

Leadership and Emotional Intelligence: A Phenomenological Study on
Developmental Experiences of Effective Federal Government Leaders

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Developmental Experiences of Effective Federal Government Leaders

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Dedication

In memory of my grandparents,
Egbert and Virginia Rude, who instilled in me the
value of education; and in honor of my Mom,
Mary Rude, who has steadfastly loved me and
supported all of my life's pursuits.

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Abstract

Leadership and Emotional Intelligence: A Phenomenological Study on Developmental Experiences of Effective Federal Government Leaders

This dissertation examines the experiences of effective Federal Government leaders in developing their emotional intelligence (EI). Using a conceptual framework of adult learning, leadership, and leader development, this study focused on experiential and situated learning to discern how EI develops. The researcher in the context of this transcendental phenomenological study used social constructivism and interpretivism as theoretical lenses. The research involved administering a validated EI instrument to Federal government executives and then interviewing 11 of those executives to understand their meaningful EI developmental experiences.

The findings generated six themes that were reconfigured using pattern analysis into the following conclusions: (a) a diverse array of factors affects EI developmental experiences; (b) EI developmental experiences are social and cultural in nature; and (c) effective EI development is experientially based. A fourth conclusion transcended those other three patterns – EI experiences are inherent for effective leadership.

The research conclusions intimate important contributions to theory, namely: understanding how EI is developed within leaders; insights into the reality of effective Federal government leaders, to include building EI; attending to culture as a phenomenon impacting EI and leadership development; the evolving relationship between EI, adult learning, and leadership; and the vitality of qualitative research. In addition, this study suggested the following recommendations for practitioners: (a) integrate EI into leader development; (b) develop leaders using a scholar-practitioner orientation; (c) foster a

culture that promotes learning about EI; and (d) capture and share the EI-related experiences. A holistic curriculum for developing EI within leaders is proposed.

Lastly, this study suggested opportunities for robust future research. Greater research focus on the Federal government is needed. Culture must be explored in the context of EI. Also, EI research is needed at the organizational level of analysis. And in a more generic sense, this study encourages continued research on EI and its impact, to include researching the effectiveness of the proposed developmental framework.

Keywords: emotional intelligence, leader development, leadership, experiential learning, situated learning

Table of Contents

	<u>Page</u>
Dedication.....	iv
Acknowledgments.....	v
Abstract.....	vii
List of Figures.....	xvi
List of Tables.....	xvii
Chapter 1: Introduction.....	1
Overview.....	1
Leadership and EI.....	2
Learning EI.....	3
Leader Development and EI.....	4
Statement of the Problem.....	5
Purpose and Research Question.....	7
Conceptual Framework and Theoretical Foundation.....	7
Leadership.....	9
Leader Development.....	10
Emotional Intelligence.....	10
Learning and Adult Learning.....	11
Experiential Learning.....	11
Situated Learning.....	11
Statement of Potential Significance.....	12
Summary of Methodology.....	14

Data Collection.....	14
Data Analysis	15
Limitations.....	15
Definitions of Key Terms.....	16
Chapter 2: Literature Review.....	20
Introduction	20
Description and Critique of Scholarly Literature	22
Emotions and Intelligence.....	22
Emotions.....	22
Intelligence	23
Emotional Intelligence (EI).....	25
Leadership	34
Leader and Leadership Development.....	35
Person-Role Example: Trait and Personality Leadership Theories.....	38
Person-Role Example: Goal Orientation Theory	39
Leader-Follower Relations Example: Leader-Member Exchange Theory	40
Leadership as a Process Example: Transformational and Transactional Leadership Theories.....	41
New Perspectives Example: Authentic Leadership Theory	43
Leadership and EI.....	44
Theories of Association.....	44
Leadership and EI: An Evolving Relationship.....	46
Leader Development and EI.....	49

Developing EI Skills in Leaders.....	53
Social Awareness	54
Empathy.....	54
Decision Making	54
(Personal) Leadership.....	55
Learning.....	56
Adult Learning	56
Experiential Learning	59
Dewey.....	60
Piaget.....	62
Kolb.....	62
Illeris.....	65
Situated Learning	67
EI and Experiential/Situated Learning	70
Federal Government Context	75
The Political Landscape	75
Developing Public Sector Leaders	77
Developing Federal Government Leaders.....	78
Inferences for Study	80
Chapter 3: Methodology	83
Overview	83
Exploratory Question	84
Research Procedures.....	85

Epistemology.....	85
Theoretical Perspective	85
Phenomenological Research Tradition.....	86
Methodology	87
Epoche.....	88
Transcendental-Phenomenological Reduction (TPR).....	88
Imaginative Variation.....	89
Theoretical Link with Constructs	89
Data Collection.....	90
Data Analysis and Interpretation.....	94
Initial Coding.....	96
In Vivo Coding.....	96
Descriptive Coding.....	96
Counting	96
Textual and Structural Descriptions	97
Themes	97
Patterns	97
Verification Procedures.....	97
Human Participation and Ethics Precautions	100
Chapter 4: Results.....	101
Attributes of Interviewed Executives	101
Theory (ETIC) Codes Used to Analyze the Interview Transcripts	103
Theory Codes	103

Frequency Tabulation of ETIC and Inductive (EMIC) Codes that Emerged from Interviews	106
Textual and Structural Descriptions	108
Participant A2	108
Participant A3	109
Participant A4	110
Participant A5	111
Participant A7	112
Participant A8	114
Participant A9	115
Participant R1	116
Participant R4	117
Participant R8	118
Participant R9	119
Inductive Themes	120
Theme 1: EI Experiences Manifest in Different Ways	122
Theme 2: EI Experiences are Socially Constructed	124
Theme 3: Culture Influences EI Experiences	126
Theme 4: EI Experiences are Inherent for Effective Leadership	127
Theme 5: Developing EI is Dependent on Experiences	129
Theme 6: EI Experiences are Integrated with Other Aspects of Workplace and Personal Life.....	130
Aligning the Themes into Patterns	132

Summary of Chapter	133
Chapter 5: Interpretations, Conclusions, and Recommendations	134
Interpretations.....	136
Conceptual Framework and Theoretical Underpinnings.....	136
Research Approach and Study Significance	136
Thematic Results	138
Conclusions	139
Conclusion 1: A Diverse Array of Factors Affect EI Developmental Experiences	139
Conclusion 2: EI Developmental Experiences are Social and Cultural in Nature	141
Conclusion 3: Effective EI Development is Experientially Based.....	143
Conclusion 4: EI Experiences are Inherent for Effective Leadership	145
Contributions and Recommendations	147
Contributions to Theory	147
1. Importance of Understanding how EI is Developed within Leaders	147
2. Importance of Insight into the Reality of Effective Federal Government Leaders, to Include Building EI	148
3. Importance of Attending to Culture as a Phenomenon Impacting EI and Leadership Development.....	149
4. Importance of the Evolving Relationship between EI, Adult Learning, and Leadership	149
5. Importance of Qualitative Research in Studying EI.....	150

Recommendations for Practice.....	151
1. Integrate EI into Leader Development	151
2. Develop EI in Leaders Using a Scholar-Practitioner Orientation	152
3. Foster a Culture that Promotes Learning about EI	152
4. Capture and Share the EI Experiences via Methodologies such as Storytelling, Discussion Boards, Newsletters, and Podcasts.....	153
Recommendations for Research.....	155
1. Greater Focus on Federal Government Research.....	156
2. Explore Culture in the Context of EI.....	156
3. EI Research is Needed at the Organizational Level of Analysis.....	157
4. Continued Research (Quantitative and Qualitative) on EI and its Impact ...	158
5. Research the Impact of EI’s Integration into Leader Development.....	158
Summary.....	159
References.....	161
Appendix A: Interview Protocol.....	182
Appendix B: Research Consent Form.....	183
Appendix C: Transcript Excerpts with Corresponding Data Coding and Analysis.....	185

List of Figures

	<u>Page</u>
1.1 Conceptual Framework	8
1.2 Study Roadmap.....	18
2.1 Conceptual Framework	20
2.2 Relationship Between Emotion, Cognition, and Behavior	23
2.3 Emotion, Intelligence, and EI.....	25
2.4 EI Attribute Themes	33
2.5 EI and Leader Development Focus Matrix	38
2.6 Hypothesized Goal Setting and EI Relationships	40
2.7 Sequence of Emotional Learning	51
2.8 Chronology and Major Contributions of Select Experiential and Situated Learning Theorists	59
2.9 Kolb’s Experiential Learning Theory	63
2.10 Experiential and Situated Learning Relationships	67
2.11 Adult Learning and EI Theorists: Relationship to Illeris Learning Domains	70
2.12 Emotional Learning System	74
5.1 Factors Influencing EI Development in Leaders.....	141
5.2 Social and Cultural Influence on EI Development.....	143
5.3 EI Development is Predominantly Experiential.....	145
5.4 Relationships between Primary Constructs.....	150
5.5 Suggested EI Learning and Development Curriculum Framework	155

List of Tables

	<u>Page</u>
2.1 Seminal EI Theoretical Contributions	27
2.2 EI Definitions in Leadership and Management Literature	33
2.3 ESAP Leadership Development Framework	52
2.4 Elements of Kolb’s Experiential Learning Theory	64
3.1 Construct and Variable Alignment with Transcendental Phenomenology	89
3.2 ESAP and PEM Association for Leadership	92
4.1 Attribute Table of Study Participants	102
4.2 Theory Codes	103
4.3 Descriptive Coding Summary	107
4.4 Association of Theme by Descriptive (ETIC and EMIC) Codes	122
4.5 Representative Theme 1 Statements	123
4.6 Representative Theme 2 Statements	124
4.7 Representative Theme 3 Statements	126
4.8 Representative Theme 4 Statements	128
4.9 Representative Theme 5 Statements	129
4.10 Representative Theme 6 Statements	131
4.11 Patterns	132
5.1 Emergent Themes	138
5.2 Potential Relevance of Study to Effective Leadership Attributes	146

Chapter 1: Introduction

“Leaders must first know and be able to manage their own emotions and second be able to understand the emotions of their followers and the context in which those emotions occur.”

Shuck & Herd, 2012, p. 168

“For outstanding leadership, [emotional intelligence] counts for just about everything ... leadership is all about emotional intelligence”

Goleman, 1998, pp. 13, 187

Overview

The world’s largest organizations reside in the U.S. government (Kelman, 2007). With over 2 million employees (Office of Personnel Management, <http://www.opm.gov/feddata/HistoricalTables/ExecutiveBranchSince1940.asp>), the Federal government is vast. Vigoda-Gadot and Meisler (2010) noted that public sector (e.g., Federal government) leaders need to understand the emotions and their meaning as assigned by stakeholders (e.g., citizenry), use emotions in rational-based decision making, and be attuned to emotional expressions during public activities. Since the Federal government especially is accountable to taxpayers, it is critical that methodologies for ascertaining return on investment (or value) be articulated in terms of developing current and future leaders.

Bryson and Kelley (1978) provided a political perspective of public sector workforce leadership. Within public organizations: (a) individual variables are focused on constituency interests; (b) structural considerations are focused on coalition building; and (c) environmental needs are concentrated on interest group activity. Development to

build EI competence does not receive substantive attention within the public sector (Bryson & Kelley, 1978; Turner, 2007). Perhaps not surprisingly, the largest proficiency gaps for leadership competencies are those that relate to emotional intelligence (EI), i.e., interpersonal skills and conflict management (Goleman, 2011). These competency gaps are contrary to the positive perception that EI has been accorded within Federal government research. For example, in the United States Merit Systems Protection Board (MSPB) study, *Managing for Engagement – Communication, Connection, and Courage* (McPhie, 2009), EI-related attributes were essential for promoting a healthy and constructive atmosphere.

“Emotional intelligence (EI) skills are vital to human performance and healthy, productive organizations” (Nelson & Low, 2011, p. 17). EI consists of self-awareness, self-regulation, motivation, empathy, and social skills (Phipps & Prieto, 2011). These skills are foundations for contemporary leadership perspectives, such as transformational (Bass, 1985) and authentic (Avolio & Gardner, 2005) leadership styles. Since EI’s origins in 1990 (Salovey & Mayer), its link with effective leadership has been reinforced (Goleman, 1995; Yukl, 2010). Goleman (1995) cited “knowing one’s emotions ... recognizing a feeling *as it happens* – is the keystone of EI” (p. 43). Goleman (1998) noted that 67 percent of performance-related abilities were emotional in nature. Emotionally unintelligent people may become enslaved to emotions and unable to lead fulfilled lives (Salovey & Mayer, 1990). To set the present study’s stage, the narrative that follows describes the relationship between leadership and EI, and how EI is learned.

Leadership and EI. Effective leadership is people-centric; for instance, understanding different perspectives is crucial for leadership that is emotionally

intelligent (Nelson & Low, 2011). “Leadership addresses emotional as well as conceptual work” (Heifetz & Linsky, 2002, p. 116). “Emotional intelligence can help leaders solve complex problems, make better decisions, plan how to use their time effectively, adapt their behavior to the situation, and manage crises” (Yukl, 2010, p. 213). To amplify this assertion, Goleman (1998) offered: “[t]he leader is also a key *source* of the organization’s emotional tone” (p. 185). EI encompasses social interactions inherent in leadership responsibilities (Goleman, 1995, 1998; Bar-On, 1997, 2000; Kaiser, Hogan, & Craig, 2008; Mayer, Roberts, & Barsade, 2008; Nelson & Low, 2011; Salovey & Mayer, 1990). In this regard, managing interpersonal skills and collective enterprises bridge leadership and EI (Yukl, 2010). Conversely, rigidity and poor relationships drive leadership failure (Goleman, 1998). For these reasons, leadership and EI – while separate constructs – are inherently related with each other.

Learning EI. “It is becoming increasingly important for leaders to understand the emotions and emotionality within organizations that they lead” (James & Arroba, 2005, p. 299). However, reflecting on emotional experiences is where the most resistance to further learning about emotions and emotionality occurs (James & Arroba, 2005). Emotions can inhibit participant learning, due to the very emotional triggers that the learning may reveal (Bierema, 2008). EI-related skills are, according to Hogan and Warrenfeltz (2003), a higher order of learning. “Helping learners understand and make sense of these emotion-laden experiences ... represents one of the most important and most challenging tasks for adult educators” (Dirkx, 2008, p. 9).

Early empirical research on the impact of EI on leadership showed mixed results (Carmeli, 2003; Caruso, Salovey, & Mayer, 2003; Mayer & Salovey, 1997). Goleman

(1995, 1998) assigned EI as the most important aspect of leadership. Weinberger (2009) and Muiya and Kacirek (2009) deduced alternate findings when they explored the relationship between EI, leaders and leadership effectiveness. Weinberger (2009) noted that “benefits of emotional intelligence ... still need to be empirically confirmed” (p. 767). Similarly, Northouse (2007) opined that “the intricacies of how [EI] relates to leadership” (and, by extension, leader development) needs to be better understood (p. 24).

Other established EI models have reported adequate measures of validity and reliability (see also, Bar-On, 1997; Nelson & Low, 2011). As reported by Hammett, Hollon, and Maggard (2012), the Nelson and Low Emotional Skills Assessment Process model was validated to be significantly related to leadership performance quality.

Therefore, although some studies (particularly Muiya & Kacirek, 2009 and Weinberger, 2009) have urged continued empirical research, the literature searched and described above resoundingly accords EI as a construct that is well-grounded enough to pursue.

Leader development and EI. With the stage having been set for associating leadership with EI, attention now turns to EI and leader development. Development is vital, since “We cannot assume the existence of effective people skills” (Berman & West, 2008, p 753). Improving EI is a key factor in career excellence (Nelson & Low, 2011). As Goleman (1998) put it, “the good news about emotional intelligence is that *it can improve throughout life*” (p. 240). Furthermore, EI as a learned ability (Nelson & Low, 2011; Low & Hammett, 2012) is tantamount with maturity (Goleman, 1998; Sen, 2010). Integral to maturity is continual development and learning that entails “a positive and strength-oriented approach [to encourage] a person to see changes” (Nelson & Low, 2011, p. xxvii). Desirable EI skills were found to be positively associated with leadership

performance, whereas unhealthy EI skills were found to be negatively associated with leadership performance (Hammett, Hollon, & Maggard, 2012). Berman and West (2008) hypothesized that a leader navigating situations involving negative emotions, using creative problem solving using emotional content, and stimulating significant change in developmental interventions should have positive outcomes in a government setting.

Statement of the Problem

Perhaps paradoxically, leader development programs inherently need both mission and people foci, i.e., “opposing solutions [which are] needed and interwoven” (Luscher & Lewis, 2008, p. 229). With the established need for both mission and people foci for developing leaders, the use of mission oriented skill sets needs to be balanced with people oriented skill sets. The skills, skill sets, and strategies of transformative EI are central to developing healthy and productive relationships, and to successful adaptability (e.g., transition, change, resilience) in education, life, and leadership (G. R. Low, personal communication, June 27, 2012).

Competencies related to strategic planning, vision, and innovation – in other words, mission oriented skill sets – were distinct strengths among leaders at all levels (DoD, 2008, 2009). Within the public sector, leadership has traditionally been referred to as a position or mission focus (Bryson & Kelly, 1978). Although the strengths of leaders should not be discounted, the perceived dearth of EI competence as signified by DoD competency gap assessments (DoD, 2008, 2009) among leaders can lead to unwelcome consequences such as toxic leadership (Goleman, 1995, 1998, 2011). Tangibly and pragmatically, taxpayers have an appropriate reason to expect a return on investment (ROI) as regards Federal government leader development programs.

Unfortunately, however, a key problem is the Federal government's lack of people oriented skill sets that are of particular relevance to the current study. Myriad problems emanate from marginalized focus of developing leaders with EI competence. Grundmann (2010), in the MSPB study, *A Call to Action: Improving First-Level Supervision of Federal Employees*, found appreciable differences between supervisor's perceptions of their own EI behaviors and perceptions from their direct reports. In addition, EI-related competencies seem to account for the largest deficiencies in a leader's effectiveness. (Competencies are an evolving focus of Federal government leader development.) Specifically, conflict management and interpersonal skills are among the largest competency gaps among supervisors, managers and executives within the Department of Defense (DoD, 2008, 2009), the largest Federal government agency (Kelman, 2007).

These findings indicate a lack of EI in Federal government leaders. This is problematic, as interpersonal skills and conflict management are critical EI competencies (Goleman, 2011). Compounding this issue is the perception that Federal government leader development programs do not sufficiently attend to EI as an integral part of building a leader's well-rounded competence. Moreover, there is scarce qualitative information to explore in what ways EI and leadership development within the Federal government are integrated.

In addition, Turner (2007) stated that, for Federal government executives, "the most valuable approaches to leadership skills development are experiential and relational" (p. 53). At the same time, though, Turner (2007) emphasized that knowledge and expertise building, skill alignment with culture and the ability to use knowledge to

confront challenges were key leader development program success factors. Relation building factors were largely absent from Turner's (2007) developmental recipe. A different study (Koonce, 2010) called for refurbishing Federal government senior leadership development programs to include fashioning new skills. Leaders need to "get better acquainted with their own personal style, strengths, and weaknesses" (Koonce, 2010, p. 45). Finally, "the U.S. government creates the very foundation for civilized life through providing individual security ... yet dramatically insufficient scholarly firepower is directed at it" (Kelman, 2007, p. 226).

Purpose and Research Questions

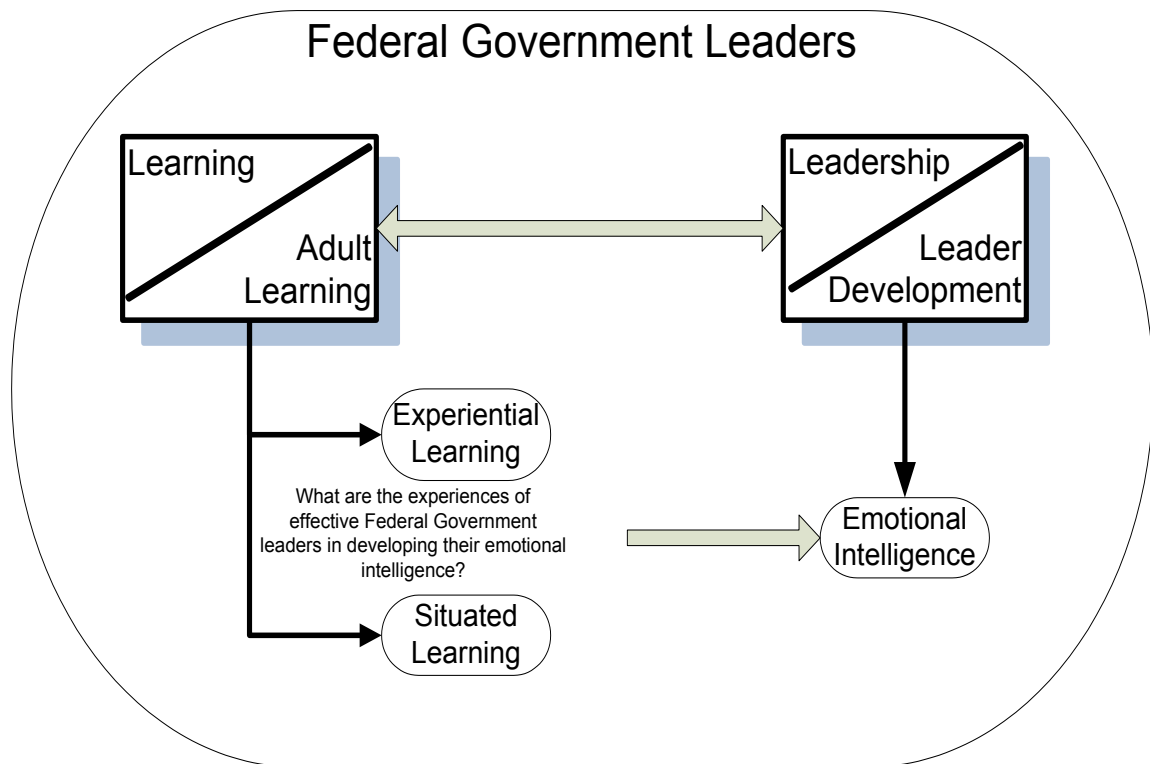
The purpose of this phenomenological study is to explore how effective Federal government leaders developed EI. This study suggests a different, more consciously-aware approach is needed to examine leader development within the conceptual framework of EI. By not otherwise focusing on the "whole person" approach to leader development, the study submits that the ROI is underserved. In order to achieve the current study's purpose, the research question (RQ) is: What are the experiences of effective Federal government leaders in developing their EI?

Conceptual Framework and Theoretical Foundation

The purpose of this phenomenological study is to understand the development of EI within Federal government leaders. This study's conceptual framework concentrates on the constructs of learning/adult learning and leadership/leader development, within the context of the Federal government. Figure 1.1 depicts the conceptual framework guiding this research study.

Figure 1.1

Conceptual Framework



Understanding and providing a “thick description” (Geertz, 1973, p. 27) is undertaken in the current study to explore a changing phenomenon – how to develop leaders to be proficient not only in their cognitive and mission-oriented abilities, but also with an aptitude and appetite for EI. This undertaking relates to the stabilization property of what constitutes interesting research (Davis, 1971), in that what seems to be stable and unchanging vis-à-vis EI and leader development is actually unstable and dynamic. Another theoretical foundation explored is the paradigmatic orientation (Burrell & Morgan, 1979; Kuhn, 1962) of leadership development and EI. Whereas, leadership development may have predominantly objective and functionalist properties, EI acknowledges “a different kind of intelligence” (Goleman, 1995, p. 36) that likewise calls for a different leader development epistemology. At its core, EI centers on how

“individuals develop subjective meanings of their own experiences” (Bloomberg & Volpe, 2008). Emotional intelligence skills and skill sets are learned abilities and can be developed in a variety of learner-centric ways in educational programs (G. R. Low, personal communication, June 27, 2012).

This study takes a constructivist epistemological perspective. Constructivism is “where the interactive power of action and learning is realized through mental framing and its relevance to a particular context” (Yeo & Gold, 2012, p. 512). Constructivist approaches to emotion in learning challenge the paradigm of reason and scientific-based approaches to learning (Dirkx, 2008). These constructivist approaches are manifested in learning oriented towards the participant, environment and action (Dirkx, 2008; Merriam Caffarella, & Baumgartner, 2007). Accordingly, two adult leadership theories resonate: experiential learning and situated learning, which have strong roots in pragmatism (Dewey, 1916 et seq.). Pragmatism is “concerned with the consequences of action and the attributions of meanings to phenomena ... thinking is to use concepts and theories to define a problem and, as such, is part of the result of inquiry” (Elkjaer, 2009, pp. 76-77). In adopting an interpretivist and constructivist lens for this phenomenological study, congruence between epistemology, theoretical perspective and methodology is promoted (Crotty, 1998). A brief description of each variable within the conceptual framework follows.

Leadership. For purposes of the study, the Yukl (2010) definition of *leadership* was used: “Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives” (p. 8). The leader’s effectiveness in

achieving that definitional process is indicated by: the extent of goal or performance attainment (which also aligns with Barnard's (1938) definition of effectiveness); follower attitudes about the leader; leader's contributions as perceived by followers; and the degree of career success (Yukl, 2010).

Leader Development. Developing leaders can occur in a variety of ways, to include formal training, self-directed learning, and other activities (Day, 2001; Day & Halpin 2001; Whetten & Cameron, 2010; Yukl, 2010). Effective leadership training involves change-oriented approaches typical with instructional design, such as establishing clear learning objectives and sequencing content, in order to improve a leader's external environment adaptation (Yukl, 2010). According to Yukl (2010), leadership development has unique attributes such as role modeling behavior, feedback, action learning (see also Marquardt, 2011a), and experiential learning techniques (e.g., simulations, case studies).

Emotional Intelligence. There is general agreement that EI is essential to leadership and leader development (Alston, 2009; Bar-On, 1997, 2000; Clawson, 2009; Goleman, 1995, 1998; Hatfield, 2009; Heifetz & Linsky, 2002; Kaiser, Hogan, & Craig, 2008; Mayer, Roberts, & Barsade, 2008; Nelson & Low, 2011; Northouse, 2007; Ozbun, 2011; Salovey & Mayer, 1990; Shuck & Herd, 2012; Whetten & Cameron, 2010; Yukl, 2010). This study concentrates on the Nelson & Low (2011) perspective on EI: A convergence of learned abilities that facilitate (a) the accurate knowledge and value of self, as well as responsible actions based on personal worth and dignity; (b) a variety of strong, healthy relationships; (c) the ability to work well with others; and (d) productive reactions to the demands and pressures of everyday life and work.

Learning and Adult Learning. Adult learning is a surging research topic, due to significantly longer life expectancies (Halpern, 2004). For purposes of this study, the Illeris (2007) definition of *learning* will be used: Learning is “any process that in living organisms leads to permanent capacity change and which is not solely due to biological maturation of ageing” (p. 3). Merriam et al. (2007) described that the learner, context, and learning process are configured differently for adults than for children: for example, an adult’s work experience provides a robust foundation for learning that is simply not available to younger people.

Experiential Learning. “Experience is the adult learner’s living textbook” (Lindeman, 1926, p. 7). Experiential learning is acquired knowledge of being through active participation (Heron, 2009) between the participant’s inner self and the environment (Beard & Wilson, 2006), and which results in changed behaviors (Halpern, 2004). Its premise is on the foundation “for an approach to education and learning as a lifelong process that is soundly based in intellectual traditions of social psychology, philosophy, and cognitive psychology” (Kolb, 1984, p. 3). In short, learning is transformed by experience (Kolb, 1984).

Situated Learning. This theory situates learning in the context of participant experiences in society (Wenger, 2009). It is through socialization that the learning of knowledgeable skills transpires (Lave & Wenger, 1991). Situations increase learner cognizance of surroundings, social roles and expectations which, in turn, modify learning behaviors and attitudes (Conger, 2004; Merriam et al., 2007; Yeo & Gold, 2012). “A learning curriculum is essentially situated. It is not something that can be considered in

isolation ... or analyzed apart from the social relations that shape legitimate peripheral participation” (Lave & Wenger, 1991, p. 97).

Statement of Potential Significance

The experiences of effective Federal government leaders in the development of their EI are examined herein. In so doing, it may illuminate perceptions on how leadership development and EI can be better integrated, in order to develop “whole leaders” who can optimally leverage intellect and emotions. Heightened effectiveness in developing Federal government leaders is important, since “governmental power increasingly asserts itself today through the decisions and actions of civil servants” (Rourke, 1992, p. 544). The application of developmental interventions as regards EI was explored. The study subscribes to the Shuck and Herd (2012) perspective that leadership as a position is diminishing in import; accordingly, “new perspectives of leadership as well as new scaffolding for understanding the complexities of leadership development in an evolving landscape” (p. 157) are needed.

Work-related developmental experiences and learning processes emphasizing affective, EI-oriented characteristics were subjected to the study’s research query. In so doing, the Federal government may be able to more effectively and responsibly develop leaders with the cognitive and emotional capacities needed to lead in a dynamic and complex adaptive system (Buckley, 1968; Schwandt, 2005; Yukl, 2012). The primary audiences (and benefactors) of this research are learning and development scholars and practitioners, U.S. Office of Personnel Management (OPM), and Federal government leaders (including those aspiring to move up the leadership continuum). The study may

resuscitate heretofore chronically neglected research interest in the Federal government domain (Kelman, 2007; Moore, 1995).

Integrating EI and experiential/situated learning variables within research (particularly as regards Federal government leaders) has thus far been sparse and, as important, remains critical. The contribution of the current study can expand our understanding of how leader development enables emotionally-sound performance outcomes in support of our Nation's security and stability. Lessons from the Fort Hood, Texas shootings acknowledge the crucial role of EI and leadership, and the resultant need to "be alert to [employees'] emotional balance ... and respond when [they] appear at risk" (Gates, 2010, p. 7). Based on a meta-analysis of literature, Bierema (2008) asserted that EI "results in lower absenteeism, better psychological health, higher commitment, clearer role boundaries, higher levels of responsibility and performance of direct reports, higher satisfaction, and better coping skills" (pp. 55-56).

There is little doubt that developing EI remains paramount to organizations. As purported by Rude, Shuck, and Scully-Russ (2011), what seems striking is the sheer lack of evidence-based theoretical and conceptual frameworks from which EI can be developed, and the void of understanding around how development fits with EI and leadership. The foregoing discourse portends implications for developing individual leaders. Three inferences emerge: (a) implication for research on EI; (b) research on the application of leader(ship) development; and (c) integration of leadership and EI (to include the Federal government context). Practical contributions of how to develop EI within leaders is under-represented within academe. By infusing EI with leadership development in the Federal government, the problems described above may be

successfully resolved. How this current study was conducted in order to achieve these contributions is the focus of the next section.

Summary of Methodology

This is a phenomenological study, an accepted methodology for conducting qualitative research (Cresswell, 2007; Maxwell, 2005). The hallmark of a qualitative study is to describe a phenomenon in depth. Likewise, phenomenology seeks to understand the essence of a phenomenon shared by several members (Cresswell, 2007). The use of qualitative methods to understand the EI and leadership development phenomenon complements the distinctively quantitative orientation of research conducted thus far. To date, Lincoln (2009) and Nafukho (2009) cited that the prevalence of EI research being quantitative in nature has left a void in understanding the phenomenon of EI (and, by extension, its integration with leadership development). This study therefore challenges prevalent EI research approach assumptions (Alvesson and Sandberg, 2011). Employing an engaged scholarship (Van de Ven, 2007) perspective among researchers in academia and practitioners in several Federal government agencies yielded helpful suggestions; namely, scholarly discourse that led to publishing an earlier draft of a portion of this study's literature review in conference proceedings (Rude et al., 2011).

The population was recipients of the Presidential Rank Award, which is bestowed by the President of the United States upon less than one percent of all Federal government executives. Correlations between award criteria and desirable EI attributes exist (for further detail, see <http://www.opm.gov/ses/performance/rankaward.asp>).

Data Collection. To gather a rich description, award recipients were interviewed about their work-related experiences (including developmental interventions) spanning

their entire professional careers that shaped their EI. Interviews were conducted using the Moustakas (1994) approach. Qualitative research depends on trustworthiness techniques in order to promote validity and mitigate researcher bias (Saldana, 2009). To that end, stratified purposeful selection (Maxwell, 2005) entailed administering a validated EI instrument to award recipients who expressed interest in participating in this study. Those recipients who scored more than one standard deviation below the mean score for that EI instrument, who did not respond to requests for interviews, or who had retired more than 20 years ago were not contacted for interviews. Defining experiences were the focus of inquiry, as that is likely where participant memory is keenest. This selective process bolstered the study's credibility (Bloomberg & Volpe, 2008).

Data Analysis. In addition to member checks and peer reviews, initial, in vivo, and descriptive coding (theory-based and emergent (Coffey & Atkinson, 1996; Saldana, 2009)) techniques were used as part of first cycle coding, as was frequency counting. Textual and structural descriptions that emerged during participant interviews were provided (Moustakas, 1994). Themes and patterns emerged during second cycle coding (Saldana, 2009). These themes and patterns were used to discern key findings and formulate implications for Federal government leader development practice, research, and theory.

Limitations

This study is limited to the public sector and, in particular, the Federal government. Moreover, the research is confined to recipients of a selected, prestigious award. Unlike quantitative studies, the goal of qualitative research is not primarily focused on generalizability. Efforts were made to allude to face validity assertions

(Maxwell, 2005) that may be considered by audiences beyond the scope of this study. Given that quantitative research has dominated the empirical studies on EI to date, instruments such as the Emotional Quotient Inventory (EQ-i, Bar-On, 1997) could have been used as the sole instrument for correlating EI in the Federal government milieu with other EQ-i results. However, this was deliberately not the orientation of this research.

Another limitation concerns the EI construct: as Lincoln (2009), Nafukho (2009) and others have noted, there is a lack of consensus about the definition of EI, its utility and, ultimately, its impact. Interviews are by their nature limited in that the researcher does not see how a subject actually behaved in or reacted to situations (Maxwell, 2005). Nevertheless, the notable void of qualitative approaches to understanding the essence of EI as regards developing Federal government leaders and the need to narrow the EI-related competency chasms overrode those concerns, in order to benefit the EI: leadership development integration discourse.

Definitions of Key Terms

- **Adult Learning:** “The creative spark ... kept alive throughout life, and moreover ... rekindled in those adults who are willing to devote a portion of their energies to the process of becoming intelligent” (Lindeman, 1926, p. 55).
- **Effective Leaders:** The extent of goal or performance attainment, follower attitudes about the leader, leader’s contributions as perceived by followers, and the degree of career success (Yukl, 2010). “Effective leaders analyze the situation and identify the specific behaviors that are relevant” (Yukl, 2012, p. 77).

- **Emotion:** As noted in Goleman (1995), Oxford English Dictionary defined *emotion* as “any agitation or disturbance of mind, feeling, passion; any vehement or excited mental state” (Goleman, 1995, p. 289).
- **Emotional Intelligence:** A convergence of learned abilities that facilitate (a) the accurate knowledge and value of self, as well as responsible actions based on personal worth and dignity; (b) a variety of strong, healthy relationships; (c) the ability to work well with others; and (d) productive reactions to the demands and pressures of everyday life and work (Nelson & Low, 2011).
- **Experiential Learning:** Acquired knowledge of being through active participation (Heron, 2009) between the participant’s inner self and the environment (Beard & Wilson, 2006).
- **Intelligence:** According to Salovey and Mayer (1990), the most often cited definition stems from Wechsler (1958): “Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with the environment” (Wechsler, 1958; cited in Salovey & Mayer, 1990, p. 187).
- **Leader Development:** Entails expanding the person’s capacity to be effective in leadership roles and processes. Leader development is usually concentrated at the individual level of analysis (McCauley and Van Velsor, 2004).
- **Leadership:** “Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives” (Yukl, 2010, p. 8).

- **Learning:** Learning is “any process that in living organisms leads to permanent capacity change and which is not solely due to biological maturation of ageing” (Illeris, 2007, p. 3).
- **Situated Learning:** Learning that occurs in the context of participant experiences in society (Wenger, 2009).

Chapter Summary and Overview of Chapters 2, 3, 4 & 5

Figure 1.2 below summarizes these major points, in terms of a roadmap:

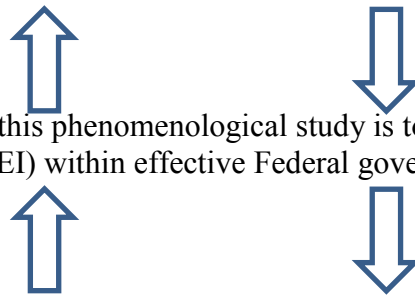
Figure 1.2

Study Roadmap

Problem: Emotional intelligence (EI) is directly related to effective leadership in many ways (Goleman, 1995; Yukl, 2010). The emotional competence of Federal government leaders appears to be lacking, as evidenced by pronounced interpersonal skills and conflict management competency gaps that arose in surveys administered to thousands of leaders in a large Federal government agency (Department of Defense, 2008, 2009). The competency gaps are problematic because interpersonal skills and conflict management skills are critical EI and leadership competencies (Goleman, 2011). Compounding this issue is the perception that Federal government leader development programs do not sufficiently attend to EI as an integral part of building a leader’s well-rounded competence. Moreover, there is scarce qualitative information to explore in what ways EI, learning, and leadership development within the Federal government are integrated.

Purpose: The purpose of this phenomenological study is to understand the development of emotional intelligence (EI) within effective Federal government leaders.

Research Question:
What are the experiences of effective Federal government leaders in developing their EI?



Note: Adapted from *Completing Your Qualitative Dissertation* by L.D. Bloomberg and M. Volpe, 2008. Copyright 2008 by SAGE Publications.

Using learning, adult learning, leadership and leader development as primary constructs, EI, experiential and situated learning were explored. Specifically, this study

discovered the development of EI in effective Federal government leaders, using the theoretical lenses of experiential and situated learning and a constructivist epistemological foundation. Chapter 2 presents an extensive review of these constructs, variables, and relationships within extant scholarly literature. Chapter 3 describes the methodology. Chapter 4 describes results of the data collection and analysis. Chapter 5 describes conclusions and implications for research, theory, and practice.

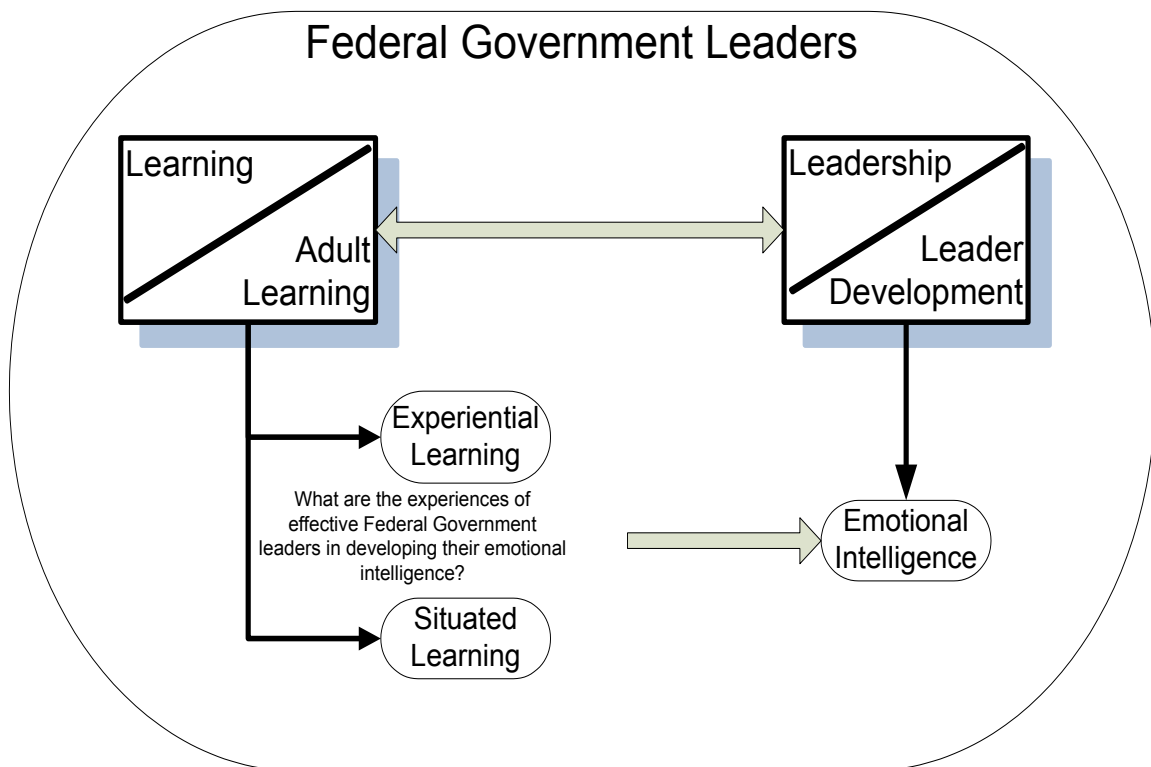
CHAPTER 2: Literature Review

Introduction

The purpose of this phenomenological study is to understand the development of emotional intelligence (EI) within effective United States Federal government (hereafter, “Federal government”) leaders. This study is at the individual level of analysis. As such, unless noted otherwise, development will be described in the context of individual leaders. The level of analysis distinction is central to the study’s framework and resultant methodology. The conceptual framework is shown in Figure 2.1, below:

Figure 2.1

Conceptual Framework



The literature review was conducted to explore the constructs shown above as well as to identify any scholarly associations between them, particularly as regards EI,

experiential learning and situated learning. Research on the context – the Federal government – was salient. Development of adults was important, in terms of understanding the experiences and situations in which EI development occurs for leaders within the Federal government. Given the conceptual framework, therefore, primary key words searched were: learning; adult learning; experiential learning; situated learning; EI; leader development; leadership development; leadership theories; leadership perspectives; Federal government; and public sector.

Scholarly, peer-reviewed publications were researched, the majority of which were published during the past 10-20 years (EI as a concept was first published in 1990 by Salovey and Mayer), plus seminal literature from earlier years. Ultimately, the study's research question – What are the experiences of effective Federal government leaders in developing their EI? – guided the entire literature review framework. In support of this framework, an array of academic databases was searched, such as ABI/INFORM Complete, Business Source Complete, Business Source Premier, Emerald Library, ERIC, JSTOR, ProQuest, PsycARTICLES, and PsycInfo. Research source selection was a product of triangulation: peer-reviewed publications that centered on human resource development and management issues; reports and studies germane to the Federal government; and articles derived from the author's Doctorate of Education studies at the George Washington University. Notably, searches on the term *leadership development* yielded far more results than *leader development*. This may be due in part to the extant literature focusing on mission orientation (connoting leadership) more so than building tools for single leader success.

Description and Critique of Scholarly Literature

As illustrated in Figure 2.1 above, the current study encompasses three important categories. The constructs of interest are adult learning and leadership; topics of experiential learning, situated learning, and EI; and the context of Federal government leaders. Accordingly, the scholarly literature explored that conceptual framework. In so doing, the research question and conceptual framework were dissected to first isolate individual components and then examine literature on understanding relationships among constructs and within the context. The narrative that follows is structured in this manner, beginning with an examination of the terms central to EI: *emotions* and *intelligence*.

Emotions and Intelligence

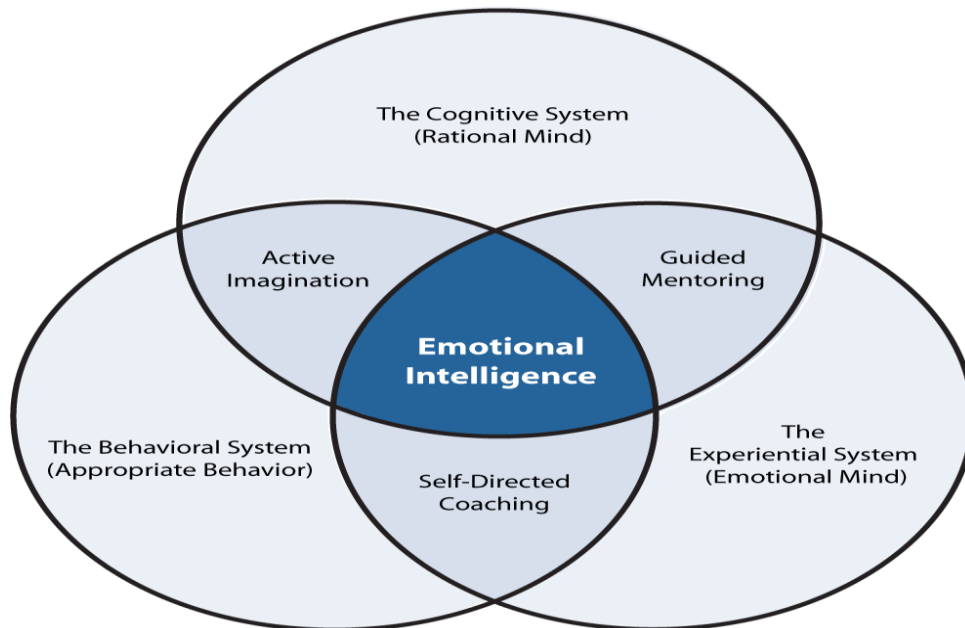
Emotions and *intelligence* are indispensable terms for the current study. An understanding of these terms is important for an ensuing comprehension of EI (Alston, 2009). A brief synopsis of each term is described below.

Emotions. As noted in Goleman (1995), the Oxford English Dictionary defined emotion as “any agitation or disturbance of mind, feeling, passion; any vehement or excited mental state” (Goleman, 1995, p. 289). Emotions involve physiological changes, reactions and inner experiences (Dirkx, 2008; Mayer, Roberts, & Barsade, 2008; Nelson & Low, 2011). Goleman (1995) classified all emotions into five categories: anger; sadness; fear; enjoyment; and love. The inability to verbally express emotions is a psychological disorder known as alexithymia (Goleman, 1995; Salovey & Mayer, 1990). As with learning (described later), emotions “are fluid, continually in a state of flux and negotiation” (Bierema, 2008, p. 59).

Emotions were not always viewed in a positive or constructive light, as chronicled by Salovey, Mayer, & Caruso (2002). “Adult learners experience affect and emotion in a range from positive and energizing to negative and distracting” (Dirkx, 2008, p. 9). Now, however, emotions are recognized as pivotal in social situations (Markus & Kitayama, 1991). Recent literature (see Nelson & Low, 2011) illustrates the convergence of emotion, cognition and behavior, as shown in Figure 2.2 below. This convergence is important because it aligns with experiential learning, which incorporates cognitive, behavioral and affective dimensions (Kolb, 1984; Illeris, 2007).

Figure 2.2

Relationship between Emotions, Cognitions, and Behavior



Note: Adapted from *Emotional Intelligence: Achieving Academic and Career Excellence (2nd Edition)* by D.B. Nelson & G.R. Low, p. 28. Copyright 2011 by Prentice Hall.

Intelligence. The definition of intelligence typically relates to abstract reasoning (Averill, 2000; Mayer, Salovey, & Caruso, 2000). According to Salovey and Mayer

(1990), the most often cited definition stems from Wechsler (1958): “intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with the environment” (Wechsler, 1958; cited in Salovey & Mayer, 1990, p. 187). What someone wants to do and why they want to do it are hallmarks of intelligence (Lindeman, 1926). Gardner (1999) opined that intelligence is:

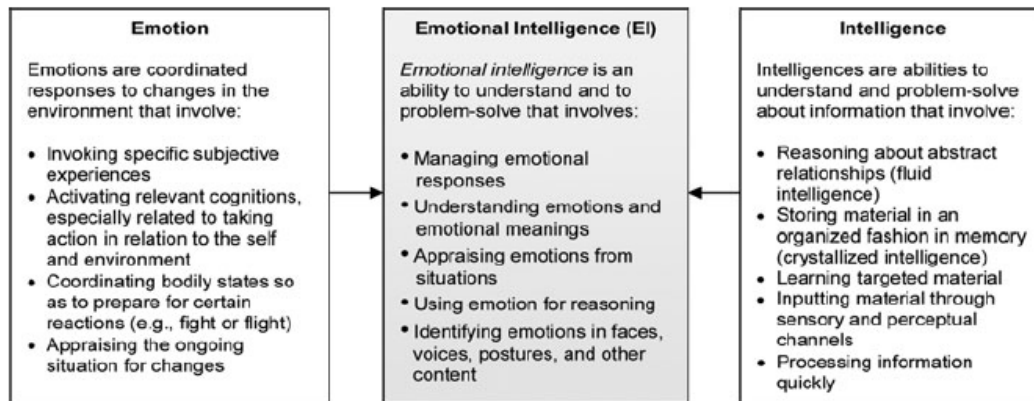
A biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture.

Intelligences are not things that can be seen or counted. Instead, they are potentials—presumably, neural ones—that will or will not be activated, depending upon the values of a particular culture, the opportunities available in that culture, and the personal decisions made by individuals and/or their families, schoolteachers, and others. (Gardner, 1999, p. 33)

EI is closely related to and is a product of emotions and intelligence (Mayer, Roberts & Barsade, 2008; Vigoda-Gadot & Meisler, 2010). This relationship is illustrated in Figure 2.3, below.

Figure 2.3

Emotions, Intelligence, and EI



Note: Adapted from “Emotions in Management and the Management of Emotions: The Impact of Emotional Intelligence and Organizational Politics on Public Sector Employees” by E. Vigoda-Gadot and G. Meisler, *Public Administration Review*, 2010, pp. 72-86. Copyright 2010 by Blackwell Publishing Limited.

Emotional Intelligence (EI)

For as much congruency that exists in perceptions on emotions, there appears to be an equally robust divergence in discussing EI (Lincoln, 2009). Myriad definitions and perspectives on EI exist (Mayer, Caruso, & Salovey, 2000). EI has been defined as “the ability to accurately identify and understand one’s own emotional reactions and those of others” (Muyia & Kacirek, 2009, p. 704). EI consists of self-awareness, self-regulation, motivation, empathy, and social skills (Phipps & Prieto, 2011). Cooper and Sawaf (1997) defined EI as capitalizing on the power and acumen of emotions in human energy, information, connection, and influence contexts. Lane (2000) succinctly defined EI as “the ability to use emotional information in a constructive and adaptive manner” (p. 171). In light of these perspectives, though, Table 2.1 connotes seminal contributions in defining EI, its variables, and resultant models. These foundational works are often cited in EI literature (Alston, 2009; Carmeli, 2003; Hatfield, 2009; Ozbun, 2011; Phipps &

Prieto, 2011; Vigoda-Gadot & Meisler, 2010; Weinberger, 2009) and have greatly influenced how EI is framed conceptually and theoretically. Table 2.1 also chronicles how these seminal authors have reframed EI over time.

Table 2.1

Seminal EI Theoretical Contributions

(table begins on next page)

Scholar(s)	EI Definition	EI Variables & Domains	EI Model
Bar-On	<p>“The emotional, personal, social, and survival dimensions of intelligence ... is concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands” (Bar-On, 1997, p. 1)</p>	<p>Bar-On (1997):</p> <ul style="list-style-type: none"> • Intrapersonal EQ • Interpersonal EQ • Adaptability • Stress management • General mood <p>Bar-On (2000):</p> <ul style="list-style-type: none"> • General mood is a facilitator of EI, rather than part of it 	<p>Bar-On (2000):</p> <p>Emotional Quotient (EQ) Inventory</p> <ul style="list-style-type: none"> • Intrapersonal EQ <ul style="list-style-type: none"> ○ Self-regard ○ Emotional self-awareness ○ Assertiveness ○ Independence ○ Self-actualization • Interpersonal EQ <ul style="list-style-type: none"> ○ Empathy ○ Social responsibility ○ Interpersonal relationships • Stress management EQ <ul style="list-style-type: none"> ○ Stress tolerance ○ Impulse control • Adaptability EQ <ul style="list-style-type: none"> ○ Reality testing ○ Flexibility ○ Problem solving • General mood EQ <ul style="list-style-type: none"> ○ Optimism ○ Happiness
Goleman	<p>EI not explicitly defined in Goleman (1995); refers to Salovey and Mayer (1990) definition</p> <hr/> <p>“EI determines our potential for learning the practical skills that are based on its five elements: self-awareness, motivation, self-regulation, empathy, and adeptness in relationships” (Goleman, 1998, p. 24)</p>	<p>Goleman (1995):</p> <ul style="list-style-type: none"> • Knowing one’s emotions • Managing emotions • Motivating oneself • Recognizing emotions in others • Handling relationships <p>Goleman (1998) – EI capacities are:</p> <ul style="list-style-type: none"> • Independent 	<p>Goleman (1998):</p> <p>Emotional Competence Framework</p> <ul style="list-style-type: none"> • Personal competence <ul style="list-style-type: none"> ○ Self-awareness <ul style="list-style-type: none"> ▪ Emotional awareness ▪ Accurate self-assessment ▪ Self-confidence ○ Self-regulation <ul style="list-style-type: none"> ▪ Self-control ▪ Trustworthiness

	<p>“EI refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships” (Goleman, 1998, p. 317)</p>	<ul style="list-style-type: none"> • Interdependent • Hierarchical • Necessary, but not sufficient • Generic 	<ul style="list-style-type: none"> ▪ Conscientiousness ▪ Adaptability ▪ Innovation ○ Motivation <ul style="list-style-type: none"> ▪ Achievement drive ▪ Commitment ▪ Initiative ▪ Optimism • Social competence <ul style="list-style-type: none"> ○ Empathy <ul style="list-style-type: none"> ▪ Understanding others ▪ Developing others ▪ Service orientation ▪ Leveraging diversity ▪ Political awareness ○ Social skills <ul style="list-style-type: none"> ▪ Influence ▪ Communication ▪ Conflict management ▪ Leadership ▪ Change catalyst ▪ Building bonds ▪ Collaboration and cooperation ▪ Team capabilities <p>Goleman (2011) The Competency Framework</p> <ul style="list-style-type: none"> • Self-awareness <ul style="list-style-type: none"> ○ Emotional self-awareness • Self-management <ul style="list-style-type: none"> ○ Emotional self-control ○ Adaptability ○ Achievement
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			<ul style="list-style-type: none"> ○ Positive outlook ● Social awareness <ul style="list-style-type: none"> ○ Empathy ○ Organizational awareness ● Relationship management <ul style="list-style-type: none"> ○ Inspiring leadership ○ Influence ○ Conflict management ○ Teamwork and collaboration
Mayer & Salovey	<p>“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” (Salovey & Mayer, 1990, p. 189)</p> <p>“The ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth” (Mayer & Salovey, 1997, p. 9)</p>	<p>Salovey & Mayer (1990)</p> <ul style="list-style-type: none"> ● Appraisal and expression of emotion ● Regulation of emotion ● Utilization of emotion <p>Mayer and Salovey (1997)</p> <ul style="list-style-type: none"> ● Perception, appraisal, and expression of emotion ● Emotional facilitation of thinking ● Understanding and analyzing emotions; employing emotional knowledge ● Reflective regulation of emotions to promote growth 	<p>Mayer, Caruso, & Salovey (1999) Multifactor Emotional Intelligence Scale (MEIS)</p> <ul style="list-style-type: none"> ● Perceiving emotion <ul style="list-style-type: none"> ○ Faces ○ Consensus scoring ○ Expert scoring ○ Music ○ Target scoring ○ Designs ○ Stories ● Assimilating emotions <ul style="list-style-type: none"> ○ Synesthesia ○ Feeling biases ● Understanding emotions <ul style="list-style-type: none"> ○ Blends ○ Progressions ○ Transitions ○ Relativity ● Managing emotions <ul style="list-style-type: none"> ○ Managing feelings of others ○ Managing feelings of the self

			<p>Mayer, Salovey, & Caruso (2003) Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)</p> <ul style="list-style-type: none"> • Successor to MEIT; similar attributes as contained in MEIS
Nelson & Low	<p>A convergence of learned abilities that facilitate (a) the accurate knowledge and value of self, as well as responsible actions based on personal worth and dignity; (b) a variety of strong, healthy relationships; (c) the ability to work well with others; and (d) productive reactions to the demands and pressures of everyday life and work (Nelson & Low, 2011)</p>	<p>Nelson & Low (2011)</p> <ul style="list-style-type: none"> • Interpersonal • Leadership • Self-management • Intrapersonal 	<p>Nelson & Low (2011); Nelson, Low, & Vela (2011) Emotional Skills Assessment Process Positive emotional skills are:</p> <ul style="list-style-type: none"> • Interpersonal skills <ul style="list-style-type: none"> ○ Assertion • Leadership skills <ul style="list-style-type: none"> ○ Social Awareness (Comfort) ○ Empathy ○ Decision making ○ (Personal) Leadership • Self-management skills <ul style="list-style-type: none"> ○ Drive strength ○ Time management ○ Commitment ethic • Intrapersonal skills <ul style="list-style-type: none"> ○ Self-esteem ○ Stress management <p>Potential problem areas are:</p> <ul style="list-style-type: none"> • Aggression • Deference • Change orientation

In reviewing Table 2.1, several important comparisons and contrasts emerge. For instance:

- Self-awareness is a consistently acknowledged EI attribute. Goleman (1995) states that “self-awareness – recognizing a feeling as it happens – is the keystone of emotional intelligence” (p. 43). In a similar manner, Mayer & Salovey (1997) include self-awareness as integral to EI’s foundation.
- Empathy, “the ability to comprehend another’s feelings and to re-experience them oneself” (Salovey & Mayer, 1990, p. 195) is another common theme.
- There is general agreement that leadership and EI are related, although only Nelson & Low (2011) promote leadership as a key composite scale (i.e., with the subscale skills of Social Awareness, Empathy, Decision Making, Personal Leadership and Positive Influence) within their EI model.
- There are distinct differences in the scope of EI, as evidenced in the definitional perspectives. There is a theoretical chasm within EI. Specifically, EI either (a) focuses on specific abilities or (b) concentrates on a universal integration of those capacities (Vigoda-Gadot & Meisler, 2010).
 - In the former camp, Salovey and Mayer (1990) and Mayer and Salovey (1997) defined EI purely within abilities related to emotions.

- In the latter camp, Nelson and Low (2011) are aligned with Goleman (1995, 1998), in terms of a definition that is more encompassing than just emotions. Bar-On (1997) linked EI with attributes for a successful life; more specifically, “to actively and effectively cope with daily demands and pressures” (Bar-On, 2000, p.385). [Bar-On (2000) labeled this more holistic perspective as emotional and social intelligence.] Epstein (2012) opined that this comprehensive perspective of EI should be retained “so long as it is understood that it refers to a very broad non-intellectual ability in which emotions play a key role” (p. 113).
- The divergent EI definitions has caused criticisms to surface. Goleman (1995, 1998) brings in both psychological and social aspects into EI; perhaps ironically and for this reason, his work has been disparaged for not being focused enough (Bar-On, 2000; Epstein, 2012; Hedlund & Sternberg, 2000; Salovey, Brackett, & Mayer, 2007). Mayer and Salovey (1997) are equally criticized: to wit, Epstein (2012) posited that there is no empirical basis for restricting EI to just emotions, that the intelligence of people’s emotions are not properly measured, and that EI is not appropriately situated within personality theory. Epstein (2012) also noted that Bar-On’s (1997, 2000) model does not “determine how well people adapt emotionally, but [determines] how well they lead their lives” (Epstein, 2012, p. 112).

	reason such that emotions are used to facilitate cognitive processes, and emotions are cognitively managed” (p. 212).
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Despite different paths taken towards defining and considering EI, there is general agreement that EI is essential to leadership and leader development (Alston, 2009; Bar-On, 1997, 2000; Clawson, 2009; Goleman, 1995, 1998; Hatfield, 2009; Heifetz & Linsky, 2002; Kaiser, Hogan, & Craig, 2008; Mayer, Roberts, & Barsade, 2008; Nelson & Low, 2011; Northouse, 2007; Ozbun, 2011; Salovey & Mayer, 1990; Shuck & Herd, 2012; Whetten & Cameron, 2010; Yukl, 2010). This study concentrates on the Nelson & Low (2011) EI construct and model which recognizes that opportunities to learn EI promote leader excellence. When considering the perspectives that EI is more than an innate ability, i.e., something which can be learned or developed (and thus counter to the Salovey and Mayer (1990) ability-centric EI focus), it is important to regard research on leader and leadership development.

Leadership

Although leadership has been extensively studied and numerous theories exist (as documented in the meta-study by Yammarino, Dionne, Chu, & Dansereau (2005)), the definition of leadership is typically applied in the context of change and influence (Northouse, 2007; Whetten & Cameron, 2010; Yukl, 2010). For this study, the Yukl (2010) definition of *leadership* was used: “Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives” (p. 8). The leader’s effectiveness in achieving that definitional process is indicated by the extent of goal or performance attainment (which also aligns with Barnard’s (1938) definition of

effectiveness), follower attitudes about the leader, leader's contributions as perceived by followers, and the degree of career success (Yukl, 2010). Leadership is highly contextualized (Conger, 2004; Day & Zaccaro, 2004; Shuck & Herd, 2012). Also, for purposes of this study, four primary leadership approaches were considered: person-role; leader-follower relations; leadership as a process; and new perspectives (Goldman & Gorman, 2010). An elaboration of leadership, particularly in a developmental milieu, follows.

Leader and Leadership Development

Leader and leadership development may be viewed as interchangeable but have different connotations. According to McCauley and Van Velsor (2004), *leader* development entails expanding the person's capacity to be effective in leadership roles and processes. A critical success factor for developing leaders should be a resultant positive, enduring change in the leader (Day & Zaccaro, 2004; Klein & Ziegert, 2004). Leader development is usually concentrated at the individual level of analysis (Day, 2001). Developing *leadership* means expanding the organization's capacity to enact leadership tasks needed for setting direction, crafting alignment, and fostering commitment (Day, 2001; McCauley & Van Velsor, 2004). Both terms, however, are frequently commingled in the developmental climate, for example: "*Leadership* is taught because there is a belief that the behavior of *leaders* can be influenced to improve performance and output of organizations [emphases added]" (Schyns, Kiefer, Kerschreiter, & Tymon, 2012, p. 399).

Leadership development research typically associated an underlying conceptual framework consisting of one or more theories. A major criticism of leader development

programs, however, is that they are not theoretically grounded (Riggio & Lee, 2007; Yukl, 2010), which may contribute to the perspectives that “relatively little is known about exactly what gets developed in leader development” (Day & Halpin, 2004, p. 5) and “there appears to be little evidence-based guidance on how to best develop leaders” (Allen & Hartman, 2008, p. 16). A discussion of development in the context of specific leadership theories follows. The literature searched focused development vis-a-vis six leadership theories (authentic, trait, leader-member exchange, goal orientation, and transformational (including transactional)). As such, the entire spectrum of leadership theories was not addressed. These theories were selected as representative of four leadership theoretical domains: person-role (e.g., trait); leader-follower relations (goal orientation, leader-member exchange (LMX)); leadership as a process (transactional, transformational) and new perspectives (transformational, authentic) (Goldman & Gorman, 2010). In addition, these six theories are representative of those perceived as mature such as trait theory (Stodgill, 1948; Yammarino et al., 2005); less contemporary but which have undergone some epistemological changes (such as leader-member exchange; see Dansereau, Graen, & Haga, 1975; Graen & Uhl-Bien, 1995), popular (e.g., transformational, see Bass, 1978; Burns, 1985; Yammarino et al., 2005), and emergent (authentic, see Avolio & Gardner, 2005). The subsequent section draws on Rude et al. (2011).

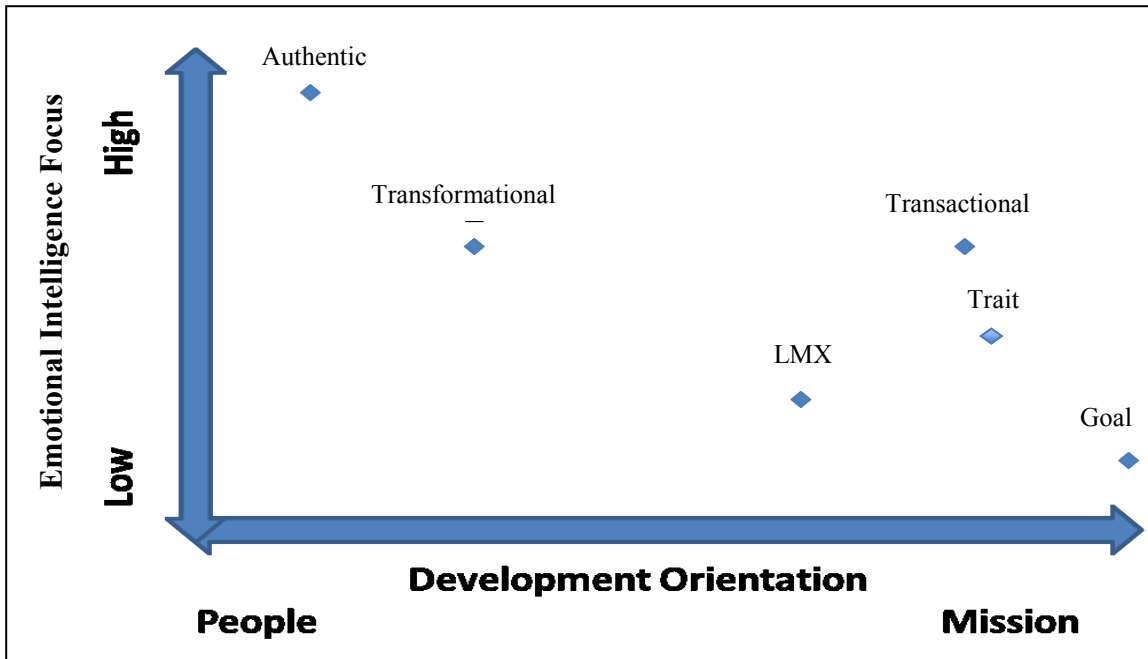
Developing leadership skills can occur in a variety of ways, to include formal training, self-directed learning and other activities (Day, 2001; Day & Halpin, 2001; Whetten & Cameron, 2010; Yukl, 2010). Effective leadership training involves approaches typical with instructional design, such as establishing clear learning

objectives and sequencing content (Yukl, 2010). According to Yukl (2010), however, leadership development has unique attributes such as role modeling behavior, feedback, action learning (Marquardt, 2011a), and experiential learning techniques (e.g., simulations, case studies). “Exceptional leaders live the ideals they espouse ... they motivate others through their example” (Blank, 2001, p. 167). As advanced by Ulrich and Smallwood (2007), developing a leader’s brand entails formal training (20 percent), life experience (30 percent) and work experience (remaining 50 percent). Furthering the branding concept, Whetten and Cameron (2010) asked leaders to imagine their best selves and to then develop a road map for how to get there. Likewise, Nelson and Low (2011) prescribed a leadership development activity in which leaders imagine a dream or vision of excellence. In a similar vein, Marquardt (2011b) accorded being a reflective practitioner as a lynchpin for improving leadership competence. As will be discussed later, reflection, particularly in the form of self-awareness, is instrumental to EI.

The study’s purpose is on the experiences in developing EI within effective Federal government leaders. The narrative that follows concentrates on leadership theories and the degree to which EI (or EI-related attributes) are developed using those theories. Figure 2.5 below depicts the levels of EI and people versus mission centric orientation for the leadership theories described. The relationship between these constructs creates paradoxical tensions between a “comfort of the past [leadership theories] and uncertainty of the future [the association between EI and development]” (Lewis, 2000, p. 766).

Figure 2.5

EI and Leader Development Focus Matrix



Note: Adapted from “Developing Public Sector Leaders to Engage Employees: A Primary Synthesis of the Literature: by D. Rude, B. Shuck and E. Scully-Russ, *Academy of Human Resource Development Conference Proceedings*, 2011, pp. 964-997. Copyright 2011 by Academy of Human Resource Development.

This foundation serves as a springboard for discussing development in the context of specific leadership theories, as described below. The associated relevance of EI as regards each theory is also addressed. Theories are discussed in chronological sequence, and are aligned with the four leadership domains identified earlier (Goldman & Gorman, 2010).

Person-role example: Trait and personality leadership theories. Trait theory originated from the perspective that leaders are born and not made (Stodgill, 1948; Northouse, 2007). Stodgill (1974) discerned that some traits may bolster yet not guarantee a leader’s effectiveness. Recent research expanded the aperture of trait theory

to also include personality styles. For example, Cable and Judge (2003) explored both the managers' own personality and the ability to influence based on his or her leaders' style. This perspective of managing 'up' was rather novel, as most leadership research centers on managing 'down' (i.e., with subordinates). Using grounded theory on personality models, the Cable and Judge (2003) research considered extraversion, openness to experience, emotional stability, agreeableness, and conscientiousness – all in the context of influence tactics. Their research yielded mixed results, in terms of the degrees to which a given personality style impacted influence success. Since all five attributes of this personality model contain hues of EI (as defined earlier), crafting a leader development model is not an algorithmic venture. Insights into using observation as a tool to ascertain “signals about what tactics would be most effective, or how targets prefer to be influenced” were offered (Cable & Judge, 2003, p. 210). This aspect is common to other leadership theories; for instance, taking personality preferences into account also was accorded recognition in the LMX context (Avolio & Gardner, 2005).

Person-role example: Goal orientation theory. This is an outgrowth of path-goal theory, which is one of the oldest leadership domains. Path-goal theory focuses on motivating subordinates to get the work done (Northouse, 2007). Goal orientation focuses on “developmental assignments aimed to increase managers' knowledge and skill” (DeGeest & Brown, 2011, p. 165). Development of the leader occurs in the context of experiential learning and involves a distinctly cognitive focus. Secondary learning outcomes focus on business skills. Interpersonal proficiency is of least import. In the aggregate, “this taxonomy of leadership skills provides the framework for the development ... across hierarchical levels” (DeGeest & Brown, 2011, p. 161). Unlike the

intrinsic self-awareness dimension of authentic leadership and EI, the tenor of the DeGeest and Brown research was that goal orientation promotes self-efficacy, which is aligned with extrinsic achievement.

While DeGeest and Brown (2011) focused on a cognitive approach to goal orientation, research by Medlin and Green (2009) indicated that the leader can positively impact EI outcomes such as employee engagement. Their affective-centric hypotheses are illustrated in Figure 2.6, below:

Figure 2.6

Hypothesized Goal Setting and EI Relationships



Note: Adapted from “Enhancing Performance Through Goal Setting, Engagement, and Optimism” by B. Medlin and K.W. Green, *Industrial Management and Data Systems*, 2009, pp. 943-956. Copyright 2009 by Emerald Group Publishing Limited.

All hypotheses in the Medlin and Green (2009) study were supported, leading to conclusions positively correlating the elements depicted in Figure 2.6, above. Despite these findings, the authors did not indicate that programs should expressly develop leaders to promote these desirable workplace attributes. Instead, by setting communicable goals, enhanced EI optimism will ensue, thereby eliciting improved performance. In summary, although each goal orientation theorist described above approached their research in different ways, they concluded with the same message: performance is the primary outcome.

Leader-follower relations example: Leader-member exchange (LMX) theory.

LMX theory is predicated on the dyadic relationship between leader and follower

(Dansereau et al., 1975; Graen & Uhl-Bien, 1995). When considering the chronological emergence of leadership theories, LMX was one of the first to emphasize the leader: follower interaction (Northouse, 2007). Initial versions of LMX were criticized for the lack of empirical evidence (Northouse, 2007). To expand the empirical knowledge base, Bauer, Erdogan, Liden, and Wayne (2006) conducted a LMX-based longitudinal study on the moderating role of extraversion, in determining how new executives should be developed. Since LMX is a theory of interaction, “its effects should be contingent on the extent to which employees interact effectively with others” (Bauer et al., p. 301). However, the reason for the interaction in that research was not to promote a culture of EI; rather, performance and turnover intention were factors indicating executive success. Accordingly, EI was not a focus of executive development. In this manner, LMX and goal orientation theories share a business strategy platform. That stated, Bauer et al. (2006) noted that building effective relationships was not only the key to unlocking LMX but was also an instrumental development tool. As Graen and Uhl-Bien (1995) pointed out, though, building effective relationships through the LMX lens is not a given: LMX can produce strangers, acquaintances, or partnerships. As such, LMX “runs counter to the basic human value of fairness” and “fails to explain how high-quality leader-member exchanges are created” (Northouse, 2007, p. 156). Yukl (2010) noted that future longitudinal research focused on how LMX relationships evolve may have important implications for practice.

Leadership as a process example: Transformational and transactional leadership theories. The literature researched for this paper recognized distinctions between the two theories but, in terms of leader development strategies, reliably bound

the theories together (Bono & Judge, 2004; Cable & Judge, 2003; Chan, Lim, & Keasberry, 2003; Northouse, 2007; Parry & Proctor-Thomson, 2003). Transformational leadership attributes are idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (Bass, 1985; Burns, 1978). This leadership style “involves the cultivation of competencies that incorporate self-awareness and self-management, relationship management, and task fulfillment” (Phipps & Prieto, 2011, pp. 136-137). Leadership effectiveness was associated with transformational leadership in a number of studies cited by Yukl (2012). Transactional leadership attributes are reward contingencies, management by exception (active and passive) and, at its most dormant, *laissez-faire* (i.e., leadership avoidance) (Northouse, 2007).

Bono and Judge (2004) reviewed the association between personality style and transformational and transactional leadership. Overall, the relationships were found to be weak. For instance, the results indicated that transformational leadership was less vulnerable to personality style than hypothesized. How to develop a nascent leader to become effective is not dictated by the leader’s personality. To that end, Chan et al. (2003) found that transforming an organization’s capacity to learn is more effective at the team or group level than at the individual level. In testing their hypotheses, “interestingly and contrary to expectation, individual learning was not significantly related to any organizational learning constructs of commitment to ... shared vision and open-mindedness [however] external team learning was significantly related to all organizational learning variables” (Chan et al., 2003, p. 231).

In stark contrast was research by Aguinis and Kraiger (2009), which summarized longitudinal studies of leaders who received training on transformational leadership.

“Results showed that transformational leadership training enhanced followers’ motivation ... morality ... and empowerment” (Aguinis & Kraiger, 2009, pp. 455-456). A study conducted by Hur, van den Berg, and Wilderom (2011) yielded similar results: “The mediating role of transformational leadership adds to the theory on emotional intelligence because the finding explains why leaders high on EI are more effective” (Hur et al., 2011, p. 599).

New perspectives example: Authentic leadership theory. Grounded in psychology, authentic leaders base their actions on personal values. As discussed by Avolio and Gardner (2005), authentic leadership is associated with transformational, charismatic, servant, and spiritual leadership theories – yet also has at its core “positive psychological capacities of confidence, optimism, hope, and resiliency as personal resources of the authentic leader” (Avolio & Gardner, 2005, p. 322). Influence is contagious given these positive attributes of a leader which, in turn, situates the organization for “sustainable and verifiable performance” (Avolio & Gardner, 2005, p. 317). This kind of affective leadership is crucial for not only communicating work priorities but, as important, for building a constituency of supporters (Woodward, 2009). Elevating the role of affect in a leader’s competency profile is, as contended by Woodward (2009), a contributor towards building sound leadership programs.

Development of authenticity centers on positive psychological capital as well as a strict moral code, self-awareness, self-regulation, and corresponding self-regulating and developing activities of the follower(s). The organizational context matters as well, since leaders do not operate in a vacuum but rather in a functional setting. Ultimately, “development of authentic relationships [is] a core component process of authentic

leadership development” (Avolio & Gardner, 2005, p. 333). Authenticity “is viewed as something that can be nurtured in a person, rather than as a fixed trait” (Northouse, 2007, p. 207). Although authentic leadership is still in the formative stage of evolution, it already provides guidance for developing leaders with these attributes; for example, “leaders can learn to become more aware and transparent [and] can also develop moral reasoning capacities” (Northouse, 2007, p. 222).

This section explored leadership development in terms of authentic, goal orientation, LMX, trait, transformational and transactional theories. The aims of development differ among and, in some instances, within theories. These conditions exacerbate efforts to develop highly effective leaders who can foster “consistency, stability, and control [a mission focus], as well as passion, courage and wonder [an EI focus]” (Lewis, 2000, p. 769). To the point raised by Davis (1971) there is a discernible lack of consensus on what seems to be the case, in terms of leadership development. That stated, there are important connections between leadership and EI, as delineated in the next section.

Leadership and EI

“For outstanding leadership, [emotional intelligence] counts for just about everything ..

leadership is all about emotional intelligence”

Goleman, 1998, pp. 13, 187

Theories of association. Emotional Intelligence (EI) was not formally defined until 1990 by Salovey and Mayer (Goleman, 1995; Bar-On, 1997; Salovey & Mayer, 1990; Nelson & Low, 2011). Since its origins, EI and its link with leadership has received widespread endorsement as detailed, below. As such, this section emphasizes

salient literature examining the leadership: EI relationship. “Leaders must first know and be able to manage their own emotions and second be able to understand the emotions of their followers and the context in which those emotions occur” (Shuck & Herd, 2012, p. 168). Effective leadership is people-centric. Understanding different perspectives is crucial for leadership that is emotionally intelligent (Nelson & Low, 2011). “Leadership addresses emotional as well as conceptual work” (Heifetz & Linsky, 2002, p. 116). To that end, Yukl (2010) acknowledges that EI appears to be an important component for effective leadership. “Emotional intelligence can help leaders solve complex problems, make better decisions, plan how to use their time effectively, adapt their behavior to the situation, and manage crises” (Yukl, 2010, p. 213). Recent doctoral dissertations also confirmed the leadership: EI association (see, for instance, Alston, 2009; Hatfield, 2009; Ozbun, 2011). Moreover, EI encompasses social interactions inherent in leadership responsibilities (Goleman, 1995, 1998; Bar-On, 1997, 2000; Kaiser, Hogan, & Craig, 2008; Mayer, Roberts, & Barsade, 2008; Nelson & Low, 2011; Salovey & Mayer, 1990). In this regard, managing interpersonal skills and collective enterprises bridge leadership and EI (Yukl, 2010). Conversely, rigidity and poor relationships drive leadership failure (Goleman, 1998).

As shown in Table 2.2 above, leadership scholars (Northouse, 2007; Whetten & Cameron, 2010; Yukl, 2010) have defined EI – and not simply by borrowing the definitions provided in popular works (e.g., Goleman, 1995, 1998), although they did acknowledge seminal EI experts. That EI was consciously imported into a leadership context amplifies the relevance and importance of this relationship. Succinctly stated, the premise is that emotionally intelligent leaders will be more effective (Northouse, 2007).

A leader must recognize their own emotion, manage their own emotion, self-talk to resolve emotional conundrums, and attend to emotional cues (Clawson, 2009). Moreover, as change agents, leaders must be emotionally comfortable with change (Clawson, 2009). Leaders must not only understand what others are feeling, but also be inspired to share what they are feeling (Heifetz, Grashow, & Linsky, 2009). This is not always an easy endeavor, as leaders must recognize the volatility of emotions that prompt immediate decisions to defuse a potentially harmful situation (Patterson, Grenny, McMillan, & Switzler, 2005; Tichy & Bennis, 2007).

Empathy is a key competence for EI; it also portends an important skill for leaders to have (Goleman, 1995, 1998, 2004; Hammett, Hollon, & Maggard, 2012; Hansen, 2009; Markus & Kitayama, 1991; Nelson, 2012). “Effective leaders walk in another’s shoes to create genuine empathy ... followers need to know the leader can relate to their feelings, concerns, and desires” (Blank, 2001, p. 62). According to Hargrove (2008), leaders as empathetic coaches possess a “proven track record of emotional intelligence” (p. 66). In their coaching role, leaders can leverage the positive, transformational entropy of emotions (Hargrove, 2008; Tichy & Bennis, 2007). This may require influencing followers to advance beyond an emotional comfort zone (Lencioni, 2005). Heifetz and Linsky (2002) took departing the comfort zone one step further by suggesting that, when influencing people through challenges, leaders “take them [the followers] on an emotional roller coaster” (p. 117). As Cohen (2010) stated when citing lessons learned from Drucker, leaders should be emotionally expressive and sensitive – yet in control.

Leadership and EI: An evolving relationship. “It is becoming increasingly important for leaders to understand the emotions and emotionality within organizations

that they lead” (James & Arroba, 2005, p. 299). Shuck and Herd (2012) offered that “if a leader cannot control their emotions, their emotions will control them” (p. 167). Being a wise leader in today’s complex environment necessitates a deep understanding of dynamics, to include emotional undercurrents (Hall, 2004; James & Arroba, 2005). However, reflecting on emotional experiences is where the most resistance to further learning about emotions and emotionality occurs (James & Arroba, 2005). Emotions can inhibit participant learning, due to the very emotional triggers that the learning may reveal (Bierema, 2008). EI-related skills are, according to Hogan and Warrenfeltz (2003), a higher order of learning. Elements of EI discussed earlier herein are found in the leadership, interpersonal and intrapersonal skill domains, which require a greater degree of difficulty to develop (Hogan & Warrenfeltz, 2003) and which may require leaders to endure some emotional risk in order to learn (Nesbit, 2012). “Helping learners understand and make sense of these emotion-laden experiences . . . represents one of the most important and most challenging tasks for adult educators” (Dirkx, 2008, p. 9).

Perhaps for the reasons just cited, as well as the relatively nascent existence of EI, empirical research on the impact of EI on leadership shows mixed results (Carmeli, 2003; Caruso, Salovey, & Mayer, 2003; Mayer & Salovey, 1997). For example, Goleman (1995, 1998, 2004) assigned EI as the most important aspect of leadership. Weinberger (2009), however, deduced alternate findings when she explored the relationship between (a) EI of leaders and their leadership style and (b) EI of leaders and their leadership effectiveness. The Weinberger study was undertaken to test theories articulating the impact EI has on transformational and transactional leadership styles. Weinberger (2009) noted:

Although there were a number of positive correlations between various elements of emotional intelligence and transformational leadership (facilitating thought, understanding emotions and managing emotions), every single one of them was a nonsignificant [sic] correlation. *These findings are completely contrary to what the prevailing literature suggests* [emphasis added] (Weinberger, 2009, p. 758).

A limitation of the Weinberger (2009) study was that she used only one EI instrument (the Mayer Salovey Caruso Emotional Intelligence test (MSCEIT; Mayer, Salovey, Caruso, & Sitarenios, 2003). In addition, Weinberger (2009) acknowledged that “benefits of emotional intelligence ... still need to be empirically confirmed” (p. 767). Similarly, Northouse (2007) opined that “the intricacies of how emotional intelligence relates to leadership” needs to be better understood (p. 24). This study is an undertaking to accomplish that objective.

Another empirical study on EI was conducted by Muya and Kacirek (2009). Their research was limited in terms of the small sample size and focused on emerging leaders only (vice leaders with more seniority, which is the purposefully selected audience for the current study). Research subjects in a training program engaged in case studies and “scenarios of defining moments that executives had faced and were forced to address” (Muya & Kacirek, 2009, p. 706). Similar findings as yielded by Weinberger (2009) resonated: no statistically significant differences appeared in pre- and post-training test scores on subject’s EI. Of note is that the Muya and Kacirek (2009) and Weinberger (2009) studies were quantitatively-oriented, a troubling trend as proffered by Nafukho (2009).

Conversely, other established EI models have reported adequate measures of validity and reliability (Bar-On, 1997; Nelson & Low, 2011; Nelson et al., 2011). As reported by Hammett et al. (2012), the Nelson and Low ESAP model was validated to be significantly related to leadership performance quality. That study also suggested that the transformative EI model on which the Nelson and Low ESAP model is based has potential applications to multiple leadership approaches (Hammett et al., 2012). Therefore, although some studies (particularly Muiya & Kacirek, 2009 and Weinberger, 2009) have urged continued empirical research, the literature searched and described above resoundingly asserts that EI as a construct is well-grounded enough to pursue. To amplify this assertion, Goleman (1998) offered:

The artful leader is attuned to the subtle undercurrents of emotions that pervade a group, and can read the impact of her own actions on those currents. One way leaders establish their credibility is by sensing these collective, unspoken feelings and articulating them for the group, or acting in a way that tacitly shows they are understood. In this sense, the leader is a mirror, reflecting back to the group its own experience ... [t]he leader is also a key *source* of the organization's emotional tone. (Goleman, 1998, p. 185)

Leader development and EI. With the stage having been set for associating leadership with EI, attention now turns to EI and leader development. Development is vital, since “We cannot assume the existence of effective people skills” (Berman & West, 2008, p 753). Improving EI is a key factor in career excellence (Nelson & Low, 2011). As Goleman (1998) put it, “the good news about emotional intelligence is that *it can improve throughout life*” (p. 240). Moreover, EI as a learned ability (Nelson & Low,

2011; Low & Hammett, 2012) is tantamount with maturity (Goleman, 1998; Sen, 2010). Integral to maturity is continual development and learning that entails “a positive and strength-oriented approach [to encourage] a person to see changes” (Nelson & Low, 2011, p. xxvii). As noted in the Center for Creative Leadership report *Making the Connection: Leadership Skills and Emotional Intelligence*, EI can be developed but it usually takes a great deal of effort (Ruderman, Hannum, Leslie, & Steed, 2001). In this milieu, Caldwell and Gravett (2009) and Goleman (1998) provided guidelines for emotional competence training. Although much of it applies to any training intervention (e.g., establishing clear learning objectives, evaluating training efficacy), a key focus area is encouraging practice – “lasting change requires sustained practice both on and off the job ... use naturally arising opportunities for practice at work” (Goleman, 1998, p. 252).

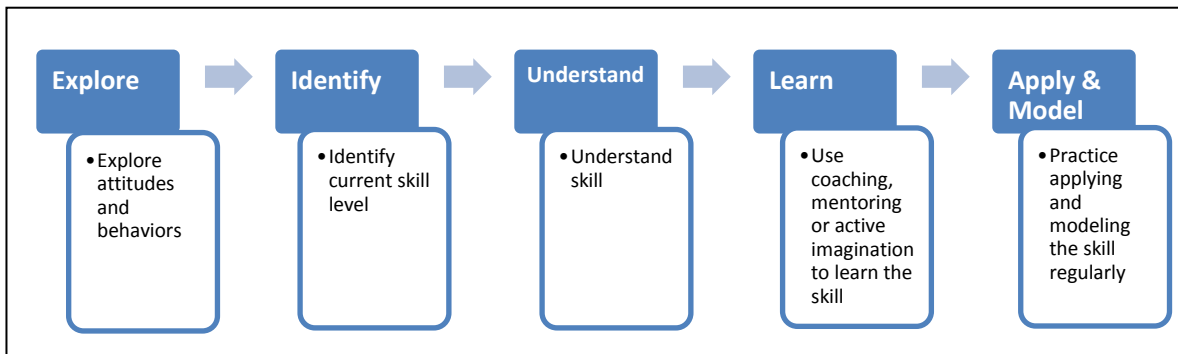
Goleman (1998) contended that even competencies perceived as purely cognitive in nature have an inherently emotional underpinning. To illustrate, Goleman (1998) provided a discourse on a leader learning to become a strategic planner. While thinking in an analytical and conceptual manner is embedded in strategic planning, possessing emotional competencies such as strong interpersonal skills contribute to success. A study by Hammett et al. (2012) focused on United States Air Force military leaders who received EI training while attending professional military education. Their findings “revealed that EI skills were positively related to leadership performance while the EI problematic indicators were negatively related to leadership performance” (p. 89). Berman and West (2008) hypothesized that leaders engaged in situations involving negative emotions, creative problem solving using emotional content, and significant

change during leader development interventions should have positive outcomes in a government setting.

Applicable to developing leaders (Tang, Yin, & Nelson, 2010), Nelson & Low (2011) displayed a sequential emotional learning system as depicted in Figure 2.7 below:

Figure 2.7

Sequence of Emotional Learning



Note: Adapted from *Emotional Intelligence: Achieving Academic and Career Excellence (2nd Edition)* by D.B. Nelson & G.R. Low, p. 23. Copyright 2011 by Prentice Hall.

The Nelson & Low (2011) Emotional Skills Assessment Process (ESAP), which is their EI framework, focuses significantly on leadership as a crucial element of EI (and vice versa). As such, the ESAP (Nelson et al., 2011) was used as the primary instrument for this study. A further elaboration of developmental techniques offered by Nelson & Low (2011) follows in Table 2.3 below. For each technique, the steps illustrated in Figure 2.7 above are applied, using a variety of self-reflective and practice-oriented tools.

Table 2.3

ESAP Leadership Development Framework

EI Domain	EI Skill	Definition	EI Development Focus
Positive Emotional Skills			
Interpersonal	Assertion	Ability to communicate with others in a straightforward, direct, comfortable, and respectful way.	Feeling better about communicating with others.
Leadership	Social Awareness (Comfort)	Ability to affect others positively and develop trust and rapport in relationships.	Feeling more comfortable relating to others.
	Empathy	Ability to accurately understand and constructively respond to expressed feelings, thoughts, and needs of others.	Feeling better about accurately understanding others.
	Decision Making	Ability to make quick decisions and demonstrate good judgment.	Feeling good about personal choices.
	(Personal) Leadership	Ability to exert positive influence through self-empowerment, interpersonal and goal-achievement skills.	Feeling better about personal leadership.
Self-Management	Drive Strength	Ability to complete meaningful goals that provide personal satisfaction and positive feelings.	Feeling better through one's own achievements.
	Commitment Ethic	Ability to complete tasks, assignments, and responsibilities dependably and successfully.	Feeling good about getting things done.
	Time Management	Ability to organize tasks into a personally productive time schedule and use time effectively to complete tasks.	Feeling better about how one uses time.
Intrapersonal Skills	Self-Esteem	Ability to view self as positive, competent, and successful.	Learning to feel better about one's self.
	Stress Management	Ability to choose and exercise healthy self-control in response to stressful events.	Feeling good about being important enough to relax.

Potential Problem Areas			
Interpersonal Skills	Aggression	Degree to which an individual employs a communication style that violates, overpowers, dominates or discredits another.	Feeling better about dealing with anger.
	Deference	Degree to which an individual employs a communication style that is indirect, self-inhibiting, self-denying and ineffectual.	Feeling better about dealing with fear.
Self-Management	Change Orientation	Degree to which an individual is or is not satisfied with current behavior, and magnitude of change necessary or desired to develop leader effectiveness.	Feeling good about making personal changes.

Note: Adapted from *Emotional Intelligence: Achieving Academic and Career Excellence (2nd Edition)* by D.B. Nelson & G.R. Low, pp. 42-163. Copyright 2011 by Prentice Hall.

Developing EI Skills in Leaders. As posited by Nelson and Low (2011) and illustrated in Table 2.3 above, there are four EI skills crucial to effective leadership: social awareness; empathy; decision making; and (personal) leadership. In order to develop EI skills, leaders must first recognize what behaviors need honing (Yukl, 2010). Caruso and Wolfe (2004) urged:

Given the importance of emotion and its central place in leadership effectiveness, leadership development programs must take the development of emotional skills more seriously. Leaders cannot be allowed to dismiss emotions as irrelevant or to define their role in purely rational terms (p. 260).

The narrative that follows reviews scholarly literature focusing on how these EI skills can be developed in leaders. These skills, according to Sen (2010), “must be practiced so thoroughly that it has a lasting effect on the physiology of the person” (p. 105).

Social Awareness. As defined by Nelson and Low (2011), this skill is the “ability to affect others positively and develop trust and rapport in relationships” (pp. 74-75). The emotional development focus is to learn “how to feel more comfortable relating to others” (p. 74). The social nature of leadership requires “leaders [to] use EI skills to connect with employees, and employees [to] use their perception of a leader’s EI skills to make decisions about what kind of leader they are working with and to decipher the climate within their workplace” (Shuck & Herd, 2012, p. 172). Therefore, social awareness has first and second order effects on not only the leader, but also the followers (employees) (Shields, 2009). Developing behavioral changes in leaders through activities such as coaching, meditation, and journaling were found to be effective in a study conducted by Shields (2009).

Empathy. As defined by Nelson and Low (2011), this skill is the “ability to accurately understand and constructively respond to expressed feelings, thoughts, and needs of others” (p. 80). The emotional development focus is “feeling better about accurately understanding others” (p. 79). Empathy means carefully considering the feelings of others, along with other applicable factors, in order to make responsible decisions (Goleman, 1998, 2004). Relational influences inherent with empathy are developed through mentoring, networking, support groups, coaching, developmental supervision, and effective leadership (Hall, 2004). Feedback from myriad sources (e.g., stakeholders, supervisors, peers) is also crucial in honing this EI skill (Riggio & Reichard, 2008).

Decision Making. As defined by Nelson and Low (2011), this skill is the “ability to complete meaningful goals that provide personal satisfaction and positive feelings” (p.

85). The emotional development focus is “feeling good about personal choices” (p. 85). EI “enables leaders to both effectively use emotions in decision making and manage emotions which interfere with effective decision making” (George, 2000, p. 1043). The challenge is “whether a leader can inspire people in order to encourage successful implementation of decisions” (Thomas & Carnall, 2008, p. 195). Leader development must concentrate on the hard choices (i.e., decisions) that leaders are required to enact (Goffee & Jones, 2000; Thomas & Carnall, 2008). Doing so requires the leader to engage developmental techniques such as active listening (to discern how others feel when contemplating a decision), to examine feelings as a mechanism for predicting the cause-and-effect dynamic of decisions, and to “include rational, logical information with the emotional data to make an optimal decision” (Caruso & Wolfe, 2004, p. 257).

(Personal) Leadership. As defined by Nelson and Low (2011), this skill is the ability to exert positive influence through “self-empowerment, interpersonal, and goal-achievement skills” (p. 91). The emotional development focus is “feeling better about personal leadership” (p. 91). Avolio (2004) stated, “the beginning point of developing leadership in any individual starts with an enhanced sense of awareness, which leads to behaviors or ways of thinking that are new, sustained over time, and become part of the individual’s repertoire” (p. 82). This is congruent with personal leadership being the most important component of leader and career development (Day, 2001; Halpern, 2004), and a discipline for cultivating concentration and insight (Shields, 2009). Avolio (2004) cited peer and instructor coaching, development plans and goals, and other feedback mechanisms as ways to develop self (or personal) leadership. In addition, a landmark empirical research study on developing personal mastery conducted by Shields (2009)

cited journaling – the practice of reflecting on one’s leadership experiences – as an important developmental tool.

This section concludes the discussion of scholarly literature as regards leader and leadership development, and research amalgamating leader(ship) development with EI. Attention now turns to learning. Leader development and learning are interrelated: “Making explicit the approach to leadership development and linking approaches to learning (given time, resources, organizational culture, etc.) is ... one part of the equation [for leader development learning to be part of the organization’s fabric]” (Allen & Hartman, 2008, p. 18). Two adult learning theories, experiential and situated learning, are acutely relevant. As such, this literature review is delimited in terms of not describing the panoply of adult learning theories. The following section commences with a general review of learning and adult learning.

Learning

For purposes of this study, the Illeris (2007) definition of learning was used: Learning is “any process that in living organisms leads to permanent capacity change and which is not solely due to biological maturation of ageing” (p. 3). The study’s focus is on adult learning, a surging research topic given longer life expectancies (Halpern, 2004), which is briefly discussed in the next section.

Adult Learning

Illeris (2007) noted that “it becomes quite clear that people in different life ages generally have essentially different motivational structures and different perspectives on learning” (p. 197). Given this premise, the question is: How do adults learn? Children

want to capture the world, and young people are focused on identity construction (Illeris, 2007). Conversely, “a rule of thumb for understanding adults’ learning would state that:

- Adults learn what they want to learn and what is meaningful for them to learn [note: this aligns with Piaget (1980) who opined that learning about a problem occurs only if the problem interests the learner, as cited in Illeris (2007)];
- Adults draw on the resources they already have in their learning;
- Adults take as much responsibility for their learning as they want to take (if they are allowed to); and
- Adults are not very inclined to engage in learning of which they cannot see the meaning or have any interest in” (Illeris, 2007, pp. 207-208). Motivation to learn was the only variable found to consistently have a positive impact on developmental activity outcomes, according to an executive development program study conducted by Bernthal, Cook, and Smith (2001). This finding was similar to conclusions from McEnrue, Groves, and Shen (2009) research, in which receptiveness to feedback was “the only significant, independent predictor of EI training gains” (p. 164).

Merriam et al. (2007) described that the learner, context, and learning process are configured differently for adults than for children. For example, an adult’s work experience provides a robust foundation for learning that is simply not available to younger people. The relationship between learning and adulthood was emphasized by Lindeman (1926), who opined: “Adult education presumes that the creative spark may be kept alive throughout life, and moreover, that it may be rekindled in those adults who

are willing to devote a portion of their energies to the process of becoming intelligent” (p. 55).

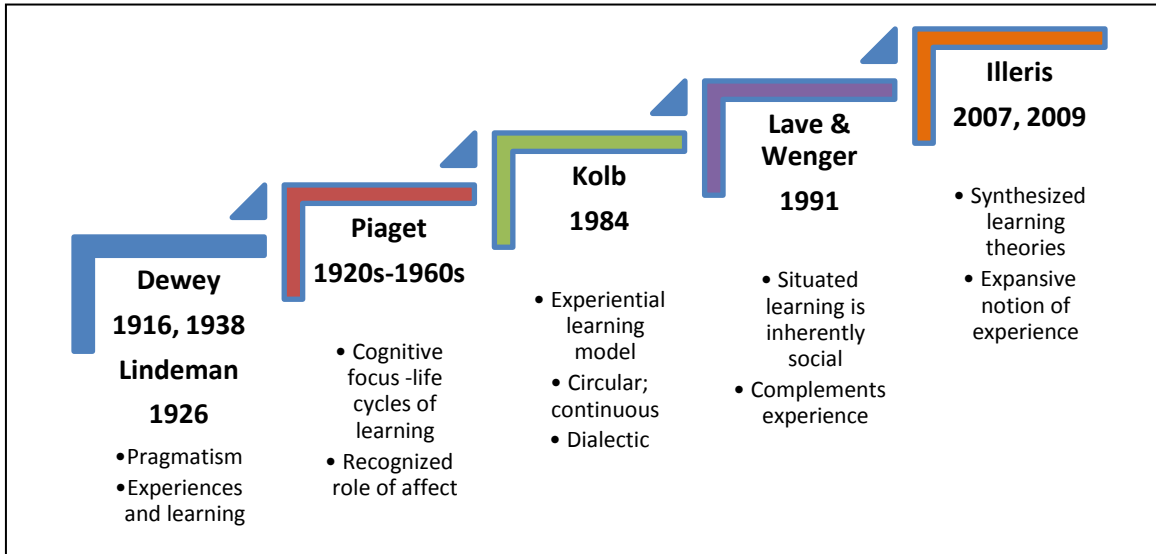
This study takes a constructivist epistemological perspective. Constructivism is “where the interactive power of action and learning is realized through mental framing and its relevance to a particular context” (Yeo & Gold, 2012, p. 512). Constructivist approaches to emotion in learning challenge the paradigm of reason and scientific-based approaches to learning (Dirkx, 2008). These constructivist approaches are manifested in learning oriented towards the participant, environment and action (Dirkx, 2008; Merriam et al., 2007; Nesbit, 2012). The construction of knowledge is at the individual and social levels of analyses (Merriam et al., 2007).

Attention now turns to two adult leadership theories in particular and which are theoretically aligned with a constructivist lens: experiential learning and situated learning (Merriam et al., 2007). To frame this discussion, Figure 2.8 illustrates the anchoring theorists.

Figure 2.8

Chronology & Major Contributions of Select Adult Experiential & Situated Learning

Theorists



Experiential Learning. “Experience is the adult learner’s living textbook.” (Lindeman, 1926, p. 7). This perspective was also shared by Yorks and Kasl (2002) and is a hallmark philosophy of the Center for Creative Leadership (as stated on its web site, retrieved from: <http://www.ccl.org/leadership/about/ourPhilosophy.aspx>). Experiential learning is acquired knowledge of being through active participation (Heron, 2009) between the participant’s inner self and the environment (Beard & Wilson, 2006), and which results in changed behaviors (Halpern, 2004). Its premise is on the foundation “for an approach to education and learning as a lifelong process that is soundly based in intellectual traditions of social psychology, philosophy, and cognitive psychology” (Kolb, 1984, p. 3). In short, learning is transformed by experience (Kolb, 1984). In that regard, the three types of learning proffered by Marquardt (2011a) – adaptive (past-oriented), anticipatory (future-oriented), and action (energy-oriented) – are all grounded on an

experiential platform. These learning orientations align with the transformative EI learning model (Nelson & Low, 2011).

Experiential learning has strong connections with leader development. Leaders have a fundamental duty to avail learning opportunities, and to acquire facilitation and communication savvy, which are usually grounded in experiential activities (Marquardt, 2011b). “Much of the skill essential for effective leadership is learned from experience, rather than from formal training programs” (Yukl, 2010, p. 467). Goleman (1998) provided similar advice. In describing four perspectives of learning as offered by Illeris (2007), three of them relate directly to experiential learning, as noted below:

1. Outcomes of the learning processes that take place *in the individual* [emphasis added].
2. Mental processes that can take place *in the individual* [emphasis added].
3. The interaction processes *between individuals* [emphasis added] and their material and social environment.

Four experiential learning theorists merit further attention: Dewey; Piaget; Kolb; and Illeris. An elaboration of their contributions follows.

Dewey. The concept of pragmatism is attributed to Dewey (Elkjaer, 2009). Pragmatism is “concerned with the consequences of action and the attributions of meanings to phenomena ... thinking is to use concepts and theories to define a problem and, as such, is part of the result of inquiry” (Elkjaer, 2009, pp. 76-77). The relationship between learning and experience is organic, so much so that Dewey (1938) accorded the concept of *experience vis-à-vis* education as a theory and philosophy. “Everything depends upon the quality of the experience which is had” (Dewey, 1938, p. 27) – to that

end, the quality of the experience is placed on a continuum, from habit on the low end, progressing through growth and ultimately to desire, curiosity and purpose on the high end. Experiential learning does not occur in a vacuum: “there must be a reason [for] generating an experience that has educative quality with particular individuals at a particular time” (Dewey, 1938, p. 46). Dewey (1938) described that the purpose of an experience is formulated in a deliberate way, and includes the following sequence:

1. Observations of surrounding conditions;
2. Knowledge of what has happened in similar situations in the past, a knowledge obtained partly by recollection and partly from the information advice, and warning of those who have had a wider experience; and
3. Judgment which puts together what is observed and what is recalled to see what they signify.

A key principle in Dewey’s philosophy of experiential learning is that experiences are future-oriented, not just reflections of past events. He wrote:

To ‘learn from experience’ is to make a backward and forward connection between what we do to things and what we enjoy or suffer from things in consequence. Under such conditions, doing becomes a trying; an experiment with the world to find out what it is like; the undergoing becomes instruction – discovery of the connection of things. Two conclusions important for education follow: (1) Experience is primarily an active-passive affair; it is not primarily cognitive. But (2) the *measure of the value* of an experience lies in the perception of relationships or continuities to which it leads up. It includes cognition in the

degree in which it is cumulative or amounts to something; it has meaning (Dewey, 1916, p. 147).

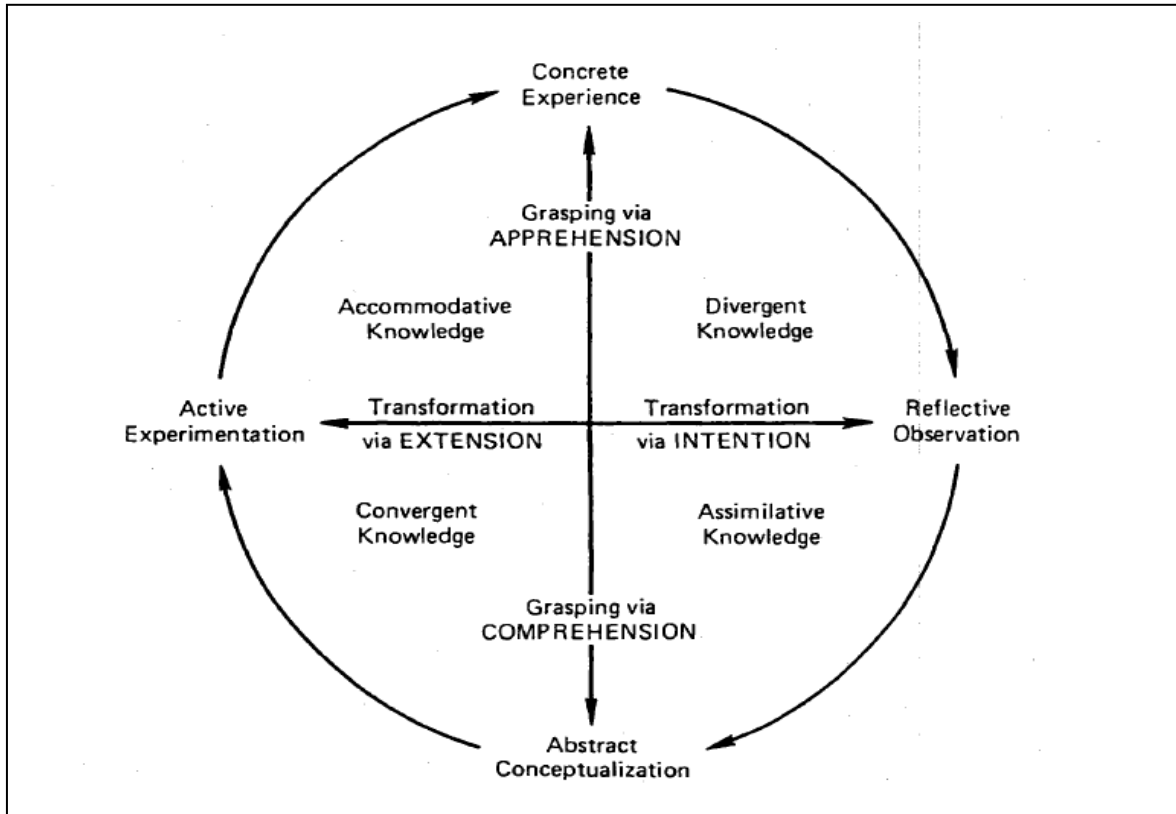
Piaget. The Illeris (2007) interpretation of Piaget's learning theory focuses on the learner's interactions with the social world being in a continual state of adaptation. Two underlying principles of this adaptation modality are assimilation and accommodation. Taken together, assimilation and accommodation form a dialectic tension that maintains a cognitive structure. *Assimilation* refers to "incorporating new influences of established patterns of movement, potential actions, structures of knowledge or modes of understanding" (Illeris, 2007, p. 37). Assimilative learning involves deliberate development in which the learning is constructed, integrated and steadied (Illeris, 2007). *Accommodation* has an altogether different orientation: "it is the [learner] that changes ... in order to be able to take in influences from the environment" (Illeris, 2007, p.37). Accommodative learning, also labeled *transformative learning* by Illeris (2007), implies going beyond what has already been developed; this can occur immediately or over an extended duration of time until learner comprehension happens. Both assimilation and accommodation are action-oriented and arise as a result of interacting with the environment (Kolb, 1984).

Kolb. A seminal theorist in experiential learning, Kolb took "his point of departure [from] Piaget, among others" (Illeris, 2007, p. 53). Kolb (1984) himself explicitly and extensively acknowledged the influence of Dewey and Piaget. The continual transaction between assimilation and accommodation, pillars of Piaget's learning theory, were integral to the theory and model constructed by Kolb (1984).

“Experience is first taken in or grasped, then transformed into meaning” (Yorks & Kasl, 2001, p. 180). Kolb’s experiential learning theory is illustrated in Figure 2.9, below:

Figure 2.9

Kolb’s Experiential Learning Theory



Note: Adapted from *Experiential Learning: Experience as the Source of Learning and Development* by D.A. Kolb, p. 42. Copyright 1984 by Prentice Hall.

Major underpinnings that Kolb (1984) described as influencing this theory are:

- Learning is process-focused, not outcome/result-focused;
- Learning is a continuous process grounded in experience;
- Learning requires resolution of conflicts between dialectically opposed modes (i.e., between (a) concrete experience and abstract conceptualization and (b) active experimentation and reflective observation);

- Learning is a holistic process of adapting to the world; and
- Learning involves transactions between the person and the environment. To this point, “the transactional relationship between the person and the environment is symbolized in the dual meanings of the term *experience* – one subjective and personal ... and the other objective and environmental” (p. 35).

A central theme in the underpinnings described above is adaptation – indeed, Kolb (1984) asserted that learning is constantly in a state of fluidity among the pillars forming the circular model above, e.g., between action and observation. In that regard, Kolb (1984) stated that “learning ... requires *both* a grasp or figurative representation of experience and some transformation of that representation (p. 42). Elements of the theoretical model in Figure 2.9 are embellished in Table 2.4 below:

Table 2.4

Elements of Kolb’s Experiential Learning Theory

Structural Elements		
Element	Definition	Emphasis
Concrete Experience	Being involved in experiences and dealing with immediate human situations in a personal way.	Feeling as opposed to thinking; an intuitive approach.
Abstract Conceptualization	Using logic, ideas, and concepts.	Thinking as opposed to feeling; a concern with building general theories.
Active Experimentation	Actively influencing people and changing situations.	Practical applications as opposed to reflective understanding.
Reflective Observation	Understanding the meaning of ideas and situations by carefully observing and impartially describing them.	Understanding as opposed to practical application; what is true or how things will happen.
Dialectic Relationships		
	Element	Definition
Dialectic: Grasping Experience	Apprehension	Reliance on tangible, felt qualities of immediate

		experience
	Comprehension	Reliance on conceptual interpretation and symbolic representation
Dialectic: Transforming Experience	Intention	Internal reflection about attributes of experiences and ideas
	Extension	Active manipulation of external world
Learning Styles		
Style	Definition	Greatest Strength
Convergent	Dominant learning abilities of abstract conceptualization and active experimentation.	Problem solving, decision making, practical application of ideas
Divergent	Concrete experience and reflective observation, generating alternative ideas and implications.	Imaginative ability and awareness of meaning and values.
Assimilation	Abstract conceptualization and reflective observation. Important that theory be logically sound and precise.	Inductive reasoning and ability to create theoretical models, assimilating disparate observations into integrated explanation.
Accommodative	Concrete experience and active experimentation; opportunity seeking, risk taking, and action.	Doing things, carrying out plans and tasks and getting involved in new experiences.

Note: Adapted from *Experiential Learning: Experience as the Source of Learning and Development* by D.A. Kolb, pp. 41, 68, 69, 77, 78. Copyright 1984 by Prentice Hall.

Illeris. In his 2007 book *How We Learn*, Illeris expanded the Kolb (1984) perspective of experiential learning. Specifically:

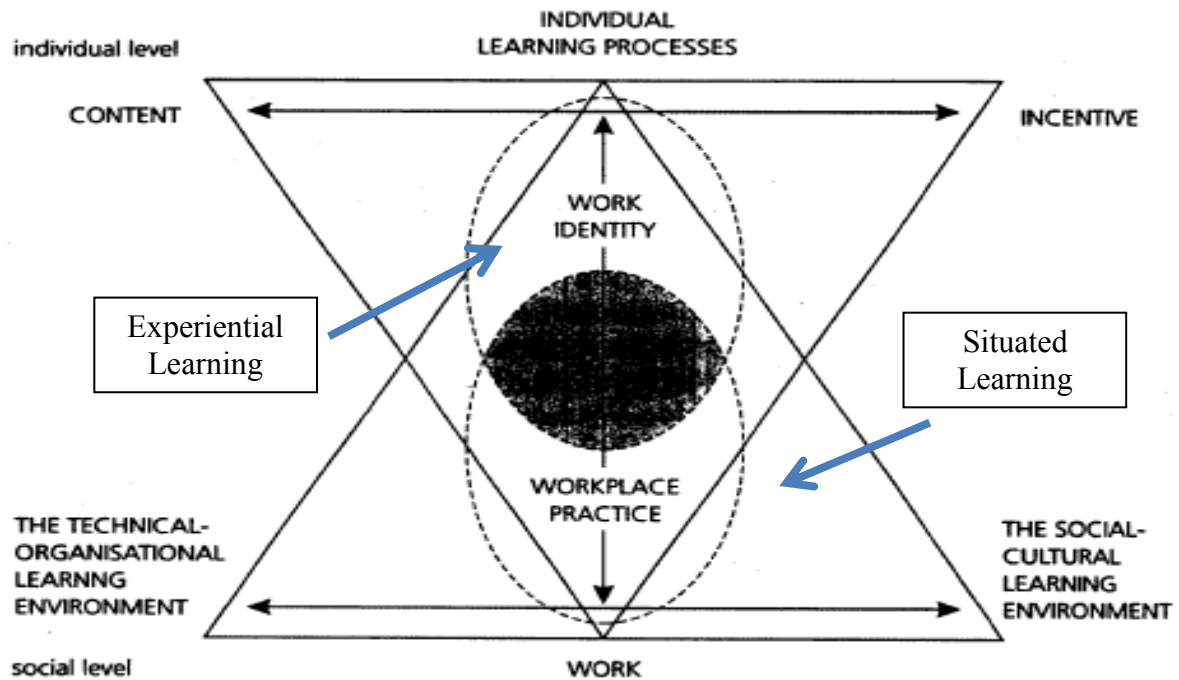
The concepts ‘experience’ and ‘experiential learning’ [go] beyond distinguishing between the immediate perception and the elaborated comprehension; it implies also that the process does not relate only to cognitive learning (as is, for example, the case in Kolb’s work), but covers all three dimensions [i.e., cognitive, incentive, and interactive] dimensions of learning. (p. 125)

It is the incentive aspect that covers learning dynamics; emotions dominate one's incentive to learn (Illeris, 2007). This affective domain "can be seen to provide the underlying foundation for all learning" (Beard & Wilson, 2006, p. 119). The entire Illeris (2007) model has been commended for its simplicity and intuitiveness (Merriam et al., 2007). Additional contributions from Illeris (2007, 2009) that resonate with the current study are described later, in the milieu of synthesizing experiential and situated learning with EI.

Experiences that emanate from learning are at this phenomenological study's core. Complementing the experiential learning discourse is a discussion of situated learning. The underlying assumption is that it is both the experience and situation (or context) in which learning about EI (for example) occurs. Consequently, situated learning is reviewed below. Figure 2.10 illustrates the bridge between experiential and situated learning, with experiential more focused on the learner and situated more focused on the societal contexts in which the learning occurs.

Figure 2.10

Experiential and Situated Learning Relationship



Note: Adapted from *How We Learn* by K. Illeris, p 223. Copyright 2007 by Roskilde University Press.

Situated Learning. The theory of situated learning was established by Lave and Wenger (1991). The premise of situated learning is the learner and environment dynamic (Illeris, 2007). This theory situates learning in the context of participant experiences in society (Wenger, 2009). Rooted in a pragmatic orientation, learning must be related to a particular context (Tyre & von Hippel, 1997). It is through socialization that the learning of knowledgeable skills transpires (Lave & Wenger, 1991). Engaging in learning-centric social practices is what Lave and Wenger (1991) termed as *legitimate peripheral participation*. Situations increase learner cognizance of surroundings, social roles, and expectations that in turn modify learning behaviors and attitudes (Day & Zaccaro, 2004; Merriam et al., 2007; Yeo & Gold, 2012). “A learning curriculum is essentially situated.

It is not something that can be considered in isolation ... or analyzed apart from the social relations that shape legitimate peripheral participation” (Lave & Wenger, 1991, p. 97). Consequently, situational learning activities such as simulations can “vary widely in complexity of issues” (Tannenbaum & Yukl, 1992, p. 407).

There are strong correlations between experiences and situations, as regards learning. Situated learning focuses on the social level; Dewey (1938) noted that all experience is social. Similarly, “behavior belongs to individuals, but conduct is social” (Lindeman, 1926, p. 94). In this regard, situated learning aligns with leadership which, as noted earlier, is exercised through the social exchange of information and knowledge. Situations play an important role for leaders: optimally, developmental “situations [should] require managers [and leaders] to seek new information, view problems in new ways, build new relationships, try out new behaviors, learn new skills, and develop a better understanding of themselves” (Yukl, 2010, p. 467). “A fledgling competence needs to be expressed *during the actual situation at work* [emphasis added] in order to take hold” (Goleman, 1998, p. 276). Adult learning can take place “in direct association with work” (Illeris, 2007, p. 221). Learners should be cognizant as to the surroundings that are conducive to growth-inducing experiences (Dewey, 1938). Indeed, Tannenbaum and Yukl (1992) observed that:

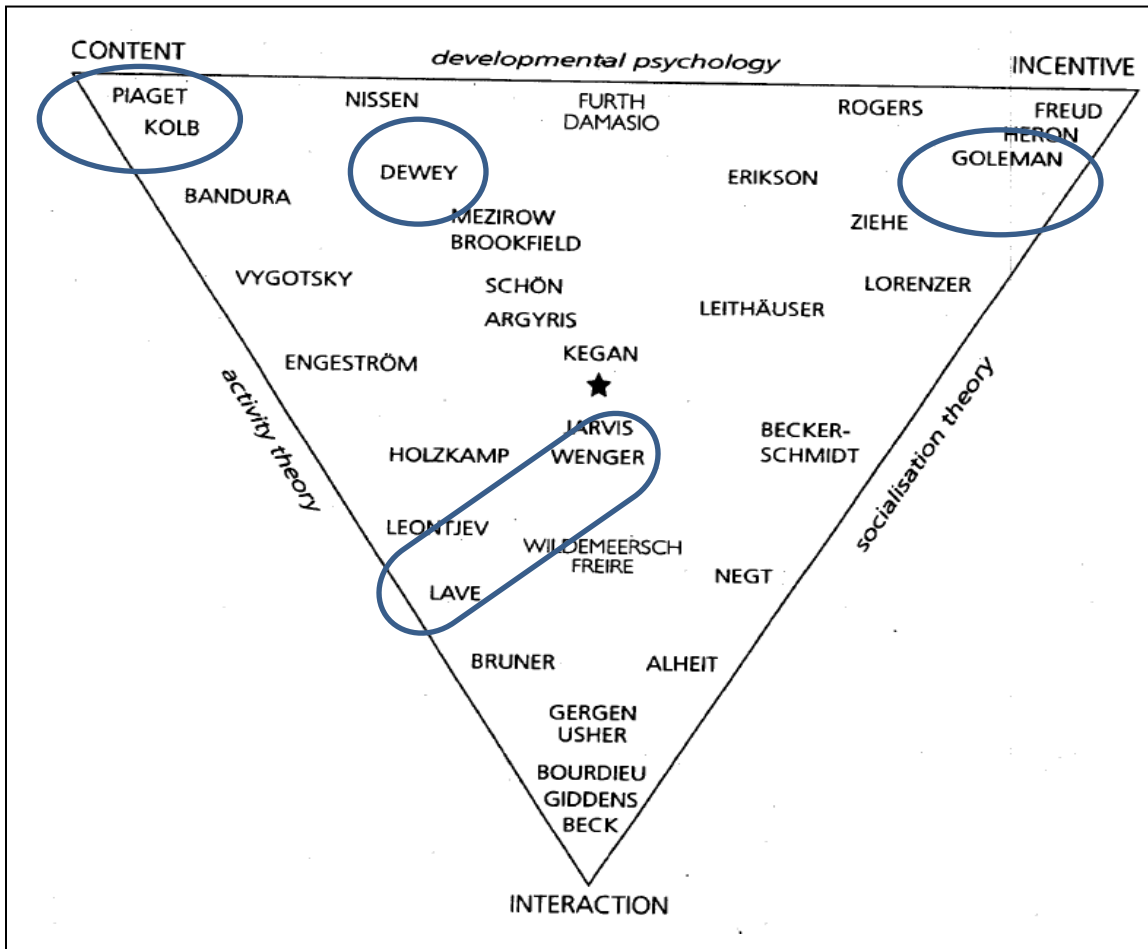
Situational cues in the work environment included (a) goal cues that serve to remind trainees to use their training; (b) social cues, including the behavior and influence processes exhibited by supervisors, peers and/or subordinates; and (c) task and structural cues, including the design and nature of the job itself (p. 421).

Situations rely on the concrete manifestations of abstractions (Lave and Wenger, 1991). “Theories of situated activity do not separate action, thought, feeling, and value [from] ... the meaningful activity” (Lave, 2009, p. 202). Illeris (2007) classified situated learning as a premier example of interactive learning; this aligns with Dewey (1938) who stated “the conceptions of situation and of interaction are inseparable from each other. An experience is always what it is because of a transaction taking place between an individual and what, at the time, constitutes his environment” (Dewey, 1938, p. 43). The interactive learning complements cognitive learning (Piaget and Kolb) and incentive (Illeris, 2007) learning (to include emotional learning, such as the EI theorists – especially, Bar-On (1997, 2000), Goleman (1995, 1998), Mayer & Salovey (1990 et. seq.), and Nelson & Low (2011)).

The review of experiential and situated learning theories, respectively, will now be considered in tandem and for the purpose of reviewing scholarly work associating EI with these theories. That discussion occurs in the next section. To frame that discussion, Figure 2.11 draws on Illeris (2007) and illustrates the placement of adult learning and EI theorists whom the present study emphasizes. In so doing, it also demonstrates the diverse perspectives and relative placement of these theorists in the cognitive, incentive, and interaction learning domains.

Figure 2.11

Adult Learning and EI Theorists: Relationship to Illeris (2007) Learning Domains



Note: Adapted from *How We Learn* by K. Illeris, p 257. Copyright 2007 by Roskilde University Press.

EI and Experiential/Situated Learning

This section focuses on EI in an experiential and situated milieu. While Piaget and especially Kolb were concerned primarily with the cognitive aspects of learning, Illeris (2007) introduced the incentive dimension of learning, which focuses on emotions, motivation, and volition. In referring to five levels of emotional awareness that draw on Piaget’s stages of cognitive development, Lane (2000) noted that level five is “the capacity to appreciate [emotional] complexity in the experiences of the self and others”

(p. 173). As stated in Illeris (2007), Piaget wrote in 1945 that “affective life, like intellectual life, is a continual adaptation” (Illeris, 2007, p. 79). Tyre and von Hippel (1997) advocated that situated learning is important for developing leaders and their EI:

Situated theories of learning have important implications for how learning and problem solving take place in organizations ... because learning is a social process, the social and cultural context will affect both how and what organizational actors (e.g., leaders) learn. (p. 72).

Other theorists help underscore the relationship between EI and experiential/ situated learning. Dewey’s pragmatism “is identified by anticipating ‘what-if’ consequences to potential activities and conduct” (Elkjaer, 2009, p. 76). Through reflection, learning, and knowledge, emotions can be transformed into cognitive and communicative experience (Elkjaer, 2009). The communicative experiences are what Lave and Wenger (1991) referred to as “trajectories of participation” (p. 121). Extending the participation trajectory metaphor, action learning, previously discussed as a developmental activity by Yukl (2010) and a type of experiential learning by Marquardt (2011a), can promote a leader’s EI (Marquardt, 2011b).

These conduct and activity-based consequences have important connections to the leader’ exercise of EI in a social context. In taking an inclusive approach to learning, Lindeman (1926) advocated that learners ask themselves the following three questions:

1. What part of my personality is here involved about which I need further enlightenment?
2. What further information do I need concerning the various aspects of the impeding environment?

3. What do I need to know about the nature of my relatedness to important phases of the circumstances when the situation is viewed as a whole? (pp. 116-117).

Although Lindeman did not use the term *emotional intelligence*, these reflective questions imbed self-awareness of oneself and of the environment, and increased knowledge of one's emotional state. According to Epstein (2012), experiences reinforce learning and promote resistance to extinction. The reverse also holds true: "without emotions there would be no experiential learning" (Epstein, 2012, p. 119). As such, experiential activities such as feedback, action learning (Marquardt, 2011b), developmental assignments, relationship building, executive coaching, and job enrichment are proposed to promote EI (and vice versa) (Phipps & Prieto, 2011). Developmental activities for leaders, virtually all of which rely to some degree on interpersonal relations and the maintenance or monitoring of the developing leader's EI, are described below:

- Multi-source feedback (Day, 2001; Day & Halpin, 2001; Goleman & Boyatzis, 2008; Klein & Ziegert, 2004) – EI benefit: promotes greater visibility into a leader's current EI skills.
- Developmental assessment centers (Yukl, 2010) – EI benefit: allows for an objective observation of leader behaviors in situational exercises.
- Development plans and personal growth programs (Bernthal et al., 2001; Yukl, 2010) – EI benefits: understanding and ownership of needs is documented; a targeted plan for addressing those needs; and improves self-awareness and psychological growth.

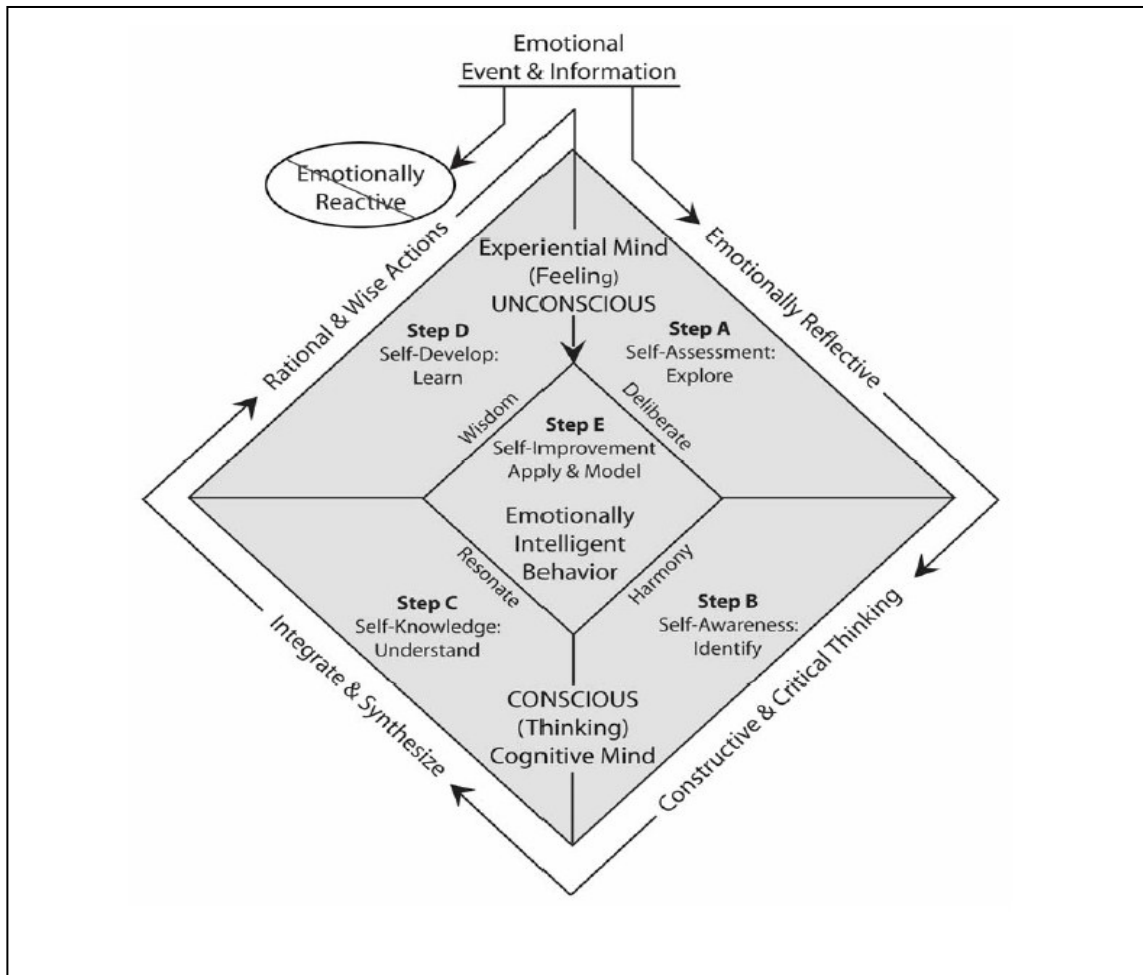
- Simulations (Allen & Hartman, 2008; Bernthal et al., 2001) - EI benefit: create situation-specific, experiential environments in which learning and behavioral changes can occur.
- Job rotation (Yukl, 2010) – EI benefits: promotes leader adaptability in unfamiliar environments; learning how to establish cooperative relationships.
- Action learning (Day, 2001; Marquardt, 2011a, 2011b; Yukl, 2010) – EI benefit: blends cognitive and interpersonal development in solving an important, timely organizational problem.
- Mentoring (Day & Halpin, 2001; Goleman & Boyatzis, 2008) – EI benefit: enables leaders to “directly experience, internalize, and ultimately emulate what [they] observe” (Goleman & Boyatzis, 2008, p. 80).
- Coaching (Day & Halpin, 2001; Petrie, 2011) – EI benefits: the leader recognizes the behavioral changes needed; coaching is customized for each leader; leader owns his/her development; it is temporal vice event driven.
- Role-playing scenarios (George, 2000; Riggio & Reichard, 2008) – EI benefit: helps leaders reach optimal levels of emotional and social skills, and fosters other activities such as journaling and reflection. Also may identify trigger points that illustrate how “a leader’s effectiveness may be hampered” (George, 2000, p. 1032).
- Journaling (Riggio & Reichard, 2008; Shields, 2009) – EI benefit: allows for individualized reflection on experiences and their impact on desired behavioral changes.

- Outdoor challenge programs (Yukl, 2010) – EI benefit: provides “challenging physical activities that require mutual trust and cooperation among group members” (p. 479).

The study explicitly links EI with leadership, experiential, and situated learning. In that regard, Figure 2.12 below reflects Nelson and Low (2011)’s emotional learning system framework. As illustrated, it binds EI with leadership and the experiential mind. In alignment with Dewey (1916), “you have relationships with Self, with others, and with the environment” (Nelson & Low, 2011, p. 166).

Figure 2.12

Emotional learning system



Note: Adapted from *Emotional Intelligence: Achieving Academic and Career Excellence (2nd Edition)* by D.B. Nelson & G.R. Low, p. 22. Copyright 2011 by Prentice Hall.

Undergoing transformative EI – i.e., that which results in improved EI – is based on lived experiences and the lessons learned from those experiences (Low & Hammett, 2012). As shown above, the “experiential system is the lead system for meaningful growth, development, effective learning, and change” (Low & Hammett, 2012, p. 22).

The foregoing literature review focused on EI, leadership, leader development (using four leadership perspectives), EI and leader development, learning, adult learning (particularly experiential and situated learning theories), and the relationship between EI and experiential/situated learning theories. Attention now turns to the context of this current study: the Federal government of the United States.

Federal Government Context

This section explores the study’s context: Federal government, which houses the world’s largest organizations (Kelman, 2007). Unfortunately, this context is a woefully under-researched domain despite its mission imperative to provide for individual security of the American citizenry (Kelman, 2007). With over 2 million employees in its Executive Branch alone (Office of Personnel Management, <http://www.opm.gov/feddata/HistoricalTables/ExecutiveBranchSince1940.asp>), the Federal government is representative of the public sector writ large. Accordingly, this literature review encompasses public sector perspectives that are relevant to the Federal government.

The political landscape. Bryson and Kelley (1978) provided a political perspective of public sector workforce leadership. Within public organizations:

individual variables are focused on constituency interests; structural considerations are focused on coalition building; and environmental needs are concentrated on interest group activity. Since the Federal government especially is accountable to taxpayers, it is critical that methodologies for ascertaining return on investment (or value) be articulated in terms of developing current and future leaders. Leadership development is therefore a byproduct of these equities. Bryson and Kelly (1978) noted:

There appears to be a connection between [a leader's] stage in leadership development and vulnerability to challenges. If one is prepared ... presumably one would be less vulnerable. Or, if one were challenged, presumably one would be in a better position to weather the storm. (p. 716)

Decades later, weathering the political storm is viewed as a tenet in effective public sector leadership development programs (O'Leonard, 2011; Turner, 2007). Public sector organizations are, at their core, political systems. Adversarial relationships can arise based on the resultant dynamics. Structurally, centralization was believed to actually incite conflict among leaders (Bryson & Kelley, 1978). This leads to a processual arrangement in which "the pattern of succession in the leadership hierarchy is up the hierarchy one step at a time, although in the private sector this would hold less frequently" (Bryson & Kelley, 1978, p. 719). Promotions tend to rely on a sequential advancement through pre-defined leadership tiers, and it is highly infrequent that leaders springboard over one tier in a single position move. As such, leader development programs typically mirror the reality of career mobility.

Several public sector reports provided important insights on the need to balance the public sector's political atmosphere with workforce development needs. For example,

O'Leonard (2011) noted in the Bersin and Associates report *Learning and Development in the Federal Sector* that public sector training programs might be dependent on political appointees, who rotate frequently. The political climate was an essential variable that caused a reduction in learning and development expenditures across the Federal government by 7% in 2010. Although structured leadership development needs to focus on soft skills (e.g., coaching and motivating), balancing that need with development being a long-term investment can lead to intolerance for not seeing near-term value (O'Leonard, 2011).

Developing public sector leaders. The public sector has a distinctly political dimension (Bryson & Kelley, 1978; Rourke, 1992). This section addresses how development programs have materialized within the political environment. Vigoda-Gadot and Meisler (2010) addressed the relationship between EI and public sector organizational politics. Leaders need to understand the emotions and their meaning as assigned by stakeholders (e.g., citizens); to use emotions in rational-based decision making; and to be attuned to emotional expressions during public activities (Vigoda-Gadot & Meisler, 2010). Increasingly, governmental power is exercised through civil servant decisions and actions (Rourke, 1992). In a related vein, Parry and Proctor-Thomson (2003) noted an inherent public sector tension between transactional leadership realities (e.g., bureaucracy and civil service) and transformational leadership desires (e.g., innovation and flexibility). Innovation and entrepreneurship need to be investigated empirically, which formed the purpose of the Parry and Proctor-Thomson (2003) study. Relationships were surveyed between (a) culture, individual leadership and

organizational effectiveness and (b) climate, team leadership and work unit outcomes.

Their findings yielded that:

Despite the results that public sector organizations demonstrate a more transactional organizational culture, there was minimal difference found across any outcomes or effectiveness constructs in the two [i.e., public and private] sectors. *This finding is surprising considering past literature* [emphasis added] which suggests negative correlations between transactional organizational culture and outcomes, and positive correlations between transformational organizational culture and outcome measures. (Parry & Proctor-Thomson, 2003, p. 388)

At least within the New Zealand public sector (in which the Parry & Proctor-Thomson research took place), therefore, no discernible difference exists between public and private sector effectiveness, despite the proclivity for public sector leadership to be more reliant on the transactional style. Additionally, the Parry and Proctor-Thomson (2003) research found that the strongest statistically significant associations existed in which the relationship between hypothesized variables were reciprocal (vice unidirectional) in nature. For example, “organizational culture is important in either liberating or suppressing the display of leadership in public sector organizations” (Parry & Proctor-Thomson, 2003, p. 393). From a research question perspective, further examination will be needed to help refine antecedent and mediating variables among the constructs illustrated in Figure 2.1, above.

Developing Federal government leaders. The Merit Systems Protection Board (MSPB) issued studies focused on leadership development and engagement (McPhie, 2009; Grundmann, 2010). Grundmann (2010), in the MSPB study, *A Call to Action:*

Improving First-Level Supervision of Federal Employees, found appreciable differences between supervisor's perceptions of their own EI-related behaviors and that of their direct reports. Employees wanted to be far more engaged than the extent to which they perceive supervisors engage them. Possible remedies were tendered by McPhie (2009) in the MSPB study, *Managing for Engagement – Communication, Connection, and Courage*, to include promoting a positive work environment and appropriately recognizing work.

Research honing in on developing leaders with interpersonal competence appeared, albeit superficially. To wit, Turner (2007) stated that, for Federal government executives, “the most valuable approaches to leadership skills development are experiential and relational” (p. 53). At the same time, Turner (2007) emphasized that knowledge and expertise building, skill alignment with culture, and the ability to use knowledge to confront challenges were key leader development program success factors: relation building factors were largely absent from this success recipe. A different study (Koonce, 2010) called for refurbishing Federal government senior leadership development programs to include fashioning new skills. Leaders need to “get better acquainted with their own personal style, strengths, and weaknesses” (Koonce, 2010, p. 45). Coaching is an individual agency phenomenon, to help promote a leader's own transformation and continual learning. In this manner, Koonce (2010) argued that coaching and feedback are integral to developing leaders to face myriad and ever-increasing complexities of the Federal sector. Leader development programs inherently need both mission and people foci, i.e., “opposing solutions [which are] needed and interwoven” (Luscher & Lewis, 2008, p. 229).

Competencies are an evolving focus of public sector leader development. “Organizations must build and develop intellectual and knowledge capital” (Naquin & Hollon, 2006, p. 145). Competencies are increasingly viewed as a framework for building demonstrated organizational capability. Demonstrations are in the form of tests, assessments, and feedback instruments. By studying a public sector management development program overhaul using competency-related tools, Naquin and Hollon (2006) opined that developmental programs should be tailored to meet the needs of leaders. The authors recognized that a competency-based approach should not be limited to development, but needs to have a holistic framework throughout the talent management spectrum in order to take an impermeable hold within an organization’s culture.

In summary, the literature above reviewed the major components of the purpose, conceptual framework and research question. Reviewed separately and then taken together, these components avail several key inferences for this study, which are described below.

Inferences for Forthcoming Study

There is little doubt that developing EI remains paramount to organizations. What seems striking is the sheer lack of evidence-based theoretical and conceptual frameworks from which EI can be developed, and the dearth of understating around development fits with EI and leadership. The foregoing discourse portends implications for developing individual leaders. Three inferences emerge: (a) implication for research on EI; (b) research on the application of leader(ship) development; and (c) integration of leader(ship) and EI (to include within specific contexts, such as the Federal government).

As a first step, theoretical assertions on the impact of EI “far exceed the scholarly support” (Weinberger, 2009, p. 766). Claims made about the alleged utility of EI and its ability to solve intractable organizational problems is wide yet, in many cases, research fails to support accepted conceptual claims. The current challenge within the EI domain rests in the wide variance of conceptualization, definition, and subsequent measurement. Research on EI (Muyia & Kacirek, 2009; Parry & Proctor-Thomson, 2003; Weinberger, 2009) consistently points to the need for additional empirical study for assessing espoused relationships with (and value of) EI. This study adds to that body of empirical work.

Second, within the application of leader(ship) development, research has at times taken an atheoretical approach when it comes to people development. For example, when some researchers examine the concept of leadership, they refer to assumptions that may or may not relate to theoretical epistemological underpinnings of the leader(ship) construct or even be marginally related with hypothesized outcomes. Consequently, rather than subscribing to a framework for research, some scholars refer simply to leadership as a position, or as mission focus. This is problematic and confounds efforts to focus leader development. As outlined in Figure 2.5, *mission context* and *EI focus* should be examined in light of the application context as well as be guided by the literature.

Third, at present, the extent to which leaders can be developed to increase EI remains unclear. Although EI skills for leaders (social awareness, empathy, decision making, and personal leadership) were identified, the research on how to develop those skills is not robust. Complicating the matter fully, little agreement exists about what can be taught, versus what must be innate (e.g., nature verses nurture) when teaching

behavior. Several studies (see Aguinis & Kraiger, 2009; Grundmann, 2010; Muya & Kacirek, 2009) suggest that EI-related skills are difficult to train. The current study took a qualitative approach in examining the leadership: EI environment, which should add understanding and context to the quantitatively-dominant orientation of EI conducted thus far (Lincoln, 2009; Nafukho, 2009). The current study should also contribute knowledge about effective EI developmental techniques for leaders.

In summary, this study examined the experiences of effective Federal government leaders in the development of their EI. It explored the application of developmental interventions as regards EI, for effective leaders within the Federal government. Work-related developmental experiences and learning processes emphasizing affective, EI-oriented characteristics were subjected to the study's research query. The methodology by which these study objectives were accomplished is discussed in Chapter 3.

Chapter 3: Methodology

Overview

This phenomenological (Creswell, 2007; Moustakas, 1994) study sought to discover and understand the experiences of effective Federal government leaders in developing their emotional intelligence (EI). Those experiences involved an objective and subjective orientation, as well as idealism and realism perspectives (Moustakas, 1994). A phenomenological approach complements the research question (elucidated below), since a phenomenology asks: How did the experience of the phenomenon come to be what it is? (Moustakas, 1994).

To explore the problem statement, the researcher used an emerging qualitative approach to inquiry. Several characteristics are common to all qualitative research and were of consequent importance in informing the questions:

- Data were collected in a natural setting;
- The researcher was a key instrument in collecting and analyzing the data;
- Multiple sources of data (e.g., interviews, observations, and documents) were used;
- Data analysis was inductive, building on patterns, categories, and themes;
- The focus was on the meaning that participants had about the problem;
- The research process was emergent;
- The researcher interpreted what was seen, heard, and understood; and
- The researcher attempted to provide a holistic account of the problem being studied (Creswell, 2007).

A qualitative research method was appropriate, given the researcher's epistemological assumption, constructivist worldview, research problem, and question.

Exploratory Question

The EI of Federal government leaders appears to be lacking, as evidenced by pronounced interpersonal skills and conflict management competency gaps that arose in surveys administered to thousands of leaders in a large Federal government agency (DoD, 2008, 2009). This is problematic, as interpersonal skills and conflict management are critical EI competencies (Goleman, 2011). Compounding this issue is the perception that Federal government leader development programs do not sufficiently attend to EI as an integral part of building a leader's well-rounded competence. Moreover, there is scarce qualitative information to explore in what ways EI, adult learning, and leadership development within the Federal government are integrated. With the prevalence of EI research being quantitative in nature (Nafukho, 2009), this study capitalized on suggestions for a qualitative, phenomenological methodology (Lincoln, 2009) in order to understand the essential EI-related experiences of Federal government officials who are already proven leaders. Similarly, Yukl (2010) advocated the use of qualitative research methodologies for studying leadership as a means "to explore different explanations of unfolding events" (p. 521). "A qualitative research approach might provide additional insight concerning how individuals conceptualize and classify developmental experiences ... in order to [analyze] experiences to determine where the most valuable learning occurred" (Bernthal et al., 2001, p. 507).

To describe this phenomenon in a rich and descriptive manner, the following overarching research question was posed: What are the experiences of effective Federal government leaders in developing their EI?

Research Procedures

Epistemology

This study adopted a constructivist epistemological perspective. Constructivism is “where the interactive power of action and learning is realized through mental framing and its relevance to a particular context” (Yeo & Gold, 2012, p. 512). Constructivist approaches to emotion in learning challenge the paradigm of reason and scientific-based approaches to learning (Dirkx, 2008). These approaches are exhibited in learning oriented towards the participant, environment and action (Dirkx, 2008; Merriam et al., 2007). Accordingly, the researcher used semi-structured interviews as the vehicle for gathering data from the study participants, in order for the phenomenon to manifest as a meaningful experience (Moustakas, 1994).

Theoretical Perspective

Understanding and providing a “thick description” (Geertz, 1973, p. 27) is interesting, from the standpoint of introducing a changing phenomenon – how to develop leaders to be proficient not only in their cognitive and mission-oriented abilities, but also with an aptitude and appetite for EI. This relates to the stabilization property of what constitutes interesting research (Davis, 1971), in that what appeared to be stable and unchanging vis-à-vis EI and leader development is actually unstable and dynamic. Another theoretical foundation explored is the paradigmatic orientation (Burrell & Morgan, 1979; Kuhn, 1962) of leadership development and EI. Whereas, leadership

development may have predominantly objective and functionalist properties, EI acknowledges “a different kind of intelligence” (Goleman, 1995, p. 36). At its core, EI represents a phenomenon that centers on how “individuals develop subjective meanings of their own experiences” (Bloomberg & Volpe, 2008). The subjective experiential meaning is at the heart of a phenomenological study. In addition, transformative EI (Nelson & Low, 2004, 2011) is rooted in phenomenology (G. R. Low, personal communication, June 27, 2012).

Phenomenological research tradition. Moustakas (1994) credited various theorists for the foundation of phenomenology, but none more so than Husserl “who developed a philosophic system rooted in subjective openness” (p. 29). Having its origin in the Greek language, *phenomenon* means to enlighten and to reveal in its totality. All knowledge must be grounded in experience (Moustakas, 1994). While firmly entrenched in a subjective orientation, objectivity is also prominent: “the object that appears in consciousness mingles with the object in nature so that a meaning is created, and knowledge is extended” (Moustakas, 1994, p. 31). There is always a relationship between “the external perception of natural objects and internal perceptions, memories, and judgments” (p. 53). The subjectivity: objectivity orientation aligns with tenets of experiential (Kolb, 1984) and situated (Lave & Wenger, 1991) learning theories.

Phenomenology “step by step, attempts to eliminate everything that is a prejudgment, setting aside presuppositions, and reaching a transcendental state of freshness and openness, a readiness to see in an unfettered way” (Moustakas, 1994, p. 46). The transcendental nature of phenomenology, as espoused by Moustakas (1994), formed the basis for the employed methodology. Although transcendental

phenomenology is the methodological foundation for this study, the seven common attributes of all phenomenological research as purported by Moustakas (1994) and delineated below apply.

1. Recognize the unique value of qualitative research.
2. Focus on the entire experience (noema and noesis).
3. Search for the meaning and essence of experiences, not just a description.
4. Use first-person accounts of the experiences.
5. Regard as inherent the association between experiences, human behavior, and scientific inquiry.
6. Formulate interesting questions that commit the researcher to the topic of inquiry.
7. Assign experience and behavior as both intertwined with each other and as a bridge between a subjective and objective orientation (adapted from Moustakas, 1994).

Methodology

Moustakas (1994) noted that first-person accounts of the experiences drive evidence that emerges from phenomenological research. Phenomenology enables knowledge to emerge inductively. This study is grounded in the Moustakas (1994) transcendental phenomenological methodology which is a scientific, experiential-focused approach for seeking meaning, directing insight into experiences and obtaining knowledge through subjectivity, reflection, and thought. When reflecting, details of experiences are added and crystallized. Refinements to all facets of what occurred are induced. Critical to transcendental phenomenology is noema (what the subject

experiences) and noesis (the way in which the experience is manifested through the subject's lens). The core tenets of this methodology are epoche, transcendental-phenomenological reduction, and imaginative variation. A brief description of each element follows.

Epoche. According to Moustakas (1994), *epoche* is a Greek word “meaning to refrain from judgment ... [and] requires a new way of looking at things” (p. 37). Epoche entails a bracketing of commonplace understandings and perceptions, in order to revisit phenomena in an invigorating and exploratory manner. Allowing a phenomenon or experience to reveal itself in its purest form can be a challenging endeavor, but must be undertaken in order to allow requisite transparency and receptiveness into the subject's meaningful experience (Moustakas, 1994).

Transcendental-Phenomenological Reduction (TPR). Subsequent to epoche, each experience undergoes TPR by virtue of being considered in isolation, and on its own merits. Inherent to TPR is a thorough description replete with a recollection of the experience from myriad perspectives. Each of the three words – *transcendental*, *phenomenological*, and *reduction* – are accorded particular meaning by Schmitt (1967), cited by Moustakas (1994):

It is called *transcendental* because it moves beyond the everyday to the pure ego in which everything is perceived freshly, as if for the first time. It is called *phenomenological* because it transforms the world into mere phenomena. It is called *reduction* because it leads us back to the source of the meaning and existence of the experienced world (Schmitt, 1967, p. 61).

Imaginative Variation. Following TPR, imaginative variation grasps the experience’s structural essence. “From this point a structural description of the essences of the experience is derived, presenting a picture of the conditions that precipitate an experience and connect with it” (Moustakas, 1994, pp. 39-40). The data of experiences represent the primary body of scientific investigation and resultant knowledge (Moustakas, 1994).

Theoretical link with constructs. Table 3.1 below explains the association between the Moustakas (1994) transcendental phenomenological approach and the constructs used.

Table 3.1

Construct & Variable Alignment with Transcendental Phenomenology

Construct/Variable	Alignment with Transcendental Phenomenology
Leadership	“Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives” (Yukl, 2010, p. 8). <u>Alignment:</u> The process of achieving effective leadership outcomes requires the leader to connect with resonant experiences.
Leader Development	Leadership development has unique attributes such as role modeling behavior, feedback, action learning (Marquardt, 2011b), and experiential learning techniques (e.g., simulations, case studies) (Yukl, 2010). <u>Alignment:</u> Effective leader development techniques are experiential in nature and avail new essence for the leader.
Emotional Intelligence	A convergence of learned abilities that facilitate (a) the accurate knowledge and value of self, as well as responsible actions based on personal worth and dignity; (b) a variety of strong, healthy relationships; (c) the ability to work well with others; and (d) productive reactions to the demands and pressures of everyday life and work (Nelson & Low, 2011). <u>Alignment:</u> EI is inherently related to the subject’s recollection and meaning assigned to those experiences. Self-awareness utilizes transcendental properties of seeing experiences in a fresh perspective (Moustakas, 1994).

Adult Learning	Adults primarily learn through experiences and based on learning interventions that appeal to them (Merriam et al., 2007). <u>Alignment</u> : Adults learn primarily as a result of experiences.
Experiential Learning	Experiential learning is acquired knowledge of being through active participation (Heron, 2009) between the participant's inner self and the environment (Beard & Wilson, 2006). <u>Alignment</u> : The inner self and environment parallel the subjective/objective environment innate to transcendental phenomenology (Moustakas, 1994).
Situated Learning	Situations increase learner cognizance of surroundings, social roles and expectations which, in turn, modify learning behaviors and attitudes (Merriam et al., 2007; Yeo & Gold, 2012). <u>Alignment</u> : Situated learning recognizes the social environment and a realism ontology, which is central to transcendental phenomenology (Moustakas, 1994).

Data Collection

To achieve the research question, a purposeful selection strategy (Creswell, 2007; Maxwell, 2005) was used. This selective process bolstered the study's credibility (Bloomberg & Volpe, 2008). Adapted from Maxwell (2005), there are four overarching goals for purposeful selection:

1. Deliberately select subjects who are known to be typical of the study purpose.
2. Adequately capture the heterogeneity (or diversity) of the population, in order to optimize variation.
3. Examine cases critical to the theoretical foundation of the research study.
4. Illuminate differences between settings or individuals.

The target audience for consideration in the current study was recipients of the Presidential Rank Award (PRA), which is bestowed annually by the President of the United States. Only one percent of all Federal government executives are conferred the

highest PRA during their career (Retrieved from:

<http://www.opm.gov/ses/performance/presrankawards/2012PRAGuidance.pdf>).

PRA recipients role model effective leader (Yukl, 2010) characteristics. There are discernible correlations between award criteria and desirable EI attributes. Excerpts of the award criteria are as follows:

The President [confers] the ranks of Distinguished Executive and Meritorious Executive on a select group of career members of the SES [Senior Executive Service] who have provided exceptional service to the American people over an extended period of time. These senior executives are outstanding leaders who consistently demonstrate strength, integrity, industry, and a relentless commitment to public service. *Through their personal conduct* and results-oriented leadership, they have earned and kept a high degree of public confidence and trust. The executive has also demonstrated the ability to *lead people effectively* by fostering employee development, *cooperation and teamwork*, and by *constructive resolution of conflicts* [emphases added] (Retrieved from: <http://www.opm.gov/ses/performance/rankaward.asp>)

Stratified purposeful selection entailed administering a validated EI instrument to PRA recipients who, based on an announcement provided by the Senior Executive Association after informal written support was conveyed by an official from the Office of Personnel Management, contacted the researcher to express interest in participating. The purpose of an instrument is to identify those who possess high EI. The instrument used was a modified version of the Personal Excellence Map (PEM) (Hammett, Nelson & Low, 2011). As described in the *PEM Interpretation and Intervention Guide*, the PEM©

is based on “30 years of research into how human cognition and emotion impact individual growth and performance” (Nelson et al., 2011). An on-line version of the modified PEM was used.

The PEM is aligned theoretically with the subscribed Nelson and Low (2011) EI definition as well as the leadership elements within the Emotional Skills Assessment Process (ESAP, see Nelson & Low, 2011). The PEM is well suited for leader development (Hammett, 2007). As described in Chapter 2, the ESAP Leader Development Framework includes four leadership elements. Table 3.2 below illustrates the association between those elements and the PEM vis-à-vis EI and leadership.

Table 3.2

ESAP and PEM Association for Leadership

ESAP Leadership Element	Association with Personal Excellence Map (PEM) III Domain				
	Relationships & Support	Vision & Guidance	Commitment & Power	Change & Balance	Purpose & Beliefs
Social Awareness	√	√	√	√	√
Empathy	√				√
Decision Making		√	√	√	
Personal Leadership	√	√	√	√	√

The data collection interview instrument was pilot tested with two subjects. As offered by Maxwell (2005), a benefit of pilot interviews is to help identify meanings that pilot participants may ascribe to the phenomena related to this study. Results of the pilot interviews affirmed the appropriateness of interview questions and were not used for any other purpose relating to this research.

A total of 21 PRA recipients expressed interest in participating in the study, by contacting the researcher, typically through email. Of the 21 who expressed interest, two were not pursued further since they had retired over 20 years ago. Of the remaining 19, 16 completed the on-line PEM survey (for a response rate of 84 percent). Of the 16 who completed the survey, the researcher selected 11 to be interviewed. The 11 who were selected had most of the top scores and all were within one standard deviation of the composite mean PEM score of 3.19. Those not interviewed were either outside the one standard deviation range or did not respond to requests to be interviewed. Also, the researcher wanted to keep a reasonable balance between those PRA recipients who are still actively employed in the Federal government (7 of the 11 interviewed) and those who recently retired (4 of the 11 interviewed). In addition to the actively employed: retired status, the researcher considered population diversity using the purposeful selection strategy (Maxwell, 2005) to mitigate a noticeable concentration of recipients from a single Federal government agency.

Given the target population, i.e., Federal government executives who likely have challenging jobs and competing demands on their time, a degree of attrition between (a) those with the highest scores and (b) those who are able and willing to be interviewed was expected. However, all Federal government executives who agreed to be interviewed maintained that commitment; no attrition occurred. Defining experiences were the focus of inquiry. Although the members of the targeted audience are now or were employed by the Federal government, the expanse of the participants' careers and adult lives were, at their discretion, revealed and considered by the researcher as relevant to the phenomenon investigated.

Data was collected through the use of semi-structured interviews designed to address the research question. The interview protocol is at Appendix A. Questions of an open-ended nature were formulated to align with the conceptual framework and to enable emphasis on meaningful experiences (Creswell, 2007). Research consent using the form provided in Appendix B was obtained prior to commencing interviews. Using Creswell (2007) as a guide, in-depth interviews targeting a duration 60 minutes were conducted. Actual interview durations ranged from 40 to 78 minutes. Questions were provided to each participant via email at least one calendar day in advance of the scheduled interview, so as to promote the subject's reflection, which is vital to the transcendental phenomenology approach (Moustakas, 1994). Although the interview was a single episode, participants were provided the opportunity to reflect on the Appendix A questions in advance. Moreover, the researcher offered participants with the opportunity to provide additional insights upon receipt of the interview transcript. (All interviews were digitally recorded and transcribed by the researcher.) In totality, this process availed three distinct opportunities for participant reflection and sharing. Once the transcriptions were sent to participants for verification, the analysis process began.

Data Analysis and Interpretation

Moustakas (1994) outlines the process of phenomenology in a way that seeks to describe, in rich detail, the experiences of individuals and then aggregates those individual descriptions into a composite description of how the phenomenon is experienced by the group of PRA recipients. In essence, the sequential Moustakas (1994) data analysis approach as furnished below was used.

1. Describe the essence of the experience, using epoche to isolate the subject's meaning.
2. Develop the significant statements, eliminating redundancies and vague statements that cannot be adequately described.
3. Develop clusters and themes by aggregating experiences.
4. Verify clusters and themes are congruent with interview transcripts.
5. Construct individual textural description of experience, using in vivo coding technique (this step aligns with Saldana, 2009).
6. Construct individual structural description of experience, based on the noesis (i.e., manifestation of the experience).
7. Construct for each research participant a textural-structural description. This captures a holistic, comprehensive account of the meaningful experience.

Following Moustakas (1994), data analysis began with transcribed interviews. Then, significant statements "that provide an understanding of how the participants experienced the phenomenon" (p. 61) were analyzed horizontally, i.e., equal weight was given to all statements. The equal weighting is one example of exercising epoche, so as to suspend the researcher's judgments and biases. The remaining chronological steps noted above were employed, to complete the data analysis phase. The ultimate stage—a comprehensive portrayal of noesis and noema—the intentional experience in its entirety—availed the requisite understanding and discovery of the EI developmental phenomena in effective Federal government leaders. Specific coding techniques used are described below. Of notable import is that the researcher employed these steps in a recursive

manner. Analysis and coding were interchangeable and incremental processes (Coffey & Atkinson, 1996) in order to yield a greater understanding of participant experiences.

Initial Coding. As noted by Saldana (2009), this coding allows for the recording of initial categorization and has widespread application to many types of qualitative research. The researcher used initial coding in tandem with in vivo coding, described below. Appendix C provides initial coding excerpts.

In Vivo Coding. This coding is particularly conducive to acknowledging the voice of research participants (Saldana, 2009), a core underpinning for this study's phenomenological approach. Using direct quotes from participant aligned with discovering their experiences. Appendix C provides in vivo coding excerpts. It is worth noting that the direct quotes were not altered grammatically; the only changes made were the insertion of generic labeling to promote anonymity for the participants, other employees, and organizations.

Descriptive Coding. Following the inaugural phase of initial and in vivo coding, descriptive codes were used. The descriptive codes were both theory-based (ETIC) and emergent (EMIC), the latter of which arising from an inductively analytical perspective (Coffey & Atkinson, 1996). The descriptive codes attributed the experience's essence to a portion of text (Miles & Huberman, 1994; Saldana, 2009). Appendix C provides descriptive coding excerpts.

Counting. Frequency counts of the descriptive codes were calculated to promote analysis and help identify emergent themes and patterns (Miles & Huberman, 1994).

Textual and Structural Descriptions. What was experienced (textual) and the meaning they assigned to those experiences (structural) were described for each of the 11 participants interviewed (Moustakas, 1994).

Themes. Themes were derived by amalgamating textual and structural descriptions and by classifying primary themes into cohesive patterns (Saldana, 2009).

Patterns. The patterns configured from themes were used as the basis for discussing study conclusions as well as, implications for research, theory, and practice.

Verification Procedures

Qualitative research depends on trustworthiness techniques in order to promote validity and mitigate researcher bias (Saldana, 2009). Techniques to ensure trustworthiness (termed *validity* by Maxwell in 2005) were congruent with the study's methodology, theoretical perspective, and epistemology. The particular trustworthiness techniques used included reflexivity, subjectivity statement, member checking, peer reviews, journaling and thick, rich descriptions of data collected.

- As defined by Creswell (2007), *reflexivity* “means that the writer is conscious of the biases, values, and experiences that he or she brings to a qualitative research study” (p. 243). To that end, the researcher endeavored to utilize reflexivity and epoche. The researcher promoted epoche by intentionally opting to transcribe the interviews himself. The iterative and sequential process of hearing the participants speak, writing notes during the interviews, listening to the digital recordings, transcribing the recordings, and seeing the transcribed results on the written page enabled the researcher to engage auditory and visual senses that, in turn, immersed the researcher further into

the participant's meaning – and, by extension, further away from the researcher's bias.

- Both reflexivity (Day & Halpin, 2001) and *subjectivity statements* (Peshkin, 1988) were used to state explicit bias by the researcher as a professional within the leader development (and broader learning) community (Creswell, 2007). This researcher's subjectivity statement is that I have led and managed a number of leader development programs for the Federal government (and DoD in particular), that I do not believe that EI competence is attended to in an adequate manner within development programs, and that I find a leader's consequent ability to constructively manage and harness emotions is appreciably diminished. The use of field notes and memos were key to capturing my reactions, in order to maximize the study's inductive orientation (Miles and Huberman, 1994), and to conduct due diligence with respect to any potential disconfirmations of researcher bias (Van de Ven, 2007).
- The use of *journaling* captured reactions to EI-related inquiries of particular sensitivity. As noted in Chapter 2, training on EI can surface emotional cues that interviews on the same subject may likewise trigger. Journaling revealed mental reminders, personal reactions, and clarifications to data quality (Miles & Huberman, 1994). The researcher employed journaling in a variety of ways, such as notes on the margins of transcripts.
- *Member checking* was used by the researcher in the final stage of the interviewing process described by Moustakas (1994). Seven of the 11 participants returned transcripts with minor clarifying edits, which the

researcher incorporated. These revisions represented informant feedback (Miles & Huberman, 1994). Two more participants affirmed there were no changes. The remaining two participants did not respond to the member check request.

- To further mitigate inadvertent researcher bias, *peer reviews* of transcripts and emergent analyses and findings were conducted with doctoral candidate colleagues from the George Washington University on December 1 and 8, 2012. This process was valuable. One benefit of the peer review process was that personality was discussed in the interviews, but only by those who self-reported as being introverted in nature. The researcher is also an introvert. To further mitigate bias and optimize epoche, the researcher asked extroverted colleagues to participate in the peer review process. This tactic proved to be very useful, as it was the extroverts who pointed out the undercurrent of personality as being present in the transcript. The personality dimension may have been otherwise inadvertently overlooked or discounted.
- Finally, the nature of transcendental phenomenology inculcated a *rich description* (Creswell, 2007; Geertz, 1973; Moustakas, 1994) of the experience.

Although this study was not quantitative in nature, there is also a validity perspective for the PEM, which was used as the initial data collection instrument. The PEM has been validated as being statistically significantly related to all items on the scale; Cronbach's Coefficient Alpha for the PEM ranges from .63 (self-appreciation, not a primary focus of the study) to .90 (decision making, one of four leadership elements of

the ESAP and which formed the basis for using the PEM). Other than self-appreciation, the Cronbach's Coefficient Alpha for all other scale items is at least .78 (Hammett, Nelson, & Low, 2011).

Human Participation and Ethics Precautions

This study was conducted under the guidelines provided by the George Washington University Office of Human Research Institutional Review Board. Signed consent forms were obtained from each of the interview participants. All transcripts and notes were handled in a confidential manner and kept in a secure place. To ensure confidentiality, pseudonyms were created for each participant and references to specific organizations were redacted. A final publication copy of this study and any subsequent related publications will be provided to the interviewees to review to ensure that its confidentiality has been protected. No other potential risks are expected.

CHAPTER 4: RESULTS

This study was focused on understanding the experiences of effective Federal government leaders in developing their emotional intelligence. A total of 11 executives from the Federal government were individually interviewed over the course of one month. The executives spanned several different governmental departments and agencies. This chapter describes the results emanating from those interviews. The chapter is arranged in the following order: (a) attributes of the interviewed executives (see Table 4.1, below); (b) theory (ETIC) codes used to analyze the interview transcripts; (c) a frequency tabulation of ETIC and emergent (EMIC) codes that surfaced during the interviews; (d) textual and structural descriptions of each executive interviewed; (e) a description of the inductive themes derived from interview analyses; (f) a description of patterns to reconfigure and synthesize the themes; and (g) a summary.

Attributes of Interviewed Executives

Table 4.1 delineates attributes of the 11 interviewed participants, from among the 19 Federal government executives who initially expressed an interest to participate in this study. Pseudonyms were assigned for all 19 executives, in chronological order of when they initially made contact with the researcher. That not all of the 19 executives were interviewed explains the non-sequential order of the pseudonym identifiers shown in Table 4.1 (with ‘A’ as the first character to represent executives who still work for the Federal government, and ‘R’ to indicate those who are retired). Many of the participants not interviewed had Personal Excellence Map (PEM) scores more than one standard deviation below the mean score of 3.19 (for all those who completed the online PEM survey), or did not respond to follow-on interview requests. Also, the researcher strived

to achieve a reasonable balance between Federal government executives still actively employed (7 of the 11 interviewed) and those who had recently retired from Federal government service (4 of the 11 interviewed).

Although not displayed in Table 4.1 in order to promote participant anonymity, the 11 Federal government executives interviewed came from 10 different Federal government agencies (only one Federal agency had 2 participants). The male: female ratio of 9:2 is not representative of the Federal government workforce writ large, but is fairly representative of the gender demographics for the Senior Executive Service (SES). Six of the 11 interviewees were from the scientific community: the researcher elected not to provide further details about where within the science community the interviewees worked in order to promote continued participant anonymity.

Table 4.1

Attribute Table of Study Participants

Participant Pseudonym	PEM Score	Employment Status	Primary Occupation	Gender	Interview Location	Interview Date
A2	2.98	Active	Finance	Male	Office	11/16/2012
A3	3.02	Active	Science	Male	Residence	10/30/2012
A4	3.27	Active	Finance	Female	Office	11/16/2012
A5	2.95	Active	Science	Male	Office	11/20/2012
A7	3.05	Active	Science	Male	Office	10/31/2012
A8	3.76	Active	Engineering	Male	Office	11/15/2012
A9	3.40	Active	Science	Male	Office	11/1/2012
R1	3.25	Retired	Science	Female	Residence	10/26/2012
R4	3.17	Retired	Human Resources	Male	Conference Call	11/5/2012
R8	3.52	Retired	Law	Male	Office	11/6/2012
R9	3.48	Retired	Science	Male	Residence	11/2/2012

Note: PEM = Personal Excellence Map, described in Chapter 3

Theory (ETIC) Codes Used to Analyze the Interview Transcripts

Based on the conceptual framework, theoretical perspective, and literature review, ETIC codes were developed to assist with this study’s analysis. The ETIC codes were drawn on theoretical underpinnings for emotions and intelligence, the four dimensions of the Nelson and Low (2011) EI definition used for this study (EIVALUE, EIRELATE, EIOTHERS, EIPRESSURE), and four leadership-related EI attributes from the literature (SELFAWARE, EMPATHY, DECISION, PERSONAL). Also, leadership, learning, development, and developmental activities were assigned ETIC codes given their prominence in the conceptual framework and study purpose. The theory codes are provided in Table 4.2, below.

Table 4.2

Theory Codes

Theory	Code (ETIC)
“Any agitation or disturbance of mind, feeling, passion; any vehement or excited mental state” (Oxford English Dictionary, cited in Goleman, 1995, p. 289).	EMOTION <ul style="list-style-type: none"> • Interruption • Reaction • Mental
“Aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with the environment” (Weschler, 1958; cited in Salovey & Mayer, 1990, p. 187)	INTELLIGENCE <ul style="list-style-type: none"> • Individual • Thinking • Effectiveness
The learned ability that facilitates the accurate knowledge and value of self, as well as responsible actions based on personal worth and dignity (Nelson & Low, 2011)	EIVALUE <ul style="list-style-type: none"> • Learned • Ability • Value-based • Integrity • Dignity
The learned ability that facilitates a variety of strong, healthy relationships (Nelson & Low, 2011)	EIRELATE <ul style="list-style-type: none"> • Learned • Ability • Interaction • Communication

<p>The learned ability to work well with others (Nelson & Low, 2011). “How to feel more comfortable relating to others” (p. 74)</p>	<p>EIOTHERS</p> <ul style="list-style-type: none"> • Learned • Ability • Social • Rapport • Trust • Effective • Communication • Harmonious
<p>The learned ability that facilitates productive reactions to the demands and pressures of everyday life and work (Nelson & Low, 2011)</p>	<p>EIPRESSURE</p> <ul style="list-style-type: none"> • Learned • Ability • Environmental • Stress • Pressure
<p>“Recognizing a feeling as it happens” (Goleman, 1995, p. 43).</p>	<p>SELFAWARE</p> <ul style="list-style-type: none"> • Feeling • Cognizance
<p>“The ability to comprehend another’s feelings and to re-experience them oneself” (Salovey & Mayer, 1990, p. 195). Feeling better about accurately understanding others (Nelson & Low, 2011).</p>	<p>EMPATHY</p> <ul style="list-style-type: none"> • Relating • Others • Compassionate • Genuine • Concern
<p>“The ability to complete meaningful goals that provide personal satisfaction and positive feelings. Feeling good about personal choices.” (Nelson & Low, 2011, p. 85).</p>	<p>DECISION</p> <ul style="list-style-type: none"> • Results • Well-informed • Process • Choices
<p>The ability to exert positive influence through “self-empowerment, interpersonal and goal-achievement skills. Feeling better about personal leadership.” (Nelson & Low, 2011, p. 91).</p>	<p>PERSONAL</p> <ul style="list-style-type: none"> • Intrinsic • Self-perception • Evaluation • Reflection
<p>“The process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives” (Yukl, 2010, p. 8)</p>	<p>LEADERSHIP</p> <ul style="list-style-type: none"> • Influence • Enrollment • Agreement • Results
<p>“Any process that in living organisms leads to permanent capacity change and which is not solely due to biological maturation or ageing” (Illeris, 2007, p. 3)</p>	<p>LEARNING</p> <ul style="list-style-type: none"> • Growth • Development • Change • Becoming better

Emphasizes reflection, problem formulation and solving, risk taking, experimentation through a variety of activities – with a goal of increased competence (intrapersonal and interpersonal), improved performance, and critical thinking. (Day, 2001; Illeris, 2011; Yukl, 2010)	DEVELOPMENT <ul style="list-style-type: none"> • Path • Individual • Self-awareness • Activity • Intentional
A transactional relationship between the person (influencing creation of desire and purpose) and the environment (a change in conditions). Experiences can manifest concretely and conceptualized abstractly. (Dewey, 1916; Kolb, 1984)	EXPERIENCE <ul style="list-style-type: none"> • Subject-object relationship • Subject: Person • Object: Environment
Create situation-specific, experimental environments in which learning and behavioral changes can occur (Allen & Hartman, 2008; Bernthal et al., 2001)	SIMULATION <ul style="list-style-type: none"> • Experimental • Learning • Environment
Promotes leader adaptability in unfamiliar environments; learning how to establish cooperative relationships (Yukl, 2010)	ROTATION <ul style="list-style-type: none"> • Assignments • Out of comfort zone • Challenging • Support system • Finite duration
Blends cognitive and interpersonal development in solving an important, timely organizational problem (Day, 2001; Marquardt, 2011a, 2011b; Yukl, 2010)	ACTIONLEARN <ul style="list-style-type: none"> • Development • Real problem • Timely • Finite duration
Provides an in-depth understanding of a case or cases; studying an event, program, activity, or more than one individual; describes the cases and themes emergent from the research (Cresswell, 2007)	CASESTUDIES <ul style="list-style-type: none"> • Bounded • Exemplars • Research-based • Possible ways for emulating action
Enables leaders to “directly experience, internalize, and ultimately emulate what [they] observe” (Goleman & Boyatzis, 2008, p. 80)	MENTORING <ul style="list-style-type: none"> • Formal • Informal • Emulate • Behavioral • Feedback • Protégé
The leader recognizes the behavioral changes needed; coaching is customized for each leader; leader owns his/her development; it is temporal vice event driven (Day & Halpin, 2001; Petrie, 2011)	COACHING <ul style="list-style-type: none"> • Individual • Customized

	<ul style="list-style-type: none"> • Behavioral • Feedback • Timely
Allows for individualized reflection on experiences and their impact on desired behavioral changes (Day, 2001; Shields, 2009).	JOURNALING <ul style="list-style-type: none"> • Individual • Personal • Reflection • Behavioral • Growth

**Frequency Tabulation of ETIC and Inductive (EMIC) Codes
that Emerged from Interviews**

As noted above, Table 4.1 provided attributes of the Federal government executives that were interviewed for this study. An analysis of those interviews revealed use of the theory-based ETIC codes itemized in Table 4.2 as well as, EMIC codes in light of the inductively analytical orientation used. EMIC codes are introduced in Table 4.3, below. The inductively-based EMIC codes derived directly from participant responses to interview questions described in Appendix A. Derivative EMIC codes focused on individual demographics (FAMILYINF, RELIGION, GENDER, MATURITY (including age)), character attributes (PERSONALITY), career attributes (CULTURE, OCCUPATION, SUPERVISE), resonant experiences (DEFINMOM, STORYTELLING, SHADOWING), and the meaning participants ascribed to establishing relationships (CONNECT). Table 4.3 also provides a count of the number of times that the analysis revealed a direct connection to a specific ETIC or EMIC code.

Table 4.3

Descriptive Coding Summary

Code Type	Code	Description	Count
ETIC	EMOTION	Interruption, Reaction, Mental	36
ETIC	INTELLIGENCE	Individual, Thinking, Effectiveness	23
ETIC	EIVALUE	Learned, Ability, Value-based, Belief, Integrity, Dignity	84
ETIC	EIRELATE	Learned, Abilities, Interaction, Communication	34
ETIC	EIOTHERS	Learned, Abilities, Social, Rapport, Trust, Effective, Communication, Harmonious	106
ETIC	EIPRESSURE	Learned, Abilities, Environmental, Stress, Pressure	85
ETIC	SELFAWARE	Feeling, Intrapersonal, Cognizance	42
ETIC	EMPATHY	Relating to others, Compassionate, Genuine, Concern	29
ETIC	DECISION	Results, Well-informed, Process, Choices	25
ETIC	PERSONAL	Intrinsic, Self-perception, Evaluation, Reflection	71
ETIC	LEADERSHIP	Influence, Style, Agreement, Results	55
ETIC	LEARNING	Growth, Development, Change, Becoming better	62
ETIC	DEVELOPMENT	Path, Individual, Self-awareness, Activity, Intentional vehicle for learning	52
ETIC	EXPERIENCE	Subject (person): object (environment) relationship	38
ETIC	SIMULATION	Experimental, Learning, Environment	1
ETIC	ROTATION	Assignments, Out of comfort zone, Challenging, Support system, Finite duration, Details	21
ETIC	ACTIONLEARN	Development, Real problem, Ask questions, Timely, Finite duration	0
ETIC	CASESTUDIES	Bounded, Exemplars, Research-based, Possible ways for emulating action	3
ETIC	MENTORING	Formal, Informal or unofficial, Emulate behaviors, Feedback, Protégé	56
ETIC	COACHING	Individual, Customized, Behavioral, Feedback, Timely	8
ETIC	REFLECT	Individual, Personal, Introspective, Reflection, Growth, Journaling	6
EMIC	CONNECT	Connection, Interpersonal relationships, Rapport building, Enrollment, Cohesion	82
EMIC	CULTURE	Shared assumptions, Espoused values,	32

		Meaningful symbols and artifacts	
EMIC	DEFINMOMENT	Single event, Notable, Accidental, Sudden, Shock, Surprise	39
EMIC	FAMILYINF	Family history, Parenting, Influence, Childhood	24
EMIC	GENDER	Male, Female, Influence	13
EMIC	MATURITY	Emotional wisdom, Experience, Age, Generational, Responsible reaction, Sensibleness, Stage of career	29
EMIC	OCCUPATION	Career field, Occupation	12
EMIC	OPPORTUNITY	A chance to engage, Provided, Self-asserted, Learning potential	22
EMIC	PERSONALITY	Character style, Personality type, Introvert, Extrovert	27
EMIC	PUBLICSERVICE	Support of country, Public service calling, Motivation	19
EMIC	RELIGION	Religious upbringing, Religious beliefs, Religion-based connection	10
EMIC	SHADOWING	Watching/observing others, Possible mentors, Learning, Emulating behaviors	12
EMIC	STORYTELLING	Fairy tales, Metaphors, Moral, Fictional or real	19
EMIC	SUPERVISE	Boss, Rater of performance, Assigner of work	10

Textual and Structural Descriptions

Each of the 11 participants interviewed during this study provided rich descriptions of the experiential essences (textual) and the meaning (structural) they assigned to those experiences. The researcher discerned that all interviewees were very candid and forthright in their responses. It appeared that participants had given some thought to the topic before the interviews. The following narrative provides textual and structural descriptions for each participant. Without exception, assigned pseudonyms are used.

Participant A2. This participant is a male working in the financial management occupation. He has worked for the Federal government for three decades. He appeared to be at ease throughout the interview, except when discussing an emotional incident that

warranted a slight pause. A notable developmental assignment was a year-long detail interacting with Congress. He also described appreciating cultural differences while working in a different organization. In a few instances, A2 referred to not consciously seeking opportunities or assignments, but that others had identified them for him.

I stopped trying to figure out what my next job would be. They would just seem to come. I guess that taught me that someone was always watching me, no matter what – whether you're screwing up or doing good. Someone's aware of what you're doing, and if they'd think there's a role I could fill, they'd contact me and we'd see how that goes.

Participant A2 drew meaning from his religious upbringing. He also noted that at least one of his experiences related to a religious connection with a mentor.

We were both the same religion, and that piqued his interest ... I didn't state my religious preference, but through a society that I was a member of. And so I think that made him aware of how I'd been taught to think and all that sort of stuff. We never really talked about religion much, but I think it was his placing faith in me.

In addition, A2 used a religious metaphor – “my goal is to be a foot washer inside the organization.” A2 repeatedly drew on integrity, self-worth, and dignity as key leadership characteristics that he strives to model. Besides integrity and religion, A2 also made reference to his introverted personality as impacting his EI-related success as a leader. He leveraged and valued greatly developmental opportunities even though, at the end, he did not have a proclivity for working in that environment for a sustained duration.

I got sent over to work at Capitol Hill for a year as a training experience ... it was just a fascinating experience. I tell people it was the best educational year I had in my whole life, to see how Congress works. Even though I'd never want to have a job there, it was a fascinating experience.

Participant A3. Participant A3 is a male who discussed experiences in myriad organizational settings, i.e., business acumen, dismantling of an agency, and creating

synergies. He has strong public service inclinations. A3 provided thoughtful, robust descriptions of three defining moments that helped shape his EI. His advice for developing EI in others concentrated on mobility, being passionate, and working in challenging environments. He offered widespread perspectives on effective leadership.

If you have a leader who's excited about what they do, proud of what they do – that to me is a leadership style that can engender enthusiasm, excitement, and additional passion for what you're trying to do. A leader that has integrity and you know that whatever happens they're going to want to do the right thing. Because of that, you'll be treated fairly.

A3 drew particular meaning from the challenging nature of work. Interactions with senior leaders helped hone his EI skills. Successful interactions, though, were predicated on an unwavering ability to do what was right and to nurture productive relationships.

That was a fair thing to do, particularly for people who had been working in that line of work for 30 plus years. I had nothing to be gained by it, but it just seemed to be the right thing to do. A lot of angry people. I had to deal with that kind of stuff. It was tough, unfortunate that a lot of families were adversely affected. But it was the right thing to do.

It was gratifying at my level to interact with the senior level to do that. Equally important, which I was a lesson I always kept in mind, the people that I work for had nominated me to do this because they had the confidence in my ability and my judgment and my ability to interact with senior levels – that I wasn't going to be an embarrassment to them, I wasn't going to embarrass myself, and more importantly that I would help solve their problem.

Participant A4. Participant A4 is a female who works in the financial management occupation. She was the product of a parent who worked for the Federal government. A4 came prepared to the interview with three defining moments that formed the basis of her EI experiences: becoming a parent; being noticed; and getting

promoted to her first Senior Executive Service (SES) position. Being compassionate is important. A4 learned about EI from observing the polarities of effective and ineffective leaders. Inherent to EI is maturity; part of that maturity is constructively managing emotions.

I think those are things that people work on. Good leaders work on that over their careers.

You have to take the emotion out of it and put that aside in a lock box for a minute and focus on the facts. Otherwise, if you bring the emotion into it, you lose the audience overall.

A4 drew on her experiential diversity when promoting the imperative to possess political savvy, listening, and making effective decisions. Decision making is dependent on compromise and the ability to be receptive to other ideas.

Don't jump. That's the emotion part of you: you want to jump, because you've got the answer. But just sit back, take it in, and you know what? You might be able to garner something from what's being said that might tweak your idea just slightly, that might be able to be a little more sellable to everybody.

Especially in the context of her promotion to SES, being mindful of cultural differences resonated. Those cultural (including gender) differences were very prominent.

This was a huge culture change for me, to work with (*employees*) for one thing, mostly male (*employees*) and being the senior female ... I also had my own emotional intelligence because I felt very strongly that I knew what I was doing, and I was the right person for the job, but I had these – I don't mean this to be disrespectful, but I had these (*employees*) men who were just waiting for me to fail.

Participant A5. Participant A5 is a male working in the scientific community. He opined that the Federal government provided many benefits for members in his profession, especially in the research domain. Self-willingness to learn and having a healthy balance towards work are important. A5 spoke of experiences of an unplanned

nature, such as being tasked to lead a newly formed working group to resolve potentially contentious issues. His introverted personality was mentioned.

I'm a triple-I introvert by nature ... There's no real room for willful introversion ... I'm still naturally an introvert, but I can function in those arenas ... where I can overcome the energy consumption that occurs when you put an introvert into a public arena. And at the end of the day, I might be deprived, but I can do this now and I can be more than just functional. I actually can be successful.

A5 recalled meaningful experiences in constructively working through two iterations of complex negotiations on a sensitive, politically-charged topic. His scientifically-oriented background revealed culturally challenging considerations in an EI context:

I have the ideas. I talk about it with some colleagues but I do so in a very guarded manner because I don't want the word to get out that I'm thinking about this in this particular way, because somebody else might jump my effort.

If somebody comes in with an idea, and the first thing you do is your scientist instinct – analyzing the idea – that's not really (a) you didn't perceive why the person came to you with the idea in the first place, second, you're not likely to have that person feeling ready to charge and take on the world.

Being mentored by someone who lacked technical expertise comparable to that of A5 was a notable recollection.

He became the guy who let's say took advantages, opportunities, presented the opportunities to me and ... made it possible for me to take advantage of the opportunities. It was never "thou shalt". It was "why don't you think about this?" or "this popped across my desk yesterday – what do you think about it?" kind of thing.

Participant A7. Participant A7 is a male working in the scientific community. He noted the potential for high impact as a positive attribute of working in the Federal

government. Some formative EI experiences recalled his military service. He repeatedly recognized the value of working with others, and valuing the diversity of thought and perspective.

I started to learn that people other than people in the (*agency name*) did things the right way, and that there were very smart people out there, and many different organizations that were just as good or better at certain things, and that you could not make any type of determination on a person or a process or an element or a team based on them being different than you or not a member of your organization.

A7 opined that leadership styles matter, but only if leadership is contextualized in terms of how leaders are gauged as effective. He compared an arcane leadership style with an effective mentor.

I remember the leadership classes that we had were basically historical case studies of people ... There was a lot about what they did; there was very little about why they did it (slight chuckle) – there was really nothing about how this was applicable to us.

But the second guy that I consider an enormous mentor, he was that and I just learned ... that was an enormous force multiplier for the organization. And it took our skill level to, you know, took us to a completely higher level. And it paid off. Not only that, but it made everybody feel good and everybody performs better when they feel good.

The military was meaningful for A7, who associated it in terms of developmental experiences. The military provided broad and increasingly responsible assignments in panoply settings, and complemented that with formal education. Those experiences facilitated his EI orientation.

They wanted to make sure they had some people who understood what was going on in those organizations. And at the same time, I think you wind up with a better person who learned about the world other than their own organization.

Participant A8. Participant A8 is a male who works in the engineer community. He finds the Federal government attractive from the standpoint of dedicated people focused on a common goal. A8 learned early in his career that enrolling others through a collaborative was far more effective than using a directive approach. He viewed his EI through an incremental lens rather than a series of episodic events. EI and leadership depend on relationship and credibility, which were crucial during opportunities in which A8 lacked authority.

And most of them came in places where I either did not have authority to do things or I didn't have sufficient authority to get things done and needed to get other folks enrolled. Needed to be able to work across boundaries. Need to make sure that people knew this was a collaborative environment and that I was going to be open to them.

Working across boundaries inherently involved building effective relationships, according to A8. Embedded in effective relationships is having integrity and commitment.

I think the relationship is really important because it helps to get through the initial conversations.

And so it was the trust we'd built up to have the initial conversations and say 'let's try it.' And then of course you have to follow-through and follow-up with whatever you said you'd do because if you told people 'you're going to be involved' you got to have them involved or they're going to be perfectly justified in saying 'well, that's not what we were told was going to happen.'

A formative and enduring experience for A8 was observing a mentor who was consistently genuine with others and who allowed others to influence decisions. Of note to A8 was that the mentor's EI complemented his technical prowess.

He had very strong personal connections and it wasn't something that was faked – it was something that was important to him and it was 'jeez, I

can't remember how old your kids are now' but he was genuinely interested in what they were doing here and at home – and he had those kinds of connections at the same time he was a hell of an engineer ... he was really good at enrolling people ... he called folks together and said 'this is why we're doing it; this is why it's important; we're not going to make stupid decisions; if we get downstream and we find out that we pushed too hard on this, we'll back off.' Not only was it explaining why he felt it was important to do that, but how he was willing to listen when people brought real data and said how things needed to change because things didn't turn out the way we thought.

Participant A9. Participant A9 is a male working in the scientific community. His proclivity in working for the Federal government was based on parental influence and his appreciation for the span of control in working on matters of national importance. A9 believes that having a healthy EI is important for surviving crises of a personal and professional nature. A9 learned a tremendous amount about EI from his family environs which, in turn, promoted work: life balance.

Everything I've learned about leadership I've learned from raising a family and being a parent ... And really managing a Federal workforce is not much different than managing a family (chuckle).

I think also the intersection between personal and professional life was something that I really came to understand ... I coached one of my daughters – and I needed every Wednesday, I needed to be at her practice at 5 o'clock and so I had to have flexibility in my schedule. Those kinds of things you learn and it makes for a happier office, right?

Gender differences were raised by A9, and that being able to identify with and relate to the other gender is important but potentially challenging.

I'm a guy, a typical guy (laugh). I raise 3 daughters (laugh) and married a woman, you know, so ... you have to learn if you're going to survive in that kind of environment. Most guys just really aren't terribly emotionally intelligent or they don't perceive themselves to be. "You must be a wimp" or "there's something wrong with you".

An experience that resonated with A9 was his observation about the perils of emotional unintelligence manifesting at senior leadership levels, within the context of a technical organization. Unfavorable consequences result.

(agency name) is a highly technical organization: lot of scientists, lot of engineers, lot of *(occupation)* guys and they get promoted up through the ranks because of their technical skills, largely. And what we have found here at *(agency name)* is that very few of them have the soft skills that are needed to be good supervisors. And they ... get into a lot of trouble – one of the offices that I managed at one point was our EEO (*Equal Employment Opportunity*) office and I also created the *(agency name)* ombuds(*man*) office here. And in both cases, you know, one of the major things we saw was ... a complete lack of emotional intelligence on the behalf of a lot of our senior executives. So it manifested itself in ways like bullying, favoritism, and ... staff got out of control, the staff revolts.

Participant R1. Participant R1 is a retired female who worked in a scientific environment. Although she initially did not have a favorable impression of the Federal government, she viewed it as conducive to starting a career and raising a family. Her career became immersed in complex problems at the national level. Her EI maturity evolved over the course of her career, in part because of family dynamics (becoming a grandmother), the ageing process, and navigating through challenging interpersonal situations.

I have 5 grandchildren now and in many ways a large staff is not unlike raising children or grandchildren. You learn each one's strengths, each one's weaknesses; you learn to pull out the best in people by getting to know them.

Different things are important to you and you wouldn't get offended by a comment that you might get offended by when you're 35. When you're in your 60s and you're managing people, you've heard almost everything before.

To R1, gender differences relate to EI and leadership. R1 recalled the gender disparity during parts of her career, and how perceptions about gender evolved.

I think there are very big differences between female and male managers and getting people to understand those differences ... people are afraid to talk about it but I can't tell you without saying that because it makes such a difference in the way you behave. I did not choose to take on male characteristics to manage.

It was much more acceptable to have a female in charge towards the end of my career than it was at the beginning of my career. When I went to (*location*) for the first time there were no female managers, period. I was THE ONLY ONE ... and Southern men in particular didn't take kindly to having a woman take over their facility. It was tough.

Meaningful experiences to R1 concentrated on the education and research milieu. Graduate school provided a venue for building relationships, and to understand that having a strong interpersonal network fuels professional and personal success. It enabled having a mature perspective on emotions.

Participant R4. Participant R4 is a retired male who worked in the human resources occupation. He considered the mission of the Federal government to be important, as its work benefits society. R4's EI maturity stemmed from career progression and the linkage between interpersonal skills and effective decisions.

Well, I would say that obviously everybody matures as they grow up through their life. I think I became more conscious of how my actions impacted other people and their perceptions of their relationships. Interpersonal things in general. And the importance of those issues in context of trying to get a job done.

The meaningful experience accorded by R4 related to mentors. R4 went beyond admiring the traits he wanted to emulate, and actively sought a personal connection. That stated, R4 opined that mentoring must be coupled with hands-on experience.

I was just watching the guy 2, 3 or 4 ranks above me – marveling at what he could see and how he could do it. Later on I became closer to him and he ... gave me more under the wing kind of advice. And that was very useful to me. I think it's hard to imagine not having that sort of resource ... very hard to get past that level without getting that kind of help from

the older generation.

It's sort of a tie between on the one hand having a mentor from whom you can learn from a distance on some of these issues, and being in a situation like a project that I described when you learn it on the ground and in your gut.

R4 assigned tremendous meaning to his EI learning through project failure, and that failure is a reality that can be constructively leveraged for reacting to the future demands of everyday life and work.

(Failure involved) learning those hard lessons. Self-liberating that after an experience like that, there's a wide range of possible outcomes in any situation. One, you can fail. Knowing that, for me was liberating in the sense that – you think you've realized the degree to which there are heavy stakes in any given situation ... Getting in touch with that reality allows you, it allows you to confirm the complexity of leading people in a way that to me is satisfying. That to me is the reality. When you can relate to reality you have a better chance of actually succeeding with people, with projects, in life.

Participant R8. Participant R8 is a male retired from the Federal government and who now works as a lawyer in the private sector. He recalled certain products with which he was involved and made the connection to that product's use in everyday life. R8 described specific incidents that helped shape his EI – ranging from telling a story, managing a workplace health scare, using coaching services, improving organizational performance, and a home improvement project. Storytelling evoked vivid memories of his EI maturation.

And I put together this presentation that went on, probably went on forever. And I didn't know what works, so I tried a lot of different things. At the time, I was reading a lot of Dr. Seuss to my daughter who was 4. *(So I shared at the all hands meeting that)* I read *Yertle the Turtle*, a story about a turtle who wants to be king ... Now I told the story because I was being made the head of a large organization. I wanted to say that, as I'm at the top, I don't want to lose touch with the people at the ground level. That's what I was trying to say. Nobody got it. What they got instead was

“He reads to his daughter. My father read to me. My father read me that story!” And all of a sudden, I became real to them in a way that they could connect to.

The storytelling experience raised a theme that R8 wove throughout all experiences: the vital ability to connect with people. Compassion and empathy were underlying tenets. What R8 also raised was that his actions, although unintentional, emphasized his EI learning and proficiency.

Did anybody teach me how to do that? No! I didn't know I was doing it. But when I did it, I recognized it.

He came and presented me with a photograph of Don Quixote – a photograph! I said “that's really nice, but why'd you do that?” He said “Because you were nice to me when no one else was.” And I didn't even know I was being nice. And so I think that's part of it – there is an intuitive aspect to all of this.

I thought I cared about them before (chuckle). In a way, that was a surprise to me. But what I realized was here I was caring about them as individuals, not as workers who were supposed to get something done. And so I guess part of the learning, part of the progression or whatever is, again, people want to know that their leaders care about them.

Participant R9. Participant was a retired male who worked in the science community. His original entry into Federal government service was for a singular purpose, but over time he appreciated the freedom and exemplar research laboratory opportunities that were afforded. R9 likened EI to personal development. He was availed numerous training opportunities as well as, mentors and supervisors who encouraged and influenced him. A strong marriage benefitted his EI, according to R9.

Building interpersonal skills within the context of managing an older workforce was an EI attribute to which R9 assigned meaning.

I was made after oh, six months I believe, a section head and had two people, both very much older than I was, working for me. And I had to learn how to manage them. Again coming back to this opportunity for training, there were ample opportunities to take regular management courses which I hadn't had in my training in science – I was a triple major in chemistry, physics, and math and in graduate school I was physical chemistry, inorganic chemistry, mathematics again – and I really didn't have much, as I said earlier, of the social-type of courses ... I remember and still use to this day the factors I learned in ... how to deal with people.

Another defining experience for R9 was leveraging a sabbatical opportunity.

Sabbaticals were beneficial to R9 because he was receptive to learning.

First of all, you get away from your routine. And when you're changed, that forces you to – let me say, live differently. And living differently, again, if you're in the mood for that change, you got to be ready for this ... and then you get the new experiences, new exposures, that broadens you. You won't use everything you're exposed to, but you use pieces. You'll see where different attributes fit together that you might be able to use. And so, that I think is a valuable.

This section concludes the individual participant-oriented textual and structural descriptions. The following narrative describes the six themes that emerged, as a result of analyzing the interview transcripts in concert with the Table 4.3 descriptive (ETIC and EMIC) codes.

Inductive Themes

Analysis of the data surfaced six emergent themes. Those themes are listed below. Following that itemized list, Table 4.4 will associate each theme with the corresponding ETIC and EMIC code(s). Then, each theme will be described in more detail, using in vivo quotes from participants.

1. EI experiences were manifested in different ways, including through emotion, self-awareness, gender, personality, maturity, and storytelling. This theme

indicated there was no formulaic method for how EI-related experiences appear.

2. EI experiences were socially constructed. Participant EI experiences were oftentimes contextualized in terms of relating to and connecting with people in a social milieu.
3. Culture influenced EI experiences. For example, organizational cultures were perceived by some participants as enablers or barriers. Others cited that understanding the culture was integral to shaping one's EI.
4. EI experiences were inherent for effective leadership. Some participants cited EI maturity as a leadership litmus test, and that dealing in EI contexts is imbedded in how a leader demonstrates the ability to influence and connect.
5. Developing EI was dependent on experiences such as defining moments that can occur in an accidental, unplanned nature. Rotational assignments, being receptive to learning, and experiences that challenged the participant were notably resonant threads in the interviews.
6. EI experiences were integrated with other aspects of workplace and personal life. EI is not isolated from the workplace and everyday life realities. Rather, EI experiences are integrated at the nexus between personal and professional settings, and the pressures executives face in trying to attain work: life balance.

Table 4.4

Association of Theme by Descriptive (ETIC and EMIC) Codes

Descriptive Code	Count	Theme					
		1	2	3	4	5	6
EMOTION	36	X			X	X	X
INTELLIGENCE	23	X			X	X	X
EIVALUE	84				X	X	X
EIRELATE	34	X	X	X	X	X	X
EIOTHERS	106	X	X	X	X	X	X
EIPRESSURE	85	X	X	X	X	X	X
SELFAWARE	42	X			X		X
EMPATHY	29		X	X	X	X	X
DECISION	25	X	X		X	X	
PERSONAL	71	X		X	X		X
LEADERSHIP	55		X		X	X	
LEARNING	62	X	X	X		X	X
DEVELOPMENT	52					X	
EXPERIENCE	38		X	X	X	X	X
SIMULATION	1					X	
ROTATION	21		X		X	X	
CASESTUDIES	3					X	
MENTORING	56	X	X	X	X	X	
COACHING	8	X	X		X	X	
REFLECT	6	X	X		X		X
CONNECT	82	X	X		X		X
CULTURE	32			X			X
DEFINMOMENT	39	X			X	X	
FAMILYINF	24	X	X				X
GENDER	13	X	X				X
MATURITY	29	X			X	X	X
OCCUPATION	12	X		X			
OPPORTUNITY	22	X				X	
PERSONALITY	27				X		X
PUBLICSERVICE	19			X			X
RELIGION	10		X	X			X
SHADOWING	12		X			X	
STORYTELLING	19		X		X		
SUPERVISE	10		X		X	X	

Theme 1: EI experiences manifest in different ways. Inductive analysis revealed a wide range of modalities in which EI experiences appeared, as expressed by the

interviewed participants. Emotion, self-awareness, gender, personality, maturity, and storytelling are some of the manifestations that are further described in Table 4.5, below.

This theme’s essence is that there is no uniform lens through which to view the maturation of EI over the course of one’s career. The array of factors evidenced in Table 4.5 highlight the subjective nature of how EI development is shaped.

Table 4.5

Representative Theme 1 Statements

Participant	Descriptive Code	In Vivo Statement
A3	EMOTION INTELLIGENCE EIRELATE	“people have emotions and most people have an intelligence factor – but trying to put the two and two together is not necessarily always thought of”
A8	SELFAWARE INTELLIGENCE	“I actually haven’t been giving a lot of thought to emotional intelligence per se as much as a set of attributes”
R1	GENDER	“men in particular didn’t take kindly to having a woman take over their facility”
A5	LEARNING	“learned the lesson by exception (what <i>not</i> to do)”
A5	PERSONALITY	“still naturally an introvert ... (but) I can overcome the energy consumption that occurs when you put an introvert into a public arena”
A5	MATURITY PERSONALITY	“my personality, my ability to get things done took a giant leap forward”
A8	OPPORTUNITY EIPRESSURE	“was provided the opportunities to take on successfully more challenging environments”
R1	DEVELOPMENT	“the big thing was going to graduate school and then having experiences like assignments”
A3	EMOTION	“if you bring the emotion into it, you lose the audience ... it doesn’t mean that you can’t have those emotions ... but if you let them come out too much you’re going to lose your effectiveness”
A5	ROTATION EXPERIENCE DEVELOPMENT	“certainly the most valuable experience that I carried into my civilian career was the joint assignments and the education and the experience”
R4	MATURITY SELFAWARE	“it matured me and gave me a lot more self-confidence”
A9	MATURITY	“there are some people who are not capable of maturing their emotional intelligence”
R8	SELFAWARE	“I think you have to both be able to see the positive when that’s brought out, but also see the negative and

		how vast the difference is”
A2	PERSONALITY	“I am an off-the-chart I (introvert) ... that character trait has brought out both the good and the bad”
A2	LEARNING SELFAWARE	“learning the path of discovery for myself”
A2	MENTORING	“we don’t have a strong mentorship system for civilians”
A8	EIPRESSURE	“they were making sure that I could stumble but I couldn’t fall”
A8	STORYTELLING	“we’ve lost a lot of that (story telling as connection) ... there are a lot of those stories”
A4	CASESTUDIES	“I’ve never managed (a conflict) before but here’s kind of what I learned from a classroom setting”
A7	STORYTELLING	“storytelling as a way of conveying experiences”

Theme 2: EI experiences are socially constructed. Inductive analysis revealed that EI experiences were viewed by participants as a social construction. Relating to and effectively dealing with others, connecting with people on an emotional level, mentoring, and family influence are some of the social constructs that are elaborated in Table 4.6. This theme’s essence amplifies the interpersonal connection embedded in EI and in leadership. Being an effective leader encompasses having similarly effective relationship-building, connection, and sustainment skills.

Table 4.6

Representative Theme 2 Statements

Participant	Descriptive Code	In Vivo Statement
A8	EIOTHERS	“ability to work as a group with other people who are dedicated to a common goal”
R8	CONNECT EMPATHY	“you don’t have to do a lot to connect with people, but you do have to do something that shows them you feel they’re important and they’ll respond”
A7	EIRELATE MATURITY	“the ability to get along with people and the desire to deal with people of diverse backgrounds and diverse skill sets has increased substantially”
A8	EIOTHERS	“my job should be helping ... them”
R4	SHADOWING	“marveling at what he could see and how he could do it”

R4	MATURITY	“help from the older generation”
R8	INTELLIGENCE EMOTION	“I did it for an intellectual reason, not for a feeling reason. But it was the feeling reason that paid off”
R8	CONNECT	“the point of the story and emotional intelligence is people need a way to feel connected”
A4	CONNECT	“I kind of became in tune with them because I became one of them”
A5	DECISION	“if you’re using people’s information to make good decisions, it makes it easier for them to support it or even feel good about it”
A3	EMPATHY	“I think they felt that at least somebody cared, somebody as trying to do something, and they were looking for help”
A5	EIOTHERS	“(peer respect) is the currency that everybody recognizes”
A5	EIRELATE	“the people piece is the most important”
A2	EMPATHY	“what I have found helpful is the concept of walking another mile in someone’s shoes ... understand that (the person) is going through”
A5	EIOTHERS LEARNING	“the idea may originate with one person, but it’s developed by and worked through more people. If you’re lucky, you learn that along the way”
A8	EIOTHERS	“the relationship is really important because it helps to get through the initial conversation”
R8	CONNECT	“I had to really change my communications methods”
R8	PERSONALITY EMPATHY	“personally ... I hated this, I despised this ... but we did it anyway because I thought others needed it”
A2	EIOTHERS	“take care of their (the staff’s) needs, which is kind of where my emotional intelligence is right now”
A7	MENTORING	“here’s a guy you can ask every question you can’t ask your boss”
A7	MENTORING	“I just learned ... (the mentor) was an enormous force multiplier for the organization”
A3	EIVALUE	“people can feel like they’re going to be judged on an equal playing field”
A5	CONNECT	“you have to get to know the people ... you have to engage”
A8	EIOTHERS	“what’s important to them is how were the conversations managed around the room”
R8	FAMILYINF STORYTELLING	“everybody has family stories and people relate to them”
R1	EMOTION EXPERIENCE	“learning how to deal with different emotions and different people never ends”
R8	LEADERSHIP EIRELATE	“you will affect people whether you try to or not”

Theme 3: Culture influences EI experiences. Based on analyzing participant responses, culture was related to EI experiences. Organizational culture, occupations and certain defining moments represent some of the portrayals described in Table 4.7. This theme’s essence asserts that organizational culture and sub-culture phenomena can impact the presence and perseverance of EI. The degree to which leaders can leverage and codify EI within a culture was challenging to varying degrees and surfaced in different ways.

Table 4.7

Representative Theme 3 Statements

Participant	Descriptive Code	In Vivo Statement
A7	DEFINMOMENT	(a specific culture) “points to some problems or lack of emotional intelligence”
A8	CULTURE	“grew up in a culture”
A4	CULTURE	“that was a huge culture change for me”
A5	OCCUPATION	“I don’t want the word to get out that I’m thinking about this in this particular way, because somebody else might jump my effort”
A5	CONNECT	“if you ... pick up those different mindsets ... good things happen”
A3	CULTURE	“discover what adjustments you have to make to that leadership style to meet the new culture that you’re working in”
A3	OCCUPATION	“in a science agency, that doesn’t go very far”
A7	CULTURE	“it was good for the organization to have personnel who understood the organization we would be dealing with”
R8	CONNECT	“that’s not where people fall down in government. They fall down having a veneer around them”
A7	CULTURE	“expose yourself to a (<i>city name</i>) police department and at the same time a different culture, maybe multiple cultures”
A7	CULTURE	“He’s gotten some interesting experiences in a different culture”
A2	CULTURE CONNECT EMPATHY	“how do I voice my challenge in the language they speak? And to me I find that’s always been the best bridge builder: to meet them on their turf, in their situation”

A5	CULTURE	“It’s a very different environment. The science environment is different from that completely and it’s generally different from what I’ve been describing”
A2	CULTURE	“I’d better get with the program and understand because I sure as hell wasn’t going to change the (<i>organization’s culture</i>) ... I think that you have to understand the organism in which you live and exist, if you’re going to optimize yourself.
A5	OCCUPATION CULTURE	“It’s different managing in a science culture than in a resource management culture.”
A8	CULTURE	“When you look at fairy tales that came out of different cultures or not just fairy tales but social tales that they’re so many similar threads in them, because they tell the younger generation in a non-threatening way of ‘here’s how you need to behave if you’re going to succeed in this world’.”
A9	CULTURE	“I think one of the things that you should explore and you might be doing this is how the culture of an organization influences EI. I imagine it does. And what I’m thinking about is, you know, there are very hierarchical organizations and is it even possible to have leaders with high EI in those kinds of organizations? But then you have very flexible, nimble organizations like (<i>agency name</i>), for example, where maybe the model does encourage that. I don’t know. Be kind of an interesting way to look at this. But then of course you have the vast majority of organizations which are incredibly mis-managed and sort of a hybrid of a hierarchical and (chuckle) free-wheeling nature.”

Theme 4: EI experiences are inherent for effective leadership. EI experiences are inextricably bound to leadership, according to participant accounts. Leadership, the ability to relate with others, maturity, integrity, and workplace pressures represent some of the participant experiences, as detailed in Table 4.8 below. This theme’s essence related to the scholarly discourse described in Chapter 2, in terms of the association between EI and effective leadership. Participants viewed the two as inherently bound together, i.e., one cannot exist without the other.

Table 4.8

Representative Theme 4 Statements

Participant	Descriptive Code	In Vivo Statement
A3	LEADERSHIP	"I think any kind of leader rarely always (does) something"
A8	EIRELATE CONNECT	"A sophisticated leader understands that commands are nothing and that enrollment is everything"
R9	EIOTHERS	"I was not socially educated"
A4	MATURITY	"good leaders work on that (EI) over their careers"
A7	EIPRESSURE	"Most people who are well-trained rise to the circumstances in a challenging environment. It's the day-to-day stuff that's really challenging"
A7	LEADERSHIP CONNECT	"being an effective leader focused on people, a better listener, a broader ability to collect information before you make decisions"
R4	CONNECT	"you realize you have to bring everybody along"
A3	EIOTHERS	"What are you doing for them? How are you making their life better?"
R4	LEARNING	"I managed to survive even though the project crashed"
R8	EMPATHY	"People want to know that their leaders care about them. And it's OK to show it. It's OK to find ways to show it"
A4	EIOTHERS	"having to deal with them on their emotions and their professional abilities at the same time"
R8	SELFAWARE	"I never quite figured that out"
R8	EIVALUE	"what makes them feel truly valued and appreciated"
A7	LEADERSHIP	"I thought about the old leadership style – you have to distance yourself, don't want to appear to be a person, don't show weakness – it's not practical"
A9	LEADERSHIP	"they were perceived as good leaders"
A3	EXPERIENCE	"...so that I could experience different leadership styles. What worked, what didn't work"
A4	DECISION	"they are so dead set on their ideas that they can't listen"
A7	EIOTHERS	"you wind up a better person"
R8	LEADERSHIP	"I worked for a lot of leaders and a lot of them weren't very good and I took really good notes. And I remember all the things that didn't work"
A7	MATURITY	"you're not a leader when you're 10 years old"
A3	DEVELOPMENT	"there's a certain element of risk involved in developing leadership capabilities and developing EI"
R8	SUPERVISE	"I had bosses that both brought out the best in me and the ones that stifled me a little ... and I could see the difference"

Theme 5: Developing EI is dependent on experiences. Experiential development is, based on an inductive analysis of participant responses, linked to EI. Developmental interventions (such as rotational assignments), defining experiential moments, and other participant perspectives are shared in Table 4.9, below. This theme’s essence drew on the broad expanse of experiences that shaped and built EI. Experiences were considered as learning in nature, even outside those a formal developmental program. Participants were apt to conclude that EI development emanated from a rich landscape of experiences.

Table 4.9

Representative Theme 5 Statements

Participant	Descriptive Code	In Vivo Statement
A3	DEVELOPMENT EIPRESSURE	“you have to invest in those people below you not only in their knowledge and training, but also giving them assignments that help develop them, push them, stretch them – so that the organization ultimately is going to benefit from their success”
R8	DEVELOPMENT	“I’m skeptical about how well you can teach it (EI)”
A2	EXPERIENCE	“biggest influence has just been the experience along the way”
A4	LEARNING DEVELOPMENT	“those (e.g., political savvy) are learned things ... only so much you can teach”
A3	ROTATION	“and so I got pulled out of the organization ... and asked to head up this group”
R9	DEVELOPMENT	“I really didn’t have much ... of the social type of courses”
A4	EXPERIENCE	“it was a great growing experience”
A2	ROTATION	“(rotational assignment) was a fascinating experience ... best educational year I had in my whole life”
A3	EIPRESSURE	“I was the steadying force for a chaotic situation”
R1	REFLECT EXPERIENCE	“I opened myself up to that experience”
A2	OPPORTUNITY	“gain an appreciation for opportunity timing”
A2	ROTATION	“see how the other half lives”
A4	DEVELOPMENT	“you can only go so far in design”
A7	DEVELOPMENT	“that’s an area where the present civil service system really falls on its face ... civil service is not

		developing people; it's not doing it"
A9	DEVELOPMENT	"good luck with that (developing an EI course), with a subject like this"
R1	EXPERIENCE	"you have to put them into an experience ... I don't believe you can just preach to somebody or send somebody to class"
R1	COACHING	"coach people through experiences to help them learn themselves"
R4	EXPERIENCE	"suggest a situation where an individual has a discrete project"
R4	OPPORTUNITY DECISION	"if you want to live somebody's station in emotional intelligence, you need to give them an opportunity to get engaged in some of the day-to-day, fluid decision making"
R4	DEFINMOMENT	"was a real kind of breakthrough, revelatory experience"
R4	EIPRESSURE	"give people enough of a chance to stumble through complexities"
A3	EXPERIENCE	"sometimes you just have to experience it to realize it ... actually going through it"
A3	DEVELOPMENT	"you're not going to find it if you stay in one place"
A4	EXPERIENCE	"the experience that you need to shape your EI"
A7	DEVELOPMENT EXPERIENCE	"training and education is part of it, but your experience really molds it ... if you don't practice it, you don't have the skills"
R4	LEARNING	"learn it on the ground and in your gut"

Theme 6: EI experiences are integrated with other aspects of workplace and personal life. EI experiences are embedded with other aspects of professional and personal lives of the participants interviewed, based on their responses. All themes, but particularly theme 6, went well beyond the confines of the participant's Federal government careers per se. The participants threaded an association between events that occurred in their personal (non-work) lives and how that helped transform them into a more emotionally intelligent leader. Representative thematic statements are provided in Table 4.10, below.

Table 4.10

Representative Theme 6 Statements

Participant	Descriptive Code	In Vivo Statement
A8	PERSONAL	“ability to do something that I feel is important”
R8	EIVALUE	“so clearly affected people’s lives every day”
R8	CONNECT	“connection to real-life activities”
A9	EIPRESSURE	“you had to have pretty high emotional intelligence to survive”
A3	EIPRESSURE	“I was pushed by a number of challenges that I was facing”
R1	EIPRESSURE	“I learned to deal with situations better”
A3	EIVALUE	“doing what you think is right despite how people feel”
A5	EIPRESSURE EIOOTHERS	“forced to learn how to deal with warring parties, bring the technological work and the interpersonal stuff together to get something good to happen”
A9	FAMILYINF	“everything I’ve learned about leadership I’ve learned from raising a family and being a parent”
A3	FAMILYINF	“the experience (of being a mom) mattered to me because I think it changed my complete outlook”
A2	EIPRESSURE	“the only thing you can control is how you react to the uncontrollable”
A3	EIVALUE	“if I did what I thought was the right thing, I could live with myself”
A2	EXPERIENCE	“every day’s a learning experience”
A9	PERSONAL	“intersection between personal and professional life was something I really came to understand”
R8	EIPRESSURE	“it’s harder than it looks”
R8	EMOTION	“disproportionately high impact that the emotional side has”
A4	DEVELOPMENT	“I don’t think we focus enough on the EI aspect”
A3	PERSONAL	“as part of emotional intelligence, you really need to think about yourself, too”

The foregoing section provided a description of the six themes that emerged from this study, along with supporting in vivo statements provided by the participants. These statements underscored the study’s transcendental phenomenology’s purpose: discerning the essence, textually and structurally, of the participant’s experiences in developing their

emotional intelligence. These themes provided an opportunity to examine how they may be structurally configured and synthesized into patterns, which is the next section’s focus.

Aligning the Themes into Patterns

The six themes discussed above surfaced from reflecting the voice of participants and associating those voices with analytic codes. Reflection on the themes indicated that they were not mutually exclusive. This presented an opportunity to decide how to reconfigure the themes into synthesized patterns representing this study’s overarching findings. Based on the researcher’s recursively reflective process, five of the six themes were realigned into three patterns, to represent the quintessential combination of experiences of effective Federal government leaders in developing their emotional intelligence. The construction of patterns resulting from previously established themes are annotated in Table 4.11, below.

Table 4.11

Patterns

Theme	Pattern
1. EI experiences manifest in different ways. 6. EI experiences are integrated with other aspects of workplace and personal life.	DIVERSE FACTORS AFFECT EXPERIENCES
2. EI experiences are socially constructed. 3. Culture influences EI experiences.	SOCIAL AND CULTURAL
5. Developing EI is dependent on experiences.	EXPERIENTIAL DEVELOPMENT

Theme 4 – EI experiences are inherent for effective leadership – is an overarching theme resonating across all others. As such, it is a stand-alone theme and further configuration into a pattern was unnecessary.

Summary of Chapter

This chapter reviewed the attributes of 11 Federal government executives interviewed for this study. Theory-based (ETIC) and emergent (EMIC) codes drawn from participant responses were detailed, as were frequency counts of all analytic codes. Textual and structural descriptions for each participant ensued, followed by exploring six themes that amalgamated key findings. A discussion of the study's conclusions, and implications for research, theory, and practice, are contained in Chapter 5.

CHAPTER 5: INTERPRETATIONS, CONCLUSIONS, AND RECOMMENDATIONS

This research was a phenomenological study of the experiences of effective Federal government leaders in developing their emotional intelligence (EI). The study was undertaken to illuminate perceptions on how leader development, adult learning, and EI can be better integrated, and how Federal government leaders can be developed to optimally leverage intelligence and emotions. In so doing, the Federal government may be able to more effectively and responsibly develop leaders with the cognitive and emotional capacities needed to lead in a dynamic and complex adaptive system (Buckley, 1968; Schwandt, 2005; Yukl, 2012). Integrating EI and experiential/situated learning variables within research (particularly as regards Federal government leaders) has thus far been sparse and, as important, remains critical. Leaving EI development unattended may have contributed to troubling gaps within EI-related competencies (e.g., conflict management, interpersonal skills) for at least one Federal agency (Department of Defense, 2008, 2009).

The study leveraged the extensive experiences, careers, and lifespans of executives within the Federal government who won the Presidential Rank Award, a highly prestigious recognition bestowed annually by the President of the United States. The stringent criteria for that award include EI-related attributes, such as leading people and nurturing productive relationships. Using the Nelson and Low (2011) EI framework for personal excellence, experiential learning theory (Dewey (1916, 1938); Illeris (2007, 2009, 2011); Kolb (1984)), and situated learning theory (Lave & Wenger, 1991) as core constructual elements, this study provided a rich description of how Federal government

leaders experienced the development of their own EI. Although the scope of this study did not advocate a particular leadership theory, the essence of the experiences shared for this study amplified the connection between leadership, leader development, and EI (Goleman, 1995, 1998; Nelson & Low, 2011; Yukl, 2010).

This study was based on the ability-based Nelson and Low (2011) transformative EI learning model, which was previously validated (Hammett, 2007; Nelson, Low, & Vela, 2011). Four specific leadership skills within the Nelson and Low (2011) framework are: (a) social awareness (comfort); (b) empathy; (c) decision making; and (d) (personal) leadership. These skills may begin as intrapersonal in nature, but manifest in an interpersonal (or social) context. As identified by participant testimonies for this study, myriad experiences over the course of one's career and life journey (both inside and outside their Federal government careers) provide opportunities for developing and influencing EI. While some developmental activities – especially those that are highly experiential in nature, such as rotational assignments – are intentionally designed to hone EI, many participants cited unintentional incidents as defining moments in the EI milieu.

Accordingly, significance to the voices of study participants through this transcendental phenomenology (Moustakas, 1994) approach revealed unique, individual perspectives on developmental experiences that shaped the EI of these effective leaders. By using Moustakas (1994) techniques such as epoche and horizontalization, the researcher was able to glean a meaningful array of perspectives that should shed further light on EI's relevance vis-à-vis leadership (and vice versa), and instrumental thoughts on helpful developmental interventions. As will be discussed later, the study's findings also portend interesting conclusions as well as, implications for research, theory, and practice.

Interpretations

Conceptual framework and theoretical underpinnings. The study's conceptual framework concentrated on the constructs of learning/adult learning and leadership/leader development, within the context of the Federal government. Subordinate to the learning/adult learning construct were two adult learning theories: experiential learning and situated learning. It was through these theoretical lenses that the experiences and contexts of participants developing their EI were viewed. Leader development complemented these adult learning theories, and helped shape the interview protocol found at Appendix A.

This study was based on a constructivist epistemological perspective. Constructivism is “where the interactive power of action and learning is realized through mental framing and its relevance to a particular context” (Yeo & Gold, 2012, p. 512). Constructivist approaches to emotion in learning challenge the paradigm of reason and scientific-based approaches to learning (Dirkx, 2008). These constructivist approaches are realized in learning oriented towards the participant, environment, and action (Dirkx, 2008; Merriam et al., 2007). As such, this study promoted congruence between epistemology, theoretical perspective, and methodology (Crotty, 1998).

Research approach and study significance. This qualitative, phenomenological research study sought to understand the essential experiences of Federal government leaders in developing their EI. As noted by Cresswell (2007), a degree of subjectivity is inherent with any qualitative, interpretivist study. To mitigate subjectivity and researcher bias, the technique of epoche (or bracketing) was used. “The challenge of the epoche is to be transparent to ourselves, to allow whatever is before us in consciousness to disclose

itself so that we may see with new eyes in a naïve and completely open manner” (Moustakas, 1994, p. 86). In addition, the Moustakas (1994) technique of horizontalization – according equal weight to study participant statements – was used.

This study endeavored to answer the research question: What are the experiences of effective Federal government leaders in developing their emotional intelligence? The intent was to give the utmost priority to the voices of study participants, in order to discover and understand the phenomenon of leaders developing their EI. Discerning the essence of a phenomenon is the foundation for conducting a phenomenological study (Cresswell, 2007). To achieve the research purpose, 11 participants were interviewed. Member checks, peer reviews, coding techniques, and multiple, recursive analytical cycles were used to bolster the study’s validity and trustworthiness (Cresswell, 2007; Maxwell, 2005; Saldana, 2009).

This study is significant due to the relatively sparse landscape of qualitative research on leadership and the largely untapped reservoir of research focused on effective Federal government leadership. (This research void is astonishing, given the Federal government workforce approximates two million employees.) Perhaps most notably, this study promotes a greater understanding as to how development fits within EI and leadership. To that end, this study used the technique of practicing leaders in real-world contexts which, according to a letter written by Antonakis to Ashkanasy and Dasborough, is a valid theoretical framework testing methodology (Antonakis, Ashkanasy, & Dasborough, 2009). It also promotes the EI: leadership alignment called for by Antonakis, Ashkanasy, and Dasborough (2009).

Thematic results. This section provides a brief synopsis of the themes that emerged from this study. The six emergent themes are identified in Table 5.1, below:

Table 5.1

Emergent Themes

Theme	Description
1	EI developmental experiences were manifested in different ways, including through emotion, self-awareness, gender, personality, maturity, and storytelling. This theme indicated there was no formulaic method for how EI-related experiences appear.
2	EI developmental experiences were socially constructed. Participant EI experiences were oftentimes contextualized in terms of relating to and connecting with people in a social milieu.
3	Culture influenced EI developmental experiences. For example, organizational cultures were perceived by some participants as enablers or barriers. Others cited that understanding the culture was integral to shaping one's EI.
4	EI experiences were inherent for effective leadership. Some participants cited EI maturity as a leadership litmus test, and that dealing in EI contexts is imbedded in how a leader demonstrates the ability to influence and connect.
5	Developing EI was dependent on experiences such as defining moments that can occur in an accidental, unplanned nature. Rotational assignments, being receptive to learning, and experiences that challenged the participant were notably resonant threads in the interviews.
6	EI experiences were integrated with other aspects of workplace and personal life. EI is not isolated from the workplace and everyday life realities. Rather, EI experiences reside at the nexus between personal and professional settings, and in the pressures executives face in trying to attain work: life balance.

Upon recursive reflection, the researcher concluded that these themes were not mutually exclusive. This presented an opportunity to decide how to reconfigure the themes into synthesized patterns representing this study's overarching findings. Five of the six themes were realigned into three patterns, to represent the quintessential

combination of experiences of effective Federal government leaders in developing their emotional intelligence. These patterns form the basis of the conclusions described in the next section. One of the six themes – EI experiences are inherent for effective leadership – is an overarching theme resonating across all other themes and is addressed as a separate conclusion.

Conclusions

The four major conclusions that emerged from this study represent patterns reconfigured from the six themes described above (Saldana, 2009), and relate directly to the overarching research question, What are the experiences of effective Federal government leaders in developing their emotional intelligence?

Conclusion 1: A diverse array of factors affect EI developmental experiences.

This conclusion synthesizes themes 1 (EI experiences manifest in different ways) and 6 (EI experiences are integrated with other aspects of workplace and personal life). Based on the voices of participants, the results suggest that several attributes affect EI developmental perspectives. Many of the participants expressed that EI was not thought of consciously but, once raised to the level of awareness through the subject's participation in this study and the conversation that the Appendix A interview protocol sparked, the participants were consistently able to vividly recall defining moments with great clarity. At times, those defining moments were contextualized in terms of self-awareness, gender, personality, maturity, emotion, and storytelling, among others.

Self-awareness was thought of introspective terms but also in the context of absorbing what the participants had experienced or observed, and discerning whether those experiences should be modeled or that the participant should choose alternate

courses of action. EI developmental experiences caused the participants to think through what had occurred and decide how to act based on the new information. In some instances, the participants assimilated or accommodated the new knowledge (Kolb, 1984). In other instances, the participants learned what behaviors should not be replicated in order to continue honing their EI.

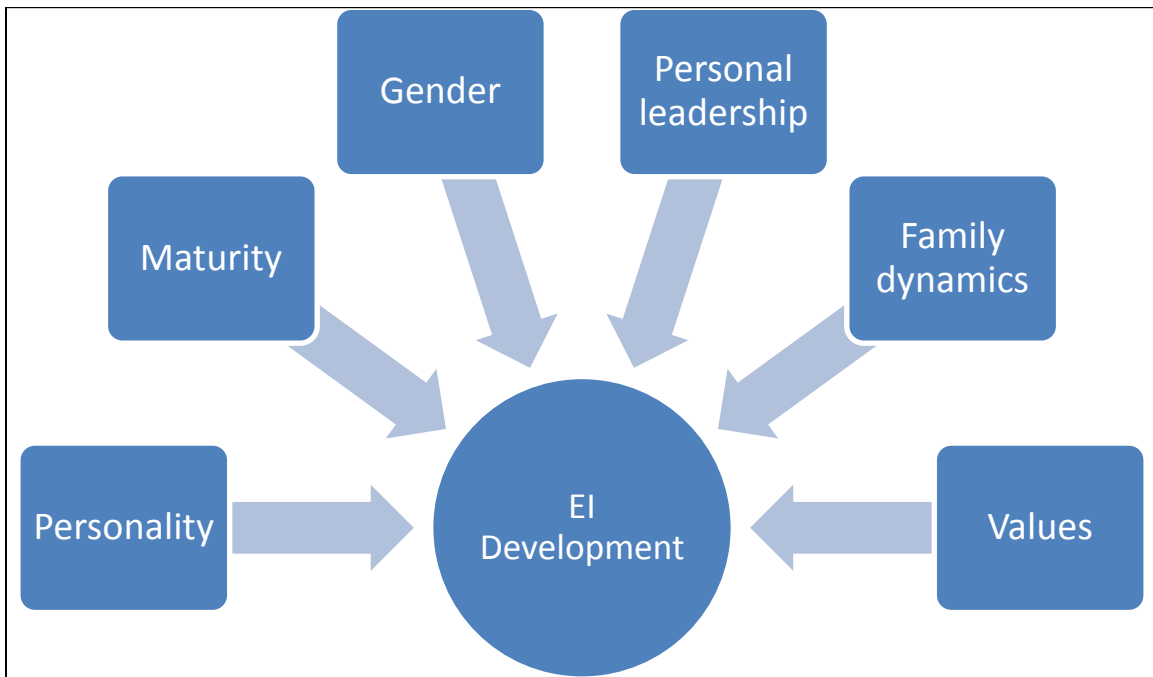
EI development considered other factors besides self-awareness. Gender was considered in the EI developmental context from the standpoint of how gender roles and relationships have evolved. Gender also played a role for at least one participant in terms of family dynamics and how dealing with the other gender shaped his EI. In a similar vein, a few participants believed that having an introverted personality impacted their ability to harness EI that might be more natural for an extrovert. The self-identified introverts who participated in this study believed personality to be a factor as regards the fluidity with which a leader can tap into EI. Lastly and in the same manner, maturity was discussed in terms of biological age and the degree of EI developmental competence.

Coupled with this diverse array of settings were perspectives on personal leadership, family influence, and values. It appears that a primary tenet of Nelson and Low's (2011) transformative EI learning model – productive reactions to the demands and pressures of life and work – resonated with several participants. Subjects spoke of survival, crises, conflicts, hardships, and navigating through inordinately challenging environments as being notable contributions to developing their EI. Crises of a personal nature, including family dynamics, were also mentioned.

Figure 5.1 summarizes Conclusion 1 in illustrative form.

Figure 5.1

Factors Influencing EI Development in Leaders



Conclusion 2: EI developmental experiences are social and cultural in nature. This conclusion synthesizes themes 2 (EI experiences are socially constructed) and 3 (culture influences EI experiences). It appears that, based on the participant responses, the venues in which EI development is experienced are at the social level of analysis. This finding aligns with situated learning (Lave & Wenger, 1991) precepts, as learning inherently occurs contextually (Illeris, 2011). “The experienced emotion ... plays a pivotal role in changing and transforming the very nature of the social situation by allowing a new construal of the situation to emerge and, furthermore, by instigating the person to engage in certain actions” (Markus & Kitayama, 1991, p. 235).

This study suggests that, while the catalyst for EI is intrapersonal, EI manifests in an interpersonal setting. In this manner, Illeris (2011) asserted that “learning involves specifically human processes that include both social interaction and individual

psychological processing and acquisition” (p. 13). Additionally, “workplace learning always involves the practical, social and cultural context of which it is a part as well as the learners’ qualifications and relations to both the learning situation and the content of the learning” (p. 155). These findings directly support dimensions of the Nelson and Low (2011) EI transformative learning model, i.e., the ability to work well with others and establishing healthy, productive relationships.

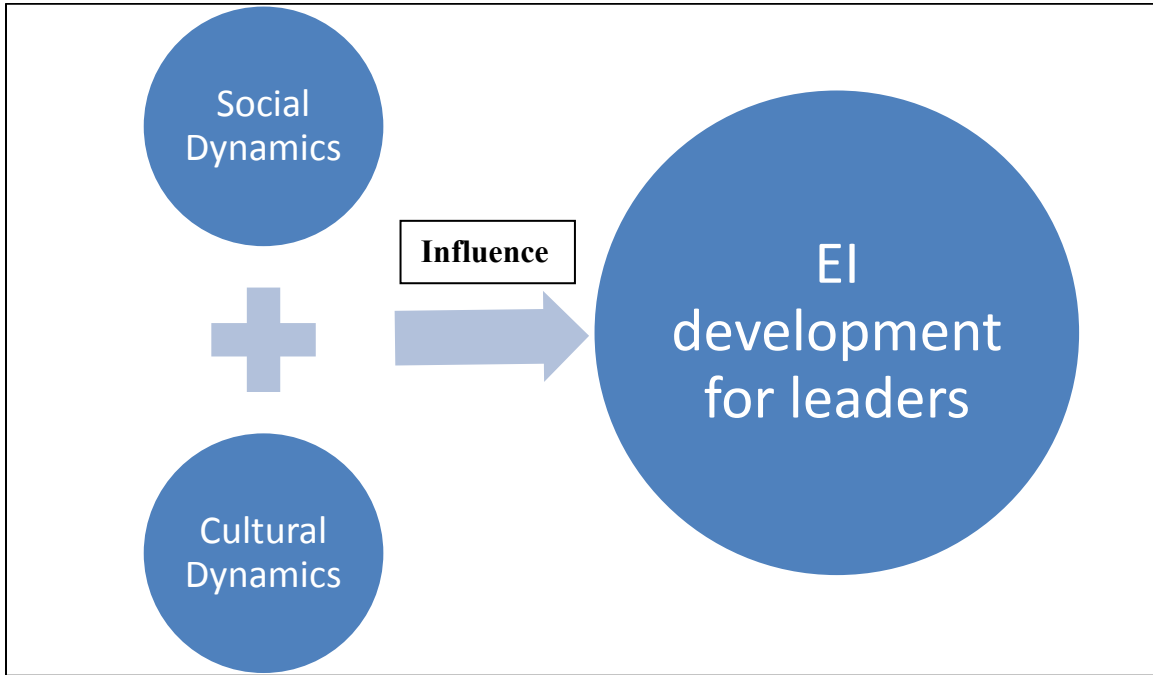
Further, the results suggest that culture influences EI developmental interventions. “Culture can play a central role in shaping emotional experiences” (Markus & Kitayama, 1991, p. 235). Culture can facilitate or hinder a learning environment in the workplace (Illeris, 2011; Schein, 2010) and, by extension, whether and to what degree EI attributes are promoted (Goleman, 1998). “We have to recognize that even the concept of learning is heavily colored by cultural assumptions and that learning can mean different things in different cultures and subcultures” (Schein, 2010, p. 373).

Especially in the Federal government, a mature organizational construct, leaders wishing to develop a culture promoting EI may find resistance. In that regard, some of the participants cited conflicts between organizational subcultures. As important, culture changes were events accorded importance by study participants in the context of shaping their EI. For example, moving into a new position was a significant change for participant A4, and necessitated her constructing a healthy EI foundation in an unfamiliar terrain as a coping mechanism. For a few other participants, deliberately moving into a different culture (e.g., as part of a rotational assignment) shaped their cultural mindfulness and enacted a greater appreciation for diversity as regards a variety of strong relationships.

Figure 5.2 summarizes this conclusion in illustrative form.

Figure 5.2

Social and Cultural Influences on EI Development



Conclusion 3: Effective EI development is experientially based. This conclusion is aligned with theme 5 (developing EI is dependent on experiences). The findings in this study suggest that these experiences are part of workplace learning and work identity (Illeris, 2011). The goals of development, according to Illeris (2011), are to perform tasks, analyze and solve problems, think critically, and take responsibility. A dominant perspective from participants: there is no substitute for experience. Several decades later, Dewey’s (1938) treatise on experience remains highly relevant.

The findings of this study suggest that EI development is largely experiential. Classroom or other formal training interventions may be useful for promoting awareness about EI and its benefit for leadership. However, as participant R1 noted, “You have to put them into an experience.” In a similar vein, R4 opined that a leader must get engaged

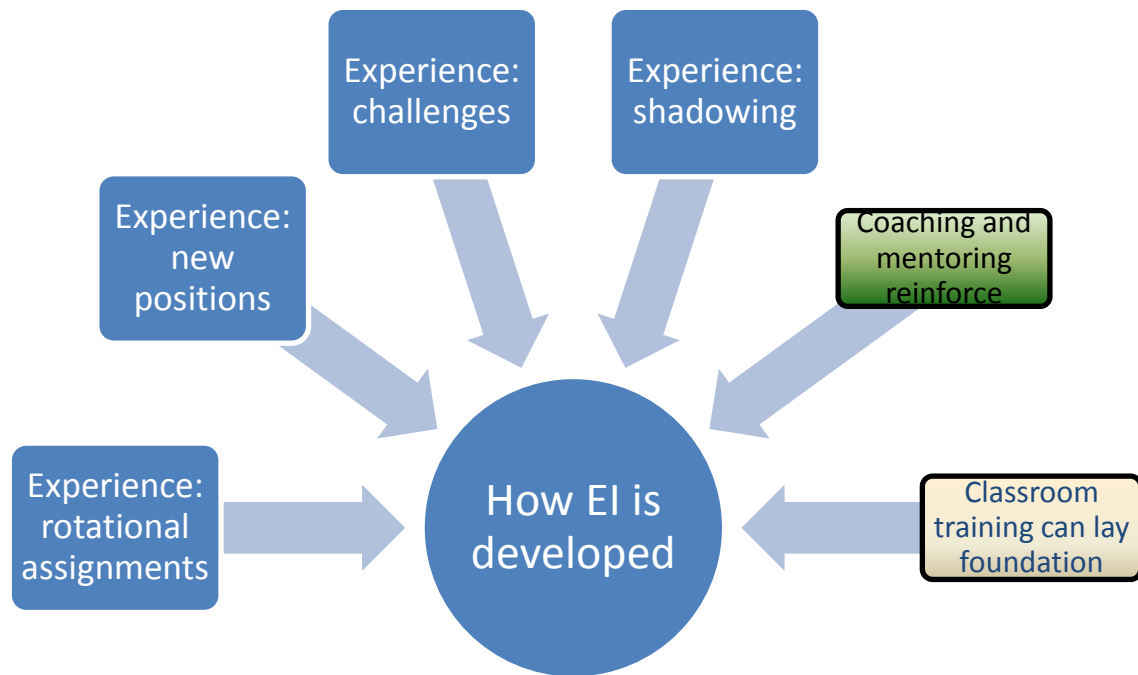
in decision making to develop their EI. Experiences as vocalized by participants encompassed rotational assignments, new positions, leading task forces working complex issues, and stretch opportunities. These experiences became the defining moments for many participants, in terms of becoming aware of and sharpening their EI. Of notable import is that these experiences were oftentimes unplanned or accidental in nature. This aligns with Illeris (2011) who gave credence to incidental workplace learning.

Coaching was used to reinforce desired behavioral changes that built healthy EI. Mentoring was used to identify and emulate others who role modeled EI attributes. Interested readers are encouraged to explore Appendix C, which is a complete set of excerpted transcripts on the EI developmental experiences encountered by study participants. The questions that prompted these responses were focused on understanding EI's evolution in participants, the experience, the relevant situation or context, why the experience mattered, and who else was involved.

Figure 5.3 provides an illustrative summation of conclusion 3.

Figure 5.3

EI Development is Predominantly Experiential



Conclusion 4: EI experiences are inherent for effective leadership. This conclusion mirrors theme 6. Although theme 6 is not purely developmental in nature, the horizontalization technique advocated by Moustakas (1994) nonetheless urged that this theme be acknowledged as an emergent research conclusion. Effective leaders choose how to interact with others and when to adjust their behaviors (Yukl, 2010). To elaborate, Yukl (2010) cited ten aspects of effective leadership and Yukl (2012) described 15 effective leader behaviors. This study seems to support the assertion that “EI is the essential and most important factor in leadership excellence” (Nelson, 2012, p. 17). Further, this research suggests that EI is related to several of the Yukl (2010) effective leadership dimensions as described in Table 5.2, below:

Table 5.2

Potential Relevance of Study to Effective Leadership Attributes

Effective Leadership Attribute	Potential Relevance of Study to Attribute
Help interpret meaning of events	This phenomenological study's essence was to understand the meaningful EI developmental experiences (and events). This is a distinct advantage of the study's qualitative research orientation (Cresswell, 2007).
Build task commitment and optimism	Transformative EI (Nelson & Low, 2011) involves healthy relationships and productive reactions to everyday pressures which, in turn, promote positive morale and optimism.
Build mutual trust and cooperation	This research suggests that building and leveraging healthy EI is essential for constructing relationships needed to successfully work through complex challenges.
Organize and coordinate activities	The voice of several research participants indicates that decision making tasks such as organizing and coordinating depend, at least in part, on solid relationships nurtured through transformative EI (Nelson & Low, 2011).
Encourage and facilitate collective learning	Storytelling was one example in which learning occurred for the collective's benefit. It appears that leaders who role model healthy EI attributes promote positive learning experiences for followers.
Develop and empower people	Several participants recalled defining incidents in which decisions were based on collaboration and involvement with a network of people.
Promote social justice and morality	It could be that, based on this study's participant experiences, a strong EI lends credence towards treating others with fairness, dignity, and respect, by virtue of the leader's own integrity and value of self.

Note: Effective leadership attributes adapted from *Leadership in Organizations (7th Ed.)* by G. Yukl, 2010. Copyright 2010 by Pearson Education, Inc.

This section presented four conclusions that inductively emerged from the research study: (a) a diverse array of factors affect EI developmental experiences; (b) EI developmental experiences are social and cultural in nature; (c) effective EI development is experientially based; and (d) EI experiences are inherent for successful leadership. The

section that follows offers resultant contributions to and recommendations for research, theory, and practice.

Contributions and Recommendations

The purpose of this study was to understand and discover the experiences of effective Federal government leaders in developing their emotional intelligence (EI). This section discusses the contributions made to theory on developing EI, implications for practice, and recommendations for future research.

Contributions to theory. This qualitative study makes contributions to the field. Specifically, findings demonstrate the importance of (a) understanding how EI is developed within leaders, (b) insight into the reality of effective Federal government leaders, to include building EI, (c) attending to culture as a phenomenon impacting EI and leadership development, (d) the evolving relationship between EI, adult learning, and leadership, and (e) qualitative research.

1. Importance of understanding how EI is developed within leaders. In their transformative EI learning model, Nelson and Low (2011) identified social awareness, personal leadership, decision making, and empathy as crucial EI attributes for leaders to possess. The research findings appear to indicate that all four attributes are indeed important leadership skills. Where this study makes a contribution is in terms of not only identifying *what* needs to be developed, but *how* those skills are developed. For instance, the mechanics for developing empathy and for inculcating emotional considerations towards productive decisions have not been widely researched. This study revealed that leaders connecting with people through a variety of challenges helps build empathy, and that actively building constructive alliances fosters positive decision making.

Participants also identified factors such as gender, maturity, and personality (among others) that influence EI development. Perhaps, this study provides greater clarity towards understanding the association between EI and leadership, as offered in the discourse by Antonakis, Ashkanasy and Dasborough (2009). This study adds an incremental contribution to the empirical evidence on EI and the imperative for leaders to leverage EI, in order to achieve career success and personal excellence (Nelson & Low, 2011).

2. Importance of insight into the reality of effective Federal government leaders, to include building EI. Yukl (2010) described effective leaders as the extent of goal or performance attainment, follower attitudes about the leader, leader's contributions as perceived by followers, and the degree of career success. As shown in Table 5.1 above, EI impacts several dimensions of effective leadership characteristics offered by Yukl (2010). Chapter 2 identified many studies associating EI with effective leadership. Prior to this study, what was not found was empirical research of any kind on how Federal government leaders perceived EI and, specifically, how they experienced their own EI development. Some of those participants had both private and public sector experience; without exception, those participants spoke of the complex leadership challenges (e.g., political and bureaucratic landscape) unique to the Federal government milieu. Although the target population was inherently small for this qualitative study, experienced and effective Federal government leaders were asked, perhaps for the first time, to elaborate on their EI developmental perspectives. The refreshing, surprising, candid, and descriptive experiences shared by these leaders is largely unprecedented in a

research study. It is therefore suggested that this study makes a landmark theoretical contribution in this regard.

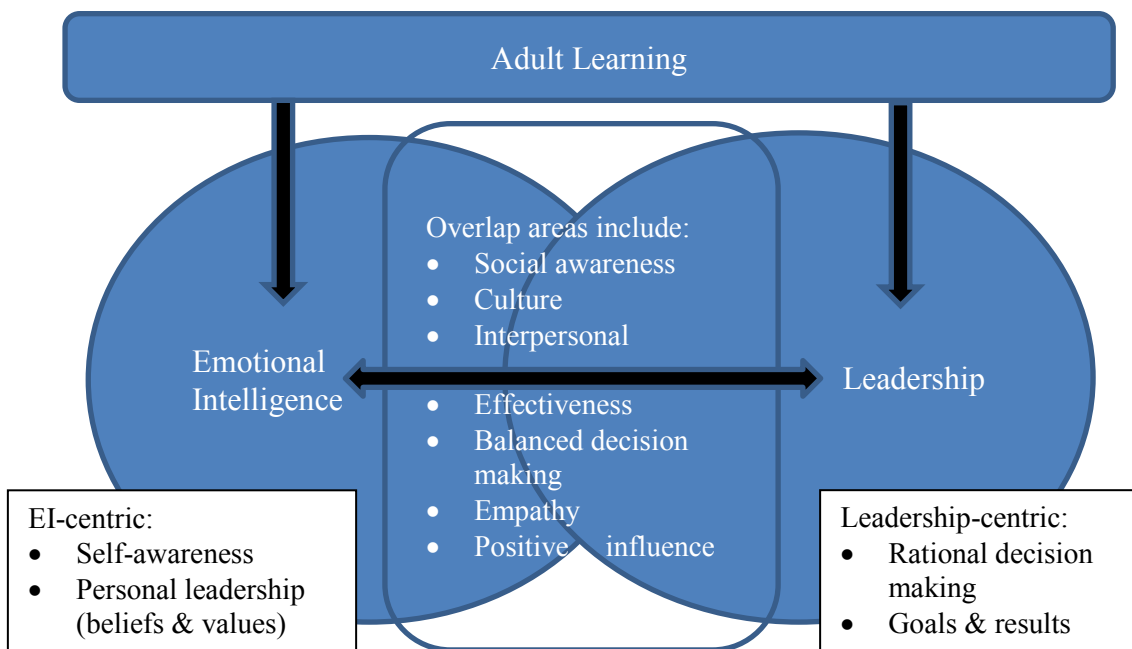
3. Importance of attending to culture as a phenomenon impacting EI and leadership development. An extensively researched topic, culture was not an envisioned construct within this study's conceptual framework. That stated, the inductive nature of a qualitative, phenomenological study allows for emergent findings. Accordingly, culture vis-à-vis EI and leadership development left an indelible impression on this study. Conflicts between organizational subcultures, leaders learning about cultural environments, and acclimating to new cultures as part of a developmental assignment were all featured outcomes of participants' learning about EI and how to integrate EI into their leadership success formulae. Whether an organizational culture promotes a psychological safety net for leaders to develop critical behaviors can impact how developmental programs are shaped (Yukl, 2012). More about this topic will be discussed in the forthcoming recommendations for research section.

4. The importance of the evolving relationship between EI, adult learning, and leadership. Many studies, to include those chronicled in Chapter 2, have addressed EI, adult learning, and leadership independently. Some studies (Hall, 2004; James & Arroba, 2005; Shuck & Herd, 2012) associated EI with leadership. Other studies (Bierema, 2008; Dirks, 2008; Hogan & Warrenfeltz, 2003; Nesbit, 2012) discussed the linkage between emotions, EI and adult learning. This study intentionally used experiential and situated adult learning theories to explore developing EI within individual leaders. As such, it is suggested that this research has contributed to synthesizing EI, adult learning, and leadership. In so doing, it has placed EI in the context of learning and development for

leaders. In addition, this study may add to the body of literature on effective workplace learning techniques (Day, 2001; Illeris, 2011; Yukl, 2010). Additional insights on future developmental suggestions will be discussed in the contributions to practice section that follows. As a result of this study, a proposed theoretical model depicting the relationships between adult learning, EI, and leadership is at Figure 5.4, below.

Figure 5.4

Relationships between Primary Constructs



5. Importance of qualitative research in studying EI. Yukl (2010)

acknowledged the benefits of qualitative research as regards leadership. Moreover, as Yukl (2012) stated:

To improve leadership theory and practice we need to know more about how much the [effective leadership] behaviors are used, when they are used, how well they are used, why they are used, who uses them, the context for their use, and joint effects on different outcomes (p. 75).

Underscoring this call issued by Yukl, no extant qualitative studies describing the experiences of effective leaders were found, in terms of how their EI was developed. This study contributes to that research gap: it is an opening salvo in exploring several of these tenants in a qualitative manner. As a result, this small yet novel contribution spotlights the potential value of qualitative research, and phenomenological studies in particular. Additional qualitative studies would fortify this scholarly discourse.

Recommendations for practice. The workplace learning domain has typically focused on content (Illeris, 2011). Leader development activities chronicled by Day (2001), Day and Halpin (2001, 2004), Day and Zaccaro (2004), and Yukl (2010) are wide-ranging and practitioner focused. Below, this researcher has identified several recommendations resulting from this study for those involved in developing leaders and in developing EI.

1. Integrate EI into leader development. Given the increasing integration of EI into adult learning and leader development, it is plausible to recommend that architects of developmental activities likewise consider fusing these constructs. As noted above, Illeris (2011) asserted that developmental interventions tend to focus on task performance and problem solving. This study calls for a workplace learning environment that also considers EI factors. Leaders need to understand the emotions and their meaning as assigned by stakeholders (e.g., citizens); to use emotions in rational-based decision making; and to be attuned to emotional expressions during public activities (Vigoda-Gadot & Meisler, 2010). While incidental, unplanned learning events should be accommodated, leader development programs can take a more disciplined approach in terms of experiences and situations conducive to fostering healthy EI. In this context,

increased discipline includes aligning developmental philosophies with an underlying theoretical foundation.

2. Develop EI in leaders using a scholar-practitioner orientation. As noted in Chapter 2, a major criticism of leader development programs is that they are not theoretically grounded (Riggio & Lee, 2007; Yukl, 2010), which may contribute to the perspectives that “relatively little is known about exactly what gets developed in leader development” (Day & Halpin, 2004, p. 5) and “there appears to be little evidence-based guidance on how to best develop leaders” (Allen & Hartman, 2008, p. 16). This study was grounded on experiential and situated learning theories, and a transformative EI learning model. In a similar manner, developmental activities should be predicated on theoretical grounding. Bridging the chasm between scholars and practitioners benefits both camps (Van de Ven, 2007). This study recommends that development consider a constructivist and interpretivist framework, in order for participants to experience development more fully and so that developmental benefits are more visible.

3. Foster a culture that promotes learning about EI. Senior leadership within organizations should advocate a culture that inculcates workplace learning about EI and its impact on leaders. This study chronicled participant observations that culture can fuel or stymie the recognition and acceptance of emotions in the workplace and, as a consequence, whether and how EI can be productively harnessed. The challenge for cultural acceptance of EI and its development is that it is insufficient to articulate such an imperative. Conversely and as some participants in this study suggested, leaders must model desired cultural change by modeling their own EI. The politically-charged landscape of the study’s Federal government context (Bryson & Kelley, 1978;

O'Leonard, 2011) is itself a cultural phenomenon that should be considered in that workplace learning milieu.

4. Capture and share the EI experiences via methodologies such as storytelling, discussion boards, newsletters and podcasts. This study suggested that experiential learning is the centerpiece for EI development. Those who participated in the research spoke of how experiences resonated, usually through storytelling. Although the art form of verbal communication is welcome, contemporary learning technologies should enact additional implements to chronicle and share the essence of those meaningful experiences. Discussion boards, podcasts, and newsletters are some simple yet efficient vehicles for promoting individual and collective cognizance about notable EI developmental moments. Disseminating these experiences will also enable receivers to reflect on the experience's relevance as regards their own professional journey, and how they might benefit from what information the communicator imparted.

The four contributions to practice described above can be consolidated into a suggested framework for developing EI within leaders. This framework includes and provides a recommended expansion of the Nelson and Low (2011) Emotional Learning System (ELS) addressed in Chapter 2. The ELS is predominantly learner-focused and for good reason since many aspects of EI are inherently reflective in nature. As revealed in this study, however, EI has a multitude of experiential and social dynamics that should be considered when designing a learning and development curriculum. For example, this study suggests that the ELS can be enhanced by learning with others as a complement to a self-directed learning focus. Developing the learned abilities of working well with

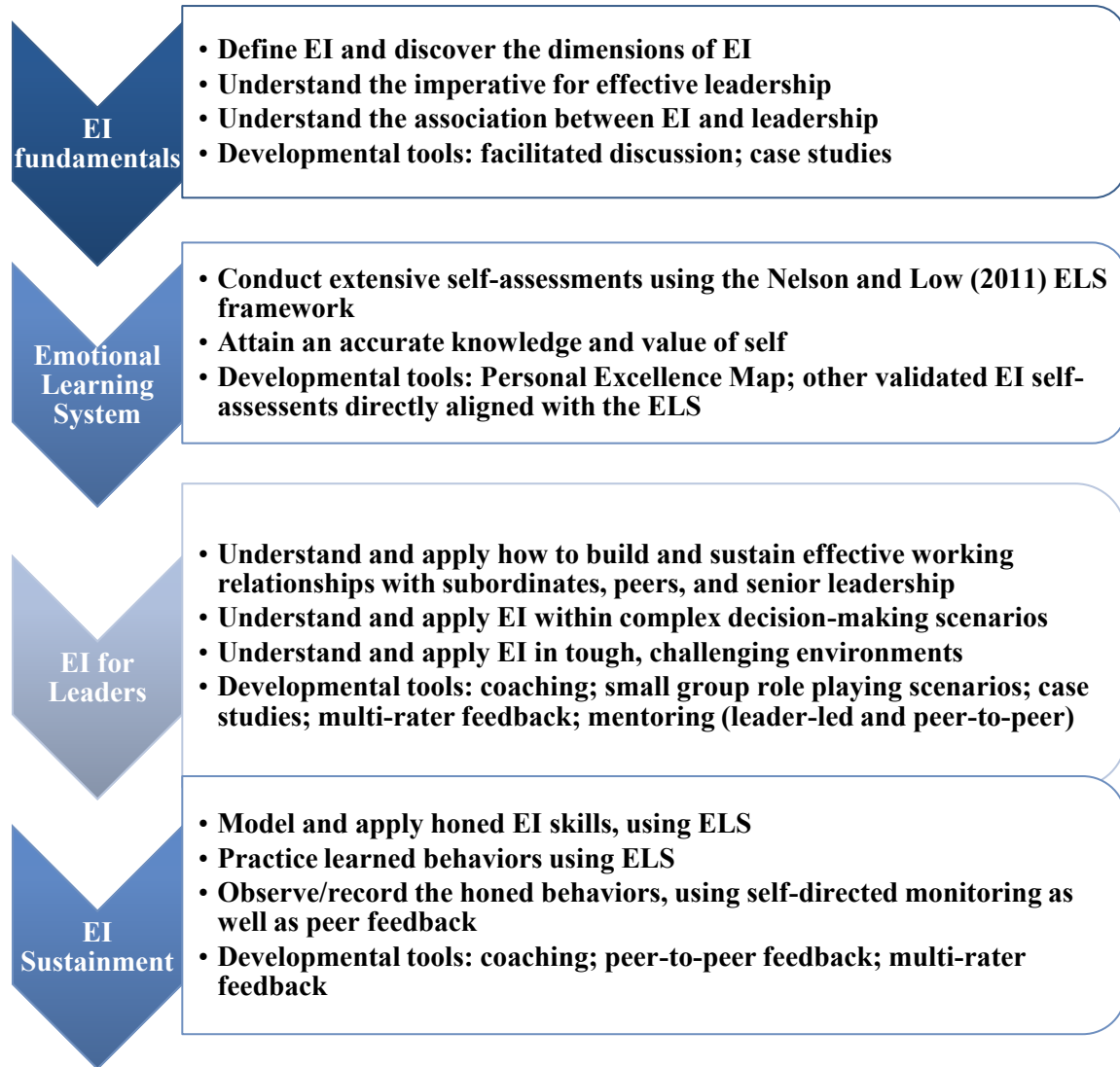
others, building and sustaining healthy relationships, and reacting to workplace demands necessitate feedback mechanisms using a variety of modalities.

A holistic curriculum could be fashioned that starts with a fundamental understanding of EI and its relationship with effective leadership, followed by using the Nelson and Low (2011) ELS to accurately understand the self, then a series of activities in which EI manifests in social settings so that learners begin to appreciate the interpersonal dynamics of EI and, lastly, a series of activities aimed at sustaining and honing EI. The curriculum would advocate a temporal element: increasingly longer periods of time as one advances through the curriculum phases would be needed in order to embed previous learning and allow for reinforcement in the workplace environment. A longer window of time between the final two phases would allow for purposeful and incidental learning, both of which are arguably critical for EI to take root within a leader.

This suggested curriculum is depicted in Figure 5.5. The left side within Figure 5.5 provides the sequential phases of learning; the right side provides terminal learning objectives and developmental implements for each phase.

Figure 5.5

Suggested EI Learning and Development Curriculum Framework



Recommendations for research. The extent of research studies on developing EI within leaders is limited, so any future research study covering this area could provide potentially significant contributions towards understanding this phenomenon. The following four specific recommendations are offered.

1. Greater focus on Federal government research. As described above, there is a glaring chasm between (a) scholarly research focusing on the Federal government and (b) an organizational conglomerate numbering approximately two million employees and whose mission impacts the lives of all 312 million Americans (www.census.gov). The grounds are fertile for embarking on research to better understand how this workforce operates, its unique features, and how it can leverage extant research for the betterment of talent management practices. Plausibly, motivation factors for Federal government employees have not changed significantly since Barnard (1938), who spoke of loyalty and dedication as driving forces for public sector workers. While it could be argued that leadership is a universal phenomenon and that some of this study's findings could have face validity (Maxwell, 2005) vis-à-vis the private sector, the study's participants' resolve in articulating the differences between employment sectors suggest that a diverse array of learning and development topics could provide a rich source of Federal government research fodder. For this recommendation, a comparative case study using individuals selected via validated target population techniques (Maxwell, 2005) from the private and public (e.g., Federal) sector could generate interesting findings in terms of how EI appears in those diverse organizational settings.

2. Explore culture in the context of EI. This was one of the more surprising findings, from the researcher's perspective: that culture is an influencing variable in terms of the degree to which EI is acknowledged. Moreover, the ability for leaders to express EI, much less model EI attributes for followers and other organizational leadership, seems related to the culture (however one wishes to define the term *culture*, as an array of definitions exist (Martin, 2002)). To explore this recommendation, an

ethnographic approach providing the researcher with an immersive view into the cultural life of an organization may add value to the body of research. This approach may paint an in-depth portrait of the conditions in which EI emerges (and therefore resonates – or not – within that culture). Ethnographies are highly relevant to cultural studies (Cresswell, 2007). Care should be taken to recognize that the Federal government’s sheer enormity makes it improbable to approach culture from an integration perspective (Martin, 2002).

3. *EI research is needed at the organizational level of analysis.* This suggestion emanates directly from future research recommendation 2, above. The purpose of this study was intentionally at the individual level of analysis, i.e., understanding the experiences of Federal government leaders in developing their emotional intelligence. Arguably, there is merit for a complementary research study on the impact of EI to the organization(s) being examined. There is likely alignment between the effectiveness of organization-level EI and how culture or sub-cultures are aligned within that organizational entity (thus the connection to recommendation 2). A future research approach of this orientation could also consider EI vis-à-vis evolving workplace dynamics, such as knowledge management and the role of EI in virtual, geographically-dispersed environs. Perhaps, a mixed-method approach of a longitudinal case study combined with an analysis of covariance (ANCOVA) quantitative methodology could be used. Monitoring EI changes over a period of time for individual leaders who remain within the same organization for the study’s duration, coupled with ANCOVA studies measuring the impact of EI (and factors related to EI, as this study suggests) on those

leaders' perceived effectiveness, may provide a novel research contribution. To the researcher's knowledge, mixed-method approaches exploring EI are thus far rare.

4. Continued research (quantitative and qualitative) on EI and its impact. One possible limitation of this study was that proven, successful, and award-winning senior Federal government leaders were asked for their perspectives on developing EI. This target population was intentionally chosen for the reasons described above, to include that many EI studies already published focused on students and specific occupations. It made sense to explore the study's phenomenon from a qualitative orientation, and to discover EI developmental experiences from leaders with proven, successful careers.

That stated, there remains ample opportunity to continue exploring the role of EI in the workplace. Future research purpose statements could, for example, focus on differences in validated EI assessment scores between executives, managers, first-line supervisors, non-supervisory employees, and blue collar workers. What accounts for those variances, and why? Does personality matter? Would extroverts, for example, see EI development from a perspective different than study participants who self-identified their introverted personality? Do those and other variances contribute towards a perceived healthy culture?

5. Research the impact of EI's integration into leader development. As described in the contributions to practice section, this study suggests one approach for integrating EI into leader development offerings. Figure 5.5 illustrated a recommended framework. Research should be undertaken to explore the extent to which engaging in this recommended development framework benefits the EI of leaders. This research would venture beyond measuring pre- and post-test scores taken before and immediately

after a training course. Rather, such research would take multiple perspectives into account and encompass a more longitudinal orientation to capture not only immediate but codified changes in a leader's behavior. Multi-rater feedback implements could be used. In so doing, it is plausible to submit that the return on value or expectation of the developmental offering could be linked to the future-oriented change impact of the leader, using a variety of assessment techniques.

Summary

This research study asked the question, What are the experiences of effective Federal government leaders in developing their emotional intelligence? Using a transcendental phenomenology (Moustakas, 1994) qualitative research approach, the researcher interviewed 11 award-winning Federal government executives to discern their essential, meaningful experiences that shaped their healthy EI (as gauged by their score using a validated EI instrument). The findings from those interviews, which were subjected to member checks, peer reviews, and recursive reflection, were surprising, refreshing, candid, and provided insights unique to the EI research domain.

The findings generated six themes that were reconfigured using pattern analysis (Saldana, 2009) into conclusions: (a) a diverse array of factors affect EI developmental experiences; (b) EI developmental experiences are social and cultural in nature; and (c) effective EI development is experientially based. A fourth conclusion transcended those other three patterns – EI experiences are inherent for effective leadership.

The research conclusions intimated important contributions to theory, namely: understanding how EI is developed within leaders; insights into the reality of effective

Federal government leaders, to include building EI; attending to culture as a phenomenon impacting EI and leadership development; the evolving relationship between EI, adult learning, and leadership; and the vitality of qualitative research. In addition to the advocated theoretical contributions, this study suggested the following recommendations for practitioners: (a) integrate EI into leader development; (b) develop leaders using a scholar-practitioner orientation; (c) foster a culture that promotes learning about EI; and (d) capture and share the EI-related experiences. A holistic curriculum for developing and honing EI within leaders was proposed.

Lastly, this study suggested opportunities for robust future research. Greater research focus on the Federal government is needed. Culture must be explored in the context of EI. Also, EI research is needed at the organizational level of analysis. And in a more generic sense, this study encourages continued research on EI and its impact, to include researching the effectiveness of the proposed curriculum framework.

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APPENDIX A: INTERVIEW PROTOCOL

Interviewee: _____

Date and Time: _____

Location of Interview: _____

Thank you for agreeing to speak with me for the next hour. A pseudonym will be used, and your individual responses will be kept confidential. With your permission, this interview will be digitally recorded for the purposes of transcribing and analyzing the data for use in my dissertation. You can stop the interview at any time for any reason.

To begin, I would like to share with you what I hope to learn from my research. I am interested in your experiences, as an effective Federal government leader, in developing your emotional intelligence. For this study, EI is defined as: *A convergence of learned abilities that facilitate (a) the accurate knowledge and value of self, as well as responsible actions based on personal worth and dignity, (b) a variety of strong, healthy relationships, (c) the ability to work well with others, and (d) productive reactions to the demands and pressures of everyday life and work.*

There are strong connections between EI and effective leadership, yet surveys have revealed that EI-related skills are not widespread strengths within Federal government leaders. Based on your proven success as a leader and your score on an instrument that indicates your strong EI attributes, I will be asking you a series of questions aimed at discerning your meaningful EI developmental experiences.

RQ: What are the experiences of effective Federal government leaders in developing their emotional intelligence?

1. What do you find attractive about working for the Federal government?
2. How do you feel about winning the Presidential Rank Award?
3. How did the Personal Excellence Map – the instrument that you took through the Survey Monkey link you received – resonate with you, in terms of EI?
4. In what ways has your emotional intelligence changed?
5. What specific work and developmental experiences helped shape your emotional intelligence?
 - a) What was the situation or context in which that experience occurred?
 - b) Why did that experience matter?
 - c) What did you learn about that experience?
 - d) Was someone else involved? If so, what role did they play in your emotional intelligence?
6. What experience would you design for someone to develop their emotional intelligence?
7. Out of everything we discussed, what was most important?
8. Is there anything that I did not ask you about that you think has been important for your success as a leader when it comes to EI?

APPENDIX B: RESEARCH CONSENT FORM

Principal Researcher: David A. (Dave) Rude

Research Title: Leadership and Emotional Intelligence: Developmental Experiences of Effective Federal Government Leaders

You are invited to participate in a research study that explores how emotional intelligence is developed within Federal government leaders. Your participation is completely voluntary. Your participation in this study requires an interview during which you will be asked questions about your meaningful emotional intelligence development experiences. The duration of the interview will be approximately 60 minutes. With your permission, the interview will be digitally recorded and transcribed in order to capture and maintain an accurate record of our discussion. Your name will not be used. On all transcripts and data analysis you will be referred to by a pseudonym.

This study will be conducted by the researcher, David A. (Dave) Rude, a doctoral candidate at George Washington University. The interview will be conducted at a time and location that is mutually suitable.

Risks and Benefits:

This research will hopefully contribute to the understanding of meaningful activities that develop emotional intelligence within Federal government leaders. Participation in this study carries the same amount of risk that individuals will encounter during a usual meeting of colleagues.

Data Storage to Protect Confidentiality:

Under no circumstances whatsoever will you be identified by name in the course of this research study, or any publication thereof. Every effort will be made that all information provided by you will be treated as strictly confidential. All data will be coded and securely stored, and will be used for professional purposes only.

How the Results Will Be Used:

This research study is to be submitted in partial fulfillment of requirements for the degree of Doctor of Education at George Washington University, Washington, DC. The results of this study will be published as a dissertation. In addition, information may be used for educational purposes in professional presentations and/or publications.

Participant's Rights

- I have read and discussed the research description with the researcher. I have had the opportunity to ask questions about the purposes and procedures regarding this study.
- My participation in the research is voluntary. I may refuse to participate or withdraw from participation at any time.
- The researcher may withdraw me from the research at her professional discretion.
- Any information derived from the research that personally identifies me will not be voluntarily released or disclosed without my separate consent, except as specifically required by law.
- If at any time I have questions regarding the research or my participation, I can contact the researcher, Dave Rude who will answer my questions. The researcher's phone number is (703) 899-6799 and email is: daverude@comcast.net. I may also contact the researcher's faculty advisor, Dr. Michael Marquardt, at (703) 726-3770.
- If at any time I have comments or concerns regarding the conduct of the research, or questions about my rights as a research subject, I should contact the George Washington University Institutional Review Board through the Director, Doctoral Student Services at (202) 994-2715 or I can write to the IRB at 2030 M Street, NW, Suite 301, Washington, DC, 20036.
- I should receive a copy of this document.
- Digital recording is part of this research. Only the principal researcher and the transcriptionist will have access to written and taped materials. Please check one:
() I consent to be audio taped.
() I DO NOT consent to be audio taped.

My signature indicates that I agree to participate in this study.

Participant's signature: _____ Date: / /

Name (Please print): _____

Investigator's Verification of Explanation

I, David Rude, certify that I have carefully explained the purpose and nature of this research to _____ (Participant's name). He has had the opportunity to discuss it with me in detail. I have answered all his questions and he has provided the affirmative agreement to participate in the research.

Researcher's signature: _____ Date: / /

APPENDIX C: TRANSCRIPT EXCERPTS WITH CORRESPONDING DATA CODING AND ANALYSIS

Interview question: In what ways has your emotional intelligence changed over the course of your career?

Subject	Response	Initial Coding	In Vivo Coding	Descriptive Coding
A2	<p>(3 second pause) I would say the biggest influence has just been experience along the way. I guess I take the (<i>redacted</i>) concept of basic citizen and turn them into a (<i>redacted</i>), they're not adding anything; they're just growing and expanding what's already inside the recruit. I would say ... I have broadened my perspective. It's helped me see the whole greater, the whole enchilada if you will, or the bigger part of the enchilada which has two-fold affect: one is appreciating the big picture, and then quite personally pointing to my increasing smallness. The bigger the picture gets, the more I understand my relative spot in the whole thing. That's diminishing value or capability, but I can see how it connects to other parts of it. And that's what helped me, I think, along the way – recognizing the role I play. And I would say that in the professional line I'm in, financial management, I can look to program managers who develop (<i>device</i>), who produce something that the (<i>redacted</i>) needs. Day-in, day-out, I receive paper, I push paper. And so my ... my appreciation of the value of what I do, what I contribute is – it's far more ethereal, I guess. It's less tangible. And so maybe part of that is striving to understand the role I play is, I've had to ... find some sort of common value between those things which are tangible and which is mine, which</p>	<p>Broadening</p> <p>Big picture Smallness</p> <p>Recognizing your role</p> <p>Common value</p>	<p>“biggest influence has just been the experience along the way”</p>	<p>EXPERIENCE</p> <p>LEARNING</p> <p>SELFAWARE</p> <p>SELFAWARE</p> <p>EIOTHERS</p>

Subject	Response	Initial Coding	In Vivo Coding	Descriptive Coding
	is probably very temporal in its product. But, it's kind of the grease that keeps the machinery running, if you will.		"the grease that keeps the machinery running"	EIVALUE
A3	Well, I would say that ... I was pushed by a number of challenges that I was facing. I can give you, in trying to think about this, there were 3 defining moments in my career that really ... in the end, helped me to mature and develop as a leader. In terms of my emotional intelligence, just being able to understand and appreciate: you can't do it by yourself; you need your people; you need to be able to leverage their knowledge, skills, and abilities and you need to put them in a position that they can do that. You can't do it all. You can try to do it all, but not as well as they could.	Defining moments Maturity Develop Can't do it all	"I was pushed by a number of challenges that I was facing" "just being able to understand and appreciate: you can't do it by yourself; you need your people; you need to be able to leverage their knowledge, skills, and abilities and you need to put them in a position that they can do that."	EIPRESSURE DEFINMOMENT MATURITY EIOTHERS SELFAWARE
A4	Well based upon my reading the definition and thinking about it for a while, I wrote down a couple of thoughts. I feel more comfortable and confident in the things that I do. In managing my staff and leading efforts, because there's definitely a distinction between leading and managing, I think I – as I was just mentioning collaboration – I think I absolutely understood the value more of collaboration. I think as I was coming up through the ranks, maybe there's a little bit of 'you want to do it yourself because you want to get the credit because you want to advance' kind of thing, I think it's in the past 10 years of my career when I've realized it's really important to collaborate – not only within your own organization, but outside your organization. And the third thing was the importance of compromise. Compromise is something I've been talking a lot about within the last year with my staff and other folks. We all want to have our way, we want our way with the Hill, we	Lead vs. manage Collaboration Across boundaries Compromise	"feel more comfortable and confident"	SELFAWARE LEADERSHIP EIOTHERS EIRELATE EIVALUE

Subject	Response	Initial Coding	In Vivo Coding	Descriptive Coding
	<p>want our way with our ideas – but sometimes getting the 75, 80 percent solution of your idea coming across is better than zero. And I really have been working I think on that in the last couple of years too on finding that happy medium. I feel like I have a lot of great ideas. Yes, I realize that some of my ideas are risky and people may not want to do them at this juncture – but if they take a small modicum of the idea, that’s great. Something’s moved forward. And I feel more satisfied in that. Before it was, if I looked back 10 or 15 years, it was all or nothing. If I didn’t get my position in the fashion I presented it, I would have been disappointed. I think that’s just the nature of understanding the lay of the land and understanding what you have – you can’t have everything you want all the time.</p> <p>Researcher: how do emotions play into that?</p> <p>A4: I will tell you when I did it before, if you’d have gone back 15 years or so, if I didn’t get what I wanted or my suggestion wasn’t taken, I wasn’t a happy person. (<i>I would think</i>) Who wouldn’t do this; it’s very logical? Now I think I can see the logic sometimes behind it, and the politics behind it. You get sort of the soft skills part of some of the SES ECQs (<i>executive core qualifications</i>) that you maybe don’t get to use all the time.</p> <p>Researcher: what do <i>soft skills</i> mean to you?</p> <p>A4: I kind of think of political savvy – you can’t really get from reading a book. I don’t think you can teach political savvy – you can’t necessarily</p>	<p>Happy medium</p> <p>Modicum Progress Satisfaction</p> <p>Logical Politics</p> <p>Political savvy</p>	<p>“getting 75, 80 percent solution of your idea coming across is better than zero”</p> <p>“understanding the lay of the land” “you can’t have everything you want all the time”</p> <p>“you can’t read a book. I don’t think you can teach political savvy.”</p>	<p>LEARNING</p> <p>EIVALUE</p> <p>PERSONAL</p> <p>EIPRESSURE</p> <p>INTELLIGENCE</p> <p>DEVELOPMENT EIOTHERS</p>

Subject	Response	Initial Coding	In Vivo Coding	Descriptive Coding
	<p>read a book and figure out how to compromise with people. I think those are learned things, just like a soft skill of being able to do something like basic writing. There's only so much you can teach in that arena. I think those are things that people work on. Good leaders work on that over their careers. I think another thing that I've tried to do too is, I look back as I do try to assess myself every once in a while – I think I've become more of a listener than a ... person always doing the ideas. I might have an idea in my head, but I try to listen to people more fully. And I try to instill that in some of my senior staff, too. Don't jump. That's the emotion part of you: you want to jump, because you've got the answer. But just sit back, take it in, and you know what? You might be able to garner something from what's being said that might tweak your idea just slightly, that might be able to be a little more sellable to everybody. Probably more than you wanted to know.</p> <p>Researcher: No – this is all about you!</p>	<p>Self-assess Listening</p> <p>Don't jump</p> <p>Reflect</p>	<p>“those are learned things”</p> <p>“only so much you can teach”</p> <p>“good leaders work on that over their careers”</p>	<p>LEARNING</p> <p>DEVELOPMENT</p> <p>MATURITY</p> <p>SELFAWARE CONNECT</p> <p>EIPRESSURE</p> <p>REFLECT</p>
<p>A5</p>	<p>Let's see ... I'm a triple-I introvert by nature. If you were to talk to anybody who knew me all the way through graduate school, they would be surprised at this point, at what you get to see. In large part that ... one could guess where that came from, but in the arena that I've ended up in my career, there's no real room for willful introversion. I'm very much a product-oriented person, so something that's good that comes out that gets to the point where it's used, makes a difference – that's my if you would like benchmark. And to get from being an introvert to that requires behavioral changes. And I was call it fortunate or unfortunate</p>	<p>Introverted</p> <p>Behavior</p>	<p>“no real room for willful introversion”</p>	<p>PERSONALITY</p> <p>PERSONALITY</p> <p>PERSONALITY</p>

Subject	Response	Initial Coding	In Vivo Coding	Descriptive Coding
	<p>enough to work with some people, both colleagues and especially supervisors, who were so obviously short (<i>tempered</i>) in being able to make this jump. I sort of learned the lesson by exception. I also had the advantage of – at a critical point of personal career development to work with a supervisor who would never admit it, but had been through the same kind of growth. And I could just sit in the room with him and I could see the before and the after with no effort at all. Probably he might be embarrassed if I was saying that, because he values the fact that he did make the transition and he would – he’d be surprised to say that you could see it was a transition, it wasn’t something he was born to do as it were. I also got – and this sort of jumps into some of the follow on questions ...</p> <p>Researcher: before that, can I ask what did that transition look like? How did that transition manifest itself? Is the before the introversion, what is the after – I just want to make sure I’m following ...</p> <p>A5: I’m still naturally an introvert, but I can function in those arenas where ... I can overcome the energy consumption that occurs when you put an introvert into a public arena. And at the end of the day, I might be deprived, but I can do this now and I can be more than just functional. I actually can be successful. I guess in part that’s what the award is for. The reinforcement for doing this well is extremely – again, for somebody who’s production and product-oriented, as opposed to process oriented – the reward for that is extremely strong reinforcement. It really works. In 1984, I</p>	<p>Anger Difficulty changing Personal development</p> <p>Values</p> <p>Entropy</p> <p>Success</p> <p>Reinforcement</p>	<p>“learned the lesson by exception” (i.e., what NOT to do)</p> <p>“I could just sit in the room with him and I could see the before and after with no effort at all”</p> <p>“still naturally an introvert”</p>	<p>EMOTION LEARNING</p> <p>DEVELOPMENT</p> <p>SHADOWING</p> <p>EIVALUE</p> <p>PERSONALITY</p> <p>PERSONALITY</p> <p>LEADERSHIP</p> <p>LEARNING</p>

Subject	Response	Initial Coding	In Vivo Coding	Descriptive Coding
	<p>got tagged to spend a semester at (<i>university name</i>). There were probably a variety of motivations why that happened, but I would say the deputy director of (<i>agency name</i>) who was the guy beaten on by the (<i>university dean</i>) made a commitment flat-out “I’m going to send you somebody.” Then they started looking around, who can be away from here for 3 months? And I’m convinced that one of the criteria was, who’s not married? And at the time I was between wives. I probably had other credentials that they were looking for, although I still don’t know what those were. Anyway, I got sent up there. That was like being let loose in the candy store. The courses ran all the way from what constitutes leadership from a guy who never lectured on leadership. He threw the entire class into the deep end of the tank and let you learn by figuring it out. And it ranged all the way to courses in economics, which I’d never had before, stuff like that. It was just great. Course on negotiation. Plus free tuition at (<i>university names</i>) for any course I wanted to take. (chuckle) Wow! So anyway, and that was at that time I was working for this gentleman who as I said was a – I’d say my developer.</p>	<p>Negotiation</p> <p>Mentor</p>	<p>“he threw the entire class into the deep end of the tank and let you learn by figuring it out”</p>	<p>SIMULATION</p> <p>EIOTHERS</p> <p>MENTORING</p>
<p>A7</p>	<p>Right. I think that the ability to get along with people and the desire to deal with people of diverse backgrounds and diverse skill sets has increased substantially in my lifetime. Early in my career as a (<i>agency name</i>) officer, a lot of your world was focused on what was within the lifelines of the ship. You didn’t worry too much about what went on outside the ship unless it directly impacted the ship. And I tended to be ... we tended to be very rote or doctrine-based in terms of how we solved problems, how we led people, how we managed thing. And</p>	<p>Doctrine-based problem</p>	<p>“the ability to get along with people and the desire to deal with people of diverse backgrounds and diverse skill sets has increased substantially in my lifetime”</p>	<p>EIRELATE</p> <p>MATURITY</p> <p>INTELLIGENCE</p>

Subject	Response	Initial Coding	In Vivo Coding	Descriptive Coding
	collect information before you make decisions. Those are all things I'm much better at today than I was 30 years ago. Much better!		people, a better listener, a broader ability to collect information before you make decisions"	
A8	It's changed a lot because I think that it's ... if I look back, I think I always had a predilection to be socially responsive and aware. I mean I was always ... it was important to me to be part of a group that was important to me, to have the (<i>unintelligible</i>) of my peers. On the other hand, early on in an academic environment didn't really lend itself to developing in that, because there weren't many team activities. When you're working a PhD thesis in a physics lab, it's ... your experiment; you're working under the guidance of a thesis advisor. And basically you have social relationships with other grad students but there's almost, at least in the environment I was working in, there's very little of a teaming environment, so didn't really develop that. When I got to (<i>agency name</i>), I started becoming cognizant that almost everything was accomplished in a team environment. There was very little of significance that you could do by yourself. So it started becoming more and more important – how do you work effectively in peer relationships. And then as various people saw some potential in me and asked me to take on leadership environments, the question was 'how do you work in a teaming environment?' I had the benefit of a lot of strong mentors along the way, and particular people that were proactive in saying 'you know, you could have gotten to a lot better place a lot faster had you done X'. And explaining to me how that worked. In a (<i>agency name</i>) culture, the successful leaders are pretty cognizant that it's all about team leadership and it's – management is	<p>Predilection Social awareness</p> <p>Social relationships</p> <p>Lack of development</p> <p>Strong mentors</p> <p>Explaining how it worked Culture Lead vs.</p>	<p>“there was very little of significance that you could do by yourself”</p>	<p>PERSONALITY</p> <p>SELFAWARE</p> <p>EIOTHERS</p> <p>DEVELOPMENT</p> <p>EIOTHERS</p> <p>MENTORING</p> <p>MENTORING CULTURE LEADERSHIP</p>

Subject	Response	Initial Coding	In Vivo Coding	Descriptive Coding
	<p>delivering mechanisms. And I went back to the same guy and I said ‘look: everybody thinks that I’m supposed to me the guy that cracks the whip. What I’m seeing out here is a problem that these guys need help in laying out a schedule and getting their needs defined, and that my job should be helping to do them as a way of making the case to get the time and the money that they need to do the job.’ He said ‘you got it, if you go do that.’ And so that was a huge turnaround for me because ... walk into a room and everybody thinks I’m supposed to be the whip cracker and within a few days they understood no, I’m not cracking whips on anybody until much later. The first job is to get a realistic expectation of time, get the resources to do the job. Once we’ve signed up to do that job and we’ve got a realistic two-way contract signed, then I’m going to be pushing on folks to meet the commitments they made. But it’s not just come in and beat up on people. So those were probably the two earliest ones.</p>	<p>Revelation</p> <p>Realistic expectation</p>	<p>“that my job should be helping ... them”</p> <p>“it’s not just come in and beat up on people”</p>	<p>EIOTHERS</p> <p>DEFINMOMENT</p> <p>CONNECT</p>
<p>A9</p>	<p>(5 second pause) I think mostly in the way that I supervise people ... but also in the way that I manage programs, and – so starting with the first – (agency name) is a highly technical organization: lot of scientists, lot of engineers, lot of (occupation) guys and they get promoted up through the ranks because of their technical skills, largely. And what we have found here at (agency name) is that very few of them have the soft skills that are needed to be good supervisors. And they ... get into a lot of trouble – one of the offices that I managed at one point was our EEO (<i>Equal Employment</i></p>		<p>“I think mostly in the way that I supervise people”</p> <p>“very few of them have the soft skills”</p> <p>“they get into a lot of trouble”</p>	<p>SUPERVISE</p> <p>EIRELATE</p> <p>MATURITY</p>

Subject	Response	Initial Coding	In Vivo Coding	Descriptive Coding
	<p><i>Opportunity</i>) office and I also created the (<i>agency name</i>) ombuds(<i>man</i>) office here. And in both cases, you know, one of the major things we saw was ... a complete lack of emotional intelligence on the behalf of a lot of our senior executives. So it manifested itself in ways like bullying, favoritism, and ... staff got out of control, the staff revolts (chuckle), and in terms of managing programs – I think one of the things that I’ve learned in both of my careers is to take a systems-level view of things, to always ... try not to think of issues and programs in isolation. So I’m like a strategic planner; I’m always looking for the connections and I’m always looking for the lessons learned from past organizations. What I’m doing right now, I’m doing a study ... the balance between Federal workforce and contracting workforce. That kind of analysis really requires not just a look at the numbers, the budgets and all that sort of stuff, but also taking a look at the skill sets of the contractors and the Feds – but also comparability between like organizations, you know, so I think I’ve evolved in on the EI kind of spectrum.</p> <p>Researcher: so in thinking about how EI’s changed over the course of your career, does it go back to the lessons you’ve learned and the things you’ve seen about the bullying, consequences of not having strong EI and embedding those lessons in terms of your own style?</p> <p>A9: Yeah, that and – when I became SES, one of the things that I did was that I modeled myself after some career SES who I really admired. And I asked them to become my mentor ... and they did. These</p>	<p>Poor EI Manifestation Bullying Favoritism Loss of control Anarchy</p> <p>Systematic view</p> <p>Role modeling Admiration Mentor</p>		<p>MATURITY</p> <p>EIOTHERS</p> <p>EMOTION</p> <p>EIRELATE</p> <p>MENTORING EIVALUE</p>

Subject	Response	Initial Coding	In Vivo Coding	Descriptive Coding
	<p>were people who exhibited the behaviors that I wanted to exhibit; they managed their offices the way I wanted to manage. And I pretty much did that my whole life kind of thing, where if I see a behavior that I want to model, I actively seek it out. Lots of people do that. I mean, I get lots of requests to be a mentor and I know that – in the (<i>agency name</i>) we just recently formed a relationship with the (<i>organization name</i>), which is a cool group, self-formed, primarily Presidential Management Fellows and they ... came to us and said “we’re mostly GS-12s and we really want to become the future government leaders, and so we’d like to have a mentoring relationship with the (<i>agency name</i>)” who, as you picked up, are usually the best of the best because they’re ... one of ... when we have done our member surveys, and we ask our members “why do you join (<i>agency name</i>)?” we offer lots of benefits, we have (<i>activities named</i>), and the biggest hit we always get is public service ... that they’re interested in public service, they want to, you know, have a say in the future of the Senior Executive Service, the corps itself. And so, that’s why they support it. And I think that’s pretty reflective of our membership. So I think that’s where a lot of people like me are drawn, right? That kind of thing. Whether you’re in (<i>organization name</i>) or (<i>agency name</i>).</p>	<p>Behavior</p> <p>Seek it out</p> <p>Public service appeal</p>	<p>“if I see a behavior that I want to model, I actively seek it out”</p>	<p>LEARNING EIVALUE</p> <p>PUBLICSERVICE</p>
R1	<p>It definitely changed. As I said, I learned to deal with situations better. We did a lot of reverse assessments, where the employees rank you. And I would get feedback like, sometimes I would be very quick to make decisions. I tried to use that as an advantage. On the other hand, sometimes I didn’t</p>	<p>Change</p> <p>Make decisions</p>	<p>“I learned to deal with situations better”</p> <p>“sometimes I didn’t hear all of the</p>	<p>EIPRESSURE</p> <p>DECISION LEARNING</p>

Subject	Response	Initial Coding	In Vivo Coding	Descriptive Coding
	<p>hear all of the points of view before making the decision. So I learned to do that better. There are certain strategies that you use that from feedback from your employees that helps you to do a little bit better. Now is that emotional intelligence? I just call that managing. But also – I have 5 grandchildren now and in many ways a large staff is not unlike raising children or grandchildren. You learn each one’s strengths, each one’s weaknesses; you learn to pull out the best in people by getting to know them. When I was younger I had a much more – you could see my temper – I don’t suffer fools lightly, I still don’t. But I don’t scream and yell, I don’t holler, I don’t talk down to people. I’ve never done that. I don’t think it gets you anything and I don’t think that women do it as much as men. I think there are very big differences between female and male managers and getting people to understand those differences. Deborah Tannen, I think she’s from the same university as you, she wrote textbooks on how men and women hear things – how men and women communicate things – I have read some of those books. You might want to look at her work later – people are afraid to talk about it but I can’t tell you without saying that because it makes such a difference in the way you behave. I did not choose to take on male characteristics to manage, I chose to my strengths as well as their strengths (rest of sentence unintelligible). And you have to know the differences.</p>	<p>Bring out best in people</p> <p>Anger</p> <p>Gender</p> <p>Gender</p> <p>Gender</p>	<p>points of view before making the decision. So I learned to do that better.”</p> <p>“I think there are very big differences between female and male managers and getting people to understand those differences”</p> <p>“I did not choose to take on male characteristics to manage”</p>	<p>CONNECT</p> <p>EMOTION</p> <p>GENDER</p> <p>GENDER</p> <p>GENDER</p>
R4	<p>Well, I would say that obviously everybody matures as they grow up through their life. I think I became more conscious of how my actions impacted other people and their perceptions of their relationships.</p>	<p>Maturity</p>	<p>“everybody matures as they grow up”</p> <p>“became more conscious of how my actions impacted other people and their</p>	<p>MATURITY</p> <p>EIOTHERS</p>

Subject	Response	Initial Coding	In Vivo Coding	Descriptive Coding
	<p>Interpersonal things in general. And the importance of those issues in context of trying to get a job done. I started off by focusing on what's the job, tell me what I have to do, let's get it done. As you become older and seasoned, you realize that you have to bring everybody along, know where everybody comes from, everybody needs to know with where you stand, where you're coming from. You learn more about that as you mature. A lot of this came from my mentors, my elders, if you will. That made me much more ... aware of the possibilities in life and in organizations. I was not the smart young thing that I used to think of myself. I got a little more patient over time. I'm not a particularly patient person, but I learned that patience has to be exercised. I learned patience from authority. Even though one of the most important things to me as an executive was not accepting limitations that someone thrust up as obvious – “you can't do this, you can't do that”, whatever. I never wanted to reduce my expectations. I did come to understand that you have to pick your spots. I guess the last thing to say on this topic is, (<i>5 second pause</i>) it became more and more important, as I understood more as time went on that managing up was critical. As I got closer to the political career interface, it became even more important to do that; you had to focus on emotional aspects of what you're doing. Trust and understanding. What your target audience is about, what's important to them. You learn that more and more as you become aware of – you don't succeed necessarily just by doing the right thing; you succeed by doing it at the right time in situations that are meaningful to the folks you're trying to work with and who work for you ... So I</p>	<p>Interpersonal Getting results</p> <p>Maturity Mentor</p> <p>Managing up</p> <p>Emotional aspects Trust What's important</p>	<p>perceptions of their relationships”</p> <p>“you realize you have to bring everybody along”</p> <p>“you learn more about that as you mature”</p> <p>“more aware of the possibilities”</p> <p>“patience has to be exercised”</p> <p>“you have to pick your spots”</p> <p>“you had to focus on emotional aspects”</p>	<p>LEADERSHIP</p> <p>CONNECT</p> <p>MATURITY MENTORING</p> <p>LEARNING</p> <p>SELFAWARE</p> <p>CONNECT</p> <p>EIPRESSURE</p> <p>EIVALUE</p> <p>EIVALUE</p>

Subject	Response	Initial Coding	In Vivo Coding	Descriptive Coding
	<p>also want to say, maybe I became aware and a little mentally stronger over time in being aware of the ... degree to which the sort of traditional chain-of-command, the official, formal authority is not necessarily where the real power lines lie – and learning how to act with that other, personal environment as opposed to what’s written down on the page. The rules and the structure of bureaucracy are human artifacts that you work with, and sometimes around.</p>	Power	<p>“formal authority is not necessarily where the real power lines lie”</p> <p>“human artifacts that you work with”</p>	<p>LEADERSHIP</p> <p>CONNECT</p>
R8	<p>Oh, I think I became more comfortable with it ... more comfortable addressing people on emotional levels, rather than on intellectual levels. And again, sometimes you do it by accident but you know it when you see it.</p>		<p>“more comfortable addressing people on emotional levels, rather than on intellectual levels”</p>	EIRELATE
R9	<p>Oh, it matured. It matured immensely. I guess I would describe myself as being a Type A+ personality. And it led me to control that, and utilize it when I needed it. But also not let it get out of control. That was a very big factor, I think, in my success.</p> <p>Researcher: in what ways did EI control your Type A personality?</p> <p>R9: You learned to think before you spoke or acted. And to think what are the consequences of what you’re going to say or do ... rather than just respond.</p>		<p>“You learned to think before you spoke or acted”</p> <p>“what are the consequences”</p>	INTELLIGENCE

Interview question: What specific work and developmental experiences helped shape your emotional intelligence?

Subject	Response	Initial Coding	In Vivo Coding	Descriptive Coding
A2	<p>You have to look at the paradigm. I'd say I grew up in an environment ... through what my parents taught me and the religious training I had and all that sort of stuff. When you talk about the personal worth and dignity, that was part of it – so there was something that certainly was mentally planned. And I understood that. But it's a fascinating role that a civilian in the (<i>agency name</i>) plays, especially if you work in the (<i>organization</i>) as opposed to (<i>organization</i>) or (<i>organization</i>), where it's primarily civilian. Quite frankly, it's in a flying the airplane-type context: you'll never be in the left seat; you'll never be the pilot. So it's, I mean just being a Federal servant for yourself there's a subordination of self to the Constitution, to the agency, to the Nation. And I'd say when you flip over to the (<i>agency name</i>) as a civilian, there's another level of subordination that occurs because I answer to a (<i>redacted</i>) boss for the most part. So you have to wrestle with that and come to terms with that. And again, under Shakespearean concept, it's neither good nor bad; it just is. And so you have to be comfortable with that, to work that out. Now ... (6 second pause) interestingly enough, where I found the point of ... being in the smelter and seeing it all come together was probably my time with the (<i>organization</i>). When I went to work for them just after September 11th in 2001, the (<i>organization</i>) was at war basically for the 10 years that I worked for it. But I tell people that when I went over there, it was like coming home. It was my kind of crazy. I aligned with how they thought. By the same token, I realized being civilian in a</p>	<p>Family upbringing Religious training Personal worth and dignity Fascinating</p> <p>Public servant</p> <p>Internal struggle C'est la vie</p> <p>Cohesion</p>	<p>“it was like coming home”</p>	<p>FAMILYINF</p> <p>RELIGION</p> <p>EIVALUE</p> <p>PUBLICSERVICE</p> <p>SELFAWARE</p> <p>EIOTHERS</p> <p>PERSONAL</p>

	<p>predominantly war-fighting culture – very small tail. That the closest I could ever get was kind of pressing my close to the glass, if you will. So I did everything I could to read about the history of the (<i>organization</i>), understanding the culture – and certainly do my best to uphold the values of the (<i>organization</i>). They are focused on (<i>redacted</i>) and relies on the back room-type stuff, especially finance to be done by the few core civilians if you will. There was a lot of responsibility and trust placed, and that was a good validation point. For lack of a better concept, the E.F. Hutton effect – I would speak and they would listen (chuckle). And mostly I was right. Having a (<i>title</i>) poke me in the chest early and say “I don’t ever want to hear that money is a problem.” And that was the only direction that he gave me. And I made sure that money was never a problem for what the (<i>organization</i>) needed in all the battles they were asked to take on behalf of the Nation.</p>	<p>Culture (fighting of)</p> <p>Culture</p> <p>Responsibility Trust</p>		<p>CULTURE</p> <p>CULTURE</p> <p>LEADERSHIP EIVALUE</p>
A3	<p>I worked in (<i>agency name</i>); this was back in the early or mid-80s. It was fraud and corruption that was occurring in the Federal housing programs not unlike some of the stuff that’s come out in the 2006, 2007 timeframe in terms of underwriting. (<i>Agency name</i>) is big, they insure mortgages for the Federal government and they were experiencing a high rate of default and didn’t understand why. I at the time was a management analyst, deep in the bowels in the organization and somebody had recommended me to the Assistant Secretary to lead a task force to try to help understand what was going on and why. And so I got pulled out of the organization as a GS-14 and asked to head up this group. And I had daily contact with the senior levels of government. That was an interesting lesson in dynamics at the senior-most level of the department. Eventually I got to</p>	<p>Moved to new job</p> <p>Lesson learned Social</p>	<p>“and so I got pulled out of the organization ... and asked to head up this group”</p>	<p>DEFINMOMENT</p> <p>ROTATION</p> <p>LEARNING EIOOTHERS</p>

	<p>work with the Secretary on this particular issue. I remember the Assistant Secretary calling me to a meeting and asking me to take a look at what the problem was and help answer the question “What’s going on?” in two weeks. So, based on what I knew about the problem, I knew that wasn’t going to happen. I put together an outline of what a study could do and then I went back to the Assistant Secretary and said, “Can’t do that in two weeks. The best you can do is have this outline, this strategy – this is going to take months and I’m going to have to work with some people to do it.” Sort of laid out a strategy to accomplish what she wanted done. We finished it and it turned upside down some basic principles of underwriting mortgages. It caused a little stir, but in the end the Secretary approved the recommendations I had put together on the study. It was well-documented and all the analytics were there, the empirical data etc. Things it taught me in terms of making sure you have, you know, the facts, the data, the support whatever it is you wanted to do. Doing what you think is right, even if it was contrary to what accepted underwriting practices were. But if you did your homework and did your facts lined up, in the end you will prevail. Again it was gratifying at my level to interact with the senior level to do that. Equally important, which I was a lesson I always kept in mind, the people that I work for had nominated me to do this because they had the confidence in my ability and my judgment and my ability to interact with senior levels – that I wasn’t going to be an embarrassment to them, I was going to embarrass myself, and more importantly that I would help solve their problem. Problem solving is one of the things that we learn work through the system of government. People look for problem</p>	<p>dynamics</p> <p>Prevail Gratifying</p> <p>Problem solving</p>	<p>“Things it taught me in terms of making sure you have, you know, the facts, the data, the support whatever it is you wanted to do.”</p> <p>“they had the confidence in my ability and my judgment and my ability to interact with senior levels”</p>	<p>LEARNING</p> <p>EIVALUE SELFAWARE</p> <p>LEADERSHIP</p> <p>DECISION</p>
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	<p>solvers. This one helped in particular.</p> <p>Another one had to do with the closing of a Federal agency. This second one is really a part of ... (<i>five second pause</i>) what you learn in government is that many people in organizations try to build them and that requires a certain set of skills. To dismantle an organization is quite different. Not only does it take a different set of skills, but you quickly find out that the rules of government are not designed to dismantle organizations. And so, back in 1995 you remember the impasse that we had reached for the budget between Gingrich and Clinton and the “contract for America” and, you know, the politics of trying to shrink the size of government – not unlike what we have today. The rhetoric about doing away with government agencies – my agency was in the gun sights and they never really followed through except for mine. Mine was the one – the only statutory agency that was closed ... and I was the stuckee. I was at the time a GS-15 Director of Administration, (<i>agency name</i>) – bureau director was gone – I was the career-ranking person in the organization and I had to close it. Lots of issues about that, we were in government shut-down so the whole basis of closing the organization was predicated on funding. We had to close the doors, and they were going to close us through de-funding us. They only had enough money in the budget to carry us for a certain length of time, six months. We’re back into the situation where we had a stalemate and the government shut-down. And here I am, trying to close an agency that was supposed to be out of business. The agency is supposed to be closed. We’re not supposed to be spending any money. And again, that was a case where I had to put together a plan and I told them we had to be</p>	<p>Skills</p> <p>Gun sights</p> <p>Stuckee</p>		<p>EIOTHERS</p> <p>DEFINMOMENT</p>
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	<p>open for several reasons: how are you going to close an agency without your people there to wrap up the work, close up the work that's already been done, secure the assets or dispose of things? We had a number of research laboratories across the country: how are you going to get rid of those? I put together a plan for doing that and made a convincing case to the Secretary and to the Hill that we needed to be exempted from the closure. As you might recall, critical people were allowed to come into work but they weren't going to get paid. I made a proposal that we do come in and they do work and that we do get paid – in part because these were going to the people who were going to lose their jobs. They needed to have an opportunity to find another job. Of course that was complicated because the government was shut down – nobody was home. So even if they wanted to try and find Federal jobs somewhere else, there was nobody there. It was very complicated. And on top of that, I worked out arrangements to transfer some functions to other agencies. I had to do all the homework for that. It had some very sensitive personnel issues, the result of which was I was sued – had 64 Merit protection lawsuits against me for how I conducted the closure. And all of them were from Veterans who thought they were entitled to a job and they should have been transferred with these functions even though they didn't work on those functions. I had taken the positions that people had worked 30 years on those functions and that's what they should be entitled to go with those functions. <i>(The Veterans said I) should conduct a RIF (reduction-in-force) first. I said that wasn't right. I was upheld in all but 5 cases. That was a case again of going back to doing what you think is right despite how people feel. That was a fair thing to do,</i></p>	<p>Very sensitive</p> <p>What was right</p> <p>Fairness</p>	<p>“it was very complicated”</p>	<p>EIPRESSURE</p> <p>EIPRESSURE</p> <p>EIVALUE</p> <p>EIVALUE</p>
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	<p>particularly for people who had been working in that line of work for 30 plus years. I had nothing to be gained by it, but it just seemed to be the right thing to do. A lot of angry people, I had to deal with that kind of stuff. It was tough, unfortunate that a lot of families were adversely affected. But it was the right thing to do.</p> <p>And the third thing would be my last job with the government, the <i>(agency name)</i>. That was a chance to build an organization, rather than dismantle ... <i>(eight second pause)</i> I found at the <i>(agency name)</i> that there was a high premium paid on science unto itself. It clearly is an organization that has a history, a national reputation of doing excellent science. The thing I tried to introduce there was a focus on science as an enabler of resource management in the <i>(agency name)</i>. <i>(Agency name)</i> is this big holding company, has a mission of natural resource management responsibilities. Very clear connection between the science plan and the resource management needs that the mission agencies had. Before I left what I tried to was make a closer connection between the sciences being done over here, and the needs of scientific information over there. And so I embarked upon a process of getting the resource managers talking to the scientists and trying to align the science focus – to provide information that would enable them inform the resource managers. Again you need to understand this big holding company – a lot of disparate groups with multiple missions that sometimes even conflict. The question was, how can the scientists provide information that would be of value and benefit to the resource managers? The other thing that I think that was helpful was to – in talking about people before – is to convey that objective, that vision to</p>	<p>Right thing to do Anger Right thing to do</p> <p>High premium National reputation</p> <p>Disparate groups Conflict Value Benefit</p> <p>Communicate</p>	<p>“doing what you think is right despite how people feel”</p> <p>“embarked on a process”</p>	<p>EIVALUE EMOTION EIVALUE</p> <p>OCCUPATION OCCUPATION</p> <p>OCCUPATION</p> <p>CONNECT</p> <p>EIOTHERS</p> <p>CONNECT</p>
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	<p>the scientists and in turn give the scientists an opportunity to showcase their science and be able to expressly what they're doing and why they're doing it. There used to be a joke in the organization when I would go around that I kept asking scientists, so what? You're doing this, you're spending your lifetime – if you're successful, why should John Q. Taxpayer agree to fund you next year? What are you doing for them? How are you making their life better? Their quality of life? And oftentimes the scientists could answer that, but it's not the first thing off their tongue. They think, "you're like me, you'll be interested in what I'm doing" simply because it's a science. Making a connection between the value and merits of that science to other things wasn't always fresh on their mind. So anyhow, one of the things I was able to do was to get the scientists before the policy makers. Be able to have them interact directly, to be able to understand why their sciences were values to the policy makers and, in turn, the policy makers should be willing to listen to what some of the scientists are doing to help inform their decisions.</p>	<p>Listen Decision making</p>	<p>"what are you doing for them? How are you making their life better?"</p> <p>"you're like me, you'll be interested in what I'm doing"</p> <p>"be able to have them interact directly"</p>	<p>EIOTHERS</p> <p>CULTURE</p> <p>CONNECT</p> <p>CONNECT DECISION</p>
A4	<p>So I have three things, and I will tell you one of them's not work-related. My three – not necessarily in this order – (<i>first</i>) becoming a mom. (<i>second</i>) When I was a GS-11, I vividly remember being in a budget hearing within the (<i>agency name</i>) against the big boss and speaking up and impressing somebody else and they gave me a chance to sort of change my venue of my career. And that made a big difference to me personally as well as professionally. And then the <i>third</i> thing was my first SES job with the (<i>agency name</i>).</p>	<p>Parenting</p> <p>Speaking up</p> <p>Big difference</p> <p>Executive</p>		<p>DEFINMOMENT DEFINMOMENT DEFINMOMENT</p> <p>FAMILYINF</p>
A5	<p>I came back and soon thereafter the (<i>name of law</i>) made it through the Congress by a miracle. Whoever put the thing together called a study group</p>			

<p>of 15 representatives from organizations. (<i>Agency name</i>) was one of the identified organizations. It dealt with a fire issue and I got tapped to be an (<i>agency name</i>) person. The other group of this 15 involved Federal regulators, involved very senior people from the (<i>industry name</i>), very senior people from the furniture and public safety advocacy groups. And basically they hated each other. And I went to the first meeting and I'm elected chair. And I'd say in the three years that we worked through that, my personality, my ability to get things done took a giant leap forward. And we accomplished everything that the Congress wanted, which in retrospect was something of a miracle. Three years went by after that, and the Congress put together a follow-up three year package. Once again, same type of committee but new characters – everybody had learned, all the organizations had learned a little more about what the stakes were, what the likelihood of something happening were. So some of the organizations changed who they sent. Once again, I was elected chairman. Heat went up an order of magnitude this time, because now there was real – at this point they were looking for a test method and all the support to make it possible to regulate the (<i>industry name</i>). We succeeded again. Soon thereafter – ok, so here I am having forced to learn how to deal with warring parties, bring the technological work and the interpersonal stuff together to get something good to happen ... About (5 second pause) seven years later, a state assembly man from (<i>name of state</i>) was able to get the first legislation through requiring that (<i>parts of story redacted</i>). So I called the (person) and said "I think we have something in common here – we've got something you can use and I'm willing to step into this." We pulled it off: they had the legislation; we</p>	<p>Hated each other</p> <p>Everybody learned</p> <p>Tension</p>	<p>"my personality, my ability to get things done took a giant leap forward"</p> <p>"forced to learn how to deal with warring parties, bring the technological work and the interpersonal stuff together to get something good to happen"</p>	<p>DEFINMOMENT</p> <p>STORYTELLING</p> <p>PERSONALITY MATURITY</p> <p>LEARNING</p> <p>EIPRESSURE</p> <p>EIPRESSURE</p> <p>EIOTHERS</p>
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<p>created how to do it. This is not something that somebody comes down and says “(subject name), this would be a good career development assignment.” It was an opportunity that arose – again, product and productivity to make something good happen. And I’d say that – and this again gets to a later question – there’s only so much you can do to create these growth exercises. The real skill is in the everyday things that pop up. They’re always there. Recognizing them for what they are and what they mean to fill-in-the-blank. Me, 10 of the people that I work with, some guy that I’ve never met but who might be the right person – how do you ... it’s having your antennae sensitive to that. When it happens, it works well. I had – during the course of the technical parts of those studies, I think I had something like 50 people involved. Some from here, some from other organizations elsewhere in the country, not always within the government. And we managed to not only do what needed to be done, but pull all the pieces together and make it coherent. About a few years later, it turns out a guy who was my technical great uncle – my thesis advisor and he worked for the same guy when they got their PhDs – came up with this discovery that certain chemicals when released in the atmosphere could destroy the ozone layer. (phrase redacted) But all of a sudden, the (device) which was a mainstay for (redacted) – they were in danger in being banned outright. By dumb luck, my first research project when I was a junior chemist working for the (agency name) was on actually coming up with better (device). And so I had a fair background in that problem. All of a sudden this thing pops up and I was in a meeting and talking with a guy and he said “the (agency name) is planning to put together a major initiative to find out</p>	Opportunity arose	“this would be a good career development assignment”	DEVELOPMENT ROTATION OPPORTUNITY
	Finite growth opportunities	“the real skill is the everyday things that pop up”	EIPRESSURE OPPORTUNITY
	Social awareness		EIOTHERS
	Coherence		CONNECT
	Dumb luck		DEFINMOMENT
	Suddenly		DEFINMOMENT

	<p>what the best alternatives are and get them to the point where we could use them and get rid of this liability. You want to run that for us?" (chuckle) You work for (<i>agency name</i>): how many times does (<i>agency name</i>) go outside (<i>agency name</i>) for something like that? (<i>portions of story redacted</i>) I had background with (<i>agency name</i>) and so on. Anyway, by the time that was done, we had over 200 people working on that. We didn't succeed. In a sense, we identified what the alternatives might be. We actually proved that most of the alternatives were not acceptable alternatives. (<i>portions redacted</i>) What we did do is we provided – we put together what amounted to a 1260-page book on the science of (<i>device</i>) including applications to every one of the constraints, the chemical, the environmental and so – that affect how you'd go about finding an alternative. And our sponsor credited us with reinventing the science of (<i>device</i>). That felt wonderful. But it felt hallow, because with all the effort we put in, all the technical stuff, all the dealing with all the various organizations, the fact is we didn't come up with an alternative (<i>device</i>). Interesting feeling. You never can tell – that's a bad statement – whenever you do something that is large or notable or whatever, there are people who come up and slap you on the back. And you have to be able to recognize, which of that gratuitous and which of it is real? In this case, there was an interesting mixture of both. On the one hand, the guys who put up the money did not get what they were paid for. They were very – very large in their praise. I'm thinking about it and it's clear that it was in fact gratuitous. They couldn't say they wasted their money, but they really didn't get what they were after. The other guys, the more – the bigger picture guys within (<i>agency name</i>) did get</p>	<p>Not successful</p> <p>Feelings</p> <p>Feeling</p>	<p>"you have to be able to recognize"</p>	<p>EMOTION</p> <p>EMOTION</p> <p>SELFAWARE</p>
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	<p>what they wanted: they got a massive research effort that provided the basis for the future but even more important it proved to the entire world that putting the best people on this didn't turn up anything. It's not something you'd walk to the 7-11 and buy a different kind of (<i>device</i>). Those guys were very cautious in how they recognized what we did. In their case, we knew it was for real because it bought them more time, it bought them a more circumspect approach instead of doing something half-cocked and coming up with a bad solution. It is absolutely true that 10 years earlier, had I been put into that kind of a situation, both going in and dealing with the afternoon, I would have been unprepared. Absolutely.</p> <p>Researcher: unprepared for what?</p> <p>A5: for first of all what I consider a major shortcoming in the outcome. And second of all, dealing with this guy saying "wonderful job, guys" and this guy over here saying "we appreciate what you'd done". These guys meant it. Didn't put it quite as glowingly as these guys who didn't. I can deal with other one, it's just really nice to recognize what each one means. Getting a swelled head when you succeed is really easy. Just have to realize that it's as good as your next success. These experiences made a major difference.</p>	Reality		EMPATHY
A7	Right. Sure. And I think the way I would like to answer that is to basically talk about a couple of categories of experience and one is actually an experience and the other is a category of experience.	Categories of experience		EXPERIENCE
A8	Yeah, there was ... it's been kind of a set of increments that have gone along the way because I had the (3 second pause) I had a – I don't want to call it a luxury – the good fortune that I was			

	<p>the energy crisis. Being trust to doing research and writing papers on myriad topics – I just learned so much, but I had enormous opportunity to do that. I also had enormous opportunity to fail. And truly some of my bosses gave me those assignments because they didn't think I could handle them. I just thought they were grand opportunities. So I was on details and they were very enriching, especially ones at higher level of agencies, and at the White House. And then of course they're sending me to Harvard was great.</p> <p>Researcher: if we were to pick one ...</p> <p>R1: The thing that helped me the most was graduate school, there's no question. It taught me how to research, how to reason, how to make decisions quickly.</p> <p>Researcher: so it was the education that helped shape your emotional intelligence?</p> <p>R1: Absolutely. See, I was older – I was 32 when I got my degree so I was an older student. Its' hard to say how much of that was the educational environment and how much of it was going through – I grew up in a very poor family, had no access to any resource of any kind. I married very young and went to 5 universities before I finished my undergraduate degree. That may not be typical.</p>	<p>Opportunity Risk of failure</p> <p>Opportunity Details</p> <p>Decision making</p> <p>Later in career Older student</p>	<p>“the thing that helped me the most was graduate school”</p>	<p>OPPORTUNITY EIPRESSURE</p> <p>ROTATION</p> <p>DEVELOPMENT DECISION</p> <p>MATURITY</p>
<p>R4</p>	<p>I think mentors were a big part – I had one particular mentor executive who I really admired – who got stuff done and knew how to do it. And do it in ways that I as a young manager, I didn't have enough breadth or vision. So I think that exposure was important – I was just watching the guy above me 2, 3 ranks or 4 – marveling at what he could see</p>	<p>Mentor</p> <p>Admiration</p> <p>Exposure</p>	<p>“that exposure was important”</p> <p>“marveling at what he could see and</p>	<p>MENTORING</p> <p>EIVALUE</p> <p>EXPERIENCE</p> <p>SHADOWING</p>

	<p>and how he could do it. Later on I became closer to him and he ... gave me more under the wing kind of advice. And that was very useful to me. I think it's hard to imagine not having that sort of resource ... very hard to get past that level without getting that kind of help from the older generation. And the other thing I'd say about specific experiences: when I was a GS-14, I got an appointment to a temporary GS-15 project management position – which was running a huge computer system build via a big contract. That was really a great, great developmental opportunity. It was the kind of thing where there was a whole lot of exposure to critical, risky decision-making that had to be done on a daily basis – exposed you to how the private sector contractor did things and the complexity of working with the contractor. Had my governmental hat to wear, but also had to accomplish the task. In this particular effort, the project was a gigantic failure and that, you know, had political implications and obviously millions of dollars were at stake. It was a risk-taking situation -- my career could have tanked. I think that was invaluable; I don't think I would have ever learned the degree to which (a) you can get lot of stuff done and (b) there's lot of risk out there that can take you down. And you gotta wind your way through that stuff. What happened, I managed to survive even though the project crashed. And that was a huge learning experience.</p>	<p>Advice</p> <p>Generational</p> <p>Developmental opportunity Exposure</p> <p>Risk of failure</p> <p>Learning</p> <p>Learning experience</p>	<p>how he could do it"</p> <p>"hard to imagine not having that resource"</p> <p>"help from the older generation"</p> <p>"I managed to survive even though the project crashed"</p> <p>"that was a huge learning experience"</p>	<p>MENTORING</p> <p>MATURITY</p> <p>OPPORTUNITY</p> <p>ROTATION</p> <p>EIPRESSURE</p> <p>LEARNING</p> <p>LEARNING</p>
<p>R8</p>	<p>Here's my first example of it, my Dr. Seuss example: When I was made Director of the (<i>organization</i>) at the (<i>agency name</i>), I was brought from another part of the (<i>agency name</i>) and was brought under fairly difficult circumstances. And I called an "all hands" meeting – and all these people filed into this auditorium. And they didn't know</p>	<p>Storytelling</p> <p>Difficult circumstances</p>		<p>STORYTELLING</p> <p>DEFINMOMENT</p> <p>EIPRESSURE</p>

	<p>who this guy was. And I'm sure they had a lot of trepidation and just figured whatever it is, none of it's doing to be very good (slight laugh). And I put together this presentation that went on, probably went on forever. And I didn't know what works, so I tried a lot of different things. At the time, I was reading a lot of Dr. Seuss to my daughter who was 4. (<i>So I shared at the all hands meeting that</i>) I read <i>Yertle the Turtle</i>, a story about a turtle who wants to be king. And he's king of all he sees. And the higher the ladder, the more he sees. And he makes his ladder out of turtles. Well as he's building his ladder, the people at the bottom started to complain that it's hurting down here. He saying, "That doesn't matter; I'm king! I'm supposed to do great things. Your job is to feel pain." (<i>slapping table</i>) So he kept building more and getting higher, and they kept complaining more and finally the guy at the bottom just rebels and shook, and the whole thing came down and he lost his kingdom. Now I told the story because I was being made the head of a large organization. I wanted to say that, as I'm at the top, I don't want to lose touch with the people at the ground level. That's what I was trying to say. Nobody got it. What they got instead was "he reads to his daughter. My father read to me. My father read me that story!" And all of a sudden, I became real to them in a way that they could connect to. At every office I went to, they all had prepared a Dr. Seuss thing. When I went to the (<i>office name</i>), they had the book <i>One Fish, Two Fish</i>. When I went to (<i>office name</i>), they had <i>Green Eggs and Ham</i>. I mean, there are a lot of them (laugh). But it really connected with people. Now, it wasn't the point of the stories – it was "we have something in common". I did it for an intellectual reason, not for feeling reason. But it was the feeling reason that</p>	<p>Unfamiliar Trepidation</p> <p>Storytelling</p> <p>I'm king! Feel pain</p> <p>Complaining Anarchy</p> <p>Connection</p> <p>Connection Commonality</p>	<p>"Now I told the story because I was being made the head of a large organization. I wanted to say that, as I'm at the top, I don't want to lose touch with the people at the ground level. That's what I was trying to say. Nobody got it. What they got instead was "he reads to his daughter. My father read to me. My father read me that story!" And all of a sudden, I became real to them in a way that they could connect to."</p>	<p>PERSONAL</p> <p>FAMILYINF STORYTELLING</p> <p>EMOTION</p> <p>LEADERSHIP</p> <p>FAMILYINF</p> <p>CONNECT</p> <p>CONNECT</p> <p>INTELLIGENCE EMOTION</p>
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<p>paid off. And every talk I gave since then, I always had a Dr. Seuss story and if I didn't, boy, I was asked for one (laugh). In fact, at my last day – the senior staff, we sat around the table, I guess – every office made their own Dr. Seuss poem for me. Which is really kind of neat, but the point of the story and emotional intelligence is people need a way to feel connected. And that simply created a way. And so, you know, did anybody teach me how to do that? No! I didn't know I was doing it. But when I did it, I recognized it. I recognized that there was connectivity there, that you don't get by saying “here's our agenda for the week, you do this, you do this, you do that.” And that's my Dr. Seuss story.</p> <p>Here's another example, this is my Anthrax example. People will remember in Washington when there was the whole Anthrax mail episode, where Anthrax was found in mail that went I guess to the Senate. A couple of postal workers died. It was right after 9-11, within a month or two. We were working in a downtown building and we got mail from the same post office. And on one side of us was a congressional office building where many of us ate lunch because they had a cafeteria. They closed that down, told us it was only a precaution. We weren't supposed to worry. On the other side of us was the (<i>name of building</i>) where the Secretary saw. And everybody thought that he would go down with the ship, and that we'd go down with him. And everybody was just panicky. What didn't help was when, certainly unannounced to me or anybody else, 3 guys in moon suits show up, go down into the sub-basement and take samples from the mail room, and secretly pass out medicine to the people that worked there. But “you shouldn't worry.” Well, nobody worried; everybody</p>	Storytelling	“I did it for an intellectual reason, not for a feeling reason. But it was the feeling reason that paid off”	STORYTELLING
	Connectivity	“the point of the story and emotional intelligence is people need a way to feel connected”	CONNECT CONNECT
	Panic		DEFINMOMENT EMOTION

	<p>panicked. And I spent my entire week trying to figure out how to address that issue from an employee standpoint. From an employee standpoint. And I used every connection I had – I got doctors to come in and address the staff on what symptoms were, I went and got an audience with the senior scientists in (<i>agency name</i>) on what Anthrax was about, what it’s hazards were. I actually put somebody else in the center so I could do this full time. We had a stand-up meeting every single day. We brought in an engineer from the building to explain how air flow goes, and why the mail room wasn’t going to contaminate other people. It was just non-stop. And ... by the end of the week, I can’t quite figure out what happened but that ended it, but something happened that it just kind of terminated. Jeez, I should be able to remember but I can’t. But what I remember about EI was, I had these daily meetings and people would come. I said “bring in the speaker of the day and share whatever information we could.” Afterwards, we did a survey of – we were doing it for another reason, we were moving to another building – what we found which was after that week that scared everybody, both morale went up and my stock went up enormously. Because people said “he actually cares about us.” I thought I cared about them before (chuckle). In a way, that was a surprise to me. But what I realized was here I was caring about them as individuals, not as workers who were supposed to get something done. And so I guess part of the learning, part of the progression or whatever is, again, people want to know that their leaders care about them. And it’s OK to show it. It’s OK to find ways to show it. I was – I learned early on in my career the value of a certain amount of ceremony and recognition. And one of the forms of recognition that we did that</p>	<p>Non-stop</p> <p>People came</p> <p>Increased morale Leader perceptions</p> <p>Learning</p>	<p>“I spent my entire week trying to figure out how to address that issue from an employee standpoint”</p> <p>“he actually cares about us”</p> <p>“what I realized was here I was caring about them as individuals, not as workers”</p> <p>“people want to know that their leaders care about them. And it’s OK to show</p>	<p>EIOTHERS</p> <p>EIPRESSURE</p> <p>CONNECT</p> <p>EMPATHY</p> <p>LEARNING</p> <p>EMPATHY</p>
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	<p>interestingly was incredibly well-received was years of service. Now we didn't wait for 50 years or 40 years – we had everybody with 10 years, everybody with 20 years, everybody with 30 years. And what people liked about it was, it was completely egalitarian. All you had to do was show up. The honor awards, the presidential awards, they go the people who are highly visible. And everybody knows who they are – some people admire them, and some people envy them. But most people know they're not them. But here was something that everybody could compete equally and get recognized for – and they liked their 10 year pin, much more than I would have thought. So again, it is saying “there's something special about YOU that is important.” And people respond to that.</p> <p>I'll say the last example is, I have some consultants I used, and executive coaches – very good and very, very helpful to me. One of the things ... I asked them for ideas, and they were in one place that went through a lot of turmoil. They noticed there was one division – any large agency has 10, 20, 50 divisions depending on how you count them – there was one division was calm and everybody else was bouncing off the walls. So they kind of looked around to see what was different down there – and what was different was that the director of that division held a meeting every Monday morning at 9 o'clock with his division staff – whoever wanted to come. And he would tell them whatever he knew or what was going on. He asked for any question they had, he said “he didn't know” if he didn't. And then they all went back to work. And I said “well, I can't do that every week, but I bet you I could do that every month”. And I set up a standing meeting with the staff – in the beginning it was with whoever</p>	<p>Everybody involved</p> <p>Egalitarian</p> <p>People are special</p> <p>Executive coaches Helpful</p> <p>Calm division vs. chaos</p> <p>Communicate</p>	<p>it. It's OK to find ways to show it.”</p> <p>“people respond to that”</p>	<p>CONNECT</p> <p>EIOTHERS</p> <p>COACHING</p> <p>EIPRESSURE</p> <p>EIOTHERS</p>
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	<p>wanted to come. After a while we learned how to webcast so fewer people came but more people watched from their offices on the screen. And I did it every month, and all I did was I went through “this is what happened last month; this is what’s happening this month.” But it was the way, again, to connect to people. There was in terms of people that influenced me, there was one part of (<i>agency name</i>) that was a newer part of (<i>agency name</i>). It was the group that did (<i>occupation</i>). You could tell there was something different about them: they were all uniform; they spoke the same language; they had the same attitude. Every presentation that came in, I could tell you without reading the words who was making it. And I was saying “What’s going on over there? There’s something different going on over there.” I talked to one of the people who said “well, somehow the Director makes everybody think we report directly to him.” And I said “how does he do it?” He said “I have no idea, but we do.” (laugh) And, again, I think through my webcasts I did a lot of that – but all this again had nothing to do with the subject matter. All of this is based on establishing connections and they can be personal connections over the computer screen, but personal connection some way. I used to have “all hands” meetings only once a year, maybe, once or twice a year. I talked for two hours, if you could believe. My wife would say “why would they ever listen to you for two hours?” (laugh) I said, “I don’t know, but they do. They’re starved for information. They’re all in their little cubby corners, and they want to know they’re part of the whole. They want to know the big picture; they want to be part of something. And they want to hope that their part matters.” I used to do an annual priority setting process where we say “these are things we’re going to finish this year.” I</p>	<p>Connection</p> <p>Integrated culture</p> <p>Everybody</p> <p>Connections Interpersonal</p> <p>Starved</p> <p>Belongingness People matter</p>		<p>CONNECT</p> <p>CULTURE</p> <p>CONNECT EIOOTHERS</p> <p>EIOOTHERS EMPATHY</p>
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<p>used to call them boulders. I used to say the problem (<i>agency name</i>) makes is that they try to do everything and finish nothing. I say it's like pushing a thousand pebbles up a mountain at one mile an hour. After 50 years, they're only half-way up. All you get to show for yourself is you're tired. And so, what if we just took 3 boulders and got them up and over the mountain-top. I used to call them my boulders. And the first year, there were 50 or 60 items. What I found was it was good to get those done, but then the people who didn't work on them felt left out. So I had to broaden the base so that everybody had a stake in it. Research areas – it's hard to get boulders – but you can update your research plan, something that "I'm part of this." You know the old saying "what am I, chopped liver?" You don't want anybody feeling like they're chopped liver. People that are part of something, they will work harder and they will work in a more focused way.</p> <p>I'll give you one more. Tell me if I'm talking too much. I always joke that I have very few good ideas that I know are good ideas at the beginning (chuckle). What I know is how to recognize a good one when it comes up. There was a couple of years in my last job – we were having a retreat of some kind and I was trying to get at how do we make things better? How do we do things better? And you know what, nobody wants to really talk about how to do things better. I don't know if it's boring or if it's debilitating or demoralizing, but I got this whole bureaucracy, I don't have enough resources, blah blah blah. And then almost by accident I said "well, what would a world class organization do?" (<i>animated</i>) All of a sudden everybody sat up: and immediately they knew, this is what a world class</p>	<p>Belongingness Inclusion</p> <p>Do things better</p> <p>Best practice Suddenly Everybody</p>	<p>"People that are part of something, they will work harder and they will work in a more focused way."</p>	<p>EIRELATE</p> <p>LEADERSHIP</p> <p>DEFINMOMENT</p> <p>DEFINMOMENT</p>
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	<p>organization would do. And so we put up posters on each side of the room – this side was “describe what we do now” and on this side is “describe what a world class organization would do”. Everybody knew exactly the answers! They knew what they did now, and they knew what a world class organization would do. It’s almost like that they didn’t realize the point was, how are we going to get like that (a world class organization). And from that moment our theme was “building a world class organization.” It’s like another way for them to feel truly valued and appreciated. I did it by accident. But it really worked. It really worked. So, there’s that.</p>	<p>Valued Appreciated Accidental It worked</p>		<p>EIVALUE EIOOTHERS DEFINMOMENT</p>
R9	<p>First of all, when I ... went to work for the (<i>agency name</i>), I was made after oh, six months I believe, a section head and had two people, both very much older than I was, working for me. And I had to learn how to manage them. Again coming back to this opportunity for training, there were ample opportunities to take regular management courses which I hadn’t had in my training in science – I was a triple major in chemistry, physics, and math and in graduate school I was physical chemistry, inorganic chemistry, mathematics again – and I really didn’t have much, as I said earlier, of the social-type of courses. And those weaknesses and lack of training – again, were provided by, readily provided by, the laboratory or the Federal government. I was – I took courses frequently in my early years. They were available, management courses – as I said, I remember and still use to this day the factors I learned in time management and management – how to deal with people.</p>	<p>Age difference Learning</p> <p>Management courses</p> <p>Deal with people</p>	<p>“I really didn’t have much ... of the social type of courses”</p> <p>“I learned ... how to deal with people”</p>	<p>MATURITY LEARNING</p> <p>DEVELOPMENT</p> <p>DEVELOPMENT</p> <p>CONNECT</p>

Interview question: What was the situation or context in which that experience occurred?

Subject	Response	Initial Coding	In Vivo Coding	Descriptive Coding
A2	<i>Response embedded in narrative above</i>			
A3	Researcher: so in looking back at these experiences, whether it's the problems with underwriting mortgages, or the dismantling of an organization, or getting the scientists to interact with resource managers, it sounds like those were defining moments in your career. And we talked about those situations in context.	Reflection Situational		REFLECT
A4	<p>So I wrote some thoughts down for each one and so I thought I'd talk about each experience as it relates to the questions. So the first one, becoming a mom. Why does that matter, what did I learn from it, et cetera. The experience mattered to me because I think it changed my complete outlook. I think I was very much a workaholic, because maybe I didn't have anything else in my life that was meaningful. I think that exudes into other people around you. I'm not saying I'm not a person who wants to work hard at things, but I think there's that balance. I think I understand and I think I have been a better supervisor, leader in understanding my staff and the needs of my staff as I changed jobs. And that's not to say that everybody's going to get time off all the time, but it's to say that I have a better appreciation for the need to be flexible, for instance. Maybe I wasn't so flexible at that juncture. I think therefore that I'm a better person and a better person to manage and to lead people because of my experience.</p> <p>The second one, the GS-11 experience – why did that experience matter – well, certainly it mattered</p>	<p>Meaning Exudes</p> <p>Flexibility</p> <p>Experience</p>	<p>“the experience (of being a mom) mattered to me because I think it changed my complete outlook”</p>	<p>EXPERIENCE FAMILY INF EIRELATE</p> <p>EIVALUE</p> <p>EXPERIENCE</p>

	<p>because someone saw something – I’ll call it maybe something special – at least that’s how they treated me in that regard. And who doesn’t like to be treated specially? But I think it also helped my growth as a professional in terms of honing my analytical skills, my ability to do oral presentations, that kind of thing. And I learned out of it that change is good. I was happy where I was in my job. And I was just doing my job when I came to this budget hearing, but I learned that if you take a leap that the changes can be really positive in the long run. Was someone involved in it? Yes – the person who saw something in me, that division director and who not only saw something in me that day but also took time to mentor me for the next probably 3-4 years until I left the organization. So he didn’t just steal me and then dump me (chuckle) kind of thing; he followed me. And that was very helpful to me as a young, junior GS-11 growing to a GS-13 over time in that organization.</p> <p>Researcher: how did that mentor help you in the emotional intelligence domain?</p> <p>A4: I guess I could say that (3 second pause) when you’re fighting budget marks, no matter what level of the organization you’re at, there’s always emotion in it because you think you did a good job at what you presented in your budget and by God, why isn’t anybody touching it? And so you have to take the emotion out of it and put that aside in a lock box for a minute and focus on the facts. Otherwise, if you bring the emotion into it, you lose the audience overall. I don’t know if that quite gets exactly to your question, but it doesn’t mean you can’t have those emotions and those thoughts but if you let them come out too much you’re going to lose your</p>	<p>I was noticed</p> <p>Felt special</p> <p>Analytic</p> <p>Happy</p> <p>Take a leap</p> <p>Mentor followed me</p>	<p>“you have to take the emotion out of it and put that aside in a lock box”</p> <p>“if you bring the emotion into it, you lose the audience”</p> <p>“it doesn’t mean you can’t have those emotions and those thoughts but if you let them come out too much you’re</p>	<p>MENTORING</p> <p>PERSONAL</p> <p>INTELLIGENCE</p> <p>EMOTION</p> <p>OPPORTUNITY</p> <p>MENTORING</p> <p>EMOTION</p> <p>EIPRESSURE</p> <p>EIPRESSURE</p>
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	<p>job when I went to work for the (<i>agency name</i>). This was a huge culture change for me, to work with (<i>employees</i>) for one thing, mostly male (<i>employees</i>) and being the senior female. I also had a pretty –for me, I went to a pretty large staff, a staff of about 60 people from what I had before, which was a staff of maybe 10. So that was kind of an awesome experience, and I had different people with different skills sets and desires on work schedules. You get the in-fighting and having to deal with them on their emotions/their professional abilities at the same time. I also had my own emotional intelligence because I felt very strongly that I knew what I was doing, and I was the right person for the job, but I had these – I don’t mean this to be disrespectful, but I had these (<i>employees</i>) men who were just waiting for me to fail. And so I was always having to kind of keep myself in check overall. And so I became in that scenario from an emotional perspective a little more stoic than maybe I would have been in a different job. And what I learned from that job is slightly different on change: that before I learned that change was good; what I learned in this job is that change is really hard. Truly moving into a leadership position versus a managerial position is really difficult. And if you don’t have someone kind of there to guide you and shepherd you, you’re on that island alone. So that was kind of my experience there in that regard.</p> <p>Researcher: from an emotional intelligence standpoint, what was difficult about the leadership position?</p> <p>A4: I think that the most difficult thing for me was – well, a couple of aspects. One, that I have this desire to create this high-functioning staff and bring</p>	<p>Gender</p> <p>Skills</p> <p>Gender Waiting to fail</p> <p>Emotion: stoic</p> <p>Isolation</p>	<p>“this was a huge culture change for me”</p> <p>“being the senior female”</p> <p>“having to deal with them on their emotions and their professional abilities at the same time”</p>	<p>CULTURE</p> <p>GENDER</p> <p>EIOTHERS</p> <p>GENDER EIPRESSURE</p> <p>EMOTION</p> <p>SELFAWARE</p>
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	<p>them to a different level. But then I had all of these – I was a new mom (laugh) for one thing, I had all of these other demands and I had all their personal issues that I had to deal with. I wanted to change the work schedule and they were whining about that. So I had to think about their aspects and how that affected me, and how that was going to affect the professional culture that I was trying to grow. Just trying to meld the two together, I found somewhat difficult at first. I just found that ultimately I had to stand my ground and kind of move on overall. But I cared about every one of them, and I wanted them – I feel that if you’re happy at your job, you will perform better. So I wanted them to be happy. But at the same time, I didn’t want them there at 5 o’clock in the morning when their customers weren’t there. That’s a little absurd but you get my point. Some of them didn’t want to change, and so I was like ‘well, if they’re not happy, they won’t perform well.’ All these things are going through my head at one time. You just have to belly up to the bar and make your decision and push on. Ultimately, it was fine. Change is hard sometimes. They sucked it up and moved on. It was good, it was a great opportunity to learn - to really learn – to be a good leader. It ultimately turned out to be a great staff. And for me, it was a great growing experience. I never led that size of a group before, with all kinds of different demands overall. And trying to take them to a new plateau was kind of fun too at the same time. And I was sad to leave. So there’s another emotion (laugh) – I didn’t want to leave when the day was done, but you have to move on sooner or later.</p> <p>Researcher: so earlier when you mentioned becoming a mom made you a better supervisor and</p>	<p>Parenting</p> <p>Work: life balance</p> <p>Wanted happy employees</p> <p>Change resistance</p> <p>Growing experience</p> <p>Emotion: sad</p>	<p>“I feel that if you’re happy at your job, you will perform better”</p> <p>“you just have to belly up to the bar and make your decision and push on”</p> <p>“it was a great growing experience”</p>	<p>FAMILYINF</p> <p>EIVALUE</p> <p>EIVALUE</p> <p>EIPRESSURE</p> <p>DECISION</p> <p>EXPERIENCE</p> <p>EMOTION</p>
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	<p>leader, you mentioned flexibility. Were there other attributes of that experience that helped make you a better leader?</p> <p>A4: I think I became maybe a little bit more compassionate to the staff. When the staff needed to leave two hours early or something to go pick up kids. I used to be like, ‘what?’ I think you become more in tune with what I would call the general population, because most people do have children. Not everyone, I recognize, but the majority. And I was kind of on the outside looking in. So I kind of became in tune with them because I became one of them. I also had to figure out how to do my job, because now I had those same things when my kid was sick. So how do I get my job done? How do I make sure that I don’t hold everything in, in terms of knowledge, and pass it to my deputy and that type of thing? You want to delegate but I’m kind of a little bit of a control freak and I like to know everything that’s going on. When you’re not there because you have to stay home with your kid, how do you deal with that as a manager and a leader, and still stay connected? How do you trust people that they’re going to get the job done and do it the way that you would hope that they would do it, because you hope that you’d trained them and give them the thought processes appropriately. So I had to relinquish a little bit more than I did before I had a child.</p>	<p>Compassion begets flexibility</p> <p>Parenting</p> <p>Need results</p> <p>Connection Trust</p> <p>Relinquish</p>	<p>“I kind of became in tune with them because I became one them”</p>	<p>EMPATHY</p> <p>FAMILYINF</p> <p>CONNECT</p> <p>LEADERSHIP</p> <p>CONNECT EIVALUE</p> <p>LEARNING</p>
A5	<i>Response embedded in narrative above</i>			
A7	<p>The first one is when I was a relatively junior officer, I was fortunate to get command of a small ship, crew of 20. But it was located in a small town in a rural part of the United States. And I was the senior Federal person in that whole area and what it gave me the opportunity to do was represent the Federal government to private sector people who ran</p>		<p>“I was the senior Federal person in that whole area and what it gave me the opportunity to do was represent the Federal government”</p>	<p>LEADERSHIP</p>

	<p>the county, the state and local government people, the law enforcement people, the emergency management people – all of whom had something to offer be it big or small. But at the end of the day I got to understand a little bit about what really makes a community in the United States tick, and I can tell you that there are things that I learned in that town 30 years ago that helped me to understand what (<i>name</i>) did in a press conference a few minutes ago because it’s the same. That experience to me, has always been a defining period for me, in the jointness jobs that I got as a senior officer in the (<i>agency name</i>) and in all of this (<i>agency name</i>) stuff in the 10 years that I’ve been in the (<i>agency name</i>) business that experience what I started to learn there has been very, very valuable and very defining. And why do I say it’s defining? It’s back to this people-based, this understanding people – that’s when I started to learn that people other than people in the (<i>agency name</i>) did things the right way, and that there were very smart people out there, and many different organizations that were just as good or better at certain things, and that you could not make any type of determination on a person or a process or an element or a team based on them being different than you or not a member of your organization. And the differences are broad-range of things, such as doctrinal base, how they dressed, how they look, their race, their age – all of that. That was the point when I started to learn there was the rest of the world out there. The rest of the world, while very different, did some things as well or better, some things not as well, but it was not easy to evaluate it based on what was different.</p> <p>The second thing that I did was I was a joint officer in the (<i>agency name</i>) which meant that I went to</p>	<p>Understanding</p> <p>Learning</p> <p>Defining moment</p> <p>Valuable Defining</p> <p>Differences Doctrine Appearance Demographic</p> <p>Environment</p>	<p>“this people-based, this understanding people – that’s when I started to learn that (other) people did things the right way, and that there were very smart people out there ... and that you could not make any type of determination on a person or a process or an element or a team based on them being different than you or not a member of your organization”</p>	<p>EMPATHY</p> <p>LEARNING</p> <p>DEFINMOMENT</p> <p>LEARNING DEFINMOMENT</p> <p>EIRELATE</p> <p>DECISION</p> <p>CULTURE</p> <p>EIOTHERS</p>
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<p>(<i>agency name</i>) schools and did exchange tours with particularly the (<i>agency name</i>) and the (<i>agency name</i>) here. Those were not desirable jobs usually in the (<i>agency name</i>) but for me they were very interesting and they turned out to be very valuable because obviously learning about the other (<i>agency names</i>) and learning about how they were wrestling with this whole jointness thing was of value. Quite frankly, jointness and interagency process are the same thing. I don't mean to say that, I actually give talks on this, I don't mean to say that the best process for the interagency is to adopt Goldwater-Nichols (a law passed by Congress) because I'm not sure that's possible or we'd want to do it anyway. But the elements of learning that you go through to become an accomplished joint officer – learning about other cultures, learning about the other missions, learning about the other process, learning to accept differing opinions and ... and a different process in the interest of group unity, unity of effort ... those are the same qualities that you need when you have state, local, city, Federal, private sector trying to figure out how to get the power back on. It's the same thing. If you can get people to a common objective and goal, you can be successful. How you get them to common goals and objectives simplistically you don't beat them over the head with it, you have to find some common ground. And I learned that in my joint tours, and that by itself was enormously broadening or enormously expansive in how you look at things ... (<i>5 second pause</i>) I had two years of education at (<i>school name</i>) and five years of actual experience in that environment out of 29 year career which was pretty amazing actually (laugh). Certainly the most valuable experience that I carried into my civilian career was the joint assignments and the education</p>	<p>Exchange tours</p> <p>Learning Culture Wrestling</p> <p>Learning elements Cultures Missions</p> <p>Integrated culture</p> <p>Common ground</p> <p>Broadening Perspective</p>	<p>“if you can get people to a common objective and goal, you can be successful”</p>	<p>ROTATION</p> <p>LEARNING CULTURE EIPRESSURE</p> <p>LEARNING CULTURE</p> <p>CULTURE</p> <p>CONNECT LEADERSHIP</p> <p>ROTATION</p> <p>ROTATION EXPERIENCE</p>
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	<p>and the experience. Sitting in class and listening to people’s opinions on the topic and initially being shocked on how you could see it that way, that’s not the way I see it. And then people taught – the joint professional military education in my career was all about trying to sell people on jointness and sell people on Goldwater-Nichols. So I listened to many, many case studies on why unity of command does not work or mutually supported command does not work and jointness does, so it was a good education in that regard.</p> <p>Researcher: How did the shocks or surprises help you?</p> <p>A7: It made me more tolerant and it made me more accepting of different ways to do things which enabled me to accept much broader collection of options and I think it made me more successful. I think that ... I think that a person who can be more open to more information will make better decisions ... (6 second pause) and at the same time if you’re using people’s information to make decisions, it makes it easier for them to support it or even feel good about it. So it is a cyclical process.</p>	<p>Classroom Listening Shock</p> <p>Case studies</p> <p>Education</p> <p>Tolerance Accepting</p>	<p>“certainly the most value experience that I carried into my civilian career was the joint assignments and the education and the experience”</p> <p>“I think that a person who can be more open to more information will make better decisions”</p> <p>“if you’re using people’s information to make decisions, it makes it easier for them to support it or even feel good about it”</p>	<p>DEVELOPMENT DEFINMOMENT</p> <p>CASESTUDIES</p> <p>LEARNING</p> <p>EIVALUE EMPATHY</p> <p>DECISION</p> <p>DECISION</p>
A8	<i>Response embedded in narrative above</i>			
A9	<i>Response embedded in narrative above</i>			
R1	Graduate school.			
R4	<i>Response embedded in narrative above</i>			
R8	<i>Response embedded in narrative above</i>			
R9	There were classes, mainly. There was a lot of professional help – mentoring. My early supervisors	Classes Mentor		DEVELOPMENT MENTORING

	<p>helped greatly in that. And the way things were set up at the laboratory, you were encouraged to publish – in fact, it was just like a university: you published or you perished in that environment. My supervisors told me early my writing skills again were not very good. They helped me with that – they gave me their own time, their own mentoring, and top of that they sent me to courses that helped greatly.</p> <p>Researcher: was there something about emotional intelligence that you learned from your mentors?</p> <p>R9: Well, they were models, you know. You saw how they managed; how they dealt with people. And so they were role models. I always tried to pick things that they did – that I found helpful to my career. I incorporated them into my own work style.</p>	<p>Publish</p> <p>Supervisors</p> <p>Mentor Classes</p> <p>Role models Interpersonal</p> <p>Work style</p>		<p>SUPERVISE</p> <p>MENTORING DEVELOPMENT</p> <p>MENTORING EIOOTHERS</p> <p>LEADERSHIP</p>
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Interview question: Why did that experience matter?

Subject	Response	Initial Coding	In Vivo Coding	Descriptive Coding
A2	<p>(5 second pause) I would say throughout my life I've probably always been slightly out of step. And there's probably a whole lot of feeling uncomfortable being out of step when you want to identify with an organization. And I think one; it allowed me to come to terms with being out of step – I mean I think one of the bumper stickers on me is that I'm perceived as an out-of-the-box thinker. And I found that as traditional as the (<i>organization</i>) culture is, it does also embrace creativity and imagination. And so – it allowed me to be me but also recognized that I was giving my heart and soul to an organization, even though I looked nothing</p>	<p>Out of step</p> <p>Identity</p> <p>Reputation</p> <p>Heart and soul</p>		<p>PERSONALITY</p> <p>SELFAWARE</p> <p>SELFAWARE</p> <p>EIVALUE</p>

<p>like a (<i>redacted</i>) in the process. And that was part of the coming together of years and years of preparation for that. I can look at tidbits: 10 years prior I got sent over to work at Capitol Hill for a year as a training experience, and that was during Desert Shield/Desert Storm, the Clarence Thomas hearings, all that sort of stuff – it was just a fascinating experience. I tell people it was the best educational year I had in my whole life, to see how Congress works. Even though I’d never want to have a job there, it was a fascinating experience. Another thing I found out early on –probably 25 years now – I stopped trying to figure out what my next job would be. They would just seem to come. I guess that taught me that someone was always watching me, no matter what – whether you’re screwing up or doing good. Someone’s aware of what you’re doing, and if they’d think there’s a role I could fill, they’d contact me and we’d see how that goes. (5 second pause) Boy, I guess that there were some disappointments for not being selected for the Senior Executive Service when I thought I was ready. This was actually in (<i>organization</i>) and was up for an SES job and didn’t get selected. Two people got selected who were just as worthy. But you get the personal disappointment of that. I remember being bummed out for probably about 45 minutes and ... I’m probably violating church and state but I remember a thought coming to me: “Getting selected for the job might have been your plan but it was not My plan.” And that’s clearly the thought to me which was either a subliminal projection of myself or was it was divine intervention. It made me step back and realize “well, ok – then I shouldn’t worry about it.” So I didn’t. I went and bought myself some ice cream and had a great day. Shortly thereafter I was</p>	Rotational assignment		ROTATION
	Education	“(rotational assignment) was a fascinating experience” “best educational year I had in my whole life”	ROTATION
	Being watched	“someone was always watching me – whether you’re screwing up or doing good”	MENTORING
	Emotion: disappointment		EMOTION
	Religion		RELIGION
Religious upbringing		RELIGION	

	<p>selected for an SES. And just – I want to jump forward to last weekend which was the (<i>organization</i>) ball. The guest of honor was (<i>name</i>). He was a double amputee above the knees. He was such a riveting speaker. One of his lines that I remember, he said “The only thing you can control is how you react to the uncontrollable.” And I think that was a nice encapsulation of one of the philosophies I’ve tried to put in place throughout my career was “stuff happens.” It’s truly how you react to stuff happening that’s more important than the stuff that’s happened in and of itself. I guess it’s with professional life’s pleasures and disappointments that you’ve got to figure that stuff out. So it’s finding that combination of ... caring a whole lot, putting that on the line every single day, but when the loss or disappointment comes you just put it behind you. Otherwise – I told my wife that the job I had at the (<i>organization</i>) would have killed me if I didn’t love it so much. A lot of 16, 18 hour days for almost 10 years. But she knew I loved it and knew I had a great time. And I did get a lot of grey hair in the process. And to me that’s what has to come to you; you just have to appreciate your role and what you do, no matter how high or how low.</p>	<p>Appreciate role</p>	<p>“the only thing you can control is how you react to the uncontrollable”</p> <p>“a combination of ... caring a whole lot, putting that on the line every single day, but when the loss or disappointment comes you just put it behind you”</p>	<p>EIPRESSURE</p> <p>EIPRESSURE</p> <p>PERSONAL</p>
<p>A3</p>	<p>Personally, early on in the (<i>agency name</i>) closure I didn’t know what I could do or how I could help the people. And I didn’t know whether I was up to the task. Simple as that. You work hard, you get to the level you’re at, you get to be a GS-15 and you think now you’re thrust into this situation affecting the lives and career of people, for which you’re responsible. Totally different than before. This could be the end of somebody’s career. Right? How do you salvage both the mission, the organization, the people? How do you give them hope? One of the things that came out of that</p>	<p>Didn’t know Up to the task</p> <p>Responsibility</p> <p>Salvage</p>		<p>EIPRESSURE</p> <p>EIPRESSURE</p>

	<p>experience was as some people described, I was the steadying force for a chaotic situation. Think back: the government's shut down, people are panicking, people are worried sick about what's going to happen to them. What are they going to do next? Where does their career take them? The immediacy of those basic, fundamental issues is overwhelming. How do you get them to calm down and think some things through? We brought in some placement people to help them out, work up a resume, get them to talk positively about where they've been and where they might be able to go to. Brought in a financial planner to talk to the people. He was interesting and almost got me killed because the first thing he said was, "I'm glad you're being fired." He got their attention – we had about 250 people in this session – they're all standing there and on edge. What he was trying to say was, "you've got to come to grips with your future now." Do you have enough resources to live in retirement? If the answer is "no", you'll need to focus on a new career. It was very helpful to get people re-focused on what was important. We brought different services because there was a sense that people were being discarded. Nobody cared. Congress de-funded them. People in the department weren't interested in them. They left it up to me to help people. And so I think they felt that at least somebody cared, somebody was trying to do something, and they were looking for help. Back to the point I made about the system not designed to help people, there was a limit as to what I could do. We had outplacement services, but if there aren't any jobs, you have to rely on somebody else. I try to work side deals with colleagues that I knew in other bureaus to try to pick up people by ones and twos – but that's not systematic. We had 2,000 people in</p>	<p>Immediacy of basic needs</p> <p>Got their attention</p> <p>Focus on what matters</p>	<p>"I was the steadying force for a chaotic situation"</p> <p>"I think they felt that at least somebody cared, somebody was trying to do something, and they were looking for help"</p>	<p>EIPRESSURE</p> <p>EMPATHY</p> <p>CONNECT</p> <p>EIOTHERS</p> <p>EMPATHY</p>
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	<p>the organization. 2,000 people looking for jobs. I could call in some chips and get people a temporary job, get them reassigned by the handful – but I can’t do 2,000. And you always run into the issue of, you help John but not Paul or June or Mary? I’m not about picking winners and losers, just trying to help as many people as I could. Get money for training – that’s hard as it has to be related to the job. What if someone wants to try a whole new career? That was a real challenge but what I learned from it was that it was emotionally draining ... that I could do something of that magnitude if I set my mind to it ... at the end of the day, if I did what I thought was the right thing, I could live with myself. Oh by the way, I was putting myself out of a job, too. I was trying to help everybody else, but I did nothing for myself. That wasn’t even in the calculation. If people work hard, they get noticed. Somebody’s going to reach out and try to grab you because they see some talent and some energy, and they want to try to use that somewhere else. That’s what happened in my case.</p>	<p>Trying to help</p> <p>Challenge</p> <p>Emotionally draining</p> <p>Talent Energy</p>	<p>“if I did what I thought was the right thing, I could live with myself”</p>	<p>EIOTHERS</p> <p>EIPRESSURE</p> <p>EIPRESSURE</p> <p>EIVALUE</p> <p>CONNECT</p>
<p>A4</p>	<p><i>Response embedded in narrative above</i></p>			
<p>A5</p>	<p>The paradigm for research in general is – I have the ideas, I talk about it with some colleagues but I do so in a very guarded manner because I don’t want the word to get out that I’m thinking about this in this particular way, because somebody else might jump my effort. The people who were on the project – if I bring in the funding, they work for me. That’s the general rule. One guy, one project and subordinates. And it works in some cases. Some of the biggest Nobel Prize-type breakthroughs are done that way. For these bigger things, where it takes more expertise than either I or anybody brings to the table, the only way you can make that happen is to – you don’t shore up your ego – that’s a dangerous</p>	<p>Sabotage</p>	<p>“I don’t want the word to get out that I’m thinking about this in this particular way, because somebody else might jump my effort”</p>	<p>OCCUPATION</p>

	<p>thing to do because there are parts of projects where ego brings you through. But it's recognizing that even if I'm an expert in this area and that area, there isn't time for me to do it. I've got to have somebody else working in there. And if I treat them as subordinates, will I get the best effort out of them? The idea is – I was division chief here for years. The name of the game is to create an environment where everybody feels like – they feel energized. They feel excited. Hopefully you can channel them from getting excited for doing something that's off track or whatever. And again, it's not that I became a people person. I'm still production, product person. But you don't get production and product unless the environment to work in is - stimulating's overused – almost synergistic. Getting people to do more than they thought they could do.</p> <p>Researcher: how does emotional intelligence energize others? What is it about emotional intelligence that helps spark that entropy?</p> <p>A5: Boy, its non-stop. If somebody comes in with an idea, and the first thing you do is your scientist instinct – analyzing the idea – that's not really (a) you didn't perceive why the person came to you with the idea in the first place, second, you're not likely to have that person feeling ready to charge and take on the world. So once you've realized yeah, they're looking for approval, they're looking for help and so on, but there's more to it than that. They're looking for peerage, being treated as a peer. They're ... of course, they're looking for resources if in fact you control resources. Which is a non-gratuitous recognition that everybody – it's the currency that everybody recognizes. So there's that.</p>	<p>Energized Excited</p> <p>Synergy</p> <p>Non-stop Scientific instinct</p> <p>Lack of interpersonal</p> <p>Looking for help Peer</p> <p>Currency</p>	<p>“name of the game is to create an environment where everybody feels like – they feel energized”</p> <p>“(peer respect) is the currency that</p>	<p>EIOTHERS</p> <p>EIOTHERS</p> <p>EIPRESSURE OCCUPATION</p> <p>MENTORING</p> <p>EIOTHERS</p> <p>EIOTHERS</p>
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	<p>There's the classic thing is – I had two people once, one of whom was arguably the best experimentalist I've ever met. He'd grab onto a problem of very deep scientific implication and all sorts of levels of scientific depth that needed to be probed but hadn't been. And he could lay out how to do it, identify the right instruments, put together and go into the lab and just not emerge until he had it worked. I had another guy who was completely unstructured, completely free-form but he was the guy who could jump from the first set of data to an experiment that had never even been thought of before. So just for the heck of it – at the time, I didn't really know much better – I paired them. And I figured the chances were good that either something really great would come out or they'd kill each other. And it turned out we were well onto the way of the former, And at that point, I had to separate them. But I learned a lot.</p>	Paired employees	everybody recognizes"	<p>CONNECT</p> <p>LEARNING</p>
A7	<p>Researcher: As you stated before, these experiences mattered because they were people based, helped to understand people from many different organizations. Anything else about why those experiences mattered to your emotional intelligence?</p> <p>A7: I would still add one thing to that – the people piece is the most important but I think there are some basic skill things that you learn by watching other people's process, other people's doctrine, other people's methods – obviously, you pick up some things there because there are all those things to learn from other professional organizations and you pick that up too by being around people. It's not all about, you know, just reaching consensus and stuff like that – but you truly develop with more skill-based knowledge by dealing with other</p>	<p>Basic skills Watching others</p> <p>Dealing with</p>	<p>"the people piece is the most important"</p> <p>"learn by watching other people's process, other people's doctrine, other people's methods"</p>	<p>EIRELATE</p> <p>SHADOWING</p> <p>EXPERIENCE</p>

	<p>professionals who are not in your same organization, who didn't already go to the exact same schools that you went to and learn the same stuff. That's valuable. One recent application is that my son-in-law is a (<i>agency name</i>) agent and he's at one of the field offices. And he was offered basically a long-term, six month detail with a local police department. He said, "What do you think about that?" I said, if the police department wants you and you think you can contribute, I think it's a fantastic idea. It's absolutely, in thinking about my own experiences, he's a career person in the (<i>agency name</i>). It will only be good. Maybe at the beginning it won't seem that way but – and I said, the key thing is you have to be able to go there and give them something they want. Do you think that's the case? They don't just want to shuttle you over there so they can say they have an (<i>agency name</i>) person. He came back to me and said "I think I can really do something there – they don't have (<i>occupation</i>) experts. They are really a bit lost and don't understand the (<i>occupation</i>) process and the whole (<i>occupation</i>) world and stuff like that." (<i>He said</i>) "I think I can really help them." I said, it's a great idea to go there for six months and expose yourself to a (<i>city name</i>) police department and at the same time a different culture, maybe multiple cultures and ... and you'll be back in six months and you can decide if it was good or if it was bad. It turned out to be extremely good, he's gotten a couple of awards from the department and his boss couldn't be happier. And I see the same stuff that I think is important that we're talking about – "I didn't understand how they did X because that's not how we do it at (<i>agency name</i>)". Lots of similar examples that are really doctrine process, but some of them are just plain people things. How they deal</p>	<p>others who are different</p> <p>Rotational assignment</p> <p>Fantastic idea</p> <p>Broadened exposure Culture</p> <p>Different cultures</p>	<p>"you truly develop ... by dealing with other professionals who are (different)"</p>	<p>ROTATION</p> <p>ROTATION CULTURE</p> <p>CULTURE</p>
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	<p>with their people. He's gotten some interesting experiences in a different culture. <i>(redacted details on culture that was named)</i> So I see exactly the same benefits that I got out of <i>(agency name)</i> experience at the right time, at the point where it was it really made an impression on you such that you were like, ok, how do I apply that? How do I go back to my organization? I can't go back to my organization and say, "ok, you guys, you guys are idiots – I went to this other organization and I learned all this good stuff so we gotta dump all this stuff." That doesn't work for obvious reasons, so it forces you to think about how do I make that change without it appearing to be an enormous change or an indictment of the organization and its efforts? How do I implement that, create that – maybe that culture, that environment – all very interesting. But good.</p>	<p>Different culture</p> <p>Application of learning</p>	<p>“how do I make that change without it appearing to be an enormous change or an indictment”</p>	<p>CULTURE</p> <p>LEARNING</p> <p>EIPRESSURE</p>
<p>A8</p>	<p>Because it was probably the first time we'd had to sit down in a contracting environment with a company. Sit down with contracting officers – they're leaning over our shoulders telling us what we couldn't do – and turn that around and say 'guys, you can't tell me what we can't do. You got to tell me how we can get done what we need to do.' It was operating then in a different arena because most of the previous plate of things where I had done things like that had been within the civil service environment, within the government, so you didn't have the overlap of 'I'm going to lose my job' or 'I'm going to lose my money', or something like that because those weren't big factors. Getting it out, working across into the contractor work, making sure that they understood, being very forthright with what you could promise them legally, what you couldn't promise them legally, what you were going to try to make happen even if</p>	<p>New environment</p> <p>Different culture</p> <p>Working across boundaries</p>		<p>EIPRESSURE</p> <p>CULTURE</p> <p>EIRELATE</p>

	<p>you couldn't guarantee that it was going to happen, and making sure that people actually believed (a) that was completely straight with them and making sure that they believed what I said and there were a couple of instances where things happened – you couldn't do what you wanted to do and you had to go back and tell them 'I made a mistake. I didn't lie to you; I made a mistake and here's how I'm going to try and get that fixed.' And so working through that set of issues – because they were all charged in a different way than they would have been in a pure civil service environment. In a company environment, the front line engineers – they just wanted to fix (<i>device</i>). The next line managers and the seniors in the company are looking at this – the next line managers are saying 'my seniors are going to hold me accountable to make sure that at the very worst the company doesn't lose money on this.' For the senior managers they are looking at this and saying 'how do I make sure the company (a) doesn't lose money and (b) doesn't take some kind of a black eye.' And those kinds of things tend to get in the way of the technical team being able to go full bore ahead and find solutions to hard problems. Wading through that set of complexities was a learning experience, but it was helped a lot by the fact that I'd done very similar things like that within the civil service.</p>	<p>Integrity</p> <p>Humility</p> <p>Learning via complexity</p>		<p>EIVALUE</p> <p>EIVALUE</p> <p>EIPRESSURE</p>
A9	<i>Response embedded in narrative above</i>			
R1	<p>I think I said in my email, we did things in those days – we didn't have laptops or computers, we had this huge room with punch cards that we could go into and do your research. I literally learned to do research at college. I didn't know how to do any of that before. As a research assistant for a professor and then teaching undergraduate classes, I had access to the United Nations library, one of my</p>	<p>Education</p>		<p>LEARNING</p>

	professors was from the Middle East – I had access to resources that I wouldn't have gotten anywhere else. And I learned to use those resources to draw conclusions and then in classes where you had 160 words to come to a conclusion, I learned to write real tight papers, policy papers. I was well-tested so when I got a job as a speech writer I was ready.	Conclusions		LEARNING
R4	I think it matured me and gave me a lot more self-confidence. Dealing with ... interpersonal relations, risky environments. Lot of duplicity and arguments. Ultimately, in this particular example, the contract went belly-up. You don't want that sort of thing to happen; you always work and plan and organize to avoid those kinds of outcomes. Knowing that having done your best and worked very hard, in this case 2 years, dozens of people on the government side and hundreds on the contract side. The fact that things can go wrong, seriously wrong, it was sort of like "gee, I'll just figure it out -- some sort of miracle will happen so it will work out." Well, it doesn't always work out.	Maturity Self-confidence Interpersonal Risk Risk of failure	"it matured me and gave me a lot more self-confidence"	MATURITY SELFAWARE EIOOTHERS EIPRESSURE EIPRESSURE
R8	<i>Response embedded in narrative above</i>			
R9	<i>Response embedded in narrative above</i>			

Interview question: What did you learn about that experience?

Subject	Response	Initial Coding	In Vivo Coding	Descriptive Coding
A2	Stuff happens, caring a whole lot. Well, every day's a learning experience. (chuckle) Some more than others ... (10 second pause) I'm probably not going to answer the question. I know when I read stuff, whether it's a history ... could be the Bible, could be a novel, it really doesn't matter. I try to think about what relevance it has to me, right here, right now. And what can I draw from that. I think ... learning	Stuff happens Religion Learning:	"every day's a learning experience"	EXPERIENCE RELIGION LEARNING

	<p>from either fictional or real-life experiences of others has helped – just helped me think about where I stand in the organization. Not from a hierarchical standpoint, but I guess where I am in relation to others recognizing there’s a whole lot of stuff going on and the opportunities to latch up with another person to effect change or do something like that, because I tend to be in a paper-pushing type job. But because everything at some point involves money, I’m probably one of the most hated and most needed people around (chuckle). I can see others kind of crawling to my office. What I have found helpful is the concept of walking another mile in someone’s shoes. If I try to understand what the guy’s going through or, if I have a challenge, how do I voice my challenge in the language they speak? And to me I find that’s always been the best bridge builder: to meet them on their turf, in their situation. And if I can articulate in their language how the challenge I have either impacts them or I need them to help me, that tends to get an answer. I know I didn’t answer your question, but that’s the question I wanted to answer, whatever the question was! (laugh) Sorry.</p> <p>Researcher: you did; thank you. This whole conversation is excellent for the study.</p>	<p>fiction or experiential</p> <p>Interpersonal opportunities</p> <p>Language they speak Connection Empathy</p>	<p>“what I have found helpful is the concept of walking another mile in someone’s shoes ... understand what (the person) is going through”</p>	<p>STORYTELLING EXPERIENCE</p> <p>OPPORTUNITY</p> <p>EMPATHY</p> <p>CULTURE CONNECT EMPATHY</p>
<p>A3</p>	<p>I learned that if you work hard, you do the right thing, you get noticed. People know what’s going on. You’ll have another opportunity, which turned out for me. But I also developed, you also learn about relationships. Part of that job and the Federal service, you find out that it’s about relationships. How those relationships should build and sustain over time. And so, I was developing many relationships with people in the organization, even the ones that were leaving, even the ones that were</p>	<p>Work hard Do the right thing People notice</p> <p>Relationships Build and sustain many relationships</p>		<p>EIVALUE EIVALUE</p> <p>EIRELATE</p> <p>CONNECT</p>

	without a job and still have relationships with them today. But many of those people I interacted with subsequently when they got jobs elsewhere, we maintained that network of contacts. Traded resources. We helped each other out. And that's the part – the relationships that you develop and you work with that – that you use when you try to expand your knowledge base, build your organization – all those come into play.	Network of contacts Help each other Relationships		EIRELATE EIOOTHERS
A4	<i>Response embedded in narrative above</i>			
A5	<p>This is where recognizing what characteristics of people mesh with others. How can you make it possible for very different types of people to be extraordinarily productive in an environment that they probably wouldn't have gotten into themselves. I look back now and I realize that the smart people who I work for were doing the exact same thing. I'm still having a problem with the reality of emotional intelligence. In my mind, I separate technical skill from all the other things that it takes to make technical skill work. So that could be getting a guy so inspired that he works 10, 12 hour days. Or finding out what makes me tick to be willing to do that. I'd say more than half of my career, that's what I was doing. So obviously something worked.</p> <p>Researcher: so if we go back to that definition of EI (<i>read definition</i>), are there threads of that definition that you learned through those experiences?</p> <p>A5: Yes. I've also learned to recognize people that I consider hopeless. That doesn't mean they're bad. It doesn't mean that they're never going to amount to anything. But I can't do anything with them. My shortcoming may be there, who knows? It doesn't matter. At some point you say "cut bait." And there</p>	<p>Characteristics of others Different types of people</p> <p>Hopeless people</p>	<p>"I'm still having a problem with the reality of emotional intelligence. In my mind, I separate technical skill from all the other things"</p>	<p>PERSONALITY PERSONALITY EIVALUE EIPRESSURE</p>

	<p>(<i>reduction in force</i>) the team. That wasn't very popular. But it turned out we were able to find what I would call more productive positions for most of the people but not all. And the others we RIF'd. That's an admission of – it's not quite defeat but it felt that way at the time. I've resisted over the years – I used to spend so much time in personnel I kiddingly said “why don't you just give me a desk?” The definition of diversity has changed. It changes every few years. This group's in, that group's out, this group's back in and so on. To me, diversity is a difference in ways of approaching what it is we do. Some people are very emotional about it. Some people very, very cut-and-dry. Some people think like an engineer, that is, how do I solve this problem? Others approach things like a scientist: what's going on here, as opposed to how do I make use of it? That's diversity. And if you put together groups of people that are appropriate to the area you're working, that pick up those different mindsets – assuming they have the background to go with it – good things happen. And if you'd like, that seems to fit in with this concept of ... the people – there are a fair number of people – this is a scientific organization – fair number of people who don't get it. They don't understand that things don't happen because of one great idea from one person and just all of a sudden becomes internationally recognized or commercially a billion-dollar idea. The idea may originate with one person, but it's developed by and worked through more people. If you're lucky, you learn that along the way.</p>	<p>you can</p> <p>Engineer proclivity Scientific approach</p> <p>Some people don't get it</p> <p>Interpersonal Learning</p>	<p>“you do the best you can”</p> <p>“diversity is a difference in ways of approaching what it is we do. Some people are very emotional about it. Some people are very cut-and-dry. Some people think like an engineer.”</p> <p>“if you ... pick up those different mindsets ... good things happen”</p> <p>“the idea may originate with one person, but it's developed by and worked through more people. If you're lucky, you learn that along the way”</p>	<p>PERSONALITY</p> <p>OCCUPATION</p> <p>CONNECT</p> <p>EIOTHERS</p> <p>LEARNING</p>
A7	<i>Response embedded in narrative above</i>			
A8	I learned – I had some frank discussions along the way that helped me learn exactly what drove the	Decision		DECISION

	<p>decision making within the companies ... it's very easy to say 'ok, they're profit driven.' Well, yeah, that's part of the answer – but it's not the whole answer, because when you get a particularly in the (<i>agency name</i>) world, when you get these companies they actually do (<i>agency name</i>) work – not so much to make a profit, but for the – it's partially for the prestige because they want to be able to say 'we're the folks who helped fix (<i>device</i>)' but it's also partially for the satisfaction of their employees because for the employees it's ... it's a chance to say 'I helped fix (<i>device</i>)' and be able to talk to their neighbors about what they do. In the (<i>occupation</i>) industry, so much of what goes on in the (<i>agency name</i>) side, they either can't talk about or they have to worry about whether their neighbor is something that thinks a (<i>device</i>) is an inherently evil thing and that anybody that works on them is bad too, right? There are very few people that think that (<i>device</i>) is a bad thing, so the companies like the idea of having that work because it gives the employees such satisfaction and allows them to stretch themselves a little bit. So in that arena what we're looking for more than anything else is that the company doesn't take a black eye, that they get involved in something they can't deliver on – if it hadn't been for (<i>company name</i>) we would have pulled this off – and that they don't lose money on that. Because they can go back to their shareholders and say 'we didn't make a huge profit on this but we helped save (<i>project</i>)'. And that's worth it to the shareholders and the board of directors. But it's a much harder conversation for them to go back and say 'well, we lost X millions in dollars, our profits are down from what we told you, but we helped fix (<i>project</i>)'. That second conversation is not one that they can have easily. The first one is one that they</p>	<p>making</p> <p>Employee satisfaction</p> <p>Satisfaction Stretch themselves</p>		<p>EIOTHERS</p> <p>EIOTHERS</p> <p>EIPRESSURE</p>
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<p>down. Turned out that the vice president from (<i>company name</i>) was a guy that I had worked very heavily with on (<i>project</i>) and so I called him up and said ‘look, what I think we need to do is join forces. And when I add somebody to my board, legally they can’t be a full member of the board but they’re going to be a consultant, they’re going to see and hear everything that we do, that I’m legally entitled to do that’ and told them what they couldn’t do. And said ‘if you do that, you guys can write your own report at the end, but what I’d like you to do is to have one investigation. You guys can keep your own notes; you can share our discussions and everything else.’ It turned out they never wrote another report. We gave them our drafts and they said ‘hey, this is completely fair.’ We had a very similar conversation on the (<i>facility</i>) side. In that case, I didn’t have a pre-existing relationship with the guy I was going to be working with directly, but I had with the next level up and just said ‘hey, I’d like to not think of these as separate boards. Can we work that?’ And he said ‘sure, let’s talk about it.’ And so it was the trust we’d built up to have the initial conversations and say ‘let’s try it.’ And then of course you have to follow-through and follow-up with whatever you said you’d do because if you told people ‘you’re going to be involved’ you got to have them involved or they’re going to be perfectly justified in saying ‘well, that’s not what we were told was going to happen – we’re standing up our own board.’ So those relationships were important in getting through the very first bits and pieces and frankly, I think it got us through some stuff that the (<i>name</i>) started opening up a fraud investigation, that (<i>name</i>) was opening up a fraud investigation and the trusting relationships were pretty damn important with the folks in these institutions for them to</p>	<p>Join forces</p> <p>See and hear</p> <p>Fairness</p> <p>Integrity</p> <p>Relationships important</p>		<p>CONNECT</p> <p>EIVALUE</p> <p>EIVALUE</p> <p>EIRELATE</p>
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	<p>if you're constantly expressing anger ... it just doesn't work in the long term. Rewards, discipline ... how to do that in a positive way and – another thing I learned is how to use humor. I think humor is an undervalued commodity in the Federal government, and I actually had somebody once tell me that I manage by humor. I'll always look for the light side. Now you can take it too far: I've also been told that I can be sarcastic and that sometimes my attempts at humor fail. But I've learned over time how to modulate that somewhat. I think also the intersection between personal and professional life was something that I really came to understand ... My wife is a lawyer, teaches at a law school, and we had 3 young kids. I had to miss work every once in a while. I supervise single mothers ... when I have to accommodate them; sometimes the system isn't friendly towards them in terms of leave, or flexi place or things like that. But it's also true for men ... a lot of men are tugged in ways. I was also a soccer coach, I taught my daughters and I coached one of my daughters through travel leagues here in the DC area – and I needed every Wednesday, I needed to be at her practice at 5 o'clock and so I had to have flexibility in my schedule. Those kind of things you learn and it makes for a happier office, right? Those are some of the things.</p> <p>Researcher: were there any specific developmental experiences at work that you learned in terms of your emotional intelligence?</p> <p>A9: Nothing intentional (laugh).</p> <p>Researcher: anything that was a by-product of emotional intelligence – perhaps it wasn't intentional, but you learned something about it?</p>	<p>Rewards Discipline</p> <p>Humor</p> <p>Work: life balance</p> <p>Gender</p> <p>Flexibility Happiness</p>	<p>“humor is an undervalued commodity in the Federal government”</p> <p>“intersection between personal and professional life was something I really came to understand”</p>	<p>EIVALUE</p> <p>CONNECT</p> <p>PERSONAL</p> <p>GENDER</p> <p>FAMILYINF EMOTION</p>
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	<p>A9: You know ... if it happened, I wasn't aware of it. I wasn't thinking in those terms, right? The terms that I can think about are, that I'm ... I try to be a learning person and no matter what situation I'm in, I try to learn from it. And so I'm sure there was always an undercurrent of that, but it wasn't specifically focused on making me a more emotionally intelligent person. It was just part of the process. And that may be – I don't know what you're finding from your research – but I would suspect that ... there are some people who are not ... capable of maturing their emotional intelligence. I'm thinking of folks like, you know, who are borderline personality disorder or bipolar. <i>(next sentence redacted)</i> She's now a social worker in <i>(location)</i> and has very high emotional intelligence but <i>(rest of sentence redacted)</i>. And I think I know other people who are just ... I'd say you can give them all the training in the world (chuckle) and it ain't gonna happen.</p>	<p>Accidental</p> <p>Learning (situational)</p> <p>EI maturity</p> <p>Personality</p>	<p>“if it happened, I wasn't aware of it”</p> <p>“I try to be a learning person and no matter what the situation, I try to learn from it”</p> <p>“there are some people who are not capable of maturing their emotional intelligence”</p> <p>“you can give them all the training in the world and it ain't gonna happen”</p>	<p>DEFINMOMENT</p> <p>LEARNING</p> <p>MATURITY</p> <p>PERSONALITY</p>
<p>R1</p>	<p>I think building relationships, because I had to get really close to my advisors, professors, and resource people – to show my value. I think that's what I continued to do throughout my career – to understand what they needed and give it to them. I learned that skill in college that served me very, very well in government is to understand how you make somebody successful. That your success relates to someone else, up to a point: you can't compromise your values or beliefs – but you can do things – write papers, do research – even things you don't agree with and come up with a balanced view on whatever the issue is. You need a balanced</p>	<p>Relationship building</p> <p>Advisors</p> <p>Professors</p> <p>Resources</p> <p>Show value</p> <p>Success depends on others</p> <p>Uncompromising values or beliefs</p> <p>Balanced view</p>	<p>“you can't compromise your values or beliefs”</p>	<p>EIRELATE</p> <p>MENTORING</p> <p>EIOTHERS</p> <p>EIVALUE</p> <p>SELFAWARE</p>

	<p>approach. It shows you not to let your emotions lead you. There are facts. People will call us soft sciences but we consider ourselves scientists just like anybody else. I believe – I’ve learned in school that emotions doesn’t drive those things; facts and research, hard data are what you use to develop those opinions and draw conclusions to make decisions. Now, everybody will make decision on emotion first sometimes, but that shouldn’t be your final decision. I raised 2 kids by myself and emotions played a huge part in that.</p>	<p>Emotions don’t lead</p> <p>Emotions don’t lead</p>	<p>“you need a balanced approach”</p> <p>“everybody will make a decision on emotions first sometimes, but that shouldn’t be your final decision”</p>	<p>EMOTIONS</p> <p>DECISION</p>
R4	<p>Learning those hard lessons. Self-liberating that after an experience like that, there’s a wide range of possible outcomes in any situation. One, you can fail. Knowing that, for me was liberating in the sense that – you think you’ve realized the degree to which there are heavy stakes in any given situation ... I guess both seriously and in some respects playfully, you gotta play the game. Playing the game is optional, you can choose to “play it safe” but that means you may well give up the chance for a real success, for yourself but also for the whole group of people who are working with you. ... Getting in touch with that reality allows you, it allows you to confirm the complexity of leading people in a way that to me is satisfying. That to me is the reality. When you can relate to reality you have a better chance of actually succeeding with people, with projects, in life.</p>	<p>Learned hard lessons</p> <p>Failure liberates</p> <p>Play the game</p> <p>Leadership is complex</p> <p>Reality</p>	<p>“getting in touch with that reality ... allows you to confirm the complexity of leading people ... that is satisfying”</p>	<p>LEARNING</p> <p>LEARNING</p> <p>EIOTHERS</p> <p>LEADERSHIP</p> <p>PERSONAL</p>
R8	<p>I think what I learned is that you have to find a way to connect with people on an emotional level. People are really driven viscerally rather than through intellectually – and how do you motivate people, and how do you connect with them? I think that’s number one what I learned. Number two, I suppose it’s because it didn’t work quite as well, is you also have to be careful that you don’t overdo it.</p>	<p>Connection Emotional</p> <p>Motivation</p> <p>Don’t overdo</p>	<p>“I think what I learned is that you have to find a way to connect with people on an emotional level. People are really driven viscerally rather than through intellectually – and how do you motivate people, and how do you connect with them?”</p>	<p>CONNECT</p> <p>EIOTHERS</p> <p>EIOTHERS</p>

	<p>We had – early on, I brought in ... we had a dynamic within our group. We're in downtown DC, but a highly professional staff, mostly PhDs. And what they roughly translates to all-White supervisors; all African-American secretaries and support staff ... there's always accusations about people don't work hard, this and that. So we brought in an expert in EEO (<i>Equal Employment Opportunity</i>) matters. And she want to talk to people to do her study. She came to me and said "(name), you don't have many EEO problems at all. You have performance problems. Don't confuse the two." I said "well, what do you do?" She goes "what you have to do is declare it's a new day, and what that means is what we used to do is what we used to do. That doesn't matter anymore. This is what we're going to do from here forward. And this is what we expect. We expect everybody to carry their own weight; we expect people to be honest; we're going to do real performance evaluations, and if you don't perform you're not going to last. And if you do perform, you're going to be rewarded." It all sounded good. We had an all-hands meeting and the theme was "new day" and there were big banners and everything else. Everybody was invigorated and loved it, and I thought it was fantastic because I'm an optimist. How can you not be happy if this is a new day? Sounds like a politician: didn't (name) use that one? And the mistake I made, and I never really admitted it – I knew it but didn't admit it – was that there were two different versions of the new day. There was the narrowly focused new day: one set of people thought "new day" was about firing dead wood. And enough dead wood wasn't fired; they all got quite disgruntled. Whereas others thoughts new day was just broad-strokes which could mean whatever you wanted it to mean. The</p>	<p>New day</p> <p>Integrity</p> <p>Invigorated by fresh start</p>		<p>EIVALUE</p> <p>DEFINMOMENT</p>
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	<p>second group wasn't disgruntled, but the first group was disgruntled who thought this was a performance review process. Which is how it started. But I was kind of relieved once people saw there was going to be stricter reviews, they were going to shape up. It wasn't my goal to see how many people I could get rid of; it was my goal to see how many people we could motivate to work. I don't think that really did it. I think that was an attempt ... but I think there was too much of the disparity, too much vagueness between what "new day" sounded like it meant and what it meant. I learned that ironically and found – and it took me a while to accept this for it to make any sense to me – that I had to really change my communications methods. Now as you see, I talk. Most people would say I'm a good communicator. But what people would actually say to me is, "we don't really know what you're saying. We know you're being nice, we know you want to do good things, but we don't really know what you're saying that you want us to do. It's a new day! Great! What does that mean? That we wear a green shirt instead of a red sheet? What does it mean?"</p> <p>Somebody said to me, "(name), you have to tell us – drop this bomb on this target at 2 o'clock Tuesday and we will do it. But if you say 'conduct a raid', we don't know what to do. We don't know if we're on target or not." And what we tried to do was set up a system where leadership is supposed to set broad priorities – we called it, what was it? PPD – policy, priority, and direction. That was my job, not to micro-manage, but to set policy, priority, and direction. And we had a big arrow, and the idea was so long as you were operating within the scope or boundary of that big arrow, I would endorse it. I wouldn't make you do it exactly my way. As long as it's consistent with the policy, priority, and</p>	<p>Change in communication</p> <p>Uncertainty</p> <p>Clarity</p> <p>Consistency</p>	<p>"it was my goal to see how many people we could motivate to work"</p> <p>"I had to really change my communications methods"</p>	<p>EIOTHERS</p> <p>CONNECT</p> <p>EIOTHERS</p>
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<p>direction, I will pat you on the head and tell you that you did a good job. Nobody wants to feel second-guessed all day long. What was pointed out to me was, “well, that sounds good but we don’t really know what’s in that box. We don’t know if that box is big, that box is long and narrow, if it’s short and fat? How do I know – I think it’s a trick. Or if it’s not a trick, it’s simply misguided. Because I don’t know if it’s a new day or an old day.” And so the inability to be clear – and so what I had to do instead was get very specific. And that’s how we developed – these are the projects that will be completed, this we’ll publish in the Federal Register, this research plan will be completed – and everybody knew exactly what it was. And that was effective. Now I don’t know how much of that is emotional intelligence stuff, but that’s one way to help bridge things.</p> <p>The other example I like to give, which is a personal example not a work example was somewhere along the way we redid our kitchen. A lot of people re-do their kitchens. And the guy came in who was going to re-do the kitchen and says “so what do you want?” And I say “make me a nice kitchen.” And he puts his pencil down “we’re not going to be able to work together.” I think to myself, did I not say “please?”. “Make me a nice kitchen – what’s the big deal? You know how to do it; I don’t.” And he goes “I have no idea what ‘make me a nice kitchen’ means. I need to know what kind of wood for the cabinets. I want to know what kind of countertop. I want to know what floor. I want to know what lighting you need. I want to know exactly what you want – do you want a dimmer switch or not? I don’t know if a dimmer switch is a nice kitchen or a lousy kitchen: only you know what that means to you.</p>	<p>Clarity</p> <p>Connection</p>	<p>“Nobody wants to feel second-guessed all day long”</p>	<p>EMPATHY</p> <p>DECISION</p> <p>CONNECT</p>
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	<p>– it’s about being together and seeing how everybody relates to each other. The better you can get that team form cohesively, everything else goes from that. The second (<i>rule</i>) as being clear, which we’ve talked about – the annual priorities used to do that. Over-communicate – you’ve heard about my all-hands meetings, my monthly things. And reinforcements, what we did with the priorities was we established charts all the way through ... all the buildings that took all the main – we established milestones – personally, I couldn’t have done this – I hated this, I despised this – but we did it anyway (laugh) because I thought others needed it. I said “this is what we have to do this year; I need milestones for the year. I don’t care what they are. Just establish them.” And somebody would say “you want to look at them?” And I said “no, I don’t care what they are. The people who are on the project care what they are. They’re the ones that have to meet them. I don’t.” They asked “how long are we doing this?” I said “we’ll see.” So after the first month, we posted all of the goals and all of the milestones that were reached. And also noted the milestones that were not reached. Well, it didn’t take long for people to realize “I don’t want a chart being shown that doesn’t show I reached my milestone.” On the other hand, they liked the fact that the chart is there showing you that we reached a milestone. So we had monthly reinforcement – everybody would come in and look at the chart. And it would sit there the whole time until it was replaced the next month. It’s like the charity thing where your goal is a million dollars and you have your thermometer and it shows you keep getting closer and closer. It’s like that. And so people see progress, they see what’s going on. That was much more reinforcement than competition creation.</p>	<p>Over-communicate Everybody</p> <p>Reinforcement</p> <p>Progress</p>	<p>“you find at retreats that it’s not what the retreat was about – it’s about being together and seeing how everybody relates to each other”</p> <p>“everything else goes from that”</p> <p>“personally ... I hated this, I despised this – but we did it anyway because I thought others needed it”</p>	<p>CONNECT</p> <p>EIOTHERS</p> <p>CONNECT</p> <p>PERSONALITY</p> <p>EMPATHY</p> <p>LEADERSHIP</p>
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	<p>There was a little competition creation in there, too. But we were able to reinforce that and so, to the extent we had our cohesive team, we would clearly state, we over communicated with everybody and reinforced it, you've got machinery at work. And our priorities, our accomplishments increased each of the six years I was there. Because people understood and they were connected, and I'll say it goes without saying they thought what they were doing was important but nevertheless some people don't get it done. And they saw other people getting theirs done; why can't they get theirs done? Part was our culture of productivity. It was nice to see. I published an article on this in <i>Government Manager</i> – I can't remember what it was called, I did it when I came here – <i>Government Manager</i>, I think. We just showed that we had the charts, and showed what had been done. But those four simple steps – the hardest one is that cohesive team. Especially if you have to inherit a team. But working on that – otherwise, you're just in-fighting too much.</p> <p>Researcher: so the emotional aspects of that being the hardest part would be the way the connectedness or ...</p> <p>R8: I'd say the hardest part is getting high-powered people to work together in a collegial way. To show that everybody can win. We had people with overlapping responsibilities – at one retreat, they'd go "what are you going to do, what am I going to do so that we're not running into each other?" You can be happy having three outfielders, but they can't all play center field. They got to know, what are you doing, what am I doing? Again, the more people see that part of this is so they can succeed; it's not just so the organization succeeds and it's not just so the</p>	<p>Cohesion Over-communicate Production</p> <p>Culture change</p> <p>Collegiality</p> <p>Envision success</p>	<p>"because people understood and they were connected"</p> <p>"the hardest part is getting high-powered people to work together in a collegial way"</p>	<p>CONNECT</p> <p>CONNECT</p> <p>CULTURE</p> <p>EIOTHERS</p> <p>LEADERSHIP</p>
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	it's ok to say "I'm sorry." People acknowledge that. People ... accept that.	Take a chance Acceptance		EIPRESSURE
R9	<p>Well, the social skills, how to do things. For example, one of my frequent role models managed by meeting regularly with all of this employees individually. And I retained that technique until I retired. Even when I was the senior civilian in all of the (<i>agency name</i>) S&T (<i>science and technology</i>), I would try to meet with everybody, every individual group as frequently as I could – and show an interest in their work. Some of it was very difficult and called for a lot of pre-homework, but you tried to do that because when the top individual met with you in your organization and shows interest in your work, I knew how much that meant to the individual because it meant that way to me.</p> <p>Researcher: So the prework, what did that entail?</p> <p>R9: There were a lot of things. In our case, you had to submit forms on your progress and what your plans you were to do in your research projects. They were very different from mine. I in essence was a spectroscopist, and you would get wildly different fields from that. Eventually having all of the sciences under my direction; it was bigger than I ever imagined and you had to prepare yourself so that you could ask reasonable questions that showed you had some insight into the work and, more importantly, some appreciation for the value of the work.</p> <p>Researcher: Why do you believe that showing interest in someone's work helps with that employee or that relationship?</p> <p>R9: Because it happened to me. When I was</p>	<p>Social skills</p> <p>Collective and individual</p> <p>Scientific Show interest</p> <p>Meaning</p> <p>Value Appreciation</p>	<p>"because it happened to me"</p>	<p>EIOTHERS</p> <p>OCCUPATION EMPATHY</p> <p>EMPATHY</p> <p>EIVALUE</p> <p>SELFAWARE</p>

	growing up and my leaders, supervisors sometimes four levels higher than I would come and they would have some appreciation and show that they understood what some of my problems were, and how to deal with them. It gave me great encouragement. And in terms of the golden rule, it worked towards me and I didn't see any reason ... and when I applied it to others, I found that it worked also.	Supervisors How to deal with others Golden rule – values Encouraged		SUPERVISE EIOOTHERS EMPATHY
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Interview question: Was someone else involved? If so, what role did they play in your emotional intelligence?

Subject	Response	Initial Coding	In Vivo Coding	Descriptive Coding
A2	Boy, there's lots of them. I'd say the first person is my mentor when I first got out of college. My resume went to the (<i>organization</i>) and the deputy comptroller hired me. Interestingly enough, I have a whole history – I could bore you for another hour of how I've just backed into job after job after job. I didn't pursue it myself; circumstances left me in that position. This was the guy who didn't know me from Adam. Saw something on my resume that sparked something in him. He says to his administrative assistant, "Go hire this guy." So I came in as a wet behind the ears GS-5. At the same time, this executive is jumping into the PMI (<i>Presidential Management Intern</i>) program with both feet. And he allowed me to run with that crowd, which was huge that he had that much faith in me to allow me that. He didn't have to do that. So that was definitely a formative experience. I'd say getting hand-picked to go to Capitol Hill for a year was, again, opening to me a facet of government I wouldn't have seen or appreciated otherwise. This "small" thing just hugely helped me	Lots of mentors Unintentional Saw something in me Had faith in me Defining moment		MENTORING DEFINMOMENT RELIGION DEFINMOMENT

	<p>with my career every day since then for the last 20 years. And again just kind of understanding the pressures on the other side. Understanding why I can't vilify Congress for its action or inaction that goes on now, I appreciate what they do.</p> <p>Researcher: how did the mentor straight out of college who linked you up with PMI help you with your emotional intelligence?</p> <p>A2: What actually got me the job was the fact that we were both the same religion, and that piqued his interest on my SF171. I didn't state my religious preference, but through a society that I was a member of. And so I think that made him aware of how I'd been taught to think and all that sort of stuff. We never really talked about religion much, but I think it was his placing faith in me. I would say I was – I've grown through life pretty introverted. And I wasn't confident about myself. I could be stupid cocky, but never really confident about my abilities. And so just having that act of faith put in me was helpful ... (7 second pause) (chuckle) my wife – probably one of the most perceptive comments she ever made about me was – that I “have the wonderful capacity to be oblivious.” She denies ever having said it, but it's one thing I do remember she said. That was a very accurate description of me. Under the Myers-Briggs concept I'm an off-the-chart 'I'. The world could end and I wouldn't realize it until 3 days later. I can get so focused on something I can tune out the whole world ... that character trait has brought out both the good and the bad, if you will. The good of it is I never really got into office politics or “why is that guy going up or me going up?” I mean, I occasionally got into it, but see no value or need for</p>	<p>Pressures</p> <p>Religion</p> <p>Religious connection</p> <p>Placed faith in me</p> <p>Introverted</p> <p>Family</p> <p>Oblivious</p> <p>Tune out the whole world</p> <p>Character trait</p>	<p>“I am an off-the-chart I (introvert)”</p> <p>“that character trait has brought out both the good and the bad”</p>	<p>EIPRESSURE</p> <p>RELIGION</p> <p>RELIGION</p> <p>RELIGION</p> <p>PERSONALITY</p> <p>FAMILYINF</p> <p>PERSONALITY</p> <p>PERSONALITY</p> <p>PERSONALITY</p>
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	<p>that any more. But along the way I've had opportunities to sit back and think about that stuff and reflect on it. Again, just to kind of – in an out-of-body way -- go back and analyze it and if there anything I can draw from it. To appreciate maybe the things that were avoided – that I was clueless at the time. A car crashed behind me but I'm clueless about it. Another 3 paces away, maybe I'm part of that car crash ... (5 second pause) Now I've lost the question.</p> <p>(Researcher repeats question)</p> <p>A2: Most of the PMIs went off to do grand things. One was (<i>name</i>), I don't know if you're familiar with (<i>name</i>) or not. He is such a wonderful man. He has been one of the most successful and recognized bureaucrats during my career. You talk about down to earth and high EI, he's probably the best. He and I started in the same office on the same day in (<i>organization</i>). Whenever I see him, I tell him that one of us has done OK and the other can't hold a job. But it's being put in the likes of that crowd and being accepted by them that helped. Again, at the same time, it was learning the path of discovery for myself. It's OK to be a little out of step as long as everyone understands you're trying as hard as you can and you're doing it with the best intention. You get that positive feedback. Again, having (<i>person</i>) refer to me as a (<i>title</i>) when they don't have to do that, and a lot of them bridle at the term civilian (<i>title</i>). I can certainly understand why, even though the (<i>title</i>) has been sanctioned as a way of referring to civilians. Those words are beyond gold. It's a recognition that as lacking as I might have been, they knew I'd try to live up to the standard as to what the (<i>organization</i>) means every</p>	<p>Wonderful man</p> <p>High EI</p> <p>Put in with others Acceptance Self-directed learning</p> <p>Positive feedback</p> <p>Recognition</p> <p>Reputation</p>	<p>“along the way I've had opportunities to sit and think back about that stuff and reflect on it”</p> <p>“go back and analyze it”</p> <p>“learning the path of discovery for myself”</p> <p>“those words (sanctioning my role) are beyond gold”</p>	<p>REFLECT</p> <p>REFLECT</p> <p>EIVALUE</p> <p>EIVALUE</p> <p>EIRELATE</p> <p>SELFAWARE LEARNING</p> <p>MENTORING</p> <p>PERSONAL</p> <p>EIVALUE</p>
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<p>single day. It's those sorts of things. Or, it's taking a job where a year before if you told me I'd be taking a job in that organization, I would have been insulted. Yet somehow in the space of a year it becomes evident that's the job I do need to take. And so, I've come to recognize that I'm along for a ride somewhere. And I've been very fortunate when the steam would seem to be running out of the job that I had, a new one would come along. A new opportunity. That's worked heel to toe for a very long time. And I'd also say, probably – when I took that job in the end of September 2011 – within two weeks of taking that job it dawned on me that I need to be training my successor for whatever reason. I also came to terms that could very well be the last job I might have in Federal government. I'd say I was probably crossing 30 years in a 40 year career. I like to think in track terms; I realize today that I'm in the last lap of my race coming out of the last turn and heading for the finish line. And again, that changes your perspective quite a bit. What are you going to do with that last lap? There's more to be done than you can do. Coming to terms with that thought, there were things I was sure I was destined for, and I've seen them slip through my grasp and know that they will not be mine to accomplish. And so having to wrestle with those thoughts and ... potential disappointments. "I thought I was destined for that. It's not mine? Ok, it must be somebody else's to do." Just dealing with – really kind of recognizing that ... that my ultimate legacy really derives from what I do with the staff below me. And how I prepare them for the future. I'm very quickly becoming the past, and so the best thing I can do to prepare for the future is invest in the staff itself. Take care of their needs, which is kind of where my emotional intelligence is right</p>	<p>Opportunity</p> <p>Training successor</p> <p>Invest in staff</p>	<p>“having to wrestle with those thoughts and ... potential disappointments”</p>	<p>OPPORTUNITY</p> <p>MENTORING</p> <p>EIPRESSURE</p> <p>EIOTHERS EIOTHERS</p>
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	<p>now. It's very likely within 10 years, they'll likely not know who (<i>subject name</i>) was. That's ok, it doesn't matter. 10, 15 or 20 people who will remember me but have succeeded me and hopefully taken this place farther than I was able to take it in my time. Whew. Long answer; sorry. (laugh)</p>		<p>"take care of their (the staff's) needs, which is kind of where my emotional intelligence is right now"</p>	
A3	<p>A lot of people were involved in setting up a coordinating committee. Do you know what you have to do to shut down an agency? A lot of regulatory, a lot of rules, regulations, contracts that you're going to have to cancel. How do you get those audited? What do you do about the finances, the records? There's money being spent and you're shutting things down. How much beyond the closure date – how are you going to handle that? You know things are going to come in months after you close – you've got to have a process and mechanism to do this. So I had all my division heads around the table: we have to map out the closure plan. We're going to RIF (<i>reduction-in-force</i>) somebody; what does that mean? Are our records set up to RIF people? The issue was more so a function transfer issue. There was no question about qualifying for a job, as all the jobs were gone. Where you stand in retention order is less an issue. But whether you're entitled to a job for a function that's being transferred, that's another issue.</p> <p>Researcher: So the people that were involved, did they have any role in shaping your emotional intelligence when you speak of the relationship and interaction?</p> <p>A3: Sure, yeah, I had some division chiefs that were really into it and did an excellent job of trying to lay out all the requirements and identifying people who would have to – who could do that work. The other</p>	<p>Lot of people</p>	<p>"A lot of people were involved"</p>	<p>EIPRESSURE</p>

	<p>dynamic that's going on there is that you have people bailing every day. They're thinking, "I got to worry about my family" – they're looking for a job at the same time you're looking at them to do some work. So you're looking at declining, diminishing resources that are available to you – you're happy that their talents are recognized because they now have a job somewhere else. But in the meantime, you have to figure out how to do the job that they're leaving behind. They're taking the knowledge base about that function. That was one of the many challenges when you're trying to shut down an agency. But what it taught me was, there are a lot of people that are willing to help if you just give them a chance. Ok? It reaffirmed my belief that there are a lot of people in Federal service who are committed to public service, committed to their job, and committed to get to closure. They want to do their work. They're not lazy. They are committed. And I found a number of them, again knowing that at the end of the day you're going to be out of the job – how do you keep people interested and motivated to do that? Also I found that you have to communicate – communication is one of the important skills that you have to have as leaders, and you got to deal with it in different ways. There's a vacuum out there when something like this happens. People want to know what's going on? What isn't someone talking to me? I got my public affairs group together – here are the messages we want to convey, here's what we want to do. I set up weekly conference calls with the research centers – here's what's going on. What are your needs? How can we help you? Here's our plan that we put together – our overarching plan – and then get them to react to it and figure out where they fit in it and what questions weren't being</p>	<p>Family influence</p> <p>Committed employees Public service</p> <p>Communicate</p>	<p>"what it taught me was there are a lot of people that are willing to help if you just give them a chance" "it reaffirmed my belief that there are a lot of people in Federal service who are committed to public service"</p>	<p>FAMILYINF</p> <p>EIOTHERS</p> <p>PUBLICSERVICE</p> <p>CONNECT</p>
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<p>asked. It gets back to you have to rely on these people, especially the technical stuff. I don't know personnel – I learned more about personnel that I wanted to. I learned more about environmental – we couldn't even give away our research labs. Our research labs were on or adjacent to public institutions, universities, colleges. But because we were working with chemicals that had been there to early 1900s – they were doing things acceptable back then that aren't now. You have a lot of environmental contamination from those chemicals. You don't do that, and you don't know about it until somebody comes in and does an environmental review and they find it. Lots of money associated with trying to clean up before you pass it off. Anyhow, just a lot of stuff that you learn in this process, more than what you learn or really know. What it tells you is the complexity of managing a government entity. Can't just close it up and walk away from it. Government owns it. Human resources, Merit System Protection Board comes into play when you try to dispose of people assets and you don't do it the right way. Financials – lot of financial rules and regulations about how to close accounts, take care of unliquidated obligations, budget and appropriations money – how can you use it and validate that the money was spent the right way. Lots of issues around that. What I quickly discovered was that you can't do it yourself, you got to rely on your people, be able to leverage resources, requires you to communicate so that they understand what they want, what your expectations are and how you'd like to see things done. Been valuable to me – my division chiefs knew me from experience but under that crisis situation we had to deal with new things like how we help people. Changed some things. I learned (a) complexity and</p>	<p>Environmental factors</p>	<p>“What I quickly discovered was that you can't do it yourself, you got to rely on your people, be able to leverage resources, requires you to communicate so that they understand what they want, what your expectations are and how you'd like to see things done.”</p> <p>“I learned (a) complexity and (b)</p>	<p>OCCUPATION</p> <p>EIOTHERS</p> <p>CONNECT</p> <p>EIPRESSURE</p> <p>EIOTHERS</p>
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	(b) relying on people to get things done.		relying on people to get things done”	
A4	<i>Response embedded in narrative above</i>			
A5	<p>This one guy – I’m not going to mention names – but this one guy who was ... he came into this field by accident. A lot of us did, but the guy who was in charge at the time with no advance warning left. And it was at a very sensitive time. The next guy up the ladder was about to be screwed because he was saying that the office was in good shape. So he found a guy to take over the program who had no background in it. But he was the best guy who was available. He and I and one other fellow worked together and we got this guy up to speed. As far as I’m concerned, he became the definer of what we do. He extended himself and so on. Anyway, he became the guy who let’s say took advantages, opportunities, presented the opportunities to me and ... made it possible for me to take advantage of the opportunities. It was never “thou shalt”. It was “why don’t you think about this?” or “this popped across my desk yesterday – what do you think about it?” kind of thing. And then he was around when I needed advice, resources – not so much money resources as “I need somebody; I don’t have anybody who thinks like this and has this background. How do I go about that? Where do we look?” And instead of saying “I’ve got the person for you”, he made it possible for me to find that person myself. Now of course, that meant on the one hand he was putting the effort into subtlety helping me find my own way, which is time consuming. On the other hand, he didn’t have to do it himself, which is time saving. And I’ve since learned myself that there’s a balance there. You don’t get to pawn these things off and get results free. Anyway, he was an extremely good example. Combine that with a few examples of people who</p>	<p>Sensitive time</p> <p>Leveraged opportunities</p> <p>Self-directed learning</p> <p>Temporal</p> <p>Learned myself</p>	<p>“it was never ‘thou shalt.’ It was ‘why don’t you think about this?’” “he was around when I needed advice, resources”</p>	<p>EIPRESSURE</p> <p>OPPORTUNITY</p> <p>LEADERSHIP EIOOTHERS</p> <p>MENTORING</p> <p>LEARNING</p> <p>SELFAWARE</p> <p>LEARNING</p> <p>EXPERIENCE</p>

	<p>couldn't do that. The contrast is an extremely good learning experience. (10 second pause) I've spent some time with (<i>agency name personnel</i>) and I'm aware of (<i>that</i>) paradigm that as you start moving up the ladder, you alternate, you start zig-zagging back and forth between having command responsibility and being a staff person to the guy above. And then you become part of his patronage chain forever. And if he does well, his patronage chain has the chance of doing well. And if he flames out, his patronage chain is pretty much in the same boat. It's not ... it's a "here's an experience. You're in it. Don't screw up, because if you screw up, we all get screwed." It's a very different environment. The science environment is different from that completely and it's generally different from what I've been describing. There is no way that any of this in my case was planned. I was just at my 50th high school reunion. I was one of the arguably 10 out of 500 top brains in the class. But nobody would have expected this kind of stuff. I mean, college professor, yeah. Teach courses, maybe write a textbook. But that was - so it's been a very serendipitous career – everybody I'm convinced has opportunities like that. Either you have to recognize them and just spontaneously take advantage of them, or you need somebody to help you recognize that you should take advantage of them. I guess I was fortunate in both.</p>	<p>Learning experience contrast</p> <p>Patronage</p> <p>Different culture</p> <p>Serendipitous career</p> <p>Fortuitous</p>	<p>"Either you have to recognize them and just spontaneously take advantage of them, or you need somebody to help you recognize that you should take advantage of them." "I guess I was fortunate in both."</p>	<p>LEARNING</p> <p>PUBLICSERVICE</p> <p>CULTURE</p> <p>DEFINMOMENT OPPORTUNITY</p> <p>MENTORING</p>
<p>A7</p>	<p>Yeah, I've had a number of unofficial mentors. Not sure I've ever had an official mentor. But I've certainly had a number of unofficial ones. If I were a junior officer today and I recommended to a number of them that I would take advantage of official mentor programs. I am a mentor to two people from the CDP (<i>candidate development program</i>) and two</p>	<p>Unofficial mentors</p> <p>Am a mentor</p>		<p>MENTORING</p> <p>MENTORING</p>

<p>fellows (<i>unspecified program</i>) and I think it's a great idea. And it can be, you know, good or bad as the personalities of people and how much commitment you're willing to put into it. At the end of the day, it's like opening a door to, ok, here's a guy you can go ask every question you can't ask your boss. Literally, you can go in there and – everything you always wanted to ask your boss but you're either afraid of doing it or you don't think he would be receptive to it or she would be receptive to it – you can go ask this guy in a totally no cost, no consequence environment and boy, is that great (laughs). At least I think it is. I've good relations with the four people that I have a mentor-mentee relationship with. So I actually think that I would not mind doing that when I was a young guy or a new guy starting out. I had unofficial ones, mostly people who were my bosses. I had one boss who was really not a technical expert and we were in a job where most people would expect them to be a technical expert but he wasn't. What he was, was a very honorable person, and a very extremely high character person, and he pulled it off. At the time I thought that was pretty amazing, that he could perform what I thought was a skill-based job without those skills – and then later on, I realized that well, it requires skill or it requires a lot of trust in the people underneath you. And he had that trust and he instilled that trust. He was a, he was a delegator before delegation was really popular in a hierarchical military organization. And like I said, his character was above reproach and people respected him for it and they just quite frankly they didn't get stuck on the fact that he wasn't the best ship handler or the most experienced person in our mission areas. 'Cause he really didn't need to be the way he operated. The unit performed for him</p>	<p>Mentoring is great</p> <p>Unofficial mentors Supervisors</p> <p>Integrity</p> <p>Trust</p> <p>Delegator</p> <p>Integrity</p>	<p>“here's a guy you can ask every question you can't ask your boss”</p> <p>“no cost, no consequence environment ... is that great”</p> <p>“his character was above reproach”</p>	<p>MENTORING</p> <p>MENTORING</p> <p>MENTORING</p> <p>MENTORING SUPERVISE</p> <p>EIVALUE</p> <p>EIVALUE</p> <p>LEADERSHIP</p> <p>EIVALUE</p>
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	<p>very well and I enjoyed working for him. At the beginning I wondered (chuckle) but I learned a lot from him. People want to respect their boss. They want their boss to be a good guy; they don't want their boss to be a screamer; they don't want their boss – they don't want to think bad of their boss if that makes sense to you. They don't want that. That's what I learned from him. And then I had several screamers, John Wayne-type guys who would reinforce that to me – even though I got along with them and in fact even liked them in most cases, I never had any respect for them and the way they operated. But you know, that's the way it went.</p> <p>The next person I'd say had the biggest impact on me was the ultimate people person. He was, you know, technically competent – a real subject matter expert in most things but that wasn't his strong suit. His strong suit was that he was just plain a people person. He made time for people when he didn't have time. He respected everybody. He treated everyone with enormous respect and, and, as a result, people were ready to die for him ... I learned a lot from him because when I first started working for him, this guy's spending way too much time talking to guys and we need to get going or we need to be doing more training, we need to be more exercises and we don't need to be, you know, making sure everybody's doing ok. Make them do stuff and we'll decide they're ok, which was the World War II - what I, I don't want to ping on the World War II leadership style – all that really matters was, did you perform your mission, you know? Well we performed our mission, ok, that was great. But the second guy that I consider an enormous mentor, he was that and I just learned ...</p>	<p>Learned a lot from him Respect</p> <p>Lack of EI Lack of respect</p> <p>Extrovert</p> <p>Autocratic leadership style</p> <p>Enormous mentor</p>	<p>“he made time for people when he didn't have time” “he treated everyone with enormous respect”</p> <p>“I just learned ... (the mentor) was an</p>	<p>LEARNING EIVALUE</p> <p>EIVALUE EIVALUE</p> <p>PERSONALITY</p> <p>EIOTHERS EIOTHERS</p> <p>LEADERSHIP</p> <p>MENTORING</p>
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<p>that was an enormous force multiplier for the organization. And it took his skill level to, you know, took us to a completely higher level. And it paid off. Not only that, but it made everybody feel good and everybody performs better when they feel good. And that was interesting at that time because we still had that Sergeant Rock-type leadership – you don’t want to be too close to the people, you want to keep a distance there so that if you have to tell them to charge the machine gun, they’ll charge it. And that’s you know (laughter) great. You remember that movie <i>Enemy at the Gates</i>? I couldn’t help but think at the beginning of that movie when the Russians put the machine guns behind their guys so they’d have to attack. They get killed by the Germans or get killed by them. I thought about the old leadership style – you have to distance yourself, don’t want to appear to be a person, don’t show weakness – it’s not practical. It wasn’t 35 years ago, it’s still alive and well today. There’s still people that start counseling sessions by saying “you’re too close to your people.” I’m not sure that’s possible, but ... yeah, those would be the Tier 1 mentors – those two people. First guy I still don’t have a relationship with him, but the second guy I still do, many years later. Still see him every now and then. Still in awe of his, you know, I had lunch with him a few weeks ago and I was just impressed how he talked to the waiter who he didn’t know and could never had known, and how he dealt with the waiter at our table. But it was just his style that ... and he probably made that guy better (laugh) by the interaction of our 40-minute lunch or whatever. And I’m not capable of that all the time, but if I think about it maybe I can be. But anyway, so that, and I say that’s emotional intelligence – understanding that the, if you go through life trying</p>	<p>Higher level of performance</p> <p>Old leadership style</p> <p>Tier 1 mentors</p> <p>Made others better Interaction</p>	<p>enormous force multiplier for the organization”</p> <p>“he made everybody feel good and everybody performs better when they feel good”</p> <p>“I thought about the old leadership style – you have to distance yourself, don’t want to appear to be a person, don’t show weakness – it’s not practical”</p>	<p>EIRELATE</p> <p>LEADERSHIP</p> <p>MENTORING</p> <p>EIOTHERS</p> <p>CONNECT</p> <p>EIRELATE</p>
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	to make everybody else be all that they can be – to use that old phrase – then you are going to have a bigger impact.		“I say that’s emotional intelligence – understanding that the, if you go through life trying to make everybody else be all that they can be – to use that old phrase – then you are going to have a bigger impact.”	
A8	I’ve had a string of mentors. It’s interesting because I’ve only one time had a formal mentor that was assigned in a formal leadership development program. But if I look back at folks that I’d count as mentors from whom I’ve learned a lot, the number’s probably closer to 20 than to 1. And so ... you know, I’m not quite sure that these were all things – these were folks that I was working with in shape, form or another – and typically I would either say ‘that guy is doing something that’s very effective and I should try to emulate that kind of behavior’ but I was very fortunate to have a whole series of folks that I would say were very emotionally intelligent. My very first division chief was the kind of guy when you were around with him the first thing you’d notice was at the time he had about 400 people working with him. And when he walked around and talked to people, he not only knew their names and what they did, he’d also be asking about their family. And so he had very strong personal connections and it wasn’t something that was faked – it was something that was important to him and it was ‘jeez, I can’t remember how old your kids are now’ but he was genuinely interested in what they were doing and home – and he had those kinds of connections at the same time he was a hell of an engineer. He was perfectly capable of holding somebody’s feet to the fire that hadn’t been doing what they needed to do or was drawing a proper conclusion. But he was really good at enrolling people. Early on in that first	String of mentors Only one formal mentor Emulate behavior Very high EI Strong personal connections Genuine Family connection Results focused Enrollment	“he had very strong personal connections and it wasn’t something that was faked ... was important to him”	MENTORING EIVALUE CONNECT EIVALUE FAMILYINF LEADERSHIP CONNECT

	then you need to listen and frankly, once you've done that a few times you realize that it strengthens the whole group because they'll be much more likely to buy into where you think they need to go in the beginning if they know that you'll also admit later on that it wasn't right and will go ahead and change direction.	Strengtheners		
A9	<p>Researcher: so going back to when you were talking about the other SES members who you wanted to emulate, them being a mentor to you – what was it about them, what were those behaviors ...</p> <p>A9: they were perceived as good leaders, all of them were strategic thinkers, they ... they were good people, you know? They were fun to be around. And I would say there was a certain amount of humility and humbleness about them.</p> <p>[phone rings at 28:50, subject answers, interview pauses for 20 seconds]</p> <p>A9: And actually now that I think about it, they were all tall, too. I don't know if they all won the Distinguished rank award, I know one of them did. I don't know about the others.</p>	<p>Perceived as good leaders</p> <p>Good people</p> <p>Fun</p> <p>Humility</p> <p>Humbleness</p>	“they were perceived as good leaders”	LEADERSHIP
R1	Yeah, I've been really fortunate to hook up with a lot of people. (Name) had been in government a really long time and took me under his wing. He'd tell me when I was just not handling change very well or tell me if it appeared I was handling something right. I had very good mentors, even if I didn't like what they said sometimes. I was very fortunate every step of the way. But I opened myself up to that experience, too – I failed a lot (laughter). I made a lot of mistakes and I learned that that's just part of it – you can't be right all the time, you have to deal failure.	<p>Fortunate</p> <p>Mentor</p> <p>Became receptive</p> <p>Learned from mistakes</p>	<p>“I've been really fortunate to hook up with a lot of people”</p> <p>“I opened myself up to that experience”</p>	<p>DEFINMOMENT</p> <p>MENTORING</p> <p>REFLECT</p> <p>SELFAWARE</p>

	<p>Researcher: were there incidents of failure in which you became more emotionally intelligent?</p> <p>R1: Oh, for sure. There would be times when my last years I ran 3 different reductions in force. It was my responsibility to sit down and decide who was going to go and have to tell them. A lot of the managers – they would just say here’s the list. I made sure I spoke with everybody individually, explained the reasons. It was horrible, I mean I would come home and go into a fetal position – it was terrible. The impact on people’s lives. But it didn’t mean I didn’t give them notice.</p>	<p>Spoke with all</p> <p>Empathy</p>		<p>EMPATHY</p>
R4	<p>Well, I guess ... one of the things I learned was that I started a high opinion of myself – I think a lot of people do. I learned here’s a guy who had a completely different style and background. He was extremely successful in some areas that I wasn’t finding successes. Sometimes I was too rigid. On the whole, I was working really hard and I was doing my best but I’m hitting some dead ends. This guy had flexibility and subtlety – and audacity -- that got him where he needed to go. Ultimately, I guess I learned some techniques and attitudes that were more effective than what I came equipped with. I felt like if I played by the rules, built good plans and did the right thing, problems would just get solved and everyone would support me. But it’s not that simple. You have to sell your ideas, and yourself, to earn trust and respect. And that’s kind of at the top of the list – it’s very powerful. Different audiences have different ways of hearing or not hearing what your message was. That was very, very enlightening – that these different styles could work in different situations where I had not been successful. One of his great techniques was,</p>	<p>Learned about self</p> <p>Mentor</p> <p>Hit dead ends Flexibility Subtlety</p> <p>Not easy Earn trust and respect Flexibility</p> <p>Different styles</p>	<p>“he was extremely successful in some areas that I wasn’t finding success”</p> <p>“I learned some techniques and attitudes that were more effective than what I came equipped with”</p> <p>“it’s very powerful”</p>	<p>SELFAWARE</p> <p>MENTORING</p> <p>MATURITY</p> <p>MENTORING</p> <p>EIPRESSURE EIOOTHERS</p> <p>LEADERSHIP</p>

	<p>one of his great messages was – and it was even recorded - he reduced them to two rules – rule #1 was: no administrative decision is ever final. His rule #2 was: all decisions are administrative (chuckle). That rule was humorous but it was reflective of how things work: rules are fluid, decisions are fluid, they happen not necessarily because after step (a) you do step (b). But it reinforces the realization that there are more opportunities than it often seems there are, and that people can find ways to achieve the results they want to achieve even when it seems you’ve reached a dead-end. And that, again, was different: I came from a perspective, the cookbook says this is how you get there. But you don’t always get there, you find you run into obstacles. What he taught me was, well, you can also look around for another way to skin the cat. Great lesson, especially in bureaucracy and at the time I came up. You earlier remark about a shortage of emotional intelligence – a lot of my fellow managers were still in the “here’s what the cookbook says, here’s what the rules are in regulation 1.5.4.2. And that’s what we do, regardless.” Not so much, really. There are ways to figure it out, if you are persistent and pay attention. I’m having trouble expressing this, but it comes down to the idea that you as a leader can accomplish a lot more than you may think you have “permission” to do, if you are imaginative, learn to work with people, and most of all, just recognize that there’s more room to maneuver than you think.</p>	<p>Resilience</p> <p>Resilience</p> <p>Learn to work with others</p>	<p>“you as a leader can accomplish a lot more than you may think you have ‘permission’ to do, if you are imaginative, learn to work with people, and most of all, just recognize that there’s more room to maneuver than you think.”</p>	<p>EIPRESSURE</p> <p>EIPRESSURE</p> <p>EIOTHERS</p>
R8	<i>Response embedded in narrative above</i>			
R9	<i>Responses embedded elsewhere in narrative</i>			