time to set and build a
1185   great foundation before you just start slappin' together some 2x4's!

1186

1187   L. (Laughter)

1188
1189   T. Take your time.

1190
1191   L. I like that! Take your time. I am a very visual person so when you say, when you talk about
1192   deposits in the bank and slapping together those 2x4's it fascinates me!

1193
1194   T. Oh, God.

1195
1196   L. And you know, T, there's lots of _/anything else, any other advice you'd give to yourself. I
1197   mean you told me "to listen to them".

1198
1199   T. You gotta be a great listener. Gotta be a great listener. Absolutely a great listener. Yep, yep.

1200
1201   L. Did we nail that one" I think we nailed it, but you tell me.

1202
1203   T. Yeah.

1204
1205   Q #15 ---

1206
1207   L. And the burning question, the burning question for me! What advice would you give to the
1208   developers of principal preparation programs in regard to this, in regard to emotional
1209   intelligence?

1210
1211   T. Uhm. Well, when I see, um, like there's a program I think at MESPA, there's a leadership
1212   program that people build these three-ring binders over the course of a year. As a matter of fact,
1213   my assistant (when John C. hears this, he's going to laugh), my new assistant principal was in
1214   that program at MESPA and she built this beautiful three-ring binder with these beautifully
1215   colored tabs and everything and it was all about a little bit about budget, a little bit about brain,
1216   little bit about this, little bit about that, evaluating teachers, nu, nu, nu, nu, nah. And so she
1217   graduated and paid her money and got her certification. She was now a certified principal and I
1218   said "It's a beautiful binder. Take that thing and throw it up in the air and now put all those pages
1219   back in the binder. That's your school day, that's your school day."

1220
1221   L. (Laughter)

1222
1223   T. Okay! If your school was segmented in all those tabs it would be awesome, but that ain't the
1224   way it works. It's a bully on the bus, it's somebody puked down the hall, it's she's gotta go home
1225   sick, it's another parent who hates your guts, superintendent wants to visit your school today,
1226   school committee person send you an email, buh, buh, bah. The superintendent wants to see you.
1227   That's your day. And Um, I think if I had to look at programs and I think that was a good
1228   program. I looked at it. It was a good program. I'm not sure they spent enough time talking about
1229   working with people because the whole darn day is working with people. You know, um, the
1230   principal is like the hub of a wheel, okay, and all these spokes; I got the kid spoke, I got the staff
1231   spoke, the faculty spoke, the superintendent spoke, my colleagues spoke, my parents spoke, my
1232   SIMCO, school council spoke, I got all these people! The bus company spoke, my custodian
1233   spoke, the food is crappy today spoke, (Laughter) nobody can do recess today spoke, and all

1234   these things! Talk about dealing with people! And building people up, calming people down,
1235   listening to what they say, formulating decisions, working with people, all different kids of
1236   people to get/sometimes easy agendas to happen, and sometimes teachers' practices changing to
1237   happen. That's obviously the biggest nickel to deal with. But that's the big advice, how to work
1238   with people that don't think like us.
1239
1240   L. How to work with people who don't think like us.
1241
1242   T. (Repeats) How to work with people who don't think like us. Yep, yep.
1243
1244   T. Sometimes my assistant would come in my office and say "Why don't you think like me?"
1245   And I'm like "Cause I don't! (Laughter). How do you work with people who don't think like
1246   you?
1247
1248   L. Because I think we are the sum of our experiences. Your growing up experience, your
1249   teaching experience, everything! Our frames of reference are so different. Even kids, trying to
1250   build comprehension, well, my idea of a park is a very different then your visual of a park.
1251
1252   T. Mine had broken glass in it.
1253
1254   L. Right, right. To me, finding commonality just seems to be so important, finding those
1255   common threads. I'm going to end by thanking you.
1256
1257   T. I just want to mention one other thing about all this work. All this leads to one of my favorite
1258   quotes that John C. asked each of us, on our very first day of summer residency in Cambridge.
1259   The very first morning he said "Give me a quote that has steered your career" (dah, dah, dah).
1260   And I said in that class, and what I still believe in is that any worthwhile learning will take place
1261   after there's a worthwhile relationship. [He sent the quote later: It read: "No meaningful learning
1262   will occur without a meaningful relationship." possibly attributed to David P. Ausubel, an
1263   educational psychologist]
1264
1265   L. (Writing down and repeating) Any worthwhile learning will take place after there's a
1266   worthwhile relationship…
1267
1268   T. After there's a worthwhile relationship.
1269
1270   T. That's really what this is doing. This is building relationships among stakeholders. When you
1271   do what's this definition, relationships are built and then the work can happen.
1272
1273   L. This prompts one last question…Regarding your last staff, your last staff as a principal, would
1274   you be able to know after speaking with them repeatedly, would you know what their marital
1275   status is? Would you know their children?
1276
1277   T. Everything.
1278

1279   L. You would. So you would ask those? They would feel like you know more about them? How
1280   did you facilitate the building of relationships not only between you and a faculty member, but
1281   between faculty to faculty, faculty to student? Do you have any strategy for how you fostered
1282   that?
1283
1284   T. It's just, um, listening to what people say and asking. Oh, I mean, you know, yeah, I mean, I
1285   can, you know, if I run into this teacher I'm going to ask her "How the twins are doing?" If I run
1286   into this teacher I'd ask her, um, "Getting married in nine days, getting psyched, right?"
1287   (Laughter). If I run into this teacher "How's your daughter? What's going on with her?" – single
1288   parent. If I ran into this teacher it would be "How's the camp in New Hampshire? Have you been
1289   there recently?" If I run into this teacher, um, "I hear you just got elected to a union position.
1290   What are you finding hard about being in the union leadership?" If I ran into this teacher ____ I
1291   mean, every single person, my secretary; "When's your next daughter's wedding, in the fall, in
1292   Vermont, right?" I would just continue the conversation I ended last time I saw them. Catch up.
1293
1294   L. How hard is it to catch up when you just threw that three-ring binder in the air and had, you
1295   know_, all hell's breaking loose!
1296
1297   T. Well, as I get older, it's getting harder. (Laughter). I'll tell you that! But you know, try the
1298   best you can. Yeah.
1299
1300   L. Okay.
1301
1302   L. I've thrown a lot at you, T. Is there anything else you want to add?
1303
1304   T. No, I think that's it.
1305
1306   L. Thanks so much for your time. The only reason I would contact you is if I needed a little
1307   clarification on something.
1308
1309   T. Yeah. I gave you my cell, right?
1310
1311   L. You did. And if you think of any other experienced folks who just want to be bothered by this
1312   lady, (laughter) let me know. I plan, my goal is, to um, create a narrative. I'm doing a narrative
1313   qualitative study.
1314
1315   T. Yeah, oh yeah.
1316
1317   L. I'm a librarian! (Laughter)
1318
1319   D. Dr. Sal! Love Dr. Sal.
1320
1321   L. He was a great guy.
1322
1323   T. Oh my word! I really enjoyed him.
1324

1325   L. Because I didn't come in with a strong math background as some…
1326
1327   T. Even if you thought you did, you didn't! He was great.
1328
1329   L. So, T, I'm going to stop this recording.

Appendix O: J's Transcript

1   J. interview part 1 transcription
2
3   L. Um, I'm here because I am tremendously interested in the development of the emotional
4   intelligence of principals and I'll tell you just a tiny bit about me. I'm in a very service-oriented
5   role. I'm the library director at my school. So, I have been observing for a long time, and I
6   wonder if, ah, being a service-oriented person, are there things that we could to illuminate the
7   field. So that's why I'm here – to pick your brain and see what you can give, me, Okay?
8
9   J. I'll try!
10
11 Q #1---
12
13 L. So, J., first off, would you consider yourself open to ideas other that your own regarding how
14 to move your school forward? Ahhh, and if so, if you could just please share with me an
15 experience that has led to school improvement?
16
17 J. Um. Absolutely, is the answer to the first question. I think anytime, my nature is to listen. I've
18 been told that numerous times that I'm a good listener. So, I guess that's a good thing. And so,
19 um, I am very open to numerous ideas. Probably the biggest idea that came my way was a
20 significant change this past year. We were striving to become a Level 1 school. We're a Level 2
21 right now under our TT and were recognized a long time ago that extended time on learning is
22 needed in math in the 7th grade. We have only one period and it's not enough time for learning
23 for kids. They're taking the work home and they don't know what they're doing. We've known
24 that. Lots of different data points to that, so I've made a proposal, um, thinking it was going to
25 go one way and the superintendent was very excited about it and he wanted to implement it for
26 2014 in the fall and then, (laughter) I started getting a lot of input. So my original plan went this
27 way but basically listening to others and collaborating, it went this way, which is a much better
28 way. So I guess that would probably be the biggest global example of school improvement that
29 we're trying to move forward, but small stuff, you know, It's/I get a lot of feedback from parents
30 and I look at much of what they do, ah, em. One example that was silly but huge. They had a
31 small example of how to organize our lunch room because we have a large school, we have
32 1,200 kids. So, that was another example of okay, so I kinda just try to do, as a rule of thumb, if
33 it's good for students and good for teachers the we/I take a good look at it. And as long as it
34 doesn't break the contract (Laughter), obviously. The group I listen to, I would say hourly, daily,
35 minutely would be my teachers. You know. Constantly. They give me feedback on about
36 everything. A gamut. So I gave you a couple of examples there.
37
38 L. Yes, you did. I'm curious, If you could just go back to the very first thing you said "Well, I
39 have a plan, I have a vision, and I wanted to go this way, but after listening to input, so was this
40 teacher input, your teacher input, district input or what?
41

42   J. It was an everybody input. I think 'cause it's been a huge change. I mean, there was school
43   committee input, there was superintendent input, um, the ahmm, there was push back from
44   parents but then many parents were very supportive so we had to figure out and communicate
45   with the push back parents and then the major shift from the original idea to where it is today on
46   July 23rd is probably a complete 180 degree turn than what came from the teachers. It was a lot,
47   rather significant now that I look at it. We'll see how next year goes.
48
49   L. Right! I will be following up with you in June; "So J, how's things going?"
50
51   J. "Are you still there?" (Self deprecating laughter)
52
53   L. (Laughter) I was just curious to know where that feedback came from.
54
55   Q #2--
56
57   L. How would you say you get your message across to others when you are trying to describe
58   your methods; motivations, goals, etc.?
59
60   J. I look at my world in an essential kind of "do this standards-based anything". That's really
61   essential stuff. It's always simple language and face-to-face always, always, always and I think
62   an example of this is my own modeling. Um. Visibility is one of my big things, so if I'm
63   expecting teachers out there welcoming kids, I need to be out there welcoming kids. A simple
64   one, but surprising how hard that is to get across sometimes. And the other one that stands out in
65   my mind that's recent and motivating. Last couple years we really started, we've focused a lot on
66   collaboration like everybody and I learned that I got such greater motivation and productivity out
67   of teachers if I attended their meetings. Didn't say anything, just walked in. So I structured my
68   times with my assistant principals so that I spent more time going to their collaboration meetings
69   than I did going to classrooms. They always expected me. And when I knew I was making
70   significant progress, they completely ignored me when I walked in. I was like (laughter), that's
71   what I was striving for. Um, yes, and when I started this it would be "Do you need something?" I
72   would say no, just keep going, I'm just hanging out. So that, for me, was probably the strongest
73   message that I would give as me, um, being there physically because I think it just brought it to a
74   much higher level of importance for them – 'cause again, I'm under the disadvantage of a huge
75   school. We're 1,200 kids. It's for middle school one of the largest in the state. We only have
76   myself and my two assistants to do everything, so it's real easy to get sucked into shooting out
77   the email, so I worked real hard at that, learned by error. A lot of hard work. You know, I didn't
78   realize probably one of our biggest growth areas is communication, what blended
79   communication really is rather than just shooting an email, you know?
80
81   L. I wanted to ask you a little background. How long have you been…
82
83   J. A long time.
84
85   L. How long have you been in this principal role?
86

87   J. Sure, yeah, I can. I am going into my eleventh year here as principal, and I was a principal
88   prior to this for three years in M_, NH, and prior to that I was an assistant principal for two years
89   in D_ N.H. and prior to that, for fifteen years I wore numerous hats in teaching in D_, N.H. I was
90   the related arts teacher, the ELA teacher, all middle school, though. I can't seem to graduate!
91   (Laughter). How bad is that! Adolescence, I guess.   So that's pretty much my educational
92   background and then for here I think there's always something new and different every year. I
93   think it takes a while to establish that trust with teachers and I think that has become a strength
94   for me just because they are so used to me, and then, the danger, obviously, is that they are too
95   used to me, so I always have to throw something new at them, which is very easy these days!
96
97   L. So, um, culture-wise, just speak to me a little bit about – how long did it take you to feel
98   comfortable. You were the newbie at one point. How long do you think it took you to feel
99   confident and comfortable in your role? Because you had principal experience in other places as
100 well, so…
101
102 J. I think, um, how do I say this right? I think I've been confident all along in my abilities to the
103 point I was at the time I had just completed my doctorate and I'm feeling better about what I do,
104 and comfortable? I try not to get comfortable, cause when I do, you get comfortable… "Hi,
105 Cheryl!" "That's one of my assistants."
106
107 L. I hope she's not your nurse, because I'm in the nurse's parking spot!, (laughter) I said to
108 myself, I don't think the nurse is going to be here today, I think I'm safe!
109
110 J. She [the assistant principal] is my therapist, though! But I learned when I became comfortable,
111 sometimes that equates to overconfidence and then you don't see stuff that you should have
112 anticipated, so I try to stay on my toes on that kinda stuff, and really kinda anticipate and I've
113 learned that it's better to kinda see things through a little bit, even if they don't happen to be
114 proactive, vs. _____. (Laughter) Which we are all there sometimes too, but so, I guess
115 really that I was comfortable very early within the building because I did a very thorough entry
116 plan. So, I met with each teacher as well as a lot of stakeholders and they taught me a lot in the
117 first few years. Everything I did came out of the evidence of that entry plan and then, um, I don't
118 know if you know anything about the history of N_, we had some rough times here between
119 superintendent turnover and budget, so I lived through that and um, I still say this actually,
120 within my school, 95% of my job is just awesome! The teachers and the kids, and out there it's
121 still a little scary – so it's still my growth area – always will be.
122
123 L. How many faculty members do you have?
124
125 J. Over 100. If I count lunch people/cafeteria, 115 or something, I think.
126
127 L. Oh, my!
128
129 J. Pretty big.
130
131 L. Whew!
132

133   L. You have two assistant principals?
134
135   J. Yes, Cheryl and Matt. He's on vacation today.
136
137   L. I just met your assistant principal?
138
139   J. Yes, that's Cheryl.
140
141   L. Putting names to faces, you know.
142
143   Q #3 ---
144
145   L. This is a tough one [tough question]. How do you deliver bad news? Do you have a strategy
146   for any of these stakeholders?
147
148   J. I absolutely do.
149
150   L. If you do, how did you develop this strategy?
151
152   J. I try to follow the golden rule. You know, the old golden rule…how would you like to be
153   treated? If it's something that's going to upset somebody's ego or their going to take personally
154   and I think through this a lot and I try to keep it in a place that/the time of day and face-to-face.
155   Definitely if it's any kind of teacher reprimand or anything like that I alert the union. I involve
156   them, try to give whoever it is a comfort level, so, if it's individualized bad news or a difficult
157   conversation I try to sift through the facts to get to the point, keep my own emotion in check and
158   listen, try to deliver the news in the context to the person, makes sense to them, if they don' like
159   it. There's such a broad _____, there's a perception too, what can be hurtful to one person is
160   "what's the big deal" [to another person], so you try to read that definitely and sometimes it's
161   news that is difficult for the whole staff so I always hold a face-to-face, always a face-to-face.
162   I'll hold a volunteer meeting either before or after school depending upon what it might be. If it's
163   an emergency thing, before school and then, um, that kinda stuff.
164
165   L. Just helps me to take notes even though I'm recording…
166
167   J. Oh sure! Wait 'til you start coding! (Laughter)
168
169   L. I'm just transcribing right now! And my gosh, it takes a while, you know! It's work to do
170   yourself because it helps you pull out the themes, you don't even _____, you need to read through
171   it.
172
173   L. Ah, let's see. You did your emergency meeting in the morning if you needed to. Okay.
174
175
176   Q #4 ---
177

178 L. Ahh, J, but coping behaviors. What do you engage in, in order to manage the demands of
179 being a principal, especially in this large school with a lot of students, what do you do? How do
180 you stay sane? (Laughter)
181
182 J. That's assuming I do! They may say differently! Ahhh. I do a lot of yoga. My husband will
183 laugh at that, but just for my personal health I try to keep that in balance, you know. My personal
184 life, and my professional life, as it's very easy to just bring it home all the time. For here, I think
185 this time is hard for me because the kids aren't around [summer months]. I'll go into the ___, I
186 laugh. Most people want to get out of 8th grade lunch; I go into 8th grade lunch to reduce my
187 stress level. (Laughter)
188
189 L. Spoken like a true middle school principal!
190
191 J. Definitely.
192
193 L. (Laughter)
194
195 J. And then the demands you know, obviously. My desk, the whole managing of paperwork and
196 stuff. I try to draw boundaries and I think I've gotten better at sifting through what's really
197 important and delegating and that kinda stuff, and ah, trying to share the responsibility as much
198 as I can with staff and prioritize. It's really easy and the next thing you know, you just are
199 overloaded. And recognizing that your inbox will never
200 be empty so don't bother trying. It's not ever going to be, so. Some people struggle with that,
201 you'll never go home. You know, so…
202
203 L. What's a typical workday hour-wise?
204
205 J. Um, well, we, you know, with technology we read too much email at home. It's ridiculous.
206 Um, we start/it starts rockin' and rolling here about ten to seven in the morning and then the/I try
207 to be out of here around 3:30. Um, I get tired, you know, I really do. I have night stuff. It's really
208 tiring for me to go all day and it's that kind of stuff. But typically, it's not like we don't take a
209 lunch hour, which I like.
210
211 L. And how many evening activities would you say you do in a year's time that you do yourself?
212
213 J. A lot. It has significantly grown. Um, I'd say it averages three times a month, so um,
214 sometimes…
215
216 L. I "graduated" from elementary school myself to a middle/high school so I know what a full
217 day you have. Ok. I'm going to stop recording.
218 J. interview part 2 transcription
219
220 L. Let's move on to the second part of the questioning, which is acquiring, developing and using
221 those capacities.
222
223 J. Okay.

224
225   Q #5 --
226
227   L. When did you think you first became aware of the importance of using emotionally intelligent
228   capacities; and those can be: being open, being positive in social interactions, being adept at
229   describing your motivational goals and if you did, when?
230
231   J. I think I could answer this two ways. I think I was aware of the emotional being kind, and
232   reading other people's, you know, feelings since very little, a kid, you know. I think that
233   comes/you don't really realize it as a name but I do remember, you know, being very aware of
234   that growing up as a kid. When I applied the study of the brain to my practice is when I went to
235   brain-based. I started reading some of Jensen's stuff. It was just so fascinating to me. So, I went
236   to a conference. Ever since I went to that I just was enamored with the whole con/every time I
237   hear more research. That's again, my own dissertation. Fascinated by the unknowns of the brain
238   as well as the known things that we have, so I started applying it when I was teaching, actually. I
239   remember the books coming out with dendrites on them (Laughter). Who ever wrote that is still
240   trying to sell it. I remember I even did a workshop here, I think it was my first/second year here
241   where I ran with my teachers the whole all of your different senses and how it affects your brain!
242   I had candles going and music. It was a blast, actually. Yeah.
243
244   L. So from a very early age you are saying.
245
246   J. I had an awareness. Oh, yeah.
247
248   L. You could read people. You didn't have a name for it, but you could definitely do that.
249
250   J. And that Myers-Briggs stuff and Gardner's intelligence stuff too. I think I was in high schools
251   when I first took that one [Myers-Briggs test]. I was very disappointed that I came out strong in
252   interpersonal skills. I thought it would rather be naturally brilliant or musically inclined, all this.
253   (Laughter) And I remember when I was teaching, really and we would give this kind of stuff all
254   the time and it was fun. But I came up, by far, as very strong [in interpersonal skills] and it's
255   very interesting how it keeps/kinda evolved into my own as time went on.
256
257   L. Would you happen to know your Myers-Briggs subtype?
258
259   J. From Myers-Briggs I actually know quite a bit about myself because we took that two years
260   ago now with our whole leadership team. Basically I take a support role (what a surprise!) –
261   that's my go-to-kind of thing. Some other things I'm conscious of, being um, more influential,
262   you know, I know I'm very close to, you know, he had all different ways of framing this stuff…
263
264   L. Do you consider yourself an introvert?
265
266   J. I would say I am an introvert. Definitely, yeah, I think I'm probably in the middle and have a
267   tendency to like my personal time. I don't need to be in the limelight, I like being behind the
268   scenes. I don't have a desire to walk in and talk, be the one on the stage, you know, kind of a
269   thing.

270
271   L. Thank you.

272
273   J. Sure.

274
275   L. Sorry for the side tour questions but whenever I hear Myers-Briggs, personality testing or
276   Gardner, I light up like a Christmas tree. I find it fascinating.

277
278   J. Oh yeah, definitely.

279
280   Q #6 ---

281
282   L. So thank you. Let's see: Are you able to reframe your emotions effectively so that you can be
283   reasonably optimistic and appreciative and on the flip side, if you were really upset, how might
284   you do that?

285
286   J. Yeah, I do and I try, like today. I got here and got a coffee 'cause I'm grumpy about this
287   schedule I'm forced to do and I try to um, focus on the positive all the time. I also do a lot of
288   meditation and yoga and that kinda shapes my thinking a little bit, I think, like the normal person
289   or not like the normal person, however you want to look at it. Yeah, I think so. I have a tendency
290   to be over-positive sometimes. My old previous assistant used to call me Pollyanna, but um, I
291   look at that as that's okay. I do try, because I know in the role of principal being positive is really
292   important so I try to put that on all the time. Don't always succeed, you know. There's been
293   situations when, you know, if you know your staff as well as I do, they can read me like a book
294   now. So even if I'm walking around with a fake smile they'll be like "what's wrong", that kinda
295   stuff. I think, overall, I try to keep an even keel, yeah.

296
297   Q #7 ---

298
299   L. We are just ripping right through these [questions], huh!? (Laughter) Ah, who's been a good
300   role model for you, and why?

301
302   J. Hmmmm. Emotional role models. My yoga teacher definitely. Um, in fact if it wasn't for her,
303   actually, I dedicated my dissertation to her. She's one of my people. If it wasn't for her, I'm not
304   sure I would have made it, this kind of focusing on the right things and the balance piece. So
305   definitely her. Um, I think my husband, you know, I think he has a tendency to be very
306   emotional but yet we also/I think we balance each other out, you know, that kind of thing. I
307   guess those two might be the most, I think.

308
309   L. Why would you say?

310
311   J. Well, my yoga instructor just guided me without even knowing it, to, just looking at things that
312   are positive, and um, looking at when things got stressful, whatever, she could always read [your
313   emotions], you know. You walk into yoga and she could read the room very well. So just
314   teaching through, just teaching how to keep your emotions in balance and um, my husband just
315   really recognizing I'm falling apart, you know. That kind of stuff. He's very humorous, brings

316 levity to a lot of situations. So I guess laughter as well as my yoga instructor. They are both very
317 funny people. Just laughter and smiles make a big difference, so that kinda stuff.
318
319 Q #8 --
320
321 L. And next questions. This may be a bit intrusive, but I find it fascinating. Do you think you had
322 emotionally sensitive parenting and please describe your upbringing relative to emotional
323 intelligence.
324
325 J. Um, I would say, um, I think so. I mean, I grew up in the 60's and 70's, so the type of
326 parenting was different back then than it is now. Hm. I would say that my dad was very sensitive
327 and always gave in. He'd try to be hard line but then we'd always push him, you know, and he'd
328 give in. Mom would play it "I can't believe it!" kind of stuff. But I would say both very/wanted
329 the best for us and gave us whatever they could to do that.
330
331 Q #9 --
332 (Skipped Q #10)
333
334 L. Just catching up. Catching up with my transcribing. Going very slowly! Ah, and we're up to
335 question #9. Were there some certain experiences that you feel really contributed to the
336 development of your emotionally intelligent capacities and just give me some for instances. You
337 know, something not so great? A disorienting dilemma, a dialogue between you and a trusted
338 peer, or advice from a mentor. So, if you could, just share with me these experiences you can
339 think of.
340
341 J. Sure. Um, let me think. I think a lot of the things that taught me to be aware of my emotions at
342 the work place probably would be in my early years as a principal. Um, I didn't realize that not
343 all teachers …, I was very naïve where I came from, it was all about the kids all the time, and
344 when I became the principal at M_, it wasn't. So I guess that was my disorienting dilemma
345 professionally, about learning to keep my emotions in check when I have teachers who… I'm
346 like "Why are you a teacher, you hate kids!" You know, 'cause that would make me angry. You
347 know, that people were working with kids and they weren't in it for the kids at all, it was all
348 about them. You know, they were the ones who would answer the questions "Why are you a
349 teacher?" "So I could have summers off and work as little as possible." Those kind of people. I
350 had a lot of them. A lot. So, um…
351
352 L. Was this your second principalship?
353
354 J. My first one, my first one, yeah, yep. So that was an area where I had to step back and I
355 actually had a little mantra for myself "Anybody who walks in your door, remember, they
356 probably have an agenda." So I would sit with every meeting and go "What does this person
357 really want?" and this really shaped how I handled things. And whether it was true or not, I
358 appeared to be a rock, you know. Because that's what the school needed. Our school had at most
359 1,000 and turned urban very fast. A lot of angry teachers there and M_ had become a refugee
360 center. So the population went from white to mixed, very diverse, within a year. I mean, it was
361 very cool in my mind, but teachers were like "What do I do?" You know, so, lots of challenges

362 there, but I would say that there was a very strong union who would scrutinize everything. [For
363 example] "What're you grieving, what am I wearing today? My shoes?!", that kind of stuff. But I
364 took this approach, hm, and I brought this skill with me here too, and it's worked fine. You've
365 got to behave like you are in a marriage with your union, otherwise it will go nowhere. You have
366 to be able to compromise and talk about the issue. So I've taken that and um, really brought,
367 taken to heart the teachers' contract. You break that and it will be grieved, which it should be.
368 The other piece, I think is an understanding of teachers' sense of fairness. You can be not
369 breaking the contract at all but if you have groups of teachers who feel like you are treating one
370 group better than another, even in a schedule, you've completely destroyed your culture.
371 Completely. So I learned that here. We're trying to do something creative with, um, scheduling
372 in my third year here and one group had more lunch duty than another. But even though it was
373 allowed in the contract, you'd think that I threw them in the ocean without a lifeboat! It was like,
374 "Really?!" So I had tons of meetings. I let them scream at me. "So for next year, how can we
375 change it?" All those kinda things. And you know, I wasn't breaking the contract but I had
376 opened that door. "Ok, let's talk this through and figure it out." So that was another thing. I'm
377 looking at your questions here.
378
379 L. No, no…
380
381 J. Understanding all that, understanding all that. Even though they, I was within my right
382 completely, I have changed my perspective on their contract. I say to them, "It's not your
383 contract it's our contract. I know I'm not in your union, but I kinda am, in another way…" so
384 that's gotten them to really, I think, trust me, and if they know that if something's not right, even
385 for some of my most strongest, strong personalities who wouldn't typically go to the principal,
386 when someone comes to them, [they say] "Would you just go talk to J!". And that to me, was a
387 lot of growth because prior to that they would have run to their union and that's kind of stopped,
388 so [I] reach them wherever they are at.
389
390 L. Thank you. I have a sidebar question.
391
392 J. Sure.
393
394 L. When you said "I let them scream at me" could you just describe your emotions and how you
395 handled that? How did you frame that" What are you doing?
396
397 J. The same thing when anybody comes to me enraged, either a parent, anything. First thing I ask
398 is, "Are you going to sit down? (Imitates whining) 'Rrrrrrrrwwwaaaa!' 'Are you venting? Do
399 you need to vent or do you want to talk?" If they say they want to talk, I say "Then stop
400 screaming." [If they say] "I need to vent?' 'Then you've got about 30 seconds and then we will
401 get to the bottom of this." It works every time, it's just identifying that. Because I learned that if I
402 get upset too, it just feeds their upsettedness. It takes you nowhere. It goes nowhere. So that has
403 worked well for me. Identifying/framing, trying to frame where their emotion is at, 'cause if they
404 are screaming at you, you aren't going to find out what the problem is, anyway, and they'll walk
405 out. It's really worked pretty well except for one incident in all these years that a teacher left,
406 slamming the door, but that's all right, because I had fired her anyway. No need to carry on our
407 conversation. (Laughter).

408
409   L. Ok, it's not funny, but it is…
410
411   J. I mean, some of that stuff. You just can't. I learned a long time ago; you can't make everyone
412   happy but you know, can't even try, really but…
413
414   L. Um, sorry, My tape recorder scared me for a minute.
415
416   Q #11 ---
417
418   L. J., do you consider emotional intelligence as critical to your career?
419
420   J. Absolutely. It's critical to life. Again, my own experience and fascination with it,
421   'cause I've seen, um, this is what I've witnessed many, many times over and I see it with our
422   children, our students going through; you can be a top-notch student at Harvard…but if you can't
423   do anything with what you've learned, you can't engage people. That's all you've got. I've seen
424   that with my own two children who are 26 and 23. They both have exceptional interpersonal
425   skills. They're always laughing, they engage people, you know, the book stuff. They did fine in
426   college, but not anything you'd go "Wow, look at your transcripts!" But they're both doing very
427   well, and my son in particular was my challenge child. He's promotion after promotion, his
428   people love/walks into/they'll both go very far. They taught me that, actually. Of course when
429   they were growing up "What do you mean you have all C's!" I was always like, "Reallly, T?!"
430   But he proved me wrong.
431
432   L. I have a 21 yr. old and a 19 yr. old. and…
433   If I could sum up what you say?
434
435   J. Sure.
436
437   L. It sounds too me like your interpersonal skills are hopefully what carry you through life, the
438   others are, not that they're not important, but that those skills determine where you'll go, right?
439
440   L. Oh, my gosh, I think we just broke the record here! [because we got through the second part
441   of the interview so quickly]
442
443   J. Keeps your transcribing down!
444   J. interview part 3 transcription
445
446   So here we are! We're in the home stretch! I have four questions for you.
447
448   J. Sure!
449
450   Q #12 ---
451

452   L. I would like to know how your professional career has been adapted over time. You've really
453   touched on this already. Maybe if you could expand on this because of your knowledge, use and
454   development of emotional intelligence within your work – so what changes?
455
456   J. I think just the biggest attempt that everyone can get their heads around really is choosing
457   carefully when I need to be present and what emotion is driving that decision on my part.
458   Sometimes it's my own comfort zone, desire, and sometimes it's my leadership coming out,
459   going "Don't take the easy way; you know that's not right." Um. The biggest think so/a long
460   time ago, again, my first principalship. I haven't had to use this skill too often here, but if I had a
461   really resistant teacher, [I] just kept walkin' by, you know, just "Hi!, Good morning! In a large
462   school, you know, just kept appearing, knocking on her door in a way that was soft and gentle.
463   And a couple of them that would stand out in my mind. They were just awful when I first started
464   and maybe by the end – I was only there three years, um. It was a little too close to home with
465   my own kids at middle school at the same time (a different school) and they were some of my
466   biggest supporters at the end. It's interesting. But it took a lot of my presence. It would have
467   been much easier just to stay away, but I know it wasn't the right thing.
468
469   L. So was it your comfort level to stay away?
470
471   J. Oh, absolutely! Who loves conflict? Nobody does, you know. But, probably some people do.
472   Sometimes I think my husband does, but who likes to deal with that. It's much more comfortable
473   to be with people who like you around. Um. It's not what it's about.
474
475   L. I've heard you talk about presence in your conversations, so your presence with staff, staff
476   discussions, planning time.
477
478   J. And I think the other piece to add is it's school presence. One of the pieces I did for Paul in
479   one of his courses was to have us create our leadership platform. I don't know if you took that
480   class with him, but I really looked at that as being present. Sitting in a meeting or talking to a
481   person, how many times is somebody letting their cell phone go off (watch mine ring now!) but
482   that kind of stuff. I'm very conscious of that and we've gotten/um/my whole staff is now. I mean
483   when I first came here, I'd go to a meeting; they're grading papers and I'm like "Whoaaa." So
484   we stopped all that. It's that kind of stuff and with my own children. "Let me know when you're
485   done texting 'cause I can't talk to you right now." That kinda stuff has made a big difference.
486
487   L. We've had similar conversations in my house.
488
489   L. Now this is down a totally different path but you touched on it earlier. "Oh, I answer way too
490   many emails, I really shouldn't." One of my interviewees had said that communication had
491   changed so much during the principalship that the media/managing events or whatever has really
492   changed so it's just interesting. We probably wouldn't have had this texting conversation…
493
494   J. Oh yeah, it's very different and I just recently made a decision these last couple of months, it's
495   not going away, so how am I going to work with it in a way that's positive?, you know. What's
496   social media going to look like to communicate with parents and kids better as time goes on?
497   'Cause it's not going away! And the same thing with the email. People expect you to respond

498   instantly now, and it's/we do it to ourselves. It's on our cell phones. All that stuff. It's a time
499   balance, that's for sure.

501   L. Ah, here's one of my meat and potatoes questions:

503   J. Sure.

505   Q #13 --

507   L. What advice would you give to new principals regarding the area of emotional intelligence?
508   What would you tell them, J.?

510   J. Um. I would tell them, number one, figure out what it is. Take/find your own definition and
511   start to figure out which one works best, which part of emotional intelligence works best for you.
512   If they try to change every aspect of their personality they will change nothing, so I think, um,
513   the research tells you that listening has come out loud and clear, no pun intended, in my
514   dissertation. Learning to listen effectively is one of the biggest things and um, for principals to be
515   able to do, so I might suggest that they start thinking about listening and then always have them
516   kind of have checks and balances kind of guidelines for yourself. Recognize if you're getting
517   angry. If you're getting angry it's just like the kids and if you are walking in the hall and see kids
518   fooling around and you yell at them. That's no impact; they're going to turn around and laugh at
519   you. (Laughter.) You know, but if you go up to them, say "What's going on?", you have an
520   impact. It's the same kind of thing. So I guess these two things; finding out who you are as a
521   person, self-assessment, and figure out what area am I going to improve?

523   Q #14 --

525   L. So here's the navel gazer question. As a yoga person you're probably really good at that!
526   (Laughter.) What advice would you give to yourself as a new principal? You're sitting here now,
527   and you've had many years' experience…

529   J. "Career change. – No!" (Laughter.) Ahm, I think back, you know, as um, I think it all goes
530   back again thinking of those early years, you know, and there's some lonely times and not
531   everybody's going to agree with you. You have to be able to let your ego go and your emotions
532   go in order to think clearly and I think one of the best things I learned; don't let people force you
533   into decisions you are not ready to make 'cause that is usually emotionally charged.

535   L. So what would you do? Somebody's looking for an answer now. What do you do? What's
536   your strategy?

538   J. I have a phrase actually. (Laughter.) "I need to digest this. I'm not ready to go here." Or say,
539   you know, "I think we need to get some more feedback from people on this." Obviously if it's an
540   emergency and whether we are going to evacuate or not, it's simple, you know, zzzzzzit, [sound
541   indicating something happening fast] but if it's anything that affects somebody else's
542   professional day, um, I think it's a rule/we're making some structural changes. It's July. Think

543 we need to get teachers' feedback here before we move forward with these decisions kind of
544 stuff. So that kinda thing.
545
546 L. If somebody was to sit here in your office feeling strongly, that they were trying to push you
547 into a decision, how much time would you typically take to get back to them? You do your
548 mantra, you know, what's your turnaround time?
549
550 J. I would probably ask them. I'd probably say. There are so many issues to use as examples…
551
552 L. Yes, so many generalities here, but…
553
554 J. "I need to think this over more, when do you need an answer by?" Sure you had to do a lot of
555 Larry Cuban stuff on reframing; is it an answer to a problem or a dilemma we've got to work
556 through? If it's an answer to a problem (it's always the same answer).
557 "You sure you can't solve this one on your own?" It's true. I mean, 90% of stuff that ends up in
558 the problem area they can solve it themselves; they just don't know they can solve it themselves.
559 If it is a big dilemma, that we really have to think through. "We gotta regroup on this." And we
560 schedule a time to regroup. Or, I might say "I really need to table this for a couple of days" kind
561 of thing. I usually ask them, you know, "What is the latest I can get you that answer by?"
562
563 Q #15 --
564
565 L. Lastly, what advice would you give to the developers of principal preparation programs?
566
567 J. My Chapter 5 was the same thing (Laughter.) I made that decision/that recommendation. I
568 think they really need to - there are a couple things that I don't think principals learn in principal
569 school. It's just the job type of stuff, and really, I think they need to give them opportunities to
570 role play on multiple scenarios of, I mean, "Does anybody ever teach a principal how to work
571 with a union? Absolutely not! You're thrown in, just like we do to teachers, but you're thrown
572 into the fire with that. Hmmmm. You know, just kind of nuts and bolts things. Behaviors are
573 based on emotional intelligence and how that all works, you know. I think that would be
574 beneficial 'cause I don't know even/I think the brain class in there now, but it's so broad, it's so
575 scientific, it doesn't zero in on leadership behavior that links right to social/emotional; my thing,
576 social/emotional. It doesn't link typically, and it should.
577
578 L. Is your dissertation able to be read?
579
580 J. Actually, it's on ProQuest. (Laughter.) You'll see it. It's in there.
581
582 L. What's the title?
583
584 J. The Social Intelligence of Principals; we had a big discussion on semi colons in my cohort.
585
586 L. I bet you did!
587

588   J. …and it's Influence on the Continuous Improvement of Teachers. If you just put in keyword
589   social intelligence of principals, someone told me it comes up, actually, even before it was on
590   ProQuest it was through the S & L at Lesley. But, um, if you just put social intelligence of
591   principals on continuous improvement of teachers it should come up.
592
593   L. Great! I'll be looking for it.
594
595   L. Well, I'm going to end this. That was amazing. Thank you.
596
597   J. Sure, and thank you.
598
599   L. Is your clock right? [because our session went by so quickly.]
600
601   J. It's never right! (Laughter.)

Appendix P: D's Transcript

1   D. interview part 1 transcription
2
3   Q #1 --
4
5   L. All right, we're on. And um, so I'm going to start, thank you so much for working with me.
6   Ah, and we're here this morning talking about the emotional intelligence of leaders, in particular,
7   principals. So you've worn a lot of hats, but put your principal hat on this morning and tell me if
8   you consider yourself open to ideas other than your own to move your school forward, and if you
9   do, could you maybe share with me an experience where this could lead to school improvement?
10
11   D. Sure, and uh, I think, just being honest, to think that all the ideas/good ideas come from me is
12   foolish and arrogant so I think you have to, of necessity, be open to other ideas of others or you
13   are pretty much doomed where you are working to fail. Um, and that is/so, I'm receptive to ideas
14   from anyone who has them as long as they're genuine. There are always a small number of
15   people come to you, you know, yeah, vested interest, so those type of things, you can pretty
16   much discount. The one thing I guaranteed teachers in that any idea they have that makes sense
17   to them and their colleagues and doesn't violate policies we'll try to implement. I believe it's
18   very important to be open to ideas, but I also think it's important to show people that if they
19   invest the time and energy to come up with something, we'll do it. We won't just say "That's
20   great, thank you, but we're not going to do that today." You know, I wanna make sure that we
21   demonstrate that we value their ideas by making them operational. So, um, one I can give, I
22   mean, I could give 1,000 examples of that would go/but I'll give you one because I think it's
23   extraordinary In a school where I was a principal a while back, because I've been doing the
24   principal job for sixteen years, um, we had the lowest/bottom five student achievement on the
25   MCAS and that's back in the days of MCAS when it was just grade 4. So the district had adopted
26   a sort of a literacy program. It was called Rigby and we had a coach through Rigby and a sixth-
27   grade teacher and the coach came up with something. They had an interesting observation. They
28   found that when they were teaching kids to write/you know, preparing if you want to call it that
29   way for what the MCAS is going to require for long composition that when they had children
30   read each others' work, their comprehension started in improve in everything they read. So the
31   coach and the teacher came up and said "We want to do something different with English
32   Language Arts and instead of spending time in the basal, which, in this district is what they
33   expected us to do, we'll use the basal and whatever, but we want to spend most of our time,
34   much more than what normally would be done and help/having a kid write/teaching the kids
35   rubrics for assessing one another's writing and to having those kids apply these rubrics and offer
36   constructive advice to their classmates and they had me. After they started that, they went to the
37   basal, they read, they were more vertical readers so they were looking for elements of good
38   writing and they were looking for it with their peers, you know, it's obvious to find flaws with
39   4th grade students especially when we're a very high poverty school. 72% poverty, 45%
40   minority. It's easy to find a flaw. This carried over when they started to read their basals. You
41   know, you just flip it around. So if you come in and the schedule says (the state was big at that
42   time monitoring minutes and coming in and seeing this and that). Um, and put it this way,

43   "Would you have our back?" I said "Absolutely." So, that's how they taught ELA that year and
44   then the next year 'cause the practices worked. I would not have had that idea. We'd still be
45   sitting here (Laughter) waiting for me to have that idea, 'cause it wasn't going to come out of
46   this brain! It came out of them because they were the practitioners. So all that to say that, you
47   know, you learn anytime. There was a really interesting/I mentioned this to NISL (National
48   Institute for School Leaders) and there's this company, Ideo, out in California, that creates all
49   these amazing things. You give 'em something and they build it. They're an eclectic mix of
50   people. They're artists, engineers, very, very bright and the president of the company is an
51   absolute genius. I think he was on 60 Minutes with Ted Koppel. I mean Nightline with Ted
52   Koppel. He did a program called "The Deep Dive", NISL used that.
53
54   Nightline had assigned him [Ideo's president] to build a shopping cart. That was the assignment.
55   Build us a shopping cart that is unique, different, and what they came up with, by the way, in the
56   end was unbelievable. It was amazing and it was cheap! It would have been buildable. It never
57   happened. I forget the whole process; they were showing this mixed group of people. One guy's
58   like 20 years old and he's leading the group. They ask the president of the company, Ted Koppel
59   says "Why pick him?" and he says " 'Cause he's good at leading groups." They walk in. They
60   had two weeks to do this. The leader of the company, the principal if you want to call it [him]
61   that, he walks in and starts looking around and says "Oh, yeah, that's what I like! It came out
62   great." So Ted Koppel asks "How much involvement do you have with this in these two weeks?"
63   He says, "Well, I haven't seen it yet, so, none." He said "Well, it came out great, they are all
64   smiling." He said, "I pick people I trust, and they have great ideas" and, um "if I don't have to
65   interfere, I won't." And Ted said words to the effect of "You're a genius, why wouldn't you do
66   that?" And he said "I learned many years ago" (and I love this expression) was that "the wisdom
67   of the team always supersedes that of the lone genius" and on that note, that's the answer to that
68   question.
69
70   L. I guess so! Wonderful! I always like to take a couple of notes, myself.
71
72   D. Well help yourself! (Laughter)
73
74   L. I'm not a genius at shorthand!
75
76   D. I'm not a genius at anything!
77
78   L. Oh, my goodness!
79
80   D. Even for us average folks/more so for us average folks that team idea is pretty important!
81
82   Q #2 ---
83
84   L. Thank you so much. So, D., what motivational goals, aims, missions, things that move your
85   school forward, how do you get your message across out there?
86
87   D. Well, people only do what they believe in. So, whether it's self-effacing or just honest, what I
88   believe in doesn't matter. We have teachers in the school. If their belief system doesn't align

89   with mine, what I have to do is step back and appreciate and understand that. If it's something I
90   truly believe in, then my job is to help people to see that. At the same time, I need to be open to
91   the fact that I could be wrong, and um, you know, one experience that comes up, cause it
92   happens all the time is/think of some of the work I'm doing on evaluation. And evaluation is
93   changing, and the role of the teacher is changing dramatically. You see direct instruction in front
94   of a classroom and [understand the] teacher's fear. Charlotte Danielson, I had a chance to talk to
95   her, she's a friend of a friend, is the one who has the Danielson model used by millions of
96   children right now.
97
98   L. Yes, I believe you mentioned Danielson on the phone the other day.
99
100 D. Yeah, she's a friend of my friend, so they connected me and I had a chance to talk. She's
101 fearful that the model won't work because people have mental maps like Senge says, the way
102 they've done things for years is the only way they can do them, and they have fears. And what
103 Charlotte Danielson said that as much as people intellectually understand, we learn better by
104 doing, when we're actually the learners. That, you know, the concept that you're sitting there,
105 and you're an empty vessel and the knowledge goes in doesn't work. And we all know that. And
106 we know standing in front teaching directly and getting the main knowledge of one's feedback
107 doesn't work. People are terrified that if they (these are Charlotte Danielson's words) if they
108 allow kids control of some of the work, they will lose control, and she says that's a real genuine
109 concern and I've talked to a lot of teachers about that and it is. They feel if they are not in the
110 front of the room controlling it, the kids will get out of control. Now the reality is, when kids are
111 engaged in an assignment you can leave the building as a teacher and they won't even know,
112 'cause they are so into what they're doing. So, that's something I know, it's beyond the belief. I
113 know. That's how kids learn best. I learn best, and I'll bet you do too. You don't learn when
114 somebody talks at you, you learn by doing things and sharing things and offering opinions, so,
115 this change in our schools, my job is to be understanding, supportive and kind and not call
116 people out when I see them standing there. Don't say "Hey, put those kids in groups!" That's
117 going to destroy him [the teacher]. But to help people, explain by rewarding them. I made a deal
118 in the first year, 'cause I believe in that model, and I told folks that if you are attempting to have
119 those kids work in these groups as an educator, I will acknowledge your effort. I can
120 acknowledge you know, 'cause it doesn't say "Are they working in groups asking questions?" it
121 just says "Are they working in groups?" I see them in there, they are doing it and "boinnng"
122 [sound of a bell] you get credit. And the comment I would make is "Miss So and So is to be
123 commended for her willingness to try to implement proven effective practices" and you know,
124 even with that, three years down the road, it's still a hard thing, but the bottom line is, if you
125 want to get a message across you got to walk the walk. Nobody's going to change based upon
126 what I say. I know that I can know something. I do have some very strong beliefs. I'm very
127 passionate about things and everybody knows that. It's just the way I am, um, and I will honestly
128 say that it has never changed anybody's thinking. Nobody else in the world. I can state what I
129 believe, and why I believe it and my honest impression of why it's good for kids. 'Cause
130 teachers want to do what's right for kids. That, in a way, that makes people feel like I'm
131 not/we're not criticizing what they've done, we're not saying "You're a bad teacher"; 'cause
132 there's a lot of that. Not "That was no good.", you know, " 'Cause you tell me everything I'm
133 doing [is wrong]!" No, we're saying, like in medicine "If there's a new way to treat cancer and
134 it's effective and helps to cure cancer, does that mean your doctors change what they used to do,

135 and try a new way? It makes your doctor better! That's why we're looking to do. Go from good
136 to great. You've all been good. Here's a chance to move to great for your kids." That, you know,
137 people carry their mental maps for years and years and years. Very hard to break, better to get
138 message across by living them, staying positive, staying supportive, and in the absence of that, it
139 doesn't matter what you say.
140
141 Long pause.
142
143 L. I guess we nailed that one, didn't we!
144
145 D. (Belly laugh) It mattered to me, but someone will listen to that and say "What does this guy
146 know!"
147
148 Q #3 ---
149
150 L. Um, so, we get the point of delivering bad news. And sometimes you just have to do that, so
151 do you have a strategy? And if so, how did you develop that strategy?
152
153 d. Yeah. I don't. The reason I don't is I don't think there can be a strategy. Bad news is a million
154 different things in a million different ways to every person. So, there are some overarching
155 guidelines which is/rather it's the trivial bad news like the school didn't do well, which I think is
156 trivial. Or whether the important bad news that I just found out is a colleague has terminal
157 cancer. Um, the first thing that people have to know and support. If it's going to hurt them, you
158 have to let them know that, or anything I can do to help you, to help, I will do. "Here's my cell
159 #", whatever it is, because we are a family and I have to look at it from that perspective. I think
160 that there are those sorts of things that don't find themselves to have any scripts and I think when
161 you take/have action plans and you step 1, 2, 3, you've taken all the humanity out of it. And
162 that's not what we ever want to do, so, it's, you know, kinda in my own practice that when I hear
163 something that's bad that I have to share, you know, it's very much situational. I would talk to
164 someone privately. I could, if they have someone they're very close to, whatever, I could always
165 add a person if they want their friend present, it depends upon what it is and again, we over
166 inflate the emphasis of MCAS scores. I mean, who cares, really. But it's life and death and it
167 destroys people because I understand that it's used punitively when it shouldn't be. But the real
168 pictures are health, family, the children you are serving. Those are the things that really matter.
169 The stuff, if there's something that happened, scores weren't where they should be, um, yeah, I
170 minimize it, to be honest with you. I just tell folks we know what good practices we are working
171 on. "I'm proud of the work that you are doing in them." If there was somebody that wasn't doing
172 the things they are supposed to, we're going to talk to them. Those are private conversations. It's
173 very rare that people say "I'm not going to do this." Or, the people who do it as a dog and pony
174 show. That's a little tougher, but most people will give things an honest effort. But if those
175 efforts don't get rewarded they feel hurt. But what we can, or do, in a staff meeting, just say
176 "You keep doing what you're doing, we're proud of you." "Just keep doing what you're doing."
177 We'll look to see where our shortcomings are and we'll work on them, everybody has things
178 they need to work on, so…
179

180   L. I'd like you to think about a specific incident. Let's say you have a teacher who really needs
181   some help. He is not doing what he or she needs to do for students in his/her class. How would
182   you approach that bad news? What do you do?

184   D. Actually, it's not a common thing, but it happens. I am a believer in data. I'm a believer in
185   taking data and using fact, so if this would have happened on that observation tour, there are
186   critical elements on that observation form. When I sit with the teacher, "You tell me, when I
187   went in there, there was an element; Students were respectful and polite, corrected each other, no
188   one was misbehaving. I was checking every time you had to stop the lesson because so-and so
189   and you did it seventeen times. I said "What does that tell you about_? Do you think it's a
190   concern?" And they'll say "Yes". So people come to the realization and I said "Okay, here's
191   something we can do help because you are a great teacher, you have great potential and this is
192   holding you back from helping kids and which is what you want to do. So here's some ideas you
193   can use." I would be very reluctant to assign somebody. That doesn't work well. That's a slap in
194   the face. But, what happened is that, that individual went to somebody she knows does it well,
195   and got some really nice ideas and turned around the culture in her classroom. She loves kids,
196   kids like the class, they love being there. They just can't learn as much because seventeen times
197   in 30 minutes she had to say I have to stop because I have to wait for _____ and she named a
198   bunch of different kids. So, if I can use evidence, fact, and just tell the people in a way that is not
199   mean or anything. [Not] "You know what happened here!" [But] "Yeah, I know you want to do
200   really well for your kids. So, here's what I observed. Here's the element and the element says
201   _____. When I was in there, there were seventeen times when you had to stop and say
202   _____. Do you think that's a distraction?" you say to the teacher. "Yes", [she
203   said] "Do you have some ideas, some assistance? And, if there's anybody you trust, if you want
204   to talk to them, then that's a good thing to do, 'cause I know you want to do what's best for your
205   kids."

207   L. So you framed it so positively! You provided the support and you provide suggestions and
208   always seem to allow for people to come to their own decision. That you support them, to the
209   extent that you can, but when you say things like "takes the humanity out of it", to me, you are
210   interested in people's core, you seem to understand it well when you say things like "that's a slap
211   in the face" you get it. So thank you.

213   Q #4 --

215   L. Are there coping methods that you engage in as a principal? How do you manage the demands
216   of being a principal? What kind of outlets, coping behaviors do you engage in?

218   D. I have a really good life! I can honestly say that, so all right, I've had four types of jobs in my
219   career. I started out as a teachers' assistant 'cause I'm actually a business major and when I got
220   out, I got a summer job and worked with some kids, and the people who ran it thought I was
221   good at it, and I liked it, but I didn't have the degree. So I started off with that and I became a
222   teacher. I taught for 18 years. I was an assistant principal, principal, assistant superintendent.
223   Now I'm back to being a principal and the only time that I have ever felt… – and I understand
224   the idea is from the principal's perspective, but I haven't needed that as a principal. I have
225   needed that as a teacher. The only time I ever had to figure out ways to keep my mind was when

226   I was in central office. That job was frustrating to the point where I was ready to blow up. So
227   that's the only place I ever actually experienced that kind of, 'cause one thing I guess, there's
228   things in your own personal life that you have to learn to do. My Dad passed away when I was
229   young. I had to handle stuff. Because I had to, at a very early age. 18. So, at that time, too. I
230   don't personalize things. So if somebody says something hurtful about me, if they're
231   res/whatever, it might be/kids in a class. I know that it's never really about me. That's their life,
232   their frustration, 'cause they're having a hard time with their kid, their class, or their kids at
233   home, you know, so I don't, I've never lost a second of sleep over that stuff 'cause I know it isn't
234   me. It's funny because its the same thing. We're talking about teachers. The last line in Good
235   Will Hunting, you ever watch that movie? He felt responsible for something he wasn't, and the
236   guy keeps saying "It's not your fault, it's not your fault" and he eventually breaks down and
237   cries. One of the things I'm blessed with is I know it's not my fault, and I truly do, you know,
238   that's not just words. People are a lot more interested and invested in themselves then they ever
239   will be in me. So what's coming is coming from inside of them, and I've had people (laughs),
240   I've had people do some pretty outrageous things. I give you this. You can always edit it if it gets
241   too long but I'll give you one example as a principal 'cause I can think of a lot of people, if they
242   didn't have the same context. My school, in N_, where I was the principal had a high
243   Hispanic/high black and high ELL populations where there were five self-contained sped classes.
244   There was this one particular lady who had two kids who lives about 5 miles from the school and
245   she has an old car. She has a fear of her kids being on the bus. She didn't like it. So, you know,
246   there were some days that it was okay [for them to ride the bus].

248   L. What was she?

250   D. She was a parent. I should have said that. One of our parents, um, Hispanic woman and on
251   certain days, depending upon where they were going and what they were doing she liked to bring
252   the kids to school. She didn't want them to take the bus. They had this old car, and this car would
253   break down, and we had a great adjustment counselor who spoke Spanish and this lady speaks
254   some English but so/so and it would be M. "Can somebody come get the kids?" So, I get in the
255   car with M. and today you wouldn't want to because of insurance. They probably didn't want me
256   to then, either, but I did it anyway because I didn't want the kids to miss, so, we'd go down and
257   pick the kids us. I'd known this lady a couple of years. We got her food. I had some connections
258   with St. Vincent DePaul we used to get her, not from me. And she'd say "Mr. _, we don' have
259   anything to eat.' I'd say "Don't' worry about that." "Thank you, Mr. _." "It's not me, I had
260   nothing to do with it, so please don't thank me." And I'd find some folks, and you know, they'd
261   deliver her food and help her kids out and stuff like that, right? One day, again, problem with the
262   bus. That day, her boyfriend, as it turns out, a felon, and kids get on the bus one day, and the
263   driver, I remember what it was, the kids got on the school bus and this guy walks on the school
264   bus 'cause he wants to talk to the kid. And the driver said "Excuse me, can't walk on the bus" to
265   the guy. He [the guy] says "Rrrrrrrrrrr" [he's angry] and he [the bus driver] goes, "You can't
266   walk on the bus, it's against the rules. If you get on the bus, I'll have to call the police." And the
267   guy, in front of all the kids threatened to kill him. So the kids flipped. They all start crying and
268   stuff, so I put a 'No Trespass' on the guy for school, talked to the bus company, the driver, with
269   cooperation, we press charges. So the mom shows up. "Mr. _., you know, this is not fair. He's a
270   good man; please don't let the police come." You know, "You need to call the police and say
271   he's a good man." And I said "Ma'am, I can't do that, we have kids really hurt. They were

272 crying. It took us an hour just so they could even go to class and what he did was just wrong. He
273 threatened to kill somebody. You can't do that. It's very scary." She turned to me and says
274 "Everybody knows you hate Spanish people. You've always hated Spanish people and
275 everybody knows that. Everybody in the neighborhood says "You can't trust that Mr. _. He
276 doesn't like black people, he doesn't like Spanish people, he's a bad man!" "I'm going to call the
277 police!" and she left. Now you think that was about me? I didn't. Nah. Of course not. She was
278 desperate, in the end, so that's a kind of a case.
279
280 L. How did you respond to that?
281
282 D. Nothin' – she's doing what she/venting, points her finger at me and stuff like that and I said
283 "I'm sorry you feel that way but I need to do what's right for your children and the children on
284 the bus. And you might think I have some ability to change things, and I can't change things.
285 And this man, as I said before, I think he's a dangerous person, and I want you to be very
286 careful" and she stormed out. She's going to get the mayor... A few days later she's back in like
287 nothing ever happened. My secretary, you know, she's like mad for me. "No", I said, "That's
288 ridiculous." Come to find out, the guy was a felon. He was on parole. Just by calling the police,
289 he's going back to jail. She's a desperate person, so I understand that. None of that had to do
290 with me.
291
292 L. What an experience!
293
294 D. Oh yeah, there's lot of those! Lot of those that happen. Things like that happen every year.
295 Not that part there, but you know, some people who are upset or hurt or desperate and they have
296 to lash out. Um, you know, you can't take that stuff personally. I mean, when she left I went to
297 get a coffee like I always did and sat down to do my paperwork. I didn't tell my secretary. She
298 heard it through the closed door. You could hear it. Wow! She was really mad. She asked me,
299 too, 'cause she's a great secretary and we liked each other and she didn't want to have me feel
300 anything, but I told her, I said "I.", I said, "this isn't about us. I'm not going to lose a second's
301 worth of sleep about it. She's hurtin', so I just kinda feel bad for her and it will resolve". And it
302 did. And at least in the last 39 years it always has.
303
304 L. So, for closure, did that woman every say she was sorry?
305
306 D. Nah. That's another thing that happens. People almost never, people saying they're sorry.
307 You know, um, we have a new secretary who's a sweet, sweet person at the school I'm at now. I
308 was telling her, 'cause I get a lot of nice things, do nice things, I get that a lot. But usually, nice
309 notes, people call on the phone, you know. You do this long enough, you know who you are. The
310 people who complain will go right to the superintendent and it'll [be]'boom!" There was this
311 person who had complained that I put her autistic son at risk and allowed him to be beaten, and
312 you know, we as a school and me as a person have done a million things to help this family who
313 is struggling in their own way at home and again, the context. I told my secretary, "One of the
314 thing's you'll learn, P., is that I/you know/your role" (she's a lovely person) "people are going to
315 plainly love your personality. If somebody needs to lash out, they will always go over your head,
316 and they will never go over your head to say something nice. There are 1,000 cases that I can

317 prove that on, so don't take it personally, either. When people are hurt, they lash out." Anger is a
318 far more compelling thing than gratitude. And that's been my experience, that's been true.
319
320 L. So, thank you.
321 D. interview part 2 transcription
322
323 D. Just roll!
324
325 L. Here we go!
326
327 Q #5 --
328
329 L. All right, so um, when did you first become aware, D, of the importance of using the
330 capacities of being emotionally intelligent; such as being open, being positive (you're a role
331 model for being positive!) and being adept at describing your motivational goals, vision, to your
332 professional practice?
333
334 D. I gave you the global answer. Again, an overused buzzword is "Aha moment", because it gets
335 symbolic of speech of a certain group, which I'm not a fan of, but that's neither here nor there. I
336 had/I just um, started, actually, I think I was a paraprofessional and um, we were, just funny,
337 they're not expecting this. I could do anything. We used to play basketball. I was 21. There was
338 ten of us. A group of teachers from one the junior high schools was in a league, they got together
339 to play tennis. There was this one guy, I knew him 'cause we'd go for beers on Fridays with this
340 group of people and he, you could tell he abused his power, if you want to call it that. He was a
341 teacher. He was an 8th grade teacher, and um, you know, he's big, especially in his own mind.
342
343 L. Was he a big guy?
344
345 D. Yeah, he was a big guy. He used that to intimidate people, you know. He did a lot of stuff. I
346 mean, and I'm sitting, here I am, an ignorant 21-year-old business major, so what do I know,
347 right? But that didn't seem right to me. I learned that there's consequences for not being open to
348 other people. That's where this is going to go, because one day, one of his former 8th grade
349 students finally realized... We're all one big group and go over to watch, so one of his former 8th
350 graders finally came to the realization that this is summertime. [The student is thinking] I'm
351 going to high school. I can say anything to this guy and he can't do anything about it. He can't
352 touch me. You know. So, he started to harass and call him names at the tennis court where all the
353 guy's colleagues were, and us, and you know, he's bald, [the former student] made fun of that.
354 You know, he fancied himself like a big guy, but the kid started to tell him "You're nothing but
355 fat!" and it started like this. He's trying to pretend. First he gave him the look. The look's going
356 to stop him? No. The kid says "Whaddya lookin' at?" 'cause you knew he had thought about
357 this. Meanwhile, there's this other group of kids, you know, 'cause this park's got hundreds of
358 kids. And they're startin' to get the sense "He can't" [do anything to him, because he's not
359 middle school anymore]. They start to come a little closer. 'Cause they're fearful, 'cause this guy
360 scared kids, you know? And maybe another teacher in that group did, too. So the kids start to
361 drift in, and the next thing you know, within about 5 minutes there's 25 or 30 kids taunting this
362 guy. And, uh, so bad, and the teachers that were with him realized that a.) the kids were right,

363   and b.) if they intervened, the kids might turn on them, 'cause they didn't have great
364   relationships in a lot of cases, either. Not as bad as him, but… They ended up having to stop
365   playing tennis. The whatever day it was, Thursday afternoon tennis sessions ended. So I made a
366   note to myself that when I taught I would never say anything to a kid, when I had the power to
367   scare and intimidate that kid, that I wouldn't say in public, to this child with his mother and
368   father sitting right there. And when I talked to children, every time I talked to kids, no matter
369   what it was, they needed to know that I cared about them and believed in them. 'Cause it was
370   opposite of this guy. All of those were opposite. Also went to school with the Sisters. I learned a
371   lot of opposites from them, too. They were not kind people. They hurt a lot of kids, too. So
372   between this guy and the Catholic Sisters, I learned the value of what I wanna call emotional
373   intelligence if you wanna put a name on it. I just learned that you treat other people the way you
374   wanted to be treated. And if you don't, you gotta do it, 'cause it's the right thing and it actually
375   makes you feel better yourself. And I don't want to turn into just an angry, bitter person like that
376   other guy. But also because it can come back to bite you in a very big way, like it did him.
377
378   L. Lesson learned.
379
380   D. Yes, lesson learned. And I can honestly say, in 18 years of teaching that I never said a hurtful
381   thing to a kid. And I consciously, no matter what I had to tell a student, never let them leave until
382   they would tell me that they knew I cared about them. "You know, I know you're mad at me, but
383   you need to know that what I'm doing is 'cause I care about you.' 'Do you not know?' 'No.'
384   'Then sit down 'cause I'm going to tell you. You know, 'cause you're not going to listen to me if
385   you don't think I care about you." And, most of the time that didn't take very long 'cause we
386   knew each other and the kid knew I wanted what was best for him. And that's a funny thing. You
387   talked about adult learners and child learners. I don't believe what they say. I think we're all
388   learners and I think the thing that matters to kids matters to adults; being respectful, learning
389   from one another, kids do that. You call it adult learning? That's silly. We're all learners. Just
390   these general big picture things and ah, that's where I would say, to use the term emotional
391   intelligence, that's where I got my first real lesson, and if was a life-changing experience 'cause I
392   walked out of there myself 'cause I was on the dark side. I mean, I was only a paraprofessional,
393   but I was a teacher. I'm walkin' out of there hopin' they don't want me. They didn't. I hadn't
394   really started yet. I'd been, it was my first year. I was going to be a teacher. You know, a
395   paraprofessional and I had gotten my license. So, anyway, lesson learned and that served me well
396   over the years.
397
398   L. Ahhhh.
399
400   D. Did I answer all your questions, there?
401
402   L. You did, you did.
403
404   Q #6 --
405
406   L. Um, are you able to reframe your emotions effectively? So, I'm getting a real good sense of
407   what your answer might be, but realistically, optimistically?
408

409   D. Yeah, yeah, and not at the moment sometimes. I do also have this thing, and sometimes it
410   drives my wife crazy, you know, but if something happens, and it's unfair, I'll go home and
411   she'll say, "What did you say about that?" and I'll say "I didn't say anything." "Why not?, you
412   aught to have said…" "Because I'm angry. And if I say anything right now…I do angry <u>really</u>
413   well, when I lose my temper. I do have a temper, and it can be bad. And I would tell my wife that
414   nothing good ever came from anger. If I sit on things for a day, the next day things look better
415   and I can address them in a respectful way. I don't have to be everybody's buddy, everybody's
416   friend. Gotta tell people things they don't wanna hear, but you need to do it in a way that's polite
417   or respectful, no matter what, and uh, I have a funny story (laughter) about that too I'll give you.
418   This is a great example. A meeting at the time, the sup in N_. is a friend of mine and he's a good
419   guy, but he's a central office guy, lookin' to save money. So, they cut a paraprofessional teacher
420   assistant for Kindergarten [at my school]. 'Cause that would save X amount of dollars. They
421   have no idea what those people do in school. No idea. So, in our particular case the
422   paraprofessional, besides almost being a co-teacher in Kindergarten is one of the most important
423   parts of a kid's entire education. She took classes on how to teach reading. I would have hired
424   her as a teacher [if she was qualified]. She wasn't alone like that. There were a lot of good
425   people. She was our voluntary crossing guard in the morning. She supervised the cafeteria in the
426   afternoon better than any teacher we had in the school. When we needed a sub and couldn't get a
427   good sub she would take the class. She was worth $100,000.00, she's making $15,000.00 a year.
428   So, I was furious. So the objective part of it was that it was unilateral blind and ignorant
429   decision. So I gotta get this out, somehow. So what I do, sometimes, to get it out, I'll write it and
430   then I throw it away. So I wrote this thing that basically wasn't personal but it, you know, _ was
431   ignorant, [this was] an ignorant thing, demonstrates that you have no awareness of what happens
432   in a school level, and you know, this will hurt education in N_., and stuff like that. Well, I hadn't
433   thrown it away, and it was in my little bag. I don't usually bring anything home but I had this
434   little bag that day. So the wife saw it. And she went "Oh, my God!, why did you do this?" and I
435   looked at her. "Want to see the real one? Rip that up." I had/after the end of the day (the next
436   day, I'm losing my time frame). I came in and did [wrote] the one I wanted to say. I rephrased
437   everything. Instead of saying "You have no concept of what kids need", I put in "I know you
438   want the best for all." I took every negative and turned it into a positive and it ends up he used it
439   in a staff meeting for how to constructively approach a problem and he reassigned the teachers
440   aides. He brought them back. (Laughter). But my wife at home was "Oh, my God! Why did you
441   do that?" [I did that] 'Cause I was mad and had nobody to talk to.
442
443   L. So that was your way of coping.
444
445   D. Yes, that's true. That's one thing. If you're a principal, pretty much it's you. You know, you
446   don't have any peers, any colleagues you can get together with and get things off your chest. So,
447   if you have something to get off your chest, you gotta find a way to do it and that was – I did it.
448   It took a while and while I wrote I could feel the anger go through my fingers, you know. And
449   next day, I woke up [thinking] "He's not trying to hurt anybody, he's trying to save money" and
450   we were a hurting district and what I suggested and the thing he went for was that we had a very
451   small school budget, for miscellaneous things that we could do without. So I told him I'll give
452   you the money in my school column. I'll cover it. I'll give you money in my school account back
453   'cause it was just for additional things anyway, and we'll do without that, but we need Betty.
454

455   L. So you provided him with a solution?

456

457   D. Right. That's what he said. "You came in with a complaint. I'm always open if you have a
458   solution. We're going to do that, D., I want you to know. Keep your accounts." It made him a
459   good guy in front of everybody. We're going to find a way. I know we need them." So, that is a
460   way of coping with frustration and avoiding doing a thing you're really going to regret when you
461   can't take it back.

462

463   L. If you are angry, and they know it, but yet you were tempering that, how long might you take
464   to be reflective, before you said "I'll get back to you."

465

466   D. It has to pass, you know. It depends on what it is. Unfortunately one of my flaws is that I'm
467   not a very good actor. (Laughter). We had a teacher who came in and she's a good teacher and I
468   asked her a question about some of the RTI practices for advanced learning kids. She said
469   something about focusing on the struggling kids that year. And, I didn't say a thing. And I
470   thought I was fine and I turned around and about two hours later she came in and said "Your face
471   told me that this wasn't the answer you're looking for." And I said, "Well, it wasn't" and she
472   said "I want you to know that we work with all, not in the RTI block but we project-base things
473   for the advanced learner, and you see this in my – she gets plaintive, and I say, "I have, one of
474   the things we were looking to do with RTI is, you know, have it for all our kids, not just the ones
475   that are struggling, so that hit me the wrong way" and I apologized to her. I said "I'm sorry, I
476   didn't mean for you to see that" but one of the many things I can't do is hide what I'm feeling.
477   So, you know, it depends. Sometimes people see things I didn't know I did. Other than that, I
478   have told people this; "Never go home with that sick feeling in the stomach. If I've said
479   something that hurts you, no matter what it is, don't go home." 'Cause we've all had it, that sick
480   feeling. Life's too short for that, all right? Don't leave home with that. Um, you know, "If I've
481   said something that's hurt your feelings come in, and tell me. Be able to tell me, in all honesty,
482   because this won't change [how I feel about us]. I consider you friends. I consider you family,
483   but I may not agree with you, I may not like something but that does not change the fact that I
484   think, you know, that you're a wonderful human being". And that's the part that goes to your
485   tummy. "Doesn't think I'm a good teacher." Or, "He doesn't think I'm a good person", that is
486   even more upsetting. "So, never leave here..." And people have done that, and they end up
487   feeling good and I thank people for that. I have no way of knowing some of those things. You
488   say some things, you know, and sometimes I say something, and if you are troubled or bothered,
489   I'll think what I'm saying is perfectly reasonable. Probably if I heard it myself the next day, I'd
490   say "Oh, my God, who said that?! It was you!" (Laughter) "Oh, really!" So, you don't even
491   know. So I trust people to make me aware if I said or did something that gives them that "get up
492   in the middle of the night worrying about that" feeling. That's for real life stuff, you know.
493   School shouldn't be one of them.
494   Q #7 ---

495

496   L. Well, we're marching right along to [the question]; Who's been a good emotional role model
497   for you, and why?

498

499   D. Yeah, not to be cold, I mean, I don't really think of a person, you know? Ah, I don't know. I
500   mean, I know who I am.

501
502   L. When did you know who you were?

503
504   D. Probably the day my father died. And my mom was fallin' apart, so…

505
506   L. Tell me about your family. So are you the oldest?

507
508   D. No, I'm the onliest! (Laughter)

509
510   L. The onliest.

511
512   D. It was my Dad and my Mom and me.

513
514   L. So he died…

515
516   D. Yeah. He was a firefighter. He died fighting a fire. I went from being a spoiled only child and
517   he was an older guy. 63. I was only 18 and I just came in and saw how my mother looked and
518   something changed in my brain. You know, I just said "I'm going to lose her" and so I couldn't.
519   I had to be the man of the house and I was ill-prepared for that. But I had no choice. She was
520   looking at me, you know, 'cause I was all she had, and that's what did that.

521
522   L. You grew.

523
524   D. You know, I think you just learn from people you respect. There's hundreds. There's not one
525   guy I try to be like. That's never been true. One of the things I stress with my own kids is "Don't
526   try to be someone else. Even when you're playing sports, don't try to be Michael Jordan. There
527   is only one of those. You be you", you know, "Don't copy, don't imitate, be original." So, I'm
528   not at/but like everybody else, I'm a hybrid. I've learned from a lot of people. I have an uncle, in
529   particular, who I just thought was a tremendous guy. I learned a lot from him on how to roll with
530   things, stuff like that, as a person or whatever. Certainly not in school, I wouldn't say. Yeah,
531   picked up practices and ideas from good people for sure. You know, I worked with one particular
532   friend, a good friend of mine, for six years. I picked up a lot from him, but I didn't say that he
533   didn't too. He picked up some things from me, too. I think that's how it should work.

534
535   L. You know, I ask everyone the same question, and that's your particular perspective.

536
537   D. And that's a funny thing; the fact that there is no answer is the answer. That's true of a lot of
538   things. In education, I think we're always trying to find/do these things and get this outcome.
539   That will never happen. We're human and we approach things. That's why I think you have a
540   really interesting topic, 'cause in a group of five to six people, no matter what initiative you're
541   doing, you're going to have six different types of concerns about that initiative, and the buy in,
542   so what that explains a lot of times why things fail is because the higher up you go, the less
543   people care about buy in, you know? (Laughter) Let's start with our friends at the Department of
544   Education. The only job I ever disliked was assistant superintendent. I disliked that job.

545
546   L. How many years did you do that job?

547
548   D. Two.

549
550   D. Two, that seemed like twenty-five! It was the antithesis of what I believed in. And I
551   interviewed for the job, just like we're talking here. I mean, I have some very strong beliefs and
552   everything I said, and everything they hired me on, when push came to shove, talking about
553   getting teams of teachers making decision, instead of me making it! Everybody agreed to that.
554   You're around at a table about this size and then, the real world comes! The superintendent says
555   you're in charge of that group and I'd say "No, No". I told 'em. We're working on the standards-
556   based report card and they're studying standards with one principal and a group of five grade-
557   level teachers for every grade. And, um, the principals were empathetic people. We shared that
558   philosophy with each of the teachers. That sounded pretty good until we started. The
559   superintendent said "The expectation is that you chair all those meetings." [I said] 'As soon as I
560   do that, I'll lose the teachers' trust. I told them they were empowered, but I'm going to sit here
561   and manage everything you say and do, then they're not empowered!" She walked out of the
562   room! And that's how my two years went! (Laughter) It was not fun!

563
564   L. It was a blessing to go back to the principalship?

565
566   D. It was certainly a choice.

567
568   Q #8 ---
569   Skipped Q #9

570
571   L. So, we touched about your parenting, but would you say that you had emotionally sensitive
572   parenting?

573
574   D. My mom, you know, was a very sensitive person. My dad, it's funny what you learn from
575   history, too. He was a World War II vet, and you know, when he was a kid, and never expressed
576   anything. They were just expected to fit in and be normal [when they returned home from war].
577   My dad's job in World War II, if you've ever seen movies, the little boats that land Marines? He
578   was on those little boats. So he saw people, I realize now, he saw people shredded. Dozens if not
579   hundreds, blown to pieces right next to him, and then was expected to come home and be… . He
580   was a good man. I mean, he was a great man, actually. Honest, caring, open-minded. It's funny
581   'cause when we were just talking/ my sister in law's been around/talking about our parents and
582   how racial things have changed over the days since that generation. You know, never, not once. I
583   never heard my mother or father say a negative thing about race. Never used a racial word in my
584   entire life growing up. You know. So, he was a real good man, but was very much introspective.
585   He would sit and be quiet for hours. So, you know, when I was small we did a lot of things
586   together. We went to the park, stuff like that, but as I got older, we just weren't close. So my
587   mom, yes. My Dad, no, but like I say now, I think I understand a lot more and admire the fact
588   that he didn't turn to alcohol. But he never really lost, well, sometimes he lost his temper, but
589   nothing, no foul language. It's amazing to be able to do that considering where he came from,
590   you know.

591

592   L. So thank you, I think we really talked about question 9. I think you shared with me about the
593   8th grade teacher. So, unless there's anything else, that was a pretty disorienting dilemma. So,
594   that definitely contributed to your emotionally intelligent capacities.
595
596   D. And my father's death.
597
598   L. Very much.
599
600   D. Yeah, yeah.
601
602   L. You had to be…
603
604   D. Here I am! I'm 18. You know, never thought of anybody but myself and I had to support my
605   mother. I was an only child. My dad was 47 and she was 37 when I was born. So she did
606   everything for me and all the sudden I come home one night and [snaps his fingers] all changed,
607   you know? Had to do a funeral, bury this guy and that was it. And I was disoriented? Disoriented
608   is not a strong enough word!
609
610   L. I guess not!
611
612   L. I'm laughing, but…
613
614   D. No, it's meant to be funny! Yeah!
615
616   Q #10 --
617
618   L. Were there any experiences that you feel that would attribute to the absence of emotional
619   intelligence? Obviously, from your perspective.
620
621   D. Yeah, I think a lot of times, I think empathy is a lot rarer than it should be in society. I do
622   think, again, it's not a global everybody's this, everybody's that, but I think there are a lot of
623   ego-driven folks who only want to see things through their own lens. Um, I forgot which
624   researcher talks about the various lenses, I'm drawing blanks on that, but I'll see things from
625   different perspective points. The ability, as Atticus Finch says in "To Kill A Mockingbird", my
626   favorite book, and as a library person , you know, words to the effect that you never understand
627   until you crawl into somebody else's skin and walk around in it for a while. And, um, a lot of
628   people don't do that. They only see things, you know. What that can translate into is other people
629   judging other people. "Oh, these parents are liars!" "You can't trust these parents!" Oh yeah, you
630   know, things like that and those kind of judgments are made, because those people that/ I don't
631   have much tolerance for that. But it happens, you know, you hear it. It's a common thing that
632   happens in schools a lot when kids fail, because people don't want to take responsibility for that.
633   Some of that failure is me. It's very hard to say "I failed", so a lot of times, that something else
634   becomes the parent, the child, the internet, you name it, some other thing than saying what can I
635   do to stop/where's this kid coming from? You know? Did he eat today? What did he do this
636   weekend when he went home? You're a parent. You've got two kids. You make sure they get
637   dinner and do their homework. Homework is a good example of that. You have teachers who

638   don't understand why children don't hand in their homework. You have three misses and then
639   you get a bad grade. That's a bad policy. The question is <u>why</u> aren't you doing your homework?
640   Now, if you're not doing your homework, do you have a bad attitude and you don't care? We
641   need to work on that. If you aren't doing your homework 'cause you don't have
642   parents/nobody's paying attention to you, and you're a 1st or 2nd grader? What 6-year-old/would
643   your 6-year-old go home and do her own homework without you there? I don't think that's going
644   to happen. So I think there is this absence. I think people don't do it intentionally or maliciously,
645   I think it's just again Senge's mental map. This is the way. This is where my experience is. This,
646   it's other people's experience. And not able to understand sometimes until you crawl into their
647   skin and walk around. And when you do that, it's a scary place. A much sadder world, and when
648   you thing about what it's like for somebody else, but it makes you a better teacher, a better
649   principal, too.
650
651   L. My handwriting, I'm telling you!
652
653   D. You've got pretty nice handwriting, you should see mine. I could never read what I write!
654
655   Q #11 ---
656
657   L. The last question in this section goes: Do you think that emotional intelligence is critical to
658   your career?
659
660   D. It is, without question, and there is no second place. The single most important thing in being
661   a successful educator at any/same thing/people differentiate; like teachers are, like principals are,
662   like superintendents. We're human. We're educators. We face the same things. We might have
663   different expectations. You become your job, more or less. To me, that's insanity. Again, so back
664   to central office, 'cause that's the worst one! Because that becomes, um, not for everybody, for
665   some people that becomes a bureaucracy and the things that it dictates without the consideration
666   of the impact that has on teachers and kids. There's two meanings of the word 'data'. There's the
667   good meaning, which is information to drive things that you do in your whole life, and I do all
668   the time, try to live by that, but then there's what I call the 'bad' data – a very close set of things
669   that you use to judge, like state testing. And you know, we get these folks, and again, there's this
670   big line out of schools, once you get away from kids, in which you don't see children, any more,
671   your emotional intelligence can go down dramatically. I've seen that happen to some extent.
672   People I know who became principals, who the first year, they were principals out of a
673   classroom, understanding of what live was like for a teacher. After three or four years though,
674   that teacher's job got a lot easier, 'cause their job was so darn hard. All the sudden they started
675   expecting teachers to do things you wouldn't have been able to do, but you forget that, because
676   seems now all the stuff you have to do, that job becomes easier. But it isn't, you know. Then you
677   get into central office and you're overseeing 27 schools in our case, and people then say, you
678   know, they've only got 20 people on staff because of the 8,000 things that come up in a
679   principal's day they're completely oblivious to. And they [the principals] have to address…[so
680   much]. So, some people as they move up, what we call their emotional intelligence over time
681   changes because of their own experience and their focus on themselves because… A Lesley
682   course we had on the brain course, the guy said one interesting thing. The brain is always ego-
683   driven. Everything you hear is based on you. The brain is always telling you 'After we talk about

684   me, let's talk about <u>me</u> for a while!' (Laughter). He had a great line. And we are that way, you
685   know. As much as we can be empathetic, we'll work on that, but we're us, and every thought
686   gets processed by what <u>we</u> have to do, where <u>we</u> are. Every person can empathize with doctoral
687   students about the work you have to do, that's life, that's the way it is, but you don't lose touch
688   with the fact, if you are an emotionally responsive person, that other people are in the same boat.
689   So we struggle. We still understand that we don't have it worse than other people. You have it
690   very hard, like other people do, and as we move up the food chain, sometimes, that can get lost.
691   I've seen that, get lost, in a lot of cases.
692
693   L. And you didn't want to get lost, for you…
694
695   D. No, I…
696
697   L. People expected you to…
698
699   D. I wouldn't change, either! That was part of the problems. That is why I left. They were very
700   happy, the superintendent was very happy I retired because I was never going to do what/I can't!
701   There's things that you can do. You can't do something immoral. These people come to you and
702   say "You promised." I want to say "Oh, yeah, my promise/word doesn't mean anything?! My
703   word means everything to me!" So you know, I can't do it. When she said "I expect you to chair
704   the meetings", I didn't chair the meetings. I was insubordinate. I was, in fact, insubordinate. I
705   didn't come out and say it. I just didn't do it So she looked back later on, you know, and there…
706
707   L. So you retired from that position?
708
709   D. Yeah, I was due to retire anyway. I would have stayed longer if the job had been what I
710   interviewed for. We were building teams, and tell you the truth, it wasn't because of me, but
711   because of that philosophy, N_'s a mess. I mean, N_'s on the verge of a state takeover right now.
712   That district would not be in that position had they invested in teachers in 2009 like they said.
713   They were going to… When I interviewed, these teams were pulling together. We were building.
714   We were building capacity in house, for professional development. Content area professional
715   development. A large group. We're building capacity in house for professional development in
716   content area, professional development in pedagogy, professional development…we had a train
717   the trainers model in place. We empowered a lot of teachers in a short period of time, but the
718   head of the organization, or the central office…the only people that liked that was me. I was
719   absolutely by myself…and the director of Title 1. She was very much a teacher person. So, it
720   wasn't just me. And some secretaries. (Laughter) Secretaries loved me, but you know, that was a
721   difficult thing, and you can say, it's critical [emotional intelligence] and its sadly lacking in a lot
722   of situations.
723   D. interview part 3 transcription
724
725   Q #12 --
726
727   L. So, now we get to the part of future implications, and um, I call these the navel gazer
728   questions and um, how, you've done a very good job of addressing questions, but is there
729   anything you want to share with me about how your professional practice has adapted over time,

730   because of your knowledge, acquisition, development and subsequent use of emotional
731   intelligence in your work? That's a mouthful!
732
733   D. No, actually, that's funny, that's the overriding approach to everything you do. So, if we're
734   working on a new approach to curriculum, we are changing the way we are teaching reading, and
735   it's something that's new for teachers, these are solid examples. We are changing the way
736   classroom instruction should be structured. Um, my practice always has to be "How do I show?"
737   If I believe it, "How do I help people to see it for themselves?" So it impacts everything. If we're
738   moving forward, we're putting a new safety protocol for how we approach, um, prepare for
739   school tragedies. Nobody ever believes fire drills are real. They think that they're practice. So,
740   how do you get folks to understand the reality of what can happen in these cases, so they can
741   picture their sons and their daughters? 'Cause then they'll do these things and learn from them
742   instead of just lock step going through it. So, emotional intelligence precedes anything in my
743   practice, in anybody's practice, whether it's curriculum and instruction, whether it's management
744   types of things, no matter whatever it is, the content has to be preceded by helping people to be
745   ready to be open to this change or whatever it is that we're asking them to do. It's in every
746   element of my practice.
747
748   Q #13 --
749
750   L. So, here we are. A new principal in training. What advice would you give to them in regard to
751   emotional intelligence?
752
753   D. Yeah, pretty much what we just talked about. It's not, in my own stuff, do notes. I might have
754   a few bullets, or important things to talk about, but I don't ever, I mean, I've done a lot at Lesley
755   mostly because I had to, 'cause it was a curriculum, but even the NISL said, we really stress your
756   experience as a practice. Where you bring it. When I taught, I taught with one of my cohort
757   members from Lesley. It was actually me, four of us that did the N_. schools. Our contingent,
758   what she and I did as one team, and the two guys did it as the other. Um, we did what we needed
759   to do with the curriculum but we spent a lot of time talking about the principal as an ethical
760   leader. You know, there's a curriculum on that, as to why it's important and everybody said
761   "Yeah, Ok", and then we said, when you start getting into specifics, you know, what kind
762   of…I'll share something. A moral dilemma I had, and T., my teammate will talk about. And
763   when we asked people to talk about their moral dilemmas, they fact is that they are dilemmas
764   because there are no good answers. And that's where the learning kinda comes in. You just talk
765   to people about/if I had to do a training, some of the things I'd take/ I'd take this list and share
766   some stuff and not that after we talk about me, let's talk about me for a while, but I'm going to
767   throw outs some stuff that I like to talk to you about, see how you feel.
768
769   L. Some experiences? Some ethical dilemmas?
770
771   D. Yeah, right. And why you might not. Why you feel ____. It's funny, a lot of things in NISL,
772   in conversations that we had, 'cause we trained a lot of people. It all came back up to their
773   practice and conversations. Wow. Their/the other group, that didn't happen. It was curriculum,
774   right? Two different teams. On the two of us [my team] it was always individualized and how
775   you felt about things.

776
777   L. So, you didn't shy away from these things?
778
779   D. No, we made that happen. Ended up with almost a revolution at the high school. That should
780   have happened. Ended up with a new leadership academy at the high school. Again, if this
781   happened, the state wouldn't now [be imminent to take over]/wouldn't be a Level 4 school, but
782   that got shot down. Some of my frustrations! But a group of NISL, eleven teachers from N_.
783   came up to me, and I got the job as the assistant [superintendent]. "Can we talk to you a minute?'
784   'Yep'. 'So, you mean this?' (Talk about ethics!) "Yep", I said. "Ok, we've got some ideas as
785   people who work in the building about things we could do to restructure." One of the guys that
786   became a leader said "We know what you said." You can't/this one thing from NISL we brought
787   from Japan. This lady from Japan, in her own inimitable way, said if you go to a principal in
788   Japan with a complaint, then you better have a solution. And I'm not going to imitate her, but she
789   basically said…She couldn't have weighed 85 lbs. Little tiny thing, but dynamo! And she said
790   "You walk into a principal's office and you say 'Here's my complaint' and he says, you know,
791   'What's your solution?' 'I don't have a solution." Then he'd turn on you, and point at you and
792   say "Well you get outta my office right now!" and that's kinda ….. So we talked about that at
793   NISL with this group, and you know, "You told us if we have points…now you know they are
794   real." And they were. A lot of bad things were happening. "We need to come up with a plan for
795   an academy within the high school." Volunteers, so we can try some socially-emotional [laughs
796   because this is the topic we are discussing in the interview] um, centered instruction with the
797   lowest 125 achieving kids coming into the 9th grade. That's what they wanted. They wanted the
798   neediest, the worst behavior problems, the most academically unsuccessful, and they were going
799   to structure/they did an amazing job and they didn't get supported. So, now the state and a new
800   super. Fired principal, all that stuff, and none of that had to happen, but they were not open to,
801   you know, and part of it from NISL was because the fact that the message was delivered from
802   the social/emotional perspective. And if you think I'm like [that, emotional], you should see her,
803   T! She wears it on her sleeve more that I do!
804
805   L. In looking back, how old were you when you first became principal?
806
807   D. About 40.
808
809
810   Q #14 --
811
812   L. About 40. So you're brand new at the job. What advice would you give to yourself as a new
813   principal?
814
815   D. So, one thing to do is find somebody you trust that you can talk to. Not some mentor who got
816   assigned to you, because that again, that's another sign that they're [administration] not aware of
817   your social/emotional needs because I mentored five principals when I was a principal myself,
818   and um, they were some of the best. All five people really liked the experience. It was great. It
819   was as good for me as it was for them.
820
821   L. Did you do this individually, or?

822
823   D. Yeah, individually. A group will never work. That's another thing, to get back to your topic,
824   what you've just said is that that those five people all think the same way. There is no chance
825   that that's true. So, I would never mentor a group.
826
827   L. I'm just trying to understand!
828
829   D. No! NISL had it structured that way, in groups of five or six. I wouldn't have done it because
830   I know that that is not the way. Nobody is really going to express their failures; "I'm havin' a
831   really hard time with this. Let me tell these other four people how bad I stink!' You know, but
832   when they can call and say, crying sometimes, they say "This happened", um, "This parent left
833   here furious.", you know. Their worst mistakes. Or [parents] go to the sup [superintendent, to
834   complain]. Or, you know, "What do I do?!". I can say "Here's some advice, all right?" We'll talk
835   about that and if you need to go over it, go over it. But it's not like "I'm going to meet you 3 on a
836   Tuesday, so you have your crisis then." Crazy! (Laughter) You gotta mentor somebody [on their
837   schedule, whenever necessary]. Say it's 7 o'clock at night. "I got a parent just called my
838   home…" you know, "She's threatening me!" and this and that, and "First thing in the morning,
839   what do I do?" "I'll be there." Or, "I'll be in the area if you need me." Then, I'd just be in the
840   area. You don't do everything, but you're proximal. That helps. But I think that's the difference
841   between mentoring as a program and mentoring as helping another person.
842
843   L. So these people would seek you out and ask you to be a mentor?
844
845   D. No! No! They never got a say in it! (Laughter) They got assigned to me! And some people got
846   assigned to bureaucrats. As a matter of fact, two principals that I ended up mentoring, not for real
847   [formalized], you know, but they had another mentor who came in and who was all about
848   procedural stuff, you know, process and this and that. You know, fine, but the real things that
849   were bothering them, like "This teacher's doing a horrible job and she's been around for 25 years
850   and what do I do about that?" They weren't going to help with that one too much, you know. So
851   one in particular was a former student. I had her in the 6th grade. So she just called me once and
852   said, you know, "I have a mentor, but can you be my mentor?"
853
854   L. Awww! (Laughter).
855
856   D. I said "Absolutely."
857
858   L. So, informally…
859
860   D. Yeah, the best ones were informally. And sometimes people would call me 'cause they would
861   just say/even when I was in central office somebody was calling me saying "Hey, I'm screwed!
862   Can you help me?" And I'd say "Yeah." You're not supposed to do that, that's not the "chain of
863   command'! (Laughter) But, ahh, that would happen. They'd say "They [the parent] was going to
864   go to the sup [superintendent], they got a lawyer, and this and that, you know. Sometimes I
865   would have the parent come meet with me, you know, with their lawyer, and just say "We don't
866   want to do this stuff, right?" I would say "This is not good for your child. All it's doing is it's
867   hurtful and it's hateful. I know you're very angry, you're very upset, I get that. So, how can we

868   come up with some answers that will help you, and most of all, help your child?" And the
869   lawyers always agree with it. Always. I never had one that said "Nope, we just want to! There's
870   no money in it, but we want to take the school to court!" They get peanuts for that kinda stuff, so
871   they're not going to the Supreme Court! They're not interested, it's not going to advance their
872   career. Most of them are doing it for very little money, and um, so when they come in and they
873   see somebody who's reasonable and wants to get an answer, that's all they're lookin' for. Then
874   you can always come up with two or three things that will, and sometimes, their principal has to
875   eat a little humble pie. "Made a mistake." Oh yeah, you gotta say that. I can do this, [represent
876   the inexperienced principal] but you [the principal] gotta call up and say "Hey, I'm sorry this
877   happened, it was a mistake." Takes a lot of courage to do that, but, you know, I know you can do
878   it and you have to. Because I can't say what you did was right. You know. You can't throw a pot
879   at 'em! [the inexperienced principal]
880
881   L. I'll support you, but…
882
883   D. I'll support you, but I can't support you doing the wrong thing, and we all made mistakes.
884   God knows I've made my share! So this was a mistake, you know, most of the time they'll call
885   and say "I made a mistake" and you know, "I'm really in trouble here" and you know, there's
886   degrees. Sometimes they were, they were, [the parents] but it all starts with if you give them a
887   little time to simmer down and send them to a meeting, they think they're in a higher place, up
888   the chain of command, things like that. Feel empowered. But mostly, time passes and they're not
889   furious any more. They're less furious. They're not furious with me, they don't know me. And a
890   lot of times, if it was an older kid, one of the things/I like kids, so I would ask them to bring the
891   kid. So I'll spend five or ten minutes just talking to the kid. You would call it a strategy, but with
892   me it was just [the right thing to do]… "We're here for your student." So Mom would come in,
893   or if she had an advocate, the advocate would come in and I would say "I'm going to listen to
894   every word you say. I'll block out whatever time you need, but I really want to hear what he's
895   thinking, what he's feeling, 'cause I think we all agree, right, we want to do what's best for him."
896   And nobody ever disagreed with that. And we'd listen to them. Sometimes, the kid was right,
897   you know. (Laughter). "She <u>does</u> hate you!" [whoever irritated the student, perhaps a teacher or
898   principal] "Wow! If one tenth of what you're saying is true, yeah, she don't like you too much!"
899   So, we gotta admit that that's a flaw and I'll talk to the principal. I'll say "You gotta address that,
900   that's not acceptable." The principal will tell me "Yeah, yeah, that's been a problem." "Well, you
901   gotta handle that, tomorrow, so he's not in that room anymore." We're going to do this, to do
902   that. Sometimes we have to move the [child to a different] school, whatever we need to do, but
903   you know, anyhow, so that kinda stuff. I'm not even sure what that answered…
904
905   L. No, no, I'll…
906
907   D. You'll figure it out.
908
909   L. I'll polish it up…
910
911   D. You'll figure it out.
912
913   Q #15 --

914
915   L. So, the last thing, D., is; What advice, you've been part of NISL, you've been part of a
916   training team from your school, so what advice would you give to the developers, what's missing
917   from principal preparation programs in regard to all those levels. There are various levels. First
918   you need to understand it, then you have to acquire it, and then you have to develop it, and then
919   you have to use it, so there's degrees of using emotional intelligence.
920
921   D. Right.
922
923   L. Um, so, are there/what kinds of coursework, what kind of things would you say?
924
925   D. It's a funny thing, see, 'cause I don't think this is going to be helpful to you. I don't think
926   there's ever going to be a program that teaches emotional intelligence. You know, that's a human
927   quality. It's like I'm going to teach you to be tall. (Laughter)
928
929   L. [I'm very short!] Good luck!!!
930
931   D. No, right? It's you know, another thing from brain research. People change their thinking
932   based on experience and it's the only thing that changes people's thinking if I remember my
933   coursework correctly, but also, in my experience, it is true.
934
935   So, I think that spending/same for sensitivity training happening in the business world, they're
936   highly ineffective and there's no such curriculum that makes you a good person because, being
937   sensitive, is by my definition, being a good person. Being open to others, so I don't think that I
938   would ever be able to say there's a curriculum or as set of steps we can take "Now you're 20%
939   good person, by the next meeting you'll be 45%!" I don't think that can happen. But I do think
940   what can happen is that old 'you lead by example'. I think within any district if you ask teachers,
941   you know, to identify, um, three to four administrators who you feel really understand you and
942   what you're doing and structure a group of folks to just talk about those things and whether these
943   people talk to other small groups of principals, but not to teach them a curriculum. To just talk
944   about experiences, that is one thing, that, um, the mentoring piece, all of the people I worked
945   with as mentors, we all see things the same way. Now that's almost impossible randomly. You
946   know. So I'm not so sure with a different set of experiences that they would have that outcome at
947   the end of the first year. It's because they, they basically did what I advised them to do, which
948   was understand the people that are involved. Be open to their concerns. Don't be defensive. Um,
949   you know, have the strength to listen, 'cause it takes courage to do that. It takes far less courage
950   to dig in your heels and stand your ground. That's a weak response. A strong response is, you
951   know, when they would have a bad thing, you know, they'd want me to be there. You'll call me
952   on that day, we'll sorta debrief, and the result was always good. So, and it was, I mean, couple
953   times it ended going to the sup for one thing or another, but it wasn't the degree it was gonna be.
954   It's gonna be really, really bad, and it ended up being something that was just a little bad.
955   (Laughter.) Was that instead of you might get fired for this, so…
956
957   L. So, if you were able to de-escalate, what were…
958

959 D. I think the thing is, and again, it wasn't by design, but I think, you talk about it and redo your
960 notes or you listen and that's how you learn. When people talk about what they did. In other
961 words, if a person, a first year principal who has this very vicious parent who is out to get them,
962 and it worked out Ok, they call me the next morning and they walk be through it, they've just
963 recreated it. And when they recreate it in their minds what it tells them, is "I did these things",
964 you know, they were not, they were not the kinds of things done naturally. When they [the
965 parents] came in and yelled and screamed [their first response would have been] I would have
966 said "Get out of my school!" I believed you when you said we need to be polite. And I listen to
967 whatever you have to say. And "My God, they'd calm down and I'd promise to be respectful if
968 you be respectful to me back. I did that in a nice way, and you know what? I did that, and it
969 worked!" I gave them a couple of alternatives and let them pick and it worked! So, by retelling,
970 you learn. You get this repetition of a real event and the thing with brain research, which is how
971 you change. You change by doing, so I think districts would be well served if you could identify
972 folks who can do that thing real well, and again, not to force. Seven people are going to all listen
973 to this really awesome person over here who tells you what to do, but by having ways to do that,
974 you can have discussions about things that work and then setting up networks. You know, what I
975 was saying there, was that one teacher with behavioral issues, see she knows she had issues, she
976 went to someone she trusted who she know did that stuff well. Had I told her to do that stuff, she
977 would have never done it. She would feel judged. So I didn't even suggest that. I thought about
978 it. "You might want to watch _____." I didn't need to say that at all but she would know that
979 fifteen or more times [of stopping to discipline students] in this short period, I gotta stop, because
980 so and so's not listening, she knows that that wasn't acceptable, so she sought out and I think for
981 people who are struggling with "What do I do?" in this situation, "Do I need to be strong and
982 tough?" or "Do I need to be soft and listening?" You could talk to somebody who will tell you
983 just the opposite. You need to be viewed ____. "Do I be weak and stuff?" or "Do I be strong and
984 listen?" [Now shifts, talking about parent complaints] 'Cause the hard part to hear somebody tell
985 you that you stink and they really hate you. That's hard to hear, you know, and in the end it
986 won't be true. But it's hard to say, "Listen, you're obviously upset. I understand and I want to
987 assure you I care about your child and I care about you." Watch the change in attitude as you say
988 something like that and mean it. They become different people. They hate you because they
989 think you hate them, their kid, everybody hates their kid. As soon as they look in your eye and
990 believe that, about the case, they become a different person. By practicing these things you can
991 get the outcome you are looking for over the course of your career. So, all that to say I don't
992 think we'll ever [develop a curriculum for emotional intelligence]. (Laughter). That won't wrap
993 it up? Yeah, do this, and ____, that's just never going to happen.
994
995 L. Just to sum up, to recap that you're saying that forced programming won't work, but if you
996 engage in some significant dialogue about experience or observations that you have had, and you
997 could go about it in a more authentic way then…
998
999 D. Authentic, genuine is important. And people ought to have the right to call anybody they
1000 think is a mentor whether they get the title and the label. Doesn't matter as long as they have the
1001 ability to reach out to somebody and actually have that be the structure of the district. You know,
1002 be the structure of the district. Can we agree upon some practices that are conducive to help us
1003 solve problems, like being an active listener? These are all buzzwords, just put in the right place,
1004 but that really genuine stuff, and the people, whoever become the go to folks that the district says

1005   "You talk to whoever you feel comfortable with." "If I can help you, but we've got these five or
1006   six people here that have said here's their cell, call them every time you've got problems" and
1007   the guarantee is that it's anonymous. You never know. The feedback will always be positive and
1008   constructive and there's no downside to this 'cause we know that every one of us makes
1009   mistakes, and some of these mistakes can be costly if we don't help to fix them, so, you know,
1010   we're here to help you, and give people advice, almost like you would in a family.
1011
1012   L. I'm going to close this now. Anything else you want to expand on?
1013
1014   D. I think it's pretty expanded, don't you?
1015
1016   L. I think you've done it justice!

Appendix Q: Condensed Thematic Data Summary Sheets Research Question One

Each Indicator is referenced by the line number where it can be found in each participant's transcript.

Question #1   Do you consider yourself open to ideas other than your own regarding how to move your school forward?
If so, please tell me about an experience where this led to a school improvement.

Indicator/Theme

SKILLS:	T	J	D
Can read others/interpersonal awareness	35, 101, 243	46	16
Is Open/Willing to Compromise	85	34	34

STRATEGIES:	T	J	D
Uses evidence/data to confront a problem	462	25	30
Listens to others	129	29, 33, 37	34

Question #2   How do you get your message across to others when describing motivational goals, aims, and missions?

SELF:	T	J	D
Understands self/knows who they are	521	109	134
Understands role as a facilitator	522	70	122

Question #3   How do you deliver bad news to staff, students, parents, school committee members, or your superintendent? Do you have a strategy? If so, how did you develop this strategy?

SKILLS:	T	J	D
Understands role as a facilitator	548	163, 170	211

STRATEGIES:	T	J	D
Uses evidence/data to confront a problem	543	165	195

Has strategies for interpersonal exchanges (private/public)	541	162	173, 180

Question #4   What coping behaviors do you engage in, in order to manage the demands of being a principal?

SKILLS:	T	J	D
Can read others/interpersonal awareness	590, 643	191	244, 305, 312
Is Reflective	614	205, 223	230, 311, 335
Understands role as a facilitator	621	206	271, 300

STRATEGIES:	T	J	D
Shows appropriate situational response prioritization	602	205	284
Uses coping strategies	583, 586	191, 206, 207	242, 314
Can manage his/her own emotion.	585	192	299

Question #6   Are you able to reframe your emotions effectively? (i.e. be realistically optimistic and appreciative

STRATEGIES:	T	J	D
Uses coping strategies	736, 738	299, 301	436, 456
Can manage his/her own emotion.	749	308	436
Slow to react.	729	309	436

Appendix R: Condensed Thematic Data Summary Sheets Research Question Five

Each Indicator is referenced by the line number where it can be found in each participant's transcript.

Question #7   Who has been or is a good emotional role model for you, and why?
Indicator/Theme

Is Reflective	800	325	549, 597

Question #8   Did you have emotionally sensitive parenting? Describe your upbringing relative to the role of emotion.

Is Reflective	834	343	642

Question #9 Incomplete

Question #10 Incomplete

Question #11 No Consensus

Question #12 How has your professional practice been adapted over time because of your knowledge, acquisition, development and use of emotional intelligence within your work?

SELF:	T	J	D
Understands self/knows who they are	960	478	791

SKILLS:	T	J	D
Is Reflective	960	481	781
Is Adaptive/Acknowledges/Accepts	1099	519, 521	785

Question #14 What advice would you give to yourself as a new principal, knowing what you now know about emotional intelligence?

SKILLS:	T	J	D
Can read others/interpersonal awareness	1214	568	878, 918
Is Reflective	1218	554	945

Understands role as a facilitator	1214	555, 584	900
Values and considers differing perspectives	1216	569	872

STRATEGIES:	T	J	D
Can de-escalate other's emotions/behaviors	1225	581	916, 920, 942, 943
Has strategies for interpersonal exchanges (private/public)	1216	564, 576	915, 919, 926, 953
Shows appropriate situational response prioritization	1218	566	954
Listens to others	1215	565	949

Appendix S: Condensed Thematic Data Summary Sheets Research Question Six

Each Indicator is referenced by the line number where it can be found in each participant's transcript.

Question #13 What advice in regard to emotional intelligence would you give to principals in training?

Indicator/Theme

STRATEGIES:	T	J	D
Leads by example	1162	544	807

Question #14 What advice would you give to yourself as a new principal, knowing what you now know about emotional intelligence?

SKILLS:	T	J	D
Can read others/interpersonal awareness	1214	568	878, 918
Is Reflective	1218	554	945
Understands role as a facilitator	1214	555, 584	900
Values and considers differing perspectives	1216	569	872

STRATEGIES:	T	J	D
Can de-escalate other's emotions/behaviors	1225	581	916, 920, 942, 943
Has strategies for interpersonal exchanges (private/public)	1216	564, 576	915, 919, 926, 953
Shows appropriate situational response prioritization	1218	566	954
Listens to others	1215	565	949

Question #15 What advice would you give to the developers of principal preparation programs in regard to the understanding, acquisition, development and use of emotional intelligence for principals in training?

SKILLS:	T	J	D
Can read others/interpersonal awareness	1286, 1337	601	1004, 1036, 1048
Is Reflective	1274, 1337	600	1003, 1035, 1051

Appendix T: Combined Shared Indicators For All Interview Questions 1-15

Question #1   Do you consider yourself open to ideas other than your own regarding how to move your school forward? If so, please tell me about an experience where this led to a school improvement.

Each Indicator is referenced by the line number where it can be found in each participant's transcript.

Indicator/Theme

SKILLS:	T	J	D
Can read others/interpersonal awareness	35, 101, 243	46	16
Is Open/Willing to Compromise	85	34	34

STRATEGIES:	T	J	D
Uses evidence/data to confront a problem	462	25	30
Listens to others	129	29, 33, 37	34

Question #2   How do you get your message across to others when describing motivational goals, aims, and missions?

Indicator/Theme

SELF:	T	J	D
Understands self/knows who they are	521	109	134

SKILLS:	T	J	D
Understands role as a facilitator	522	70	122

Question #3   How do you deliver bad news to staff, students, parents, school committee members, or your superintendent? Do you have a strategy? If so, how did you develop this strategy?

Indicator/Theme

SKILLS:	T	J	D
Understands role as a facilitator	548	163, 170	211

STRATEGIES:	T	J	D
Uses evidence/data to confront a problem	543	165	195
Has strategies for interpersonal exchanges (private/public)	541	162	173, 180

Question #4   What coping behaviors do you engage in, in order to manage the demands of being a principal?

Indicator/Theme

SKILLS:	T	J	D
Can read others/interpersonal awareness	590, 643	191	244, 305, 312
Is Reflective	614	205, 223	230, 311, 335
Understands role as a facilitator	621	206	271, 300

STRATEGIES:	T	J	D
Shows appropriate situational response prioritization	602	205	284
Uses coping strategies	583, 586	191, 206, 207	242, 314
Can manage his/her own emotion.	585	192	299
Slow to react.	585		

Question #5   When did you first become aware of the importance of using emotionally intelligent capacities such as being open, being positive in social interactions, and being adept at describing motivational goals within your professional practice?

Indicator/Theme

SKILLS:	T	J	D
Can read others/interpersonal awareness	674, 691	241	366, 380, 385, 407
Is Reflective	665, 708	242, 251, 261, 266	356, 388, 404

Question #6 Are you able to reframe your emotions effectively? (i.e. be realistically optimistic and appreciative)

Indicator/Theme

STRATEGIES:	T	J	D
Can manage his/her own emotion.	749	308	436
Slow to react.	729	309	436

Question #7 Who has been or is a good emotional role model for you, and why?

Indicator/Theme

SKILLS:	T	J	D
Is Reflective	800	325	549, 597

Question #8 Did you have emotionally sensitive parenting? Describe your upbringing relative to the role of emotion.

Indicator/Theme

SKILLS:	T	J	D
Is Reflective	834	343	642

Question #12 How has your professional practice been adapted over time because of your knowledge, acquisition, development and use of emotional intelligence within your work?

Indicator/Theme

SELF:	T	J	D
Understands self/knows who they are	960	478	791

SKILLS:	T	J	D
Is Reflective	960	481	781
Is Adaptive/Acknowledges/Accepts	1099	519, 521	785

Question #13 What advice in regard to emotional intelligence would you give to principals in training?

Indicator/Theme

STRATEGIES:	T	J	D
Leads by example	1162	544	807

Question #14 What advice would you give to yourself as a new principal, knowing what you now know about emotional intelligence?

Indicator/Theme

SKILLS:	T	J	D
Can read others/interpersonal awareness	1214	568	878, 918
Is Reflective	1218	554	945
Understands role as a facilitator	1214	555, 584	900
Values and considers differing perspectives	1216	569	872

STRATEGIES:	T	J	D
Can de-escalate other's emotions/behaviors	1225	581	916, 920, 942, 943
Has strategies for interpersonal exchanges (private/public)	1216	564, 576	915, 919, 926, 953
Shows appropriate situational response prioritization	1218	566	954
Listens to others	1215	565	949

Question #15 What advice would you give to the developers of principal preparation programs in regard to the understanding, acquisition, development and use of emotional intelligence for principals in training?

Indicator/Theme

SKILLS:	T	J	D
Can read others/interpersonal awareness	1286, 1337	601	1004, 1036, 1048
Is Reflective	1274, 1337	600	1003, 1035, 1051

Appendix U: Suggestions for Future Thematic Data Summary Sheet

Question _____

Indicators/THEMES

SELF:	T	J	D
Understands self/knows who they are			
Has had a life-changing event			
Acknowledges personal strengths and deficits			
Is drawn to "social" work/improvement			
Is "ego-less"			
Has a self-deprecating humor			
Understands balance between life/work/what's most imp.			
Had emotionally sensitive parenting.			
Would add: Has possessions of sentimental attachment around the home/office			
SKILLS:	T	J	D
Can read others/interpersonal awareness			
Values others			

SKILLS:	T	J	D
Respects others			
Empowers others			
Understands fear Would be changed to Understands and recognizes emotions			
Is Motivational			
Is Positive			
Is Supportive			
Is Collaborative			
Is Open/Willing to Compromise			
Is redundant. The very nature of this study is reflective.			
Is Adaptive/Acknowledges/Accepts			
Understands role as a facilitator			
Understands abuse/use of power			
Is empathetic			
Values and considers differing perspectives			

STRATEGIES:	T	J	D
Uses evidence/data to confront a problem			
Can de-escalate other's emotions/behaviors			
Has strategies for interpersonal exchanges (private/public)			
Understands dilemmas vs. problems/can address			
Shows appropriate situational response prioritization			
Leads by example			
Uses simple language to communicate goals/etc.			
Builds foundational supports/trust/entry plan			
Focus/emphasis on school improvement			
Uses the collective "we"			
Listens to others			
Uses the golden rule			
Uses coping strategies Would change to Uses positive coping strategies			
Uses silent observation.			
Can manage his/her own emotion.			
Slow to react.			

NOTES:			

Appendix V: Interview Questions, Tools and Templates That Informed Each Research Question

Research Question	Interview Questions that Informed Research Question	Analytic Tools and Templates Used
Research Question One **What do these accounts reveal about how principals understand emotional intelligence?**	Interview Question 1 Interview Question 2 Interview Question 3 Interview Question 4 Interview Question 6	Individual Thematic Data Summary Sheet for each Interview Question Quotes from Transcripts Observation of Participants Condensed Thematic Data Summary Sheet
Research Question Two **How critical is emotional intelligence to principals' practice?**	Interview Question 11	Quotes from Transcripts Observation of Participants
Research Question Three **What experiences do principals attribute to the presence or absence of emotional intelligence?**	Interview Question 9 Interview Question 10	Quotes from Transcripts Observation of Participants Individual Thematic Data Summary Sheet for each Interview Question Plot Analysis Significance Marker
Research Question Four **What do these accounts reveal about how emotional intelligence is developed?**	All interview questions, and especially Interview Question 5	Quotes from Transcripts Observation of Participants U.S. Leaders/School Leaders Comparisons School Leader Comparisons Plot Analysis Significance Marker Starratt's Ethical Leader Framework Beatty's Emotional Leader Framework
Research Question Five **How has professional practice been informed and adapted over time because of one's acquisition, development, use and understanding of emotional intelligence capacities?**	Interview Question 7 Interview Question 8 Interview Question 9 Interview Question 10 Interview Question 12 Interview Question 14	Quotes from Transcripts Observation of Participants Individual Thematic Data Summary Sheet for each Interview Question Condensed Thematic Data Summary Sheet U.S. Leaders/School Leaders Comparisons School Leader Comparisons Plot Analysis Significance Marker Starratt's Ethical Leader Framework Beatty's Emotional Leader Framework
Research Question Six **What do these accounts reveal about what may be needed in educational leadership preparatory programs?**	Interview Question 13 Interview Question 14 Interview Question 15	Quotes from Transcripts Observation of Participants Individual Thematic Data Summary Sheet for each Interview Question Significance Marker Starratt's Ethical Leader Framework Beatty's Emotional Leader Framework

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