

AN EXPLORATION OF THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE
AND TRANSFORMATIONAL LEADERSHIP CHARACTERISTICS AMONG
WOMEN COMMUNITY COLLEGE LEADERS

by

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ABSTRACT

This study examined the relationship of leadership characteristics and emotional intelligence in women leaders at community colleges in the United States. Although there are more women leaders now than previously, women are still not equally represented in leadership. The lack of women in leadership prevents other women from seeing themselves as potential future leaders. The topics of transformational leadership, transformational leadership versus transactional leadership, emotional intelligence, leadership and emotional intelligence, transformational leadership and emotional intelligence, women leaders, transformational leadership and women, and emotional intelligence and women were examined in the literature review. The research reviewed information from 60 women community college leaders from diverse sizes of community colleges. Quantitative methodologies were used to analyze the survey results. There were no significant differences in the means of the Emotional Intelligence Index among the categories of college size, ranges in years in role, nor across the ranges of years in leadership position. The most significant finding in the research was that participants self-scored highest in transactional and execution characteristics. These reveal that many participants of the survey are not transformational leaders, which corresponds to why no significant correlations were found between their leadership characteristics and emotional intelligence.

KEY WORDS: leadership, transformational leadership, women leaders, community colleges

DEDICATION

This is dedicated to the people who have meant and continue to mean so much to me.

To my wife, Christa Sisler, who has been a constant source of support and encouragement during the challenges of life and every degree I have earned, from my associate to my doctorate, and all the degrees in between: I am truly blessed for having you in my life. To my father, Thomas Jackson: you have always loved me unconditionally and your good examples have taught me to work hard for the things that I aspire to achieve.

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CHAPTER ONE: INTRODUCTION

PURPOSE OF THE STUDY

While there is abundant research on the topics of women leaders, community college leadership, transformational leadership, and emotional intelligence, there is limited research done on three or more of these topics together. The American Council on Education (ACE, 2017a) reported that women were more likely than men to be first-time college presidents (78% of women presidents are serving their first presidency) and had shorter tenures in their presidency than men. In other words, women were less likely to be chosen as a college president, and when they are chosen, it is more likely to be their first time as compared to their male counterparts. ACE (2017b) determined 25% of college presidents have previously been a president. This, combined with the above statistic, indicates that these 25% are most likely to be men.

In their 2017 Pipelines, Pathways, and Institutional Leadership: Update on the Status of Women in Higher Education, ACE (2017b) also reported that women held 30% of presidencies in the United States. This demonstrates a need for better representation of women in leadership roles in higher education. The words “Caucasian,” “male,” and “mid-50s” can be used to describe the average president of American higher education institutions (Phelps & Taber, 1997). This is important, as management typically search to fill vacancies with individuals who fit the existing norm (Wesson, 1998). In 2021, women consisted of 60% of American college students (American Association of Community Colleges, 2022). According to ACE (n.d.), 36% of full professors are women, and women are paid less than their male counterparts at every faculty rank. Women compose 30% of college presidents and college board of directors (ACE, n.d.).

According to a study by the Global Strategy Group (2016) and funded by the Rockefeller foundation, one in four Americans say that there are no women in leadership positions at their current job. Female students attend college where there is not equal representation of females in leadership and then enter a workforce that provides poor representation of females in the workplace. Reflecting upon representation, Marian Wright Edelman (founder and president emerita of the Children's Defense Fund) said it best: "You can't be what you can't see."

In the ACE 2019 survey on community college presidents, 17% of presidents reported that they plan to retire in the next two years. The same survey reported that 42% of current presidents surveyed believed that there is not an adequate number of potential female candidates for presidency positions. According to ACE (2017b), women are being prepared for leadership at a greater rate than ever before, and there are more than enough women that are qualified for leadership positions.

This dissertation reviews leadership style and emotional intelligence, two factors which may be used to assess a leader's competency. Both the use of emotional intelligence and transformational leadership in women leaders have previously been researched. These studies, however, focus on either specific professions or women leaders in general. This researcher aims to determine if there is a correlation between the use of transformational leadership and emotional intelligence levels in women leaders in community colleges. The goal is to add to the growing knowledge related to women's leadership in community colleges by studying and identifying possible relationships between the identified leadership characteristics of transformational leadership and an individual's level of emotional intelligence. This researcher aspires to add to the knowledge that will help potential women leaders be seen as qualified candidates.

BACKGROUND OF THE STUDY

Female students account for 60% of higher education students in America.

Representation matters, and these female students need to see themselves represented in leadership: women in leadership inspire and empower other women (Global Strategy Group, 2016). The Global Strategy Group (2016) conducted a national study of more than 1,000 American adults about gender diversity. Their findings indicated four main themes: lack of representation contradicts with America's view on equality in the workplace; women are held back in leadership due to common and consistent preconceptions about women as well as a lack of mentor support; women need role models, and women leaders can fill those needs uniquely; and women in leadership positively impact policies in the workplace (Global Strategy Group, 2016).

Having female leaders in positions of influence to serve as role models is not only critical to the career advancement of women but stands to generate broader societal impacts on pay equity, changing workplace policies in ways that benefit both men and women, and attracting a more diverse workforce. (Global Strategy Group, 2016, p. 3)

Women, however, are not equally represented in faculty or leadership positions (ACE, 2018). Part of this problem is the belief that women tend not to be as qualified for these formal leadership statuses (ACE, 2018). ACE (2021) listed specific barriers for women in higher education to moving into leadership positions:

These include the gender pay gap, gender roles identified culturally and societally, cultural standards and religious beliefs, the division of domestic labor, gendered stereotypes of leadership competency, the gendered process of informal decision-making within certain cultures, stereotypes within organizational culture, sexual harassment within higher education and society, the lack of recognition of intersectionality, the leaky pipeline (particularly through the fraught pathway of the professoriate), hiring biases, tokenism in organizational culture, the consequences of ongoing underrepresentation in leadership and decision-making, and the lack of sex-disaggregated data to support policy decision-making. (p. 36)

The American Association of University Women (AAUW) listed four challenges that women face in leadership: old stereotypes which view leadership as masculine (it is viewed as a positive when women practice what are considered male leadership styles); women are less likely to have connections who provide opportunities, support, and mentorship; women experience subtle and nonsubtle (sexual harassment, hostile work environments) biases in the workplace; and women struggle with work/life balance in a society that is built on ideals of the male and female domestic roles (AAUW, n.d). Gender stereotypes have only exacerbated this problem. Mölders et al. (2018) examined the negative impact that gender stereotypes have on women in leadership and reported that women are viewed as less action-focused than their male counterparts. They describe how women are viewed as less ambitious and less effective leaders compared to their male peers.

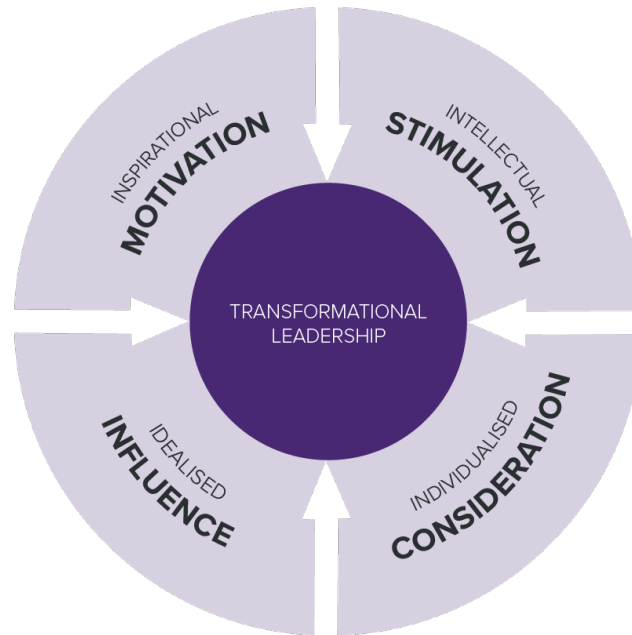
Burkinshaw and White (2017) expand on this when they examine the frequently used double standard of comparing women leaders to male leaders. Whitaker and Lane's (1990) review of data determined that gender was the biggest factor in determining the role an individual will be given in education. This was greater than age, experience, background, or competence. Across geographies and income levels, disparities between men and women persist in the form of pay gaps, uneven opportunities for advancement, and unbalanced representation in important decision-making (Global Strategy Group, 2016). They also review how male-dominated leadership tends to be more related with transactional leadership, a leadership style less commonly used by women leaders (Burkinshaw & White, 2017).

“Moving the needle: Advancing women in higher education leadership” is a movement by ACE (2018) to increase the number of women that hold leadership positions in higher education. This movement plans to use research, resources, and various programs to achieve

their goal, part of which is to prepare women for leadership roles within the community college setting. According to Harrison (2000), the community college environment has become more complex, calling for the more multifaceted leadership approach that the transformational leadership style promotes. The use of the transformational leadership style can then help women become more successful leaders in the community college setting.

The term “transforming leadership” was first used by James MacGregor Burns (1978) in his book *Leadership*. He described transformational leaders as those who inspire their followers to achieve unexpected or remarkable results. In *Leadership and Performance Beyond Expectations*, Bass (1985) expanded on Burns’ theory. Bass was also the first to use the term “transformational leadership.” The main concept of transformational leadership is that leaders who use transformational leadership transform others. In other words, they work to help others to grow and transform. They do this by empowering and developing others to become leaders through role modeling and mentoring. Burns (1978) also believed that leaders who were considered transforming leaders were morally uplifting. Bass (1985) identified four main concepts of transformational leadership: idealized influence, intellectual stimulation, inspirational motivation, and idealized consideration (Figure 1).

Figure 1. Main Concepts of Bass's Transformational Leadership



Source: Bass, 1985

In *Leadership and Performance Beyond Expectations*, Bass (1985) recognized distinct actions of transformational leaders: act with integrity and fairness, set clear goals for individuals and the team, encourage others, provide individual support and recognition, raise the morale and motivation of others, steer individuals away from their self-interest and towards selflessness, and inspire others to strive for the improbable.

Transformational leadership is a people-orientated leadership style versus a task-orientated leadership style (Bass & Riggio, 2014). Transformational leadership is based on the concept that leaders need to help develop future leaders in all levels of an organization, and that all individuals within an organization have the ability to engage and enhance leadership characteristics, resulting in each developing their own unique leadership style (Bass & Riggio, 2014). Transformational leaders understand their followers and their followers' individual personal development and growth needs (Bass & Riggio, 2014). Transformational leaders

challenge their followers in positive ways, inspiring them to go further and achieve more than expected (Bass & Riggio, 2014). These leaders encourage innovation and function to create a work environment that includes a shared vision and goals within their organization (Bass & Riggio, 2014). To successfully use transformational leadership characteristics, effective leaders coach, mentor, and apply the right combination of challenge and support (Bass & Riggio, 2014).

Humberstone (2017) reviewed how not seeing women in leadership positions can lead to other women, and future women leaders, not identifying leadership roles as a career opportunity or possibility for themselves. Those that do take a leadership role may find themselves feeling insecure in their ability to be effective leaders (Humberstone, 2017). In *Grace Meets Grit*, Middleton (2016) discusses how women are inherently more transformational leaders. Piccolo and Colquitt (2006) considered how transformational leaders are successful by being able to control the work environment of their followers. Women leaders can flourish in this type of leadership as they are able to affect their environments. “Organizations with women leaders report improvements in communication, teamwork, networking, faculty support, and expression of values and vision” (Humberstone, 2017, p. 248).

Using the transformational leadership approach, women can be stronger leaders through the characteristics of a strong leader as reviewed by Dunn et al. (2014). These include passion and commitment, self-awareness, and self-confidence. Through their passion for their organization, to their profession, and to the success and growth of their employees, women leaders can make a profound, lasting change. Correspondingly, they need to be self-aware for their own growth and success. Lastly, self-confidence is a skill that transformational leaders need to demonstrate so others may feel confident in their leadership (Wang et al., 2017).

This is where the concept of emotional intelligence enters, as one method that women can use to develop their transformational leadership skills is reflection (Dunn et al., 2014). According to Giele (2008), “The most powerful influences on a woman’s career pattern...come from her past experience” (p. 398). Leaders need to be able to self-reflect to learn and grow from their past experiences. They need to be able to self-reflect about the effectiveness of their leadership style within their organization. Goleman (2006) discusses the importance of emotional intelligence and how, although not the single most important factor, it is an aptitude that is many times overlooked. Emotional intelligence not only gives individuals better insight into themselves but also into their environments and social situations. Emotional intelligence includes the ability to motivate oneself and overcome everyday obstacles to continue to be productive.

People with well-developed emotional skills are more likely to be content and effective in their lives, mastering the habits of mind that foster their own productivity; people who cannot marshal some control over their emotional life fight inner battles that sabotage their ability for focused work and clear thought.” (Goleman, 2006, p. 36)

Goleman (2001) identified four types of competencies: self-awareness, social awareness, self-management, and relations management. Table 1 reviews examples of each of the competencies.

Table 1: The 2-by-2 Model of Emotional Competencies with Examples of Each of the Four Types of Competencies

	SELF (PERSONAL COMPETENCE)	OTHER (SOCIAL COMPETENCE)
Recognition	<u>Self-awareness</u> Emotional self-awareness Accurate self-assessment Self-confidence	<u>Social awareness</u> Empathy Service orientation Organizational awareness
Regulation	<u>Self-management</u> Self-control Trustworthiness Conscientiousness	<u>Relationship management</u> Communication Conflict management Teamwork and collaboration

Source: Goleman, 2001

Another concept of emotional intelligence is delayed gratification (Goleman, 2006) and ability to manage stress (Chapin, 2015). “Knowledge about ourselves and others, as well as the ability to use this knowledge to solve problems, is a keystone to academic learning and success” (Vanderhoort, 2006, pp. 4). Research shows the many benefits of emotional intelligence, including personal, social, and societal benefits (Vanderhoort, 2006). Castro et al. (2012) found a positive correlation between a leader’s emotional intelligence and creativity, self-encouragement, and understanding of their own emotions. It is suggested that an individual’s coping is directly related to their emotional intelligence. Those high in emotional intelligence learn from situations and adopt positive coping strategies, as opposed to those low in emotional intelligence, who are more likely to repeatedly use the same maladaptive coping strategies (Zeidner et al., 2009). This can be seen in Table 2.

Table 2: Possible Relations Between Emotional Intelligence and Adaptive Outcomes

HIGH EMOTIONAL INTELLIGENCE	LOW EMOTIONAL INTELLIGENCE
quality of social interactions	emotional instability
positive health behaviors	depression
social adaptation	trait anxiety
school achievement	negative affectivity
self-esteem	alexithymia
prosocial behavior	illegal drug use
attachment orientations	smoking
empathy	Delinquent behaviors
	Antisocial behavior

Emotional intelligence impacts every aspect of an individual’s life as emotional intelligence level affects a person professionally and personally. It affects how they perform at

work, how they communicate, and how they build relationships with others. Those low in emotional intelligence are also more likely to think obsessively about problems, whereas emotionally intelligent individuals identify problems easier, demonstrate constructive thought patterns when working through problems, and can correct maladaptive thought processes (Zeidner et al., 2009). Those with emotional intelligence demonstrate adaptive coping, which Zeidner et al. (2009) hypothesize to include rich coping resources, constructive appraisals, effective regulation of emotions, effective emotional/social skill, and flexible coping strategies.

Literature has discussed how women leaders can be successful in using transformational leadership, as well as how emotional intelligence can provide a leader with traits that would help them be more successful. The question then remains, is there a correlation between the use of transformational leadership and emotional intelligence? This is where research is divided. While some researchers, such as López-Zafra et al. (2008) and Görgens-Ekermans and Roux (2021) have discovered a link between the two, others, such as Føllesdal and Hagtvet (2013) have not. Kim and Kim's (2017) review of empirical research on the relationship between emotional intelligence and transformational leadership revealed that the majority of the studies found a positive correlation.

Ruth Bader Ginsburg stated that "Women belong in all places where decisions are being made. It shouldn't be that women are the exception." With the low percentage of women in leadership, women need all the help they can get to move into and succeed in leadership roles. This includes effective preparation for these roles. Both leadership type and emotional intelligence can impact a leader's success. Therefore, a potential leader may find it in their best interest to study and practice the leadership style they wish to incorporate in their practice. They may also want to evaluate their own emotional intelligence and how it affects their leadership.

Further information about emotional intelligence and transformational leadership, as well as how they are connected, will be discussed in Chapter Two.

RESEARCH QUESTIONS AND DESIGNS

This study focused on examining a possible relationship between the use of transformational leadership characteristics and level of emotional intelligence in women leaders in community colleges. Data was collected through survey instruments. The snowball sampling method was used by participants who forwarded the survey link to other potential applicants (women community college leaders).

Null Hypothesis: No correlation can be found between the use of transformational leadership and the level of emotional intelligence in women leaders in community colleges.

Alternative Hypothesis: There will be a positive correlation between the use of transformational leadership characteristics by women leaders in community colleges and higher levels of emotional intelligence.

A self-reporting quiz was used to measure participants' use of transformational leadership style characteristics and level of emotional intelligence. Kyngäs et al. (2000) found that self-reporting tools are notorious for being inaccurate due to participant's self-inflation when completing self-assessments. Johnco et al. (2014) reported that self-reporting tools can be influenced by negativity and mood. Brener et al. (2011) reported that researchers found two main elements that influence the validity of self-reporting measures. These were cognitive issues, such as whether the survey participants understand the questions, and situational issues, such as when the place of the survey influences the participants' answers or the participants' concern for anonymity. The researcher took measures to address both components. For cognitive issues, feedback from a sample survey was used to update the final survey verbiage. While unable to

choose the environment of the participants, the survey is in an online format that may be accessed at the location of the participant's choosing. Also related to situational issues, the survey does not ask for the information that identifies the participant, and the results are anonymous.

SETTING AND SAMPLE

The survey was started by 64 individuals from community colleges across the United States. These participants were from diverse sizes of community colleges, with the highest number of surveys received from individuals in community colleges with an enrollment size of 5,000-10,000 students and above 15,000 students.

LIMITATIONS

Limitations of this study include the limited number of schools used for the study and the diversity of the participants. The limited number of schools used for this study impacts the number and types of women leaders asked to participate. The large number of leadership roles selected by participants resulted in fewer numbers of participants in each identified leadership role. This researcher grouped them into upper and lower leadership levels since there were not enough individuals in each role to warrant aggregating the data by leadership role.

KEY TERMS

Emotional Intelligence (EI): a theoretical framework that allows an individual to understand and identify their own emotions and the emotions of others and to use this information to guide thought and action (Mayer & Salovey, 1997).

Enrollment Size: participants reported the number of their enrollment through head count.

Transformational Leadership: a systematic and purposeful leadership style that is charismatic, inspirational, intellectually stimulating, and individually considerate

to increase productivity and creates strategic transformation (Bass, & Riggio, 2014).

SUMMARY

This study explored a possible connection between emotional intelligence level and use of transformational leadership characteristics in women community college leaders. Using previously developed survey questions by other researchers, this study mirrored and combined previous research elements of transformational leadership and emotional intelligence to survey women community college leaders. This researcher then aggregated the data to compare results from the different types of data collected through the combined survey questions.

Chapter One provides the purpose of the study, background of the study, review of research design and questions, setting and sample, limitations, and key terms. Chapter Two provides a review of relevant literature as it pertains to transformational leadership, emotional intelligence and a combination of transformational leadership or emotional intelligence with community college leaders and/or women leaders. Chapter Three reviews research methods, including research design, data collection, reliability, and validity. Chapter Four provides the results of the study. Finally, Chapter Five provides a summary and discussion of the study and recommendations.

CHAPTER TWO: REVIEW OF LITERATURE

INTRODUCTION

This chapter reviews literature related to the topics of this study. It has been broken down into eight sections: (1) Transformational leadership, (2) Transformational leadership versus transactional leadership, (3) Emotional intelligence, (4) Leadership and emotional intelligence, (5) Transformational leadership and emotional intelligence, (6) Women leaders, (7) Transformational leadership and women, and (8) Emotional intelligence and women.

TRANSFORMATIONAL LEADERSHIP

According to Gupta (2009), transformational leadership is a method that alters the behavior of the organization. It affects the individuals within the organization and results in a shift in the organizational culture. In executing the characteristics of transformational leadership, the leader also changes themselves. Transformational leadership has been defined as a leadership style that involves four behavioral dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass 1985; Bass & Avolio, 1994). Idealized influence occurs when leaders serve as an effective role model by demonstrating leadership and developing a shared vision (Canty, 2005; Middleton, 2016). Inspirational motivation involves the leader acting as a cheerleader for their employees, inspiring them, and setting higher levels of desired expectations (Canty, 2005; Middleton, 2016). Intellectual stimulation involves knowledge sharing to promote innovation and creativity (Canty, 2005; Middleton, 2016). Individualized consideration is when the leader can customize their leadership

to serve individual employees and their needs, empower others, and build a learning climate (Canty, 2005; Middleton, 2016).

Studies have shown many benefits of transformational leadership, including its relation to positive outcomes and ability to establish major organizational change by changing attitudes and assumptions (Ariyabuddhiphongs & Kahn, 2017; Ghasabeh et al., 2015). Transformational leadership was the most consistent predictor of leadership effectiveness in a study completed by Derue et al. (2011). Berraies and Abidine (2019) discovered that transformational leadership style affects both exploratory and exploitative innovation in a positive manner. They further discussed how transformational leadership (and its effects on exploratory innovation) is specific to three of the core components of transformational leadership (individualized consideration, intellectual stimulation, and inspirational motivation).

An example of individualized consideration is a leader who cares for their followers' individual needs by offering support and encouragement to individual followers. The leader may act as a mentor, coach, or guide depending on the needs of the followers. These leaders keep open lines of communication, recognize unique contributions each follower brings, and encourages sharing of ideas. An example of intellectual stimulation is a leader who challenges followers to a higher level of performance and to be innovative and creative. These leaders encourage their followers to solve problems by looking at them from a different perspective and challenging assumptions. The leaders ask for their followers' ideas and are willing to take risks. Inspirational motivation is the extent to which a leader communicates a vision that inspires and motivates their followers to excel in performance. These leaders display high values and a feeling of belonging in their followers. According to Zeidner et al. (2009), transformational leaders do this through a variety of communication methods, such as storytelling.

Transformational leadership was found to be effective in both higher and lower levels of leadership (Lowe et al., 1996). Park and Kim (2018) revealed how transformational leadership creates a culture that encourages curiosity, collaboration, and communication and increases learning capacities. Communication is one of the most desired capacities of a leader (Goleman, 1998). According to Bass and Riggio (2006), transformational leaders encourage innovative and unconventional thinking. Herrman and Felfe (2013) discovered that positive effects of using transformational leadership were highest in individuals who were also higher in personal initiative and worked best in environments that involved constantly changing demands. Transformational leaders were more likely to exhibit behaviors that gained respect (Derue et al., 2011). They are also more likely to inspire others, help others to develop, set clear expectations and rewards, act as role models, and practice collaborative decision making (Middleton, 2016). In transformational leadership, followers feel inspired to go beyond their initial expectations of themselves (Den Hartog et al., 1997).

Transformational leadership is correlated with decision making that is rational, intuitive, dependent, and spontaneous (Rehman & Waheed, 2012b). Transformational leaders are also known for being better at adapting to change (Bass & Riggio, 2006) and have higher work engagement (Vincent-Höper et al., 2012). Lastly, transformational leadership has a strong correlation with employees' emotional attachment and involvement with their organization (Bycio et al., 1995). These four quotes help to summarize the concept of transformational leadership:

- “Transformational leaders are like the roots of a tree. They may not be visible, but they keep the tree alive.” – Gift Gugu Mona
- “Transformational leadership is a deliberate action taken in response to a vow to transform people’s lives.” – Gift Gugu Mona

- “Be willing to make people better than when you meet them. That’s what transformational leaders do.” – Benjamin Suulola
- “Good leadership consists of showing average people how to do the work of superior people.” – John Rockefeller

Transformational leadership is a leadership model proven to be successful when implemented correctly. The benefits are countless. Each of the four dimensions of transformational leadership is a keystone in effective leadership. It can help leaders and their followers to find solutions by looking at problems in a different way. It focuses on support and growth instead of a reward and punishment system, which leads to higher employee satisfaction. Since higher employee satisfaction can lead to increased retention of staff and help staff work more efficiently individually and together, this leadership style can have significant financial implications of an organization.

Information about transformational leaders and examples needs citations so others know where and how to locate examples of men and women transformational leaders. Those from history included Ross Perot, who trained his employees to be leaders within his organization. No matter the role of the employee, they were trained and trusted to make decisions independently. Another example is John Rockefeller. He aligned his standard oil company with one vision, and everyone was held accountable to make that one vision happen. Henry Ford is another example. Ford’s innovation completely changed the ways cars were manufactured. Current examples of transformational leaders include Steve Jobs (Apple), Jeff Bezos (Amazon), and Bill Gates (Tech industry). It is significant that all of these examples are male leaders. This further illustrates the lack of representation of women leaders in the world, literature, and modern social media platforms. The only way to uncover women transformational leaders is to specifically include the

word 'women' within one's search. This researcher would like to give special consideration to the following women transformational leaders:

- Sima Azadegan – Founder of Sima Collezione, a clothing brand for women made by women
- Angela Caufield-Thompson – Business Consultant, experienced leadership coach, and corporate trainer who teaches and trains transformational leaders
- Chi Ilochi – Founder of Styling by Chi who works to heal, inspire, and share insight through the art of style and fashion
- Ellen Deng – Co-founder and CEO of Vinofy. From moving from the fastest growing e-commerce startup in Southeast Asia to starting Vinofy, Deng is an innovative and powerful example of a transformational leader.
- Elyse Kaye – Founder and CEO of Bloom Bras. Founded and contributed to multiple businesses leading innovation and marketing teams, Else Kaye has been involved with launching dozens of brands and hundreds of product lines.
- Emily Kund – Founder of Pretty Strong Smart. Emily Kund is a powerful woman and transformational leader who is committed in making a difference through her leadership by helping empower women and children with a primary focus on women in STEAM fields.
- Imani Ellis – Founder of CultureCon, a community and creative agency dedicated to facilitating brave spaces for multicultural creatives
- Jennifer Rae Stine – Founder and President of Fortune Web Marketing, a one-of-a-kind agency focused on all aspects of marketing
- Linda Greub – Co-founder of Avestria Ventures, which has the objective of tipping the unfavorable scales of venture capital fundraising towards early-stage women's health and female-led life science companies
- Riya Mehta – Global Health Innovator who desires to change the world and solve humanity's most pressing problems in global health

TRANSFORMATIONAL LEADERSHIP VERSUS TRANSACTIONAL LEADERSHIP

The purpose of leadership is not to control everything but to get individuals within a group or organization to work together for a common purpose (Goleman, 2011).

Transformational leadership is only one style of leadership. According to Burns (1978),

transactional leadership is the opposite of transformational leadership. While transactional leadership focuses on cognitive exchange, transformational leadership emphasizes the emotional connection between leaders and their followers (Dvir, 2004). Transactional leaders focus on goal setting, rational exchange process, and other items that are considered stereotypically masculine (Kark, 2004). Herrmann and Felfe (2013) discovered that transformational leaders have higher creativity than transactional leaders.

Burns (1978) argues that transactional leadership lacks substantial engagement between leaders and their followers. He further explains that transactional leadership involves the leaders/followers “using” each other mutually through activities such as swapping, trading, or bargaining. “Transactional models of leadership simply do not go far enough in building the trust and developing the motivation to achieve the full potential of one's workforce” (Avolio et al., 1999). When studying leaders, Druskat (1994) found that both male and female followers preferred transformational leadership over transactional leadership. Table 3 compares the differences between transformational and transactional leadership.

Table 3: Characteristics of Transformational and Transactional Leadership

TRANSFORMATIONAL LEADERSHIP	TRANSACTIONAL LEADERSHIP
Leaders acknowledge individual talents, backgrounds, and situations, use back-and-forth communication	Leaders emphasize power over followers, chain of command, and hierarchy, and top-down communication
Leaders motivate, create a sense of purpose, and encourage teamwork	Leaders set expectations and focus on goals and efficiency
Leaders act as role models, their followers trust and respect them	Leaders provide constructive feedback and use a system of rewards and punishments
Leaders are motivated by personal growth	Leaders are motivated by rewards and penalties
Leaders provide stimulation, creativity, and innovation	Leaders concentrate on policies and procedures and emphasize organizational growth

Source: Telloian, 2022

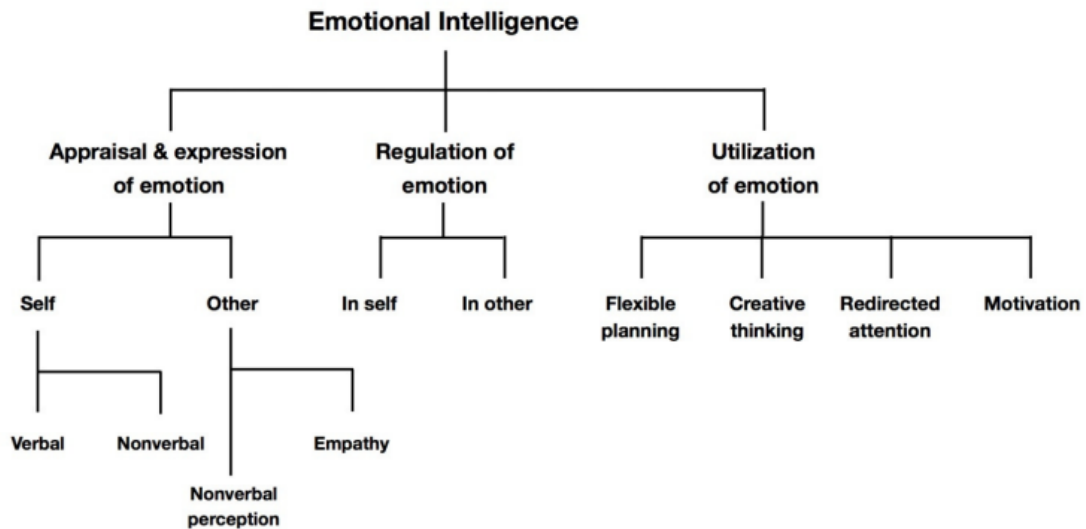
Transactional leadership focuses on meeting goals and deadlines. It includes the concept of contingent reward, which is rewarding employees who work to earn the reward(s), and management-by-exception, which involves controlling and monitoring employee performance (Bass & Avolio, 1995). It is more about a structured hierarchy. Transformational leadership focuses more on interpersonal relationships. It is about growth and encouragement while also challenging the individual to continuously improve, go beyond their comfort zone, and be creative. Both types of leadership styles are needed, as each have their strengths and weaknesses, and both can be successful if applied to the right situation and leadership positions. Current culture and research, however, does lean towards transformational leadership as the more successful leadership style. It is important to note that laissez-faire leadership is different from both transformational and transactional leadership. It is a more hands-off leadership style that promotes independence and creativity in their employees. It involves delegating, trusting the work will be done, and only stepping in when needed. Although it can be used by transformational leaders at times, it would not be used by transactional leaders.

EMOTIONAL INTELLIGENCE

Emotions are evolution's method of giving us an impulse to act, which is needed for survival (Goleman, 1995). Furthermore, our brain works in two parts, one of emotion and the other rational (Goleman, 1995). The preconcept of emotional intelligence, social intelligence, was first introduced by Thorndike in 1920 and has evolved into what is currently referred to as emotional intelligence (Bar-On, 2006). Goleman (1998) defines emotional intelligence as "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" (p. 317). Bar-On (1997) defined emotional intelligence as "a cross-section of interrelated emotional and social competencies,

skills, and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands” (p. 14). Bar-On (1997) added that emotional intelligence capabilities, competences, and influences allow a leader to successfully overcome environmental demands and pressures (p. 102). Boyatzis et al., (2000) modernized Goleman’s emotional intelligence dimensions to self-awareness, self-management, social awareness, and relationship management. Mayer et al. (2004) designate four interrelated functions of emotional intelligence: perception of emotion in the self and others, using emotion to facilitate decision making, understanding emotion in the self and others, and managing emotion in the self and others (Figure 2).

Figure 2: The Concept of Emotional Intelligence



Source: Salovey & Mayer, 1990, p. 190

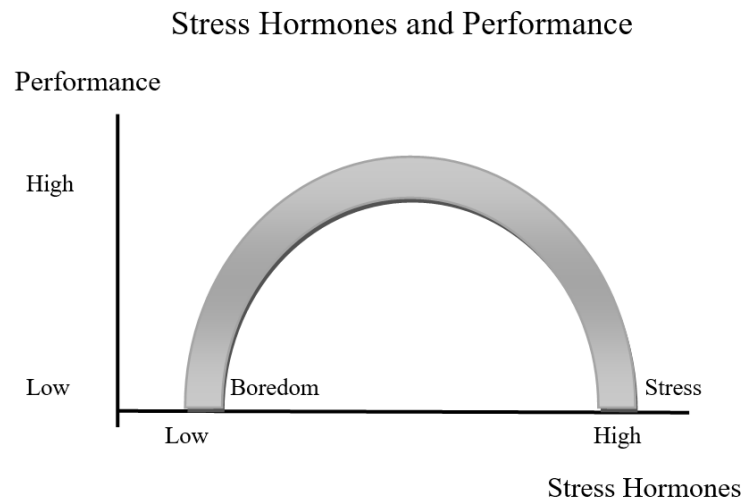
Cooper and Sawaf (1997) reviewed what they consider the four cornerstones of emotional intelligence: emotional literacy, emotional fitness, emotional depth, and emotional alchemy. Emotional intelligence has been described as an ability (Mayer et al., 2004), an aptitude (Ashkanasay & Daus, 2005), a trait (Freudenthaler & Neubauer, 2005), and an adaptable

competency (Zediner et al., 2004). A study by Nivetha (2022) revealed that the relationship between emotional intelligence and leadership is significant. According to George (2000), emotionally intelligent leaders are better decision makers. Goleman (1998) goes as far as stating that it is more important than IQ in determining performance. Bar-On (1997) explains that this is because emotional intelligence helps individuals cope with challenges that they must overcome to be successful. Goleman (2019) further explained that IQ and technical skills are entry-level skills, but it takes emotional intelligence for a leader to be considered a great leader. Research by Daud and Wan Hanafi (2018) demonstrates a significant correlation between emotional intelligence and strategic decision making. According to Mayer et al. (2004), high emotional intelligence allows individuals to perceive their emotional intelligence, use their emotions when critically thinking, and manage their emotions. Kafetsios et al. (2012) discovered a direct correlation between a leader's emotional management and their subordinate's emotions and attitudes. Wong and Law (2002) found that emotional intelligence is significantly connected to job satisfaction and performance, whereas Cherniss (2001) revealed that emotional intelligence influences employee recruitment and retention, development of talent, teamwork, employee commitment, company morale, and efficiency.

In teamwork, social effectiveness was a better predictor of the level of success than individual IQs of its team. Abraham (2000) found that leaders who have high emotional intelligence are happier in their organization and more committed. Goleman (1995) found those with emotional competence report their lives as being content as opposed to those who have emotional insufficiency and sabotage themselves. Mayer et al. (2004) found that highly emotionally intelligent individuals are drawn to more social occupations than those occupations which are more clerical and task oriented. Zeidner et al. (2009) confirmed this, discussing how

emotional intelligence is significant for people-oriented jobs. Emotional intelligence can enhance motivation, creative thinking, flexible planning, and redirected attention (Salovey & Mayer, 1990), whereas emotionally distressed individuals have less capacity to learn, remember, or determine the best course of action (Goleman, 2011). This can be seen in Figure 3.

Figure 3: Correlation Between Performance and Stress Hormones



Source: Goleman, 2011

According to Zeidner et al. (2009), those high in emotional intelligence are better able to regulate their emotions, not be as sensitive to disapproval, and have less stress over circumstances that they cannot control. This expands on Goleman's (1998) work on emotional intelligence which discovered that self-awareness, a part of emotional intelligence, is a cornerstone in commitment and managing stress. Self-awareness involves leaders being realistic and honest with themselves and their followers (Goleman, 2019).

Our concept and understanding of emotional intelligence have evolved over time. Emotional intelligence has an impact on every aspect of an individual's life, from personal to professional. Its development, or lack of, in a leader can greatly impact the leader and how the

leader works, communicates, and builds relationship with those around them. The success of these aspects will impact the overall success and effectiveness of the organization, as well as the individual leaders within the organization.

LEADERSHIP AND EMOTIONAL INTELLIGENCE

Rosete and Ciarrochi (2005) uncovered that higher emotional intelligence is associated with higher leadership effectiveness. Other studies have confirmed that emotion regulation, a key component of emotional intelligence, is positively correlated with effective leadership (Antonakis et al., 2009; Bar-On, 2006; Harms and Crede, 2010; Humphrey, 2002; Kell, 2018; Muthuveloo et al., 2017; Newcombe & Ashkanasy, 2002; Ugoani et al., 2015; Wong & Law, 2002). A study by Zakariasen and Victoroff (2012) revealed that there was a positive correlation between the perceived leadership effectiveness and observed emotional intelligence levels. A low emotional intelligence, however, was found when subordinates perceived their leaders as not being able to control their negative emotions or expressions (Smollan & Parry, 2011). Mooney (2016) discussed how managers who work on their emotional intelligence are more efficient, produce better outcomes, and are liked more. Moreover, Goleman (1998) concludes that emotionally intelligent people will increase the effectiveness in the organization. “Of course, intellect and expertise matter, but what sets star teams apart has much to do with their emotional competence” (Goleman, 1998, p. 219).

Zhou and George (2003) found that emotional intelligence helps leaders to develop creativity in their followers and help them apply their creativity in their work. Nafukho et al., (2016) found that it is possible for leaders to improve their emotional intelligence scores and awareness through training. Castro et al. (2012) discussed the need to train and recruit leaders in emotional intelligence issues. Books such as *The Emotionally Intelligent Manager* focus on

helping leaders understand and develop one's own emotions as well as to apply these skills to become an emotionally intelligent manager (Caruso & Salovey, 2004). Another factor is education level. Nivetha (2022) discovered that education level impacts both emotional intelligence and leadership. According to Naqvi et al. (2016), emotionally intelligent leaders perform well because they can identify the areas of strength in themselves and others and work to seek strengths in other individuals. Leaders in Ganster and Unterberger's (2012) study asserted that emotional intelligence is a powerful element in leadership.

Goleman (1998) states that it is a type of choice. We choose how we manage and express feelings. It is not difficult to find an individual who has had an experience with a boss who they perceived as not caring about them, thinking of them as a "warm body," who "blew up" at them or was perceived as being rude and unprofessional. A leader chooses how to express themselves with every interaction with their followers, no matter the method of communication. Leaders with high emotional intelligence are not always recognized, but leaders with low emotional intelligence can have a significant negative impact on their followers as well as the culture and success of the organization. Leaders with high emotional intelligence are going to be more effective and successful, as they are able to manage their emotions and stress when faced with everyday challenges and stressors at work, a crisis situation, and everything in between. The emotional intelligence of leaders within an organization affects both employee satisfaction and the well-being of the leaders and their followers.

TRANSFORMATIONAL LEADERSHIP AND EMOTIONAL INTELLIGENCE

Foster and Roche (2012) found that employees who work on their emotional intelligence were seen as more competent, better leaders, and having transformational leadership ability. According to Harms and Crede (2010), emotional intelligence corresponds significantly with the

characteristics of transformational leadership behaviors. Research has found a significant positive correlation between emotional intelligence and transformational leadership (Barbuto & Burbach, 2006; Burbach, 2004; Gardner & Stough, 2002; Hur et al., 2011; Kerr et al., 2005; Leban & Zulauf, 2004; Mandell & Pherwani, 2003; Rehman & Waheed, 2012a). Kumar (2014) discussed how transformational leaders use emotion to elicit emotion in others. When they are excited about a project, for instance, they use their emotions to arouse the same response in others to get them excited about the project. Both the use of transformational leadership and high levels of emotional intelligence are correlated with increased creativity (Castro et al., 2012; Herrman & Felfe, 2013). Fitzgerald and Schutte (2010) discussed how transformational leadership is built upon the foundation of emotional intelligence. Their study demonstrated that the relationship with transformational leadership, including transformational leadership behaviors and self-efficacy, is positively correlated with higher emotional intelligence levels.

Hur et al. (2011) found that emotionally intelligent leaders used transformational leadership to increase their leadership effectiveness. Lopez-Zafra et al. (2008) discussed how individuals who are high in key areas of emotional intelligence, emotional clarity, and emotional regulation had an increased likeliness to identify as transformational leaders. Emotional self-regulation involves the capability of resisting impulsivity (Goleman, 2019). Daud and Wan Hanafi (2018) considered the ability to predict future leaders by assessing emotional intelligence. But Lam and Higgins's (2013) research revealed that a "manager's emotional intelligence on its own will not lead to subordinates' job satisfaction unless it is expressed through transformational leadership" (p. 164). Their study also concluded that the development of transformational leadership characteristics is affected by the manager's emotional intelligence (Lam & Higgins, 2013).

Cheng et al.'s (2012) research added to the correlation between transformational leadership and emotional intelligence. Their research showed that the effects of transformational leadership and emotional intelligence on job engagement and satisfaction were also based on the subordinate's susceptibility to emotions. Transformational leaders are agents of change, and employees have a more positive reaction to change when their leaders express higher levels of emotional intelligence (Smollan & Parry, 2011).

San Lam and O'Higgins (2012) studied managers' emotional intelligence and transformational leadership style with employee performance and job satisfaction. They discovered that emotional intelligence by itself does not have a direct affect. Instead, it needs a different variable: transformational leadership. Emotional intelligence, when used with transformational leadership, has a positive impact on employee performance and job satisfaction.

According to Locke (2005), "Leadership is not primarily about making people feel good; it's about knowing what you are doing and knowing what to do" (p. 429). Transformational leadership combined with emotional intelligence allows leaders to communicate with their followers, to motivate individuals and groups towards a common goal, to challenge, and to lead. When used properly together, leaders and their followers can perform more efficiently and achieve higher job satisfaction. Current and potential leaders who are interested in learning or using transformational leadership should consider emotional intelligence as another topic of interest.

WOMEN LEADERS

The number of women in the workforce has continue to rise, with women representing over half (54.3%) of the workforce in the United States and holding 35% of senior leadership positions (Ariella, 2022). Women hold the following positions:

- 47% of support staff positions globally
- 42% of professional positions
- 37% of manager positions
- 30% of S&P board directors
- 29% of senior management positions
- 27.3% of U.S. representatives
- 23% of executive positions
- 18% of U.S. state governors
- 8.2% of Fortune 500 CEOs (Ariella, 2022)

These statistics show there is a need for much growth in the number of women in leadership. The trend with these numbers has shown a significant improvement in the last couple of decades, however. The 30% of S&P board directions is a record-breaking amount (Ariella, 2022). While 8.2% of women CEOs of Fortune 500 companies is significantly low, the number was 0% in 1995 (Ariella, 2022). Women comprised 18% of state governors and 27.3% of U.S. representatives in 2021; in 1975%, they were 2% of governors and 2.3% of representative positions (Ariella, 2022).

TRANSFORMATIONAL LEADERSHIP AND WOMEN

There are numerous studies of transformational leadership and gender which reveal that women are more transformational as leaders than men, including research by Eagly et al. (2003), Den Hartog et al. (1997), Middleton (2016), Bass et al. (1996), Doherty (1997), Druskat (1994), Eagly and Johannesen-Schmidt (2001), and Turner et al. (2002). Santamaria and Jean-Marie (2014) discovered that the participants in their qualitative study revealed characteristics of

transformational leadership. Brandt and Laiho (2013) supported previous study results in their research findings which uncovered that gender impacts leadership behavior. Research by Vinkenburg et al. (2011) confirmed that inspirational motivation and individual consideration, both attributes of transformational leadership, are important for promotion. Rema and Gupta (2021) discussed how women in leadership can build up their teams by observing and using individual member strengths and that this will help these women to earn respect.

Research has proven that women are more natural transformational leaders than men. Understanding this can help women leaders craft their leadership skills. Women leaders can study transformational leadership and use these characteristics for leadership success, earning and keeping leadership positions, and communicating and keeping professional bonds.

EMOTIONAL INTELLIGENCE AND WOMEN

According to Rema & Gupta (2021), “Emotional intelligence is helpful for working women's performance as it would guide them to communicate clearly and lead others in a proper way which creates productive interactions at work and in personal life” (p. 62-63). Lopez-Zafra and Leire Gartzia (2014) and Mandell and Pherwani's (2003) research identified that women are perceived as more competent in emotional intelligence than men. Goleman (1998) noted: “Women, on average, are more aware of their emotions, show more empathy, and are more adept interpersonally” (p. 7). Empathy involves determining their employees' feelings before making company decisions (Goleman, 2019).

The three parts of empathy involve cognitive empathy (understanding another's perspective), emotional empathy (feeling how other's feel), and empathic concern (knowing what others need from you) (Goleman, 2019). Salguero et al. (2012) confirmed gender differences in emotional intelligence, with women scoring higher than men on emotional

intelligence characteristics. Curseu et al. (2014) found that collective emotional intelligence in groups vary by gender of the participants, with the percentage of women in the group improving the collective emotional intelligence of the group. George (2000) found that women leaders can use positive emotions to visualize improvements in the organization. *Emotional Intelligence Among Women: A Systematic Review* (Seri Suhaila et al., 2019), however, uncovered women scored lower on emotional intelligence in the review of 26 published articles. This demonstrates the need for women to be aware of their emotional intelligence. Since emotional intelligence is a key component of effective leadership, women leaders should develop their emotional intelligence.

Rema and Gupta (2021) studied subjective well-being (satisfaction with life in general and in different areas of life, satisfaction with work and job performance, satisfaction with the economic situation in the last year, and moods/emotions during the previous week) and emotional intelligence (self-awareness, managing emotions, motivating oneself, empathy, and social skills). They determined a significant positive correlation between the two and discussed the need to work on developing emotional intelligence in women. They stated that there is a high importance in helping women manage their emotions, and that improving their emotional intelligence has the potential to improve women's subjective well-being. Rema and Gupta (2021) found that highly intelligent women report higher well-being.

While research may be undecided on whether women leaders have naturally higher emotional intelligence levels, emotional intelligence can help current and future women leaders be more successful leaders and feel better overall. The element that women improve the collective emotional intelligence of a group is significant and should be taken into consideration when forming groups. This verifies previous research about the importance of diversity within

groups. Having women within groups will help the overall success of the group and is key for women to be represented in all organizations and decisions.

CHAPTER THREE: METHODOLOGY

INTRODUCTION

This chapter describes the quantitative research methods used for this study and the rationale for their use. The data was evaluated using descriptive statistics and analysis of variance (ANOVA) to determine whether there was a significant relationship between the community college women leaders' use of transformational leadership characteristics and emotional intelligence levels. The following research questions were used for this study:

1. Do the participating women leaders' years in current role or years of leadership affect their emotional intelligence level?
2. Is there a correlation between transformational leadership style characteristics and emotional intelligence level in community college women leaders?
3. Do the participating women leaders practice leadership style characteristics of transformational leadership?
4. What are the emotional intelligence characteristics evident among these women leaders?
5. Is there a correlation between one or more transformational leadership style characteristics and emotional intelligence level in community college women leaders?

METHODS

This research makes use of quantitative research methodologies. Quantitative research involves numerical data, which makes it most appropriate for use for this type of research. According to Trochim et al. (2015), "all quantitative data are based upon qualitative judgements; and all quantitative data can be summarized and manipulated numerically" (p. 20). Thus, quantitative methods will be used to analyze data used to represent qualitative topics.

INSTITUTIONAL REVIEW BOARD APPROVAL

In accordance with Ferris State University (FSU) policy, this researcher obtained approval from the FSU Institutional Review Board (IRB) before conducting any research for this study (see Appendix A). The IRB application included information pertinent to the study regarding the subject population, subject recruitment, disclosure of any prior association with the subjects, the research procedures and data collection methods, benefits of conducting the research, potential risks to the subjects, privacy assurances, and consent procedures.

POPULATION AND SAMPLE

Participants for the study were located through FSU. Alumni and current students were asked to assist in recruiting community college women leaders who would be willing to participate in the study. Purposive sampling (Etikan, 2016) was used, as specific criteria for participation was important to answering the research question. Specifically, participation was limited to women and women in a leadership position at a community college. Emails were sent to alumni and current students of the Doctorate of Community College Leadership program at FSU. To increase the sample size of the study, snowball sampling method was utilized, as those who were sent the survey invitation were asked to forward the email to other potential participants for the study (Kirchherr & Charles, 2018). Out of the 64 participants who began the survey, four were excluded as they either did not meet the eligibility requirements of the study or did not complete 90% or more of the survey. This resulted in a total of 60 study participants. The survey was sent to approximately 300 individuals, which resulted in a response rate of 21.3%. These participants were from community colleges of diverse size, with the highest number of surveys received from individuals in community colleges with an enrollment size of 5,000-

10,000 students and from colleges with enrollment above 15,000 students. Due to the nonprobabilistic snowball sampling method to recruit participants, it cannot be said that the study sample is representative of the population. Individuals who responded to the survey reported having the following positions: academic senate member, assistant dean, assistant director, assistant vice president, associate dean, associate provost, coordinator, chief marketing, chief of staff, clinical lead supervisor, communications officer, dean, director, executive director, executive vice chancellor, president, program chair, provost, vice chancellor, and vice president. Participants potentially were from across the United States, as they were either students/alumni of FSU's Doctorate of Community College Leadership program (DCCL) or had been sent the link from a student/alumnus of the program. The DCCL program enrolls students nationally, although there is a preponderance of students from Michigan, Ohio, and Texas.

COMMUNICATION

Participants were contacted through email (Appendix B). The letter included information about the researcher, the title of the research, and a description of the study. The email also included a request for participation and a link to the survey. Additionally, email recipients were requested to forward the email invitation to other potential participants who qualified for the study, including colleagues and people in their professional network. The researcher had no direct contact with participants since email invitations were sent out by a third party, an administrator in the Ferris State DCCL program. No follow-up was needed after the survey was completed, so contact information was not requested on the survey. Two email reminders were sent to potential applicants (DCCL students and alumni) by the DCCL leader.

DATA COLLECTION INSTRUMENT

Data were collected using the composite emotional intelligence linear numeric scale developed by Schutte et al. (1998). Participants took part in the survey between October 24, 2020, and December 10, 2020. Three different measurement tools were used to assess characteristics of leadership and emotional intelligence: (1) Genos Emotional Intelligence Concise Inventory (Self) (appendix C), (2) Multifactor Leadership Questionnaire (MLQ) (Appendix D), and (3) Transformational Leadership Survey (Appendix E). The survey link directed the participants to the survey on SurveyMonkey, a survey software. The first page asked participants for their informed consent (see Appendix F). Participants gave consent by clicking on “next” to begin the survey. The survey consisted of three parts. The first part was demographic questions. This included questions regarding job position, size of community, years in current leadership role, and total years in a leadership position. The second part consisted of questions regarding leadership. This included questions from the MLQ and Transformational Leadership Survey. The third part contained questions from the Genos Emotional Intelligence Concise Inventory (Self). SurveyMonkey estimated that it took participants 9 minutes to complete the survey.

GENOS EMOTIONAL INTELLIGENCE CONCISE INVENTORY (SELF)

The Genos Emotional Intelligence Concise Inventory (Self) consists of 31 questions that assess emotional self-awareness, emotional expression, emotional awareness of others, emotional reasoning, emotional self-management, emotional management of others, and emotional self-control. The Inventory measures emotional intelligence workplace behavior (Palmer et al., 2009). Questions were answered using a 5-point Likert scale, with numeric values ranging from

1 (strongly disagree) to 5 (strongly agree). This inventory has been used significantly in research to study emotional intelligence and has both strong reliability and validity (Palmer et al., 2009). The depth of the questions, the strong reliability and validity, and having observed the use of the Genos Emotional Intelligence Concise Inventory (Self) in previous research caused the researcher to use this tool for the study.

MULTIFACTOR LEADERSHIP QUESTIONNAIRE (MLQ)

The MLQ consists of 21 questions that assess transformational leadership characteristics including idealized influence, inspirational motivation, intellectual stimulation, individual consideration, contingent reward, management-by-exception, and laissez-faire leadership (Bass & Avolio, 1995). Questions were answered using a 4-point Likert-type scale with numeric values ranging from 1 (not at all/rarely) to 4 (frequently/almost always). The MLQ has been used by a significant number of researchers studying leadership and has been found to be reliable by Bycio et al. (1995), Lowe et al. (1996), and Avolio et al. (1999). The focus of the questions, the strong reliability, and having observed the MLQ in previous research made the researcher decide to use this tool for the study.

TRANSFORMATIONAL LEADERSHIP SURVEY

The Transformational Leadership Survey measures factors related to leadership, vision, transactional, and execution leadership characteristics (Clark, 2015). The survey consists of 9 questions that were answered using a 4-point Likert-type scale with response values ranging from 1 (not at all/rarely) to 4 (frequently/almost always). This tool has been published online but has not been formally checked for reliability or validity. It is a free tool for those who are interested in assessing themselves or others in factors related to transformational leadership for

professional or research purposes. This is located at Transformational Leadership Survey (nmlink.com). Although this research tool did not have documented reliability or validity, it has been used in previous research and the researcher appreciated the simplicity of the survey questions.

VARIABLES

Control variables include gender, as only women leaders were chosen to participate, and employment at a community college. The research analysis consisted of two parts. The first part consisted of biographical factors. The dependent variable was the participants' emotional intelligence level. Independent variables were the participants' leadership role, size of community college, the years of experience in leadership and number of years in their current role. The second part of the research analysis consisted of assessing for correlations between emotional intelligence characteristic and transformational leadership characteristics. Since the research observed any correlation between the two, and not specifically if one impacted the other, there are no independent or dependent variables in the second part. The results of the analysis will be discussed in Chapter Four.

Community colleges were classified according to student enrollment of (1) under 5,000, (2) 5,000-10,000, (3) 10,000-15,000, and (4) over 15,000. Leaders were classified in terms of position as upper-level leadership position or lower-level leadership position. Table 4 identifies the titles of those categorized as lower leadership and those categorized as upper leadership. The number of years a participant had served at the college was categorized as (1) 0-5 years, (2) 5-10 years, (3) 10-15 years, (4) 15-20 years, and (5) 20-25 years. The number of years a participant had held their current role was categorized as (1) 0-5 years, (2) 5-10 years, (3) 10-15 years, (4) 15-20 years, (5) 20-25 years, (6) 25 and above, and (7) not answered.

Table 4: Lower and Upper Leadership Levels

LEADERSHIP LEVEL	LOWER LEADERSHIP	UPPER LEADERSHIP
Number	33	24
Positions	Academic Senate Member, Assistant Dean, Assistant Director, Associate Dean, Coordinator, Chief Marketing, Chief of Staff, Clinical Lead Supervisor, Dean, Director, Program Chair	Assistant Vice President, Associate Provost, Communications Officer, Executive Director, Executive Vice Chancellor, President, Provost, Vice Chancellor, Vice President

For the MLQ, the following abbreviations were used: II = Idealized influence, IM = inspirational motivation, IS = intellectual stimulation, IC = individual consideration, CR = contingent reward, ME = management-by-exception, LF = laissez-faire.

For the Genos Emotional Intelligence Concise Inventory (Self), the following abbreviations were used: ER = emotional reasoning, ESA = emotional self-awareness, ESM = emotional self-management, EE = emotional expression, ESC = emotional self-control, EAO = emotional awareness of others, EMO = emotional management of others, EI = Emotional intelligence.

DATA ANALYSIS

Participants were from community colleges with varied sizes, with the largest percentage from community colleges enrolling between 5,000 and 10,000 students (Figure 4). Years in current leadership position and total years in leadership varied greatly. The largest number of participants have been in their current leadership role 0-5 years and total years in leadership of 5-10 years (Figure 5). The data were analyzed to determine whether the number of years in a

current leadership role and the total number of years in a leadership position impacted emotional intelligence. The study also assessed whether there was a correlation between the use of transformational leadership characteristics and emotional intelligence. The hypothesized relationship between transformational leadership characteristics, emotional intelligence, and the number of years in role/leadership is diagrammed in Figure 6. A thorough analysis and discussion of the data are completed in Chapter 4.

Figure 4: Percentage of Participants in by Community College Size

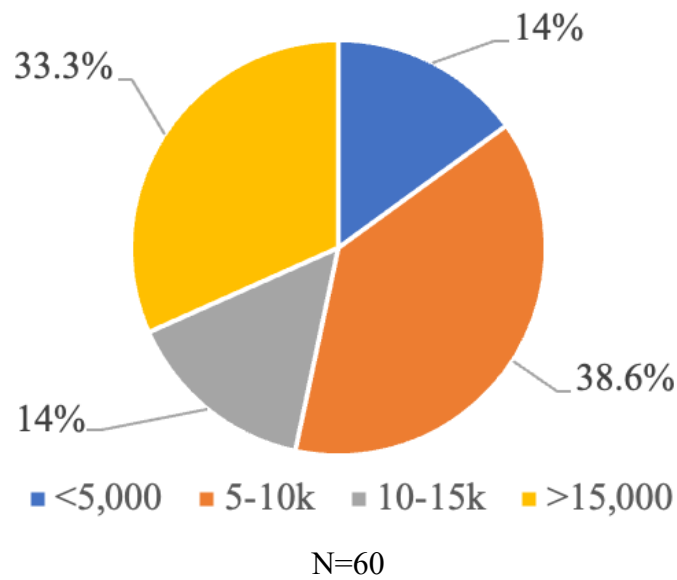
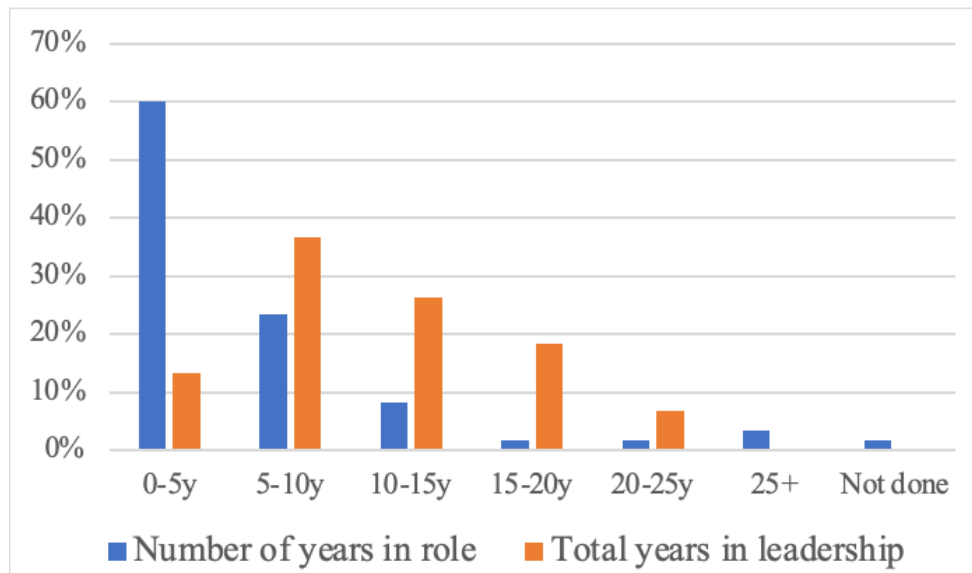
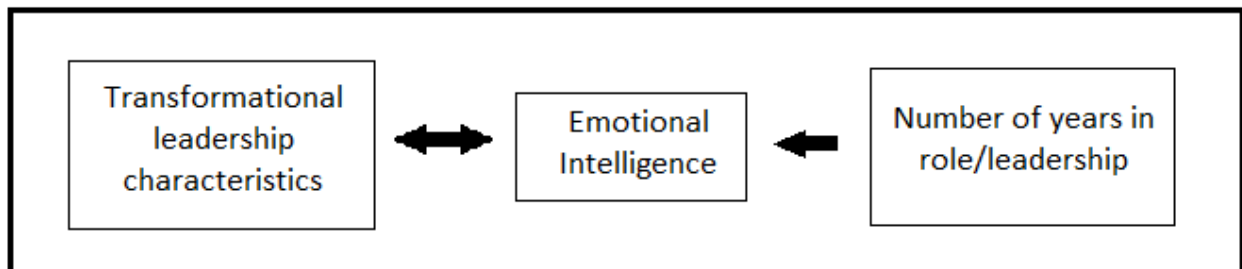


Figure 5: Percent of Years in Current Leadership Position and Total Years in Leadership



N=60

Figure 6: Relationship between Transformational Leadership Characteristics, Emotional Intelligence, and the Number of Years in Role/Leadership



CONTRIBUTIONS OF THE PILOT STUDY

A pilot study was conducted approximately one month prior to the formal study. The pilot study helped to ensure the reliability and validity of the survey by testing the process of delivery and overall methodology of the study. The pilot study consisted of ten women in leadership positions in community colleges. Feedback was given on how to change the wording

of the directions to the survey and in the number of options listed under current job position. Changes were made to the directions based on this feedback.

CONCLUSION

Data were collected and analyzed to evaluate the research questions:

1. Do the participating women leaders' years in current role or years of leadership affect their emotional intelligence level?
2. Is there a correlation between transformational leadership style characteristics and emotional intelligence level in community college women leaders?
3. Do the participating women leaders practice leadership style characteristics of transformational leadership?
4. What are the emotional intelligence characteristics evident among these women leaders?
5. Is there a correlation between one or more transformational leadership style characteristics and emotional intelligence level in community college women leaders?

A quantitative methodology was used to analyze the survey results. The results of the data analysis are described in Chapter Four.

CHAPTER FOUR: PRESENTATION OF DATA

INTRODUCTION

This research studies the relationship between leadership style, transformational or transactional, and emotional intelligence, both of which may be used to understand a leader's action and behavior. Both transformational leadership and emotional intelligence in women leaders have previously been researched. These studies, however, focus on either specific professions or women leaders in general. This researcher aimed to determine whether there is a correlation between the use of transformational leadership and the level of emotional intelligence in women leaders in community colleges. The goal is to add to the growing knowledge related to women's leadership in community colleges by studying and identifying possible relationships between the identified leadership characteristics of transformational leadership and an individual's level of emotional intelligence. This leads to the null and research hypothesis of the study, which focuses on transformational leadership and emotional intelligence.

Null Hypothesis: No correlation can be found between the use of transformational leadership and the level of emotional intelligence in women leaders in community colleges.

Research Hypothesis: There will be a positive correlation between the use of transformational leadership characteristics by women leaders in community colleges and higher levels of emotional intelligence.

The information collected regarding each question in the questionnaire appears as expressed by participant responders. See Appendix S (Multifactor Leadership Questionnaire Form 6s) for questions that calculate the characteristics of transformational leadership, which

includes idealized influence, inspirational motivation, intellectual stimulation, individual consideration, contingent reward, management-by-exception, and laissez-faire leadership. See Appendix C (Genos Emotional Intelligence Inventory – Concise) for questions used to assess emotional intelligence levels of emotional self-awareness, emotional expression, emotional awareness of others, emotional reasoning, emotional self-management, emotional management of others, emotional self-control. See Appendix E (Transformational Leadership Survey) for questions used to assess leadership characteristics of charisma, social, vision, transactional, delegation, execution.

SURVEY RESPONSES

The survey was started by 64 individuals from community colleges across the United States. Among the 64 potential participants, four were excluded as they either did not meet the research qualifications or did not complete 90% or more of the survey. This resulted in a total of 60 study participants. These participants were from diverse sizes of community colleges, with the highest number of surveys received from individuals in community colleges with an enrollment size of 5,000-10,000 students followed by individuals in community colleges with an enrollment above 15,000 students.

DATA ANALYSIS

Leadership position, years in leadership, years in position, and community college size were compared with emotional intelligence and transformational characteristics. Leadership position level was also compared with community college size, years in leadership, and years in current position. Analysis of variance (ANOVA) is a statistical method that allows for variation in a set of data that is divided into separate parts (Rutherford, 2000). ANOVA was used to

compare the emotional intelligence index means across categories of college size, years in position, and years in leadership (Appendix G). There were no significant differences in the means of the emotional intelligence index among the categories of college size, ranges in years in role, nor across the ranges of years in leadership position. Kendall’s tau-b (τ_b) correlation coefficient (Kendall’s tau-b) is a nonparametric measure of the strengths and direction of association that exists between two variables measured on at least an ordinal scale (Berry et al., 2009). Community college size was assessed for correlations with emotional intelligence and leadership style characteristics (Appendix G).

Participants were separated into two categories by level of leadership, upper level and lower leadership positions. Table 5 shows the diverse sizes of community colleges where participants were employed. The largest number of participants (38%) were from colleges with enrollments between 5,000 and 10,000 students. The fewest number of participants (13%) were from colleges enrolling fewer than 5,000 students or from between 10,000 to 15,000 students.

Table 5: Sizes of Community Colleges Where Women Leaders Were Employed

COMMUNITY COLLEGE SIZE	NUMBER	PERCENT
Under 5,000	8	13.3
5,000-10,000	23	38.3
10,000-15,000	8	13.3
Over 15,000	21	35.0

The leadership level was compared to community college size (Table 6). All participants who came from community colleges that enrolled under 5,000 students were in lower leadership positions. The majority of those who participated from community colleges enrolling 5,000 to 10,000 were also from lower leadership.

Table 6: Upper- and Lower-Leadership Positions Compared to Community College Size

COMMUNITY COLLEGE SIZE	UPPER LEADERSHIP		LOWER LEADERSHIP	
	NUMBER	PERCENT	NUMBER	PERCENT
Under 5,000	0	0.0	8	100.0
5,000-10,000	8	34.8	15	65.2
10,000-15,000	4	50.0	4	50.3
Over 15,000	11	52.4	10	47.6

The number of years in a leadership position and the number of years in their current position were compared to their leadership level. There was a similar percentage of participants who had 5,000 to 10,000, 10,000 to 15,000, and 15,000 to 20,000 years as a leader (Table 7). The significant outliers were those who had 0 to 5 and 20 to 25 years in leadership.

Table 7: Upper- and Lower-Leadership Compared to Number of Years in a Leadership Position

YEARS IN LEADERSHIP POSITION	UPPER LEADERSHIP		LOWER LEADERSHIP	
	NUMBER	PERCENT	NUMBER	PERCENT
0-5	1	4.4	7	54.6
5-10	7	30.4	13	33.3
10-15	8	34.8	8	21.0
15-20	6	26.1	6	15.2
20-25	1	4.4	3	9.1
Total	23		37	

A significant number of upper-leader participants (61%) came with 0 to 5 years in their current leadership position (Table 8). The second highest (30%) came with 5 to 10 years in their current leadership position.

Table 8: Leadership Level Compared to Number of Years in Current Leadership Position

YEARS IN LEADERSHIP POSITION	UPPER LEADERSHIP		LOWER LEADERSHIP	
	NUMBER	PERCENT	NUMBER	PERCENT
0-5	14	60.9	20	54.1
5-10	7	30.4	8	21.6
10-15	0	0.0	6	16.2
15-20	1	4.4	0	0.0
20-25	0	0.0	3	8.1
25+	1	4.4	0	0.0
Total	23		37	

More than half of the lower leaders were in their current leadership position for five years or less. The survey questions (Appendix H) are divided into sections according to the tool used: Transformational Leadership Survey, MLQ, and Genos Emotional Intelligence Inventory. Appendix G consists of ANOVA results. Table 9 is a comparison between leadership levels and community college size. There is an evaluation of lower-level leaders, upper-level leaders, and all leaders. Overall, the highest combined percentage of leaders came from community colleges that enrolled 5,000 to 10,000 students (37.5%). This was closely followed by those who were from community colleges that enrolled over 15,000 students (34.4%).

Table 9: Leadership Levels Compared to Community College Size

COMMUNITY COLLEGE SIZE	LOWER LEADERSHIP		UPPER LEADERSHIP		TOTAL	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Under 5,000	8	21.62	1	3.70	9	14.06
5,000-10,000	14	37.84	10	37.04	24	37.50
10,000-15,000	5	13.51	4	14.81	9	14.06
Over 15,000	10	27.03	12	44.44	22	34.38
Total	37	100.00	27	100.00	64	100.00

Table 10 assesses number of years in current leadership position to the percentage of upper-level and lower-level leaders. The highest percentage of both upper and lower leaders had between 0 to 5 years in their current leadership position. Table 11 compares the total number of years in leadership to their level of leadership.

Table 10: Leadership Levels Compared to Number of Years in Current Leadership Position

YEARS	LOWER LEADERSHIP		UPPER LEADERSHIP		TOTAL	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Less than 5	18	50.00	17	62.96	35	55.56
5-10	9	25.00	8	29.63	17	26.98
Over 10	9	25.00	2	7.41	11	17.46
Total	36	100.00	27	100.00	63	100.00

Table 11: Leadership Levels Compared to Number of Years in Leadership

YEARS	LOWER LEADERSHIP		UPPER LEADERSHIP		TOTAL	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Less than 5	7	18.92	1	3.70	8	12.50
5-10	13	35.14	10	37.04	23	35.94
10-15	8	21.62	8	29.63	16	25.00
Over 10	9	24.32	8	29.63	17	26.56
Total	37	100.00	27	100.00	64	100.00

It can be noted that the combined lower and upper leaders had more than 5 to 10 total years in leadership. ANOVA tests indicated that there was not a significant difference among the means of the transformational leadership characteristics and level of leadership position. Table 12 shows that the largest difference in means (0.6 points) between lower- and upper-leadership levels was on the execution questions. There was a total of 21 questions (3 for each type) which scored participants' use of execution, vision, and transactional leadership.

Table 12: Transformational Leadership Survey Characteristics Compared to Leadership Level

Questions	LOWER LEADERSHIP N=35		UPPER LEADERSHIP N=25		ALL LEADERS N=60	
	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Execution	10.6	1.1	10.0	1.5	10.4	1.3
Vision	9.1	1.4	8.7	1.7	8.9	1.6
Transactional	10.3	1.2	10.1	1.4	10.2	1.3

There were no significant findings when comparing transformational leadership survey characteristics to their leadership level. This was true for both upper-level and lower-level women leaders. The biggest finding to note was that upper-level leaders were least likely to apply vision leadership characteristics. Table 13 compares leader level and all leaders to characteristics assessed on the MLQ. Each characteristic was scored by a group of 3 questions each.

Table 13: Multifactor Leadership Questionnaire Characteristics Compared to Leader Level

CHARACTERISTICS	LOWER LEADERSHIP N=35		UPPER LEADERSHIP N=25		ALL LEADERS N=60	
	MEAN	STD DEV	MEAN	STD DEV	MEAN	STD DEV
Idealized Influence	12.3	1.3	12.6	1.3	12.5	1.3
Inspirational Motivation	10.9	1.8	11.4	1.6	11.1	1.8
Intellectual Stimulation	11.7	2.1	12.1	2.4	11.9	2.2
Individual Consideration	12.9	1.4	12.6	1.6	12.8	1.4
Contingent Reward	10.5	1.9	10.9	2.5	10.7	2.2
Management-by-Exception	10.8	1.6	11.4	1.3	11.1	1.5
Laissez-faire Leadership	5.4	1.4	5.2	1.6	5.3	1.4

Lower-level and upper-level leaders scored lowest on laissez-faire leadership and highest on idealized influence and individual consideration. These findings will be discussed in Chapter 5. Table 14 compares emotional assessment characteristics to lower-level, upper-level, and all levels of leadership. Each emotional characteristic was assessed by a group of 4 to 5 questions as seen on the Genos Emotional Intelligence Inventory.

Table 14: Genos Emotional Intelligence Inventory – Concise (Self-Assessment) Characteristics Compared to Leadership Level

CHARACTERISTICS	LOWER LEADERSHIP N=35		UPPER LEADERSHIP N=25		ALL LEADERS N=60	
	MEAN	STD DEV	MEAN	STD DEV	MEAN	STD DEV
Emotional Self-Management	3.2	0.5	3.2	0.3	3.2	0.4
Emotional Management of Others	3.1	0.3	3.1	0.3	3.1	0.3
Emotional Self-Control	2.7	0.4	2.8	0.4	2.8	0.4
Emotional Self-Awareness	3.3	0.4	3.2	0.3	3.3	0.4
Emotional Expression	3.0	0.5	3.1	0.3	3.1	0.4
Emotional Awareness of Others	3.0	0.3	3.0	0.2	3.0	0.2
Emotional Reasoning	4.3	0.5	4.3	0.4	4.3	0.4
Emotional Intelligence	3.3	0.2	3.3	0.2	3.3	0.2

Upper- and lower-level leaders scored comparatively on emotional intelligence questions. This indicates there is no significance in comparing upper- and lower-level leaders to emotional intelligence characteristics. It should be noted that all leaders scored highest on emotional reasoning. Table 15 compares characteristics of execution, vision, transactional and other leadership characteristics (those found on the MLQ) with their emotional intelligence levels. For ease in reading, the key to coding follows Table 15.

Table 15: Correlations between the Emotional Intelligence Inventory and the Transformational Leadership Survey and Characteristics from the Multifactor Leadership Questionnaire

	ESM	EMO	ESC	ESA	EE	EAO	ER	EI
Execution	-0.02	-0.19	0.05	.25*	-0.13	0.14	.25*	0.09
Vision	.25*	-0.01	0.06	0.15	0.02	0.07	.33**	.33**
Transactional	0.08	-0.04	-0.02	0.16	0.02	0.19	.36**	.22*
Idealized Influence	-0.03	-0.09	0.11	0.12	0.02	.24*	0.04	0.02
Inspirational Motivation	0.07	0.14	.22*	0.04	0.05	.21*	.25*	.23*
Intellectual Stimulation	0.04	-0.08	0.09	-0.07	.23*	0.17	.30**	.24*
Individual Consideration	0.01	-.21*	0.13	0.08	0.19	.27*	.37**	.20*
Contingent Reward	-0.02	-0.08	0.11	0.08	-0.10	-0.08	.32**	0.14
Management-by-Exception	.23*	0.10	0.17	0.04	-0.07	-0.13	0.12	0.19
Laissez-faire Leadership	-0.06	0.01	.29**	-0.06	-0.18	-0.15	0.02	-0.06

(* $p \leq 0.05$; ** $p \leq 0.01$; *** $p \leq 0.001$)

For ease of assessing data, the following abbreviations were used: ESM (emotional self-management), EMO (emotional management of others), ESC (emotional self-control), ESA (emotional self-awareness), EE (emotional expression), EAO (emotional awareness of others), and ER (emotional reasoning). The abbreviation EI (emotional intelligence) was used for overall emotional intelligence level. It can be noted that, in general, the N for each correlation was about 56-59, indicating that not all participants answered all questions.

There were numerous positive correlations found in the study between the characteristics studied. Execution leadership characteristic positively correlated with emotional self-awareness (.249) and emotional reasoning (.252). Vision leadership characteristic positively correlated with emotional self-management (.245), emotional reasoning (.330), and overall emotional

intelligence (.326). Transactional leadership characteristics (a weakness of transformational leadership) positively correlated with emotional reasoning (.358) and overall emotional intelligence (.215). Inspirational motivation characteristics positively correlated with emotional self-control (.224), emotional awareness of others (.213), and overall emotional intelligence (.234). Individual consideration positively correlated with awareness of others (.270), emotional reasoning (.366), and overall emotional intelligence (.203). Contingent reward positively correlated with emotional reasoning (.321), Management-by-exception positively correlated with emotional self-management (.230), and Laissez-faire leadership positively correlated with emotional self-control (.294).

This researcher was surprised that there was a correlation between transactional leadership characteristics and emotional reasoning and overall emotional intelligence. More research could be done in this area to determine if there is something that could be used to assist transactional leaders. Inspirational motivation correlated positively with emotional self-control, emotional awareness of others, and overall emotional intelligence. This is not a surprising result. Leaders use inspirational motivation to motivate people by being able to share their vision and mission and by understanding and valuing their followers. In order to be able to share their vision and mission and be position models, inspirational leaders need to have emotional self-control. In order to understand and motivate individuals, inspirational leaders need to have emotional awareness of others. This also leads to a higher overall emotional intelligence. The execution leadership characteristic positively correlated with emotional self-awareness and emotional reasoning. Execution leadership involves setting goals, implementing clear plans to achieve those goals, and monitoring the situation and adjusting plans to ensure success.

Emotional self-awareness and emotional reasoning would assist in execution leadership with these.

Vision leadership characteristic positively correlated with emotional self-management, emotional reasoning, and overall emotional intelligence. Vision leaders use their personality to share a vision that others will want to follow. It is rational then that these leaders would have emotional self-management, emotional reasoning, and overall emotional intelligence. Individual consideration positively correlated with awareness of others, emotional reasoning, and overall emotional intelligence. In individual consideration, the transformational leader acknowledges their followers' individual needs and provides support based on these needs and individual experiences, strengths, and weaknesses. These abilities of the transformational leader correlate with emotional awareness of others, emotional reasoning, and overall emotional intelligence.

Contingent reward, which is the concept of employees being rewarded when they have earned them, positively correlated with emotional reasoning, which is a cognitive process in which an individual creates an emotional truth. It is a reasonable finding that these two would have a positive correlation as being rewarded for positive work would have a cognitive impact on an individual.

Management-by-exception positively correlated with emotional self-management. This type of leadership encourages leaders to only address management with the biggest issues. Emotional self-management is the ability to control one's behavior and emotions positively. Laissez-faire leadership positively correlated with emotional self-control, which makes sense as this type of leadership is hands-off, so it would take emotional self-control to keep from being too involved or a micromanager. This researcher reviewed the data to examine possible reasons for the lack of high correlations. One possible reason is that the surveys were self-assessments. It

is possible that participants viewed and rated themselves differently than their actual practice. According to Dunning (2005), self-views are often misguided or misinformed. Caputo and Dunning (2005) provide an explanation of this in their research where they found that during self-assessments, individuals tend to omit circumstances in which they were not as successful. The correlation between reality and self-assessment can be poor or, as Baker (2011) described, “moderate to meager” (p.1).

SUMMARY OF OUTCOMES AND CONCLUSION

The research questions were:

1. Do the participating women leaders’ years in current role or years of leadership affect their emotional intelligence level?
2. Is there a correlation between transformational leadership style characteristics and emotional intelligence level in community college women leaders?
3. Do the participating women leaders practice leadership style characteristics of transformational leadership?
4. What are the emotional intelligence characteristics evident among these women leaders?
5. Is there a correlation between one or more transformational leadership style characteristics and emotional intelligence level in community college women leaders?

The participating women leaders of community college did apply traits of transformational leadership in their work. Their levels of emotional intelligence varied by emotional level characteristics. Although there was a positive correlation between multiple leadership style characteristics and identified emotional intelligence levels, none were significant.

Comparing the statistical means on leadership characteristics and emotional intelligence between upper- and lower-leadership level positions showed that no relationships were statistically different, indicating that level of leadership position had no impact on emotional

intelligence. The ANOVA tables that were used to compare the emotional intelligence index means across categories of college size, years in position, and years in leadership showed no significant relationship at the $p < 0.05$ level (see Appendix G). Positive correlations were found between specific leadership characteristics and emotional intelligence characteristics. However, all of these were weaker correlations. These correlations and a discussion of findings are reviewed in Chapter Five. Also included in Chapter Five are a list of recommendations, a review of implications for practice, and a discussion of contribution to research.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

INTRODUCTION

While community colleges enrolled 60% women in 2019, only 24% of senior leaders were female. Efforts are needed to assure that women are progressing into these roles in proportion to their representation among student populations. Learning about the qualities that work best among successful women leaders can inform future leadership and career development training. With limited research on transformational leadership and emotional intelligence characteristics in women community college leaders, this research was designed to search for possible positive correlations.

Women make up more than half of the student population (American Association of Community Colleges, 2022). Literature reveals that women are less likely to be appointed as full professors or college presidents, and this indicates a lack of representation for those women students who are potential future leaders. Women may be also less likely to be chosen for high leadership positions (Hutson, 2018). This creates a negative cycle for women: women students see fewer women leaders at their colleges, followed by seeing fewer women leaders in the overall workforce. Without representation, women students are less likely to see themselves as future leaders.

Although more women have broken through what is commonly referred to as the “glass ceiling” than ever before, there remains a significant underrepresentation of women in key leadership positions inside and outside of higher education. In investigating recent completed community college presidential searches, it was found that presidential finalists consisted of

31.7% women and 68.3% male. Of those searches, 33.3% of women leaders and 66.7% of male leaders were chosen as president. This indicates that women leaders were significantly less likely to be chosen as a finalist or president.

Women need to be where decisions are being made. Research has repeatedly shown that diverse teams are more effective teams, and women being part of teams increases the diversity of the team (Rock & Grant, 2016). Women need the resources, tools, and knowledge to rise into formal leadership positions and be successful. Leaders are evaluated through many means, including how they manage, work, and communicate with their followers. Leadership style and emotional intelligence can have a profound impact on this. Leadership style and emotional intelligence are two types of characteristics that may be used to assess leaders and are the main topics of this research.

PURPOSE OF STUDY

The purpose of this study is to add to the growing knowledge related to women's leadership in community colleges by identifying possible relationships between the characteristics of transformational leadership and an individual's level of emotional intelligence. This study aspires to add to the knowledge that will help potential women leaders be seen as qualified candidates for leadership roles. This is one step in increasing the number of women leaders. Today's leaders need to see *all* potential candidates for future leadership positions, not only the ones who are the same gender as themselves. Women themselves need to see their potential in future leadership roles. Representation is important, so supporting women already in leadership is significant in encouraging potential women leaders to see themselves as future leaders. While this study is about women, much of the literature about representation is also relevant to others who are not historically appropriately represented in upper-leadership roles.

The number of women in leadership is growing (Catalyst, 2022), as well as the number of distinguished women leaders who have already made an impact, but there is still a need for more women in leadership. It is critical that those who work with potential women leaders are able to see that potential in them. In fact, regardless of the explanation for this underrepresentation, including women not being seen as leaders and a lack of organizational culture that supports women in leadership (Moussavi, 2020), it is imperative to remove the barriers that may be limiting women's progression.

This can be done by researching characteristics that may influence how people succeed in leadership and if they are gender related. If women perform as better leaders with a particular leadership style, for instance, then it is vital that potential women leaders are given this knowledge. Building a leadership pipeline for women helps identify potential leaders early in their careers with the goal of promoting a pool of talented women ready to take leadership roles at every level. However, a lack of mentor support has resulted in the need for role models for women (Global Strategy Group, 2016).

Having female leaders in positions of influence to serve as role models is not only critical to the career advancement of women but stands to generate broader societal impacts on pay equity, changing workplace policies in ways that benefit both men and women, and attracting a more diverse workforce. (Global Strategy Group, 2016, p. 3)

Mentors are a free knowledgeable resource who have relevant experience for their protege, can provide recommendations on professional expectations, and provides constructive and honest feedback (Birt, 2022). They act as a sounding board, trustworthy collaborator, and source of encouragement who help their mentees form a professional network. Mentors and their proteges work together to form goals, and mentors then hold them accountable to those goals.

Although some say that the decrease in women in leadership is due to the lack of trained women (ACE, 2018), research shows that women are prepared for leadership positions. The

problem is they are not applying or being chosen for those positions. If they do assume a leadership position, they face many challenges that their male counterparts do not encounter, including the prove-it-again bias that women leaders face (Williams, 2015), being seen as less action-focused than male leaders (Mölders et al. 2018), and by being compared to male leaders during evaluations (Burkinshaw & White, 2017). Many women leaders, even those who are already leaders, do not see themselves as leaders. This prevents them from applying for formal leadership positions that they could potentially excel in.

While the number of women applying for leadership positions is increasing, this number remains disproportionate in gender. According to Zenger (2018), one reason men are more likely than women to apply for leadership positions is that women have an increased risk of experiencing imposter syndrome. Pauline Clance and Suzanne Imes, authors of *The Impostor Syndrome*, show how professional women often believe that they don't really deserve their position, that they are “impostors” who could be shown to be incompetent at any moment (Gordon, 2014). In trying to answer the question, “why don’t women see themselves as leaders,” BrightNetwork (2022) research revealed three trends. First, successful women leaders have an increased tendency to disown their feminineness. Second, history has forgotten many successful women leaders. Third, women tend to face hostile criticism when entering leadership.

According to research by Eagly et al. (2003), Den Hartog et al. (1997), Middleton (2016), Bass et al. (1996), Doherty (1997), Druskat (1994), Eagly and Johannesen-Schmidt (2001), and Turner et al. (2002), women are more transformational leaders, so it is vital that they understand transformational leadership, its benefits, and how they can apply these leadership characteristics. This type of leadership positively affects innovation as these leaders effectively adapt to change, are excellent at communicating new ideas, and have higher work engagement (Vincent-Höper et

al., 2012). Transformational leaders feel encouraged to go above and beyond their initial expectations of themselves and are good at balancing short-term ideas and long-term ambitions.

DISCUSSION OF FINDINGS

The research questions were:

1. Do the participating women leaders' years in current role or years of leadership affect their emotional intelligence level?
2. Is there a correlation between transformational leadership style characteristics and emotional intelligence level in community college women leaders?
3. Do the participating women leaders practice leadership style characteristics of transformational leadership?
4. What are the emotional intelligence characteristics evident among these women leaders?
5. Is there a correlation between one or more transformational leadership style characteristics and emotional intelligence level in community college women leaders?

This study involves complex topics that can influence the findings of the study. Research demonstrates that women are more naturally inclined to use transformational leadership characteristics. However, a significant number of participants in this study used transactional-style leadership characteristics. This element will be discussed further below. Although this study focused on transformational versus transactional leadership styles, there are many other styles that women leaders identify with, such as charismatic and servant leadership. This study found that the number of years in a role, number of years in leadership, and size of community college did not impact leadership style or emotional intelligence. However, this study did not examine the effectiveness of the participating leaders, which could also have an impact on study results.

Since only women were surveyed, it was not possible to compare how women leaders responded versus how male leaders would have responded. Although some studies have researched differences between men and women leaders, they were not comparable enough to this research to be beneficial. The age of the leaders was also not taken into consideration in this study. Research has revealed that emotional intelligence can grow, and that the leader's age can make a difference to their emotional intelligence. This makes sense, as one's emotional intelligence should grow as the person matures.

This study focused on the number of years in leadership. Although years of leadership is affected by a leader's age, it is not indicative of actual age. It is possible that the most effective transformational leaders had more developed emotional intelligence, but the design of this study was not able to access this information. I recommend future studies collect age as part of the demographic questions to assess any possible relationship between the participant's age and their emotional intelligence level or use of transformational leadership characteristics.

A significant finding in this research was that participants self-scored highest in transactional and execution characteristics. Previous research by Eagly et al. (2003), Den Hartog et al. (1997), Middleton (2016), Bass et al. (1996), Doherty (1997), Druskat (1994), Eagly and Johannesen-Schmidt (2001), and Turner et al. (2002) establishes that women, in general, are more transformational leaders. Consequently, it was surprising and meaningful to find that so many participating women leaders in the study used transactional leadership characteristics in their working style. This reveals that many participants of the survey are not transformational leaders, which would explain why there were not significant correlations between their leadership characteristics and emotional intelligence. Due to the distinctive time in history when

this survey was administered (during a pandemic), responses may have been vastly different from than what they would have been in a more stable period.

Belasen and Frank (2012) propose that many women leaders must change their natural leadership style to be successful due to being perceived differently than men. Dunn et al. (2014) reported how research and information have historically focused on male leaders, which results in women leaders being assessed by male leadership standards. Women leaders may adapt to these standards by practicing leadership characteristics expressed more by male leaders. Hopkins and O'Neil (2015) state that these women may not be viewed to be as authentic as their male counterparts when using transactional leadership characteristics since women are more inclined toward transformational leadership characteristics. Gautam et al. (2021) discovered that this is especially true for how female leaders are perceived by their male followers. Williams (2015) discussed how women have to prove their abilities continuously, unlike their male leader counterparts. This is commonly known as the "prove-it-again bias."

Kark et al. (2012) found that women leaders benefited from acting in an androgynous manner rather than a feminine manner. This supports the idea that women leaders, who are more likely to be transformational leaders, practice transactional leadership, which is utilized more by male leaders. According to McCleskey (2014), transactional leadership is preferred during times of crisis. It is possible that the female leaders, even those who typically practice transformational leadership, may have been practicing more transactional leadership due to the COVID-19 pandemic, which occurred during the time of this research. According to Torres (2021), transactional leadership characteristics include focusing on results, prioritizing company needs over employee needs, clear communication which thrives on rules and guidelines, concentrating

on daily operations and practical solutions, is change resistant, and having clear expectations and goals.

Since transactional leadership is result-driven, execution is a characteristic of transactional, not transformational, style leadership. Execution leadership, however, is a type of leadership style itself. Executive leaders have clear goals for their organization and set strict rules. Transactional and execution leadership styles can be considered opposite to transformational leadership.

In emotional intelligence, emotional self-management was the lowest emotional intelligence characteristic of the participants and emotional reasoning was the highest emotional intelligence characteristic of the participants. These were the lowest scoring emotional intelligence questions:

- I appropriately respond to colleagues who frustrate me at work.
- When someone upsets me at work, I express how I feel effectively.
- I effectively deal with things that annoy me at work.

These were the highest scoring emotional intelligence questions:

- I demonstrate to others that I have considered their feelings in decisions I make at work.
- I am aware of my mood state at work.
- I fail to keep calm in difficult situations at work; I consider the way others may react to decisions when communicating them.

In transformational leadership, participants scored highest on individual consideration. Participants were significantly more likely to choose the highest level (frequently) for individual consideration more than any other transformational leadership characteristic. Individual consideration emphasizes the strengths, weaknesses, and needs of individual employees. While

this is a key characteristic of transformational leadership, it comes close to the transactional characteristic of understanding the skillset of one's employees. Effective transactional leaders need to understand their employees' strengths and weaknesses to place them in appropriate roles within the organization (Torres, 2021). While not the same as individual consideration, it would be reasonable to conclude that the transactional leaders among the participants would be more likely to choose the characteristic "individual consideration" over other characteristics of transformational leadership, since it is the closest in definition to the transactional characteristic of understanding the skillset of one's employees. This finding was supported by Silva and Mendis (2017) who determined that women leaders practice characteristics of transformational leadership, especially idealized consideration. It is important to note that since research has demonstrated that individual consideration can be an essential element for promotion, it is also practical that these participants scored higher in this characteristic (Vinkenburg et al., 2011). Lastly, it would be thought-provoking to research individuals not in formal leadership roles for a different type of comparison.

The second highest characteristic that participants chose was intellectual stimulation, which encourages problem-solving in new ways, creativity, and nurturing individuals. While intellectual stimulation is a characteristic of transformational leadership and transactional leaders tend to focus on practical solutions, transactional leaders focus on results, which could lead them to use traits of intellectual stimulation. This makes it reasonable that transactional leaders may rate higher on intellectual stimulation. Participants scored lowest on the leadership characteristics of laissez-faire leadership and inspirational motivation. Laissez-faire leadership is a hands-off leadership style that promotes independence and creativity (Cherry, 2022). It involves trust in employees since the employees are given most of the control in decision-making. These types of

leaders are often criticized for not providing direction, support, or guidance. This is the opposite of transactional leadership, so it would be reasonable that transactional leaders would be less likely to choose this option. Transactional leadership is about producing results and focuses on rewards and punishments versus inspirational motivation, so it is logical to conclude that transactional leaders would score low in those characteristics.

RECOMMENDATIONS

Researchers interested in correlations between leadership and emotional intelligence should consider studying a larger sample of the intended population. Because of the wide variety of leadership roles, participants had to be grouped into upper- and lower-leadership level positions. However, the study may have benefited from having the leaders categorized by their individual roles (such as president, provost, dean, director, coordinator) or at least smaller groups, which would have increased the number of groups to compare at different leadership levels within an organization. This may have been more insightful than only the two groups. Both groups were very broad and contained many types of leadership roles within each of them.

Unfortunately, the small number of participants in each of the distinctly different roles did not allow me to increase the number of groups within this study since there were several roles that had a very small number of participants (less than five). Future studies would ideally have a larger and more concise population. Although sixty participants should have been sufficient, because of the large differences in leadership roles, the low number of respondents in each role could have impacted the overall study results. I believe this study may have found significant relationships among the variables if the level of leadership role had been more limited. Having more control over who had access to begin the survey would have helped to minimize the multitude of participants in such varied leadership roles. Although the snowball

sampling method allowed the survey to reach more possible participants, it also contributed to the great diversity of participants who participated in the survey.

The influence of gender should be considered in this discussion. Since only women were surveyed, it was not possible to compare results by gender. Future researchers on this topic should consider surveying both women and men leaders to allow comparison between these two groups. It would be intriguing to see this same study done with men included in the study, especially those who work in the same community colleges as the women leaders. This would help study the culture of the organization where the leaders worked to account for possible effects from the organizations' culture on the participants. It could also provide insight on how women leaders in the organization are evaluated in their institutions, since it is common for women leaders to be compared to their male counterparts (Burkinshaw & White, 2017). Future researchers may also choose to have a group that is not in higher education. This would help to determine if there is a difference between formal leaders in higher education and leaders in other fields or industries. This research could be replicated in settings other than community colleges to study if there is any variance on type of leadership based on the kind of organizations where the leaders are employed.

There are multiple questions that could be answered with further research, such as: How do women community college leaders respond to leadership and emotional intelligence questions compared to leaders in general? Does age make a difference on women's leadership style or emotional intelligence? Age should be considered, as not only can there be generational differences, but there is also a chance that women have grown over their careers, evolving their leadership style and emotional intelligence over their careers. Does gender affect the leadership style or emotional intelligence level of these individuals? Is there a variance in leadership style

based on type of organization? It may also be beneficial for each participant to take a leadership quiz to determine which type of leadership best fits their practice and which type of leader they most identify with. Although this would still fall under self-assessment, it would be interesting to compare these findings with the other factors identified in the study.

To address the problems of self-assessments, future researchers can survey the leaders' followers to obtain a possibly more realistic view of that leader's emotional intelligence and leadership style. A leader who self-assesses as approachable, for example, may be identified by their followers as being difficult to approach. A leader who self-assesses as having positive communication skills may be identified by their followers as being difficult to speak to and even more difficult when receiving bad news. I would take caution to ensure that responses are confidential and would not impact the followers' current roles. A frequent method for evaluating performance includes what is referred to as 360-degree feedback, in which different constituent groups provide feedback on the individual being reviewed. Data collected from such reviews could be utilized in corroborating the leaders' self-assessment with those offered by others.

Including a component of qualitative research in the study could have been useful to better understand the participants' answers and their personal application of transactional leadership. This knowledge could have provided insight into the culture of the community colleges where participants worked as leaders and how they are evaluated as leaders within their institution. Lastly, qualitative research would have provided more in-depth information about the participant's positions, such as their job responsibilities and how many employees directly and indirectly report to them along with other variables related to their roles.

A significant reason for choosing the Transformational Leadership Survey was because it was easily accessed online for free. It is important to acknowledge that there are other tools

available to study leadership style and transformational leadership that may have superior validity and reliability, though they were only available for a fee (Appendix I).

IMPLICATIONS FOR PRACTICE

How a leader communicates with their team greatly impacts their success. Since both leadership style and emotional intelligence affect communication, having a greater understanding of these can help leaders succeed. This research hopes to increase understanding and knowledge for current and future women leaders in community colleges. A review of literature reveals that emotional intelligence is fluid and changes with time, experience, and training. Success of training, however, has not been proven nor understood. Due to the increased awareness of emotional intelligence, there are now many workshops and training packages available to individuals and businesses. These can cost organizations significant financial resources. Many provide training, but skip assessing the effectiveness of the training. As a result, organizations and individuals who choose to invest in these emotional intelligence training opportunities need to monitor the training and adjust their plan as needed for maximum and continuing effectiveness.

The fact that so many women leaders in the study scored high in transactional leadership resulted in me questioning if the women leaders were applying their natural leadership style. This possibility is the antithesis of authentic leadership. Authentic leaders enact their true selves, including being honest, sincere, and following one's own values (Walumbwa et al, 2008). Leaders who are authentic are more likely to have their basic psychological needs met and can better motivate their employees, leading to more effective employees (Leroy et al., 2015). It is also important to note how a search for transformational leaders revealed only examples of male

transformational leaders. This may be why women are not only underrepresented numerically, but their contributions continue to be overlooked in society and history.

This study focused on women leaders, community colleges, emotional intelligence, and transformational leadership. It is important to note that no previous studies or research could be found on all these topics together. Although previous research could be found for each of these topics separately or in pairs, the combination of three was rare and none were found with all four. This is significant and shows a need for further research in these topics collectively. It was innovative to tie the three separate research tools together to study a possible relationship in emotional intelligence and transformational leadership in a particular set of participants (women leaders in community colleges). The use of the three research tools along with the biographical data made this study multifaceted and the data complex. The Genos EI concise Inventory (self) and Multifactor Leadership Questionnaire were in-depth and consisted of opposing questions and answers. This made these surveys more complex and challenging when trying to analyze the data. Adding the Transformational Leadership survey and biographical data added another layer of complication. The complexity of the three research tools and biographical data led to the leadership characteristics being studied individually instead of collectively as one. This provided a better understanding of the research and what makes up the concepts of transformational leadership and emotional intelligence.

CONTRIBUTION TO THE RESEARCH

After a thorough investigation of transformational leadership and emotional intelligence, it was discovered that being able to find a simple correlation was not as simple as one would think. For example, transformational leadership may be the opposite of transactional leadership, but it is closely related to other leadership styles, such as servant leadership. This research

contributed to the understanding that when researching transformational leadership and emotional intelligence, it is important to fully comprehend the definitions. Instead of focusing on the concept of transformational leadership as a whole, for example, one should take a closer look at the properties of transformational leadership as demonstrated by research. This study helps to provide a better understanding of the concept of transformational leadership by examining its characteristics individually. In this way, the analysis was able to tease out a positive correlation between specific qualities of transformational leadership and specific qualities of emotional intelligence.

The alternative hypothesis of the research (there will be a positive correlation between the use of transformational leadership characteristics by women leaders in community colleges and higher levels of emotional intelligence) was not supported or confirmed. Emotional intelligence is considered fluid as there are multiple factors that can affect an individual's emotional intelligence. Experience in life and as a leader can impact emotional intelligence. Although transformational leadership comes very naturally to many women, according to Eagly et al. (2003), Den Hartog et al. (1997), Middleton (2016), Bass et al. (1996), Doherty (1997), Druskat (1994), Eagly and Johannesen-Schmidt (2001), and Turner et al. (2002), transformational leadership characteristics can be studied and learned by both men and women. Research demonstrates that women can be more successful leaders if they study and use characteristics of transformational leadership. In other words, individuals can intentionally work to improve their emotional intelligence levels and transformational leadership skills.

I felt it was important to dive deeper into the transactional leadership results when previous research points to women being more naturally transformational leaders. There are a multitude of possibilities that could explain this result, but I would like to take note of five

possibilities. First, because women are many times compared to their male counterparts, they may choose to use transactional leadership to be viewed as more successful leaders within their organization. This adaptation could be intentional or unintentional. It is also possible that women who are mentored by male transactional leaders may pick up traits of their mentor's leadership style. It could be valuable to learn more about this possibility.

Previous research has found that women leaders benefited from acting in an androgynous manner over what society considers feminine. This may explain why women leaders, who are naturally more likely to be transformational leaders, would practice transactional leadership, which is more utilized by male leaders.

Transactional leadership is the preferred leadership style during a time of crisis (McCleskey, 2014). It is possible that the participants, even those who typically practice transformational leadership, may have been practicing transactional leadership characteristics due to the COVID-19 pandemic, which took place during the data collection and research.

Finally, transactional leadership characteristics include focusing on results, prioritizing company needs, focusing on rules, the daily operations of the organization, and practical solutions. If the culture of the organization is very goal- and result-driven and focuses on rewards and punishments, it makes sense that leaders within the organization may choose to use transactional leadership style characteristics.

COVID-19 DISCLOSURE

It is important to note that this study was conducted during the COVID-19 pandemic. This may have impacted the leaders and potentially altered their answers, as this period involved many uncertainties and unknowns. This was a time of high stress and rapid, unpredictable changes. It should also be noted that this most likely impacted the number of participants in the

study as well, as many leaders were feeling overwhelmed when these surveys were sent out and may have opted to not participate in a voluntary study, which would have reduced the number of potential participants of the study.

The pandemic brought many leadership challenges in many disciplines. Significant effort was made to keep employees and students safe as the virus rapidly spread. Higher education programs that were only in-person were forced online or put on hold. Since not all students thrive in the online environment and not all teachers were comfortable teaching online, this caused a decline in enrollment and retention. There were many faculty who had not been trained in their school's online learning management system or had previous knowledge teaching. There was an unsurmountable amount of stress, fear, and anxiety. I strongly believe that this could have significantly impacted the survey results, as the women leaders may have felt the need to use more transactional leadership during a time of unknown that accompanied the pandemic. This research can provide further knowledge and insight on how a pandemic may affect emotional intelligence and transformational leadership during a pandemic and any self-assessments completed during this time.

FINAL THOUGHTS AND CONCLUSION

While this study may not be particularly substantial to current research on literature with emotional intelligence and leadership, it does add knowledge and data to the empirical evidence on both topics. This research provides data that can be of interest to those who are curious about the relationship between emotional intelligence and transformational leadership and those who are interested in factors affecting current and future women leaders. The results of this study may have provided greater value if the participants had been assessed pre-pandemic or after when society had reached a new sense of normal. Because of the anonymity of the snowball sampling

method, this additional assessment is unfortunately not possible. I would also note that individual leaders, including those in this study, may have their own definition of leadership. Although this study included women in formal leadership positions, many of these positions would be considered administrative. Being in a formal leadership position is not a requirement for being a leader within an organization, and working in a formal leadership or administrative position does not guarantee effective leadership.

This study is significant in that it is the first to research leadership style and emotional intelligence specifically with women community college leaders. With the lack of representation of women in leadership positions, including in higher education, it is important to keep researching topics that have the potential to help women advance and succeed into formal leadership positions. I believe that leadership style and emotional intelligence are key to providing women leaders the right tools and knowledge to enter leadership positions and be successful, which also results in paving the way for other potential women leaders.

It is possible that further research may reveal important knowledge, evidence, and correlations. This additional knowledge has the potential to impact current and future women leaders and the community colleges with which they are affiliated as well as to inform professional development programming for women's career progression. With the lower numbers of women professors and women in formal leadership positions in higher education, it is imperative to continue research that will help women become leaders, and it is crucial for our students, for the culture of our institutions, and the future of higher education.

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APPENDIX A: IRB APPROVAL LETTER



FERRIS STATE UNIVERSITY

INSTITUTIONAL REVIEW BOARD FOR HUMAN SUBJECT RESEARCH

1010 Campus Drive FLITE 410 Big Rapids, MI 49307 | (231) 591-2553 | www.ferris.edu/irb

Date: September 28, 2020

To: Susan DeCamillis, EdD, Kara Jackson

From: Gregory Wellman, R.Ph, Ph.D, IRB Chair

Re: IRB Application *IRB-FY20-21-13 An exploration of the relationship between emotional intelligence and transformational leadership characteristics among women community college leaders*

The Ferris State University Institutional Review Board (IRB) has reviewed your application for using human subjects in the study, *An exploration of the relationship between emotional intelligence and transformational leadership characteristics among women community college leaders (IRB-FY20-21-13)* and approved this project under Federal Regulations Exempt Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording). The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.

Your protocol has been assigned project number IRB-FY20-21-13. Approval mandates that you follow all University policy and procedures, in addition to applicable governmental regulations. Approval applies only to the activities described in the protocol submission; should revisions need to be made, all materials must be approved by the IRB prior to initiation. In addition, the IRB must be made aware of any serious and unexpected and/or unanticipated adverse events as well as complaints and non-compliance issues.

This project has been granted a waiver of consent documentation; signatures of participants need not be collected. Although not documented, informed consent is a process beginning with a description of the study and participant rights, with the assurance of participant understanding. Informed consent must be provided, even when documentation is waived, and continue throughout the study.

As mandated by Title 45 Code of Federal Regulations, Part 46 (45 CFR 46) the IRB requires submission of annual status reports during the life of the research project and a Final Report Form upon study completion. Thank you for your compliance with these guidelines and best wishes for a successful research endeavor. Please let us know if the IRB can be of any future assistance.

Regards,

A handwritten signature in black ink, appearing to read 'Gregory Wellman'.

Gregory Wellman, R.Ph, Ph.D, IRB Chair
Ferris State University Institutional Review Board

APPENDIX B: LETTER TO POTENTIAL PARTICIPANTS

Dear DCCL students and alumni,

I am a member of cohort 9 in the DCCL program. For my dissertation, I am researching emotional intelligence and leadership in women community college leaders. Although I know that your work has been very busy for the last few months with the changes brought on as a result of COVID-19 mitigation efforts, I am writing to ask for a few minutes of your time to help with my dissertation research and expand our knowledge about women's leadership styles. The dissertation is entitled "An exploration of the relationship between emotional intelligence and transformational leadership characteristics among women community college leaders." The target audience for the survey is community college women in formal leadership positions.

The survey should not take more than 10 minutes and is available at <https://www.surveymonkey.com/r/XWFGV83>

Please also feel free to share this survey link with other community college colleagues who are in formal leadership roles at your institution and in your professional network. Once the research is complete, I will provide all respondents with an executive summary of my findings.

Your consideration will be sincerely appreciated.

Kara Jackson, Nursing Faculty and Program Coordinator, Clark State Community College,
Springfield, OH

Please contact me at jacksk58@ferris.edu

APPENDIX C: GENOS EMOTIONAL INTELLIGENCE INVENTORY —
CONCISE (SELF-ASSESSMENT)

Genos Emotional Intelligence Inventory – Concise (Self-Assessment)

Instructions

The Genos EI Inventory (Concise) has been designed to measure how often you believe you demonstrate emotionally intelligent behaviours at work. There are no right or wrong answers. However, it is essential that your responses truly reflect your beliefs regarding how often you demonstrate the behaviour in question. You should not answer in a way that you think sounds good or acceptable. In general, try not to spend too long thinking about responses. Most often the first answer that occurs to you is the most accurate. However, do not rush your responses or respond without giving due consideration to each statement. Below is an example.

Q. I display appropriate emotional responses in difficult situations.

You are required to indicate on the response scale how often you believe you demonstrate the behavior in question. There are five possible responses to each statement (shown below). You are required to circle the number that corresponds to your answer where...

1 = Almost Never

2 = Seldom

3 = Sometimes

4 = Usually

5 = Almost Always

When considering a response, it is important not to think of the way you behaved in any one situation, rather your responses should be based on your typical behavior. Also, some of the questions may not give all the information you would like to receive. If this is the case, please choose a response that seems most likely. There is no time limit; however, it should take between 5-7 minutes to complete.

Below are a series of 31 statements. Please circle the number corresponding to the statement that is most indicative of the way you typically think, feel and act at work. If you make a mistake, simply cross it out and fill in the correct response.

1. I demonstrate to others that I have considered their feelings in decisions I make at work. 1 2 3 4 5

2. I fail to recognise how my feelings drive my behaviour at work. 1 2 3 4 5

3. I respond to events that frustrate me appropriately. 1 2 3 4 5

4. I find it difficult to identify my feelings on issues at work. 1 2 3 4 5

5. I express how I feel to the wrong people at work. 1 2 3 4 5

6. I fail to handle stressful situations at work effectively. 1 2 3 4 5

7. When someone upsets me at work I express how I feel effectively. 1 2 3 4 5

8. I consider the way others may react to decisions when communicating them. 1 2 3 4 5

9. When I get frustrated with something at work I discuss my frustration appropriately. 1 2 3 4 5

10. When I am under stress I become impulsive. 1 2 3 4 5

11. I fail to identify the way people respond to me when building rapport. 1 2 3 4 5
12. I understand the things that make people feel optimistic at work. 1 2 3 4 5
13. I take criticism from colleagues personally. 1 2 3 4 5
14. I am effective in helping others feel positive at work. 1 2 3 4 5
15. I communicate decisions at work in a way that captures other's attention 1 2 3 4 5
16. I gain stakeholders' commitment to decisions I make at work. 1 2 3 4 5
17. I appropriately communicate decisions to stakeholders. 1 2 3 4 5
18. I express how I feel at the appropriate time. 1 2 3 4 5
19. I understand what makes people feel valued at work. 1 2 3 4 5
20. I effectively deal with things that annoy me at work. 1 2 3 4 5
21. I appropriately respond to colleagues who frustrate me at work. 1 2 3 4 5
22. I find it difficult to identify the things that motivate people at work. 1 2 3 4 5
23. I fail to keep calm in difficult situations at work. 1 2 3 4 5
24. I am aware of my mood state at work. 1 2 3 4 5
25. I help people deal with issues that cause them frustration at work. 1 2 3 4 5
26. I remain focused when anxious about something at work. 1 2 3 4 5
27. I fail to resolve emotional situations at work effectively. 1 2 3 4 5
28. I am aware of how my feelings influence the decisions I make at work. 1 2 3 4 5
29. I have trouble finding the right words to express how I feel at work. 1 2 3 4 5
30. When upset at work I still think clearly 1 2 3 4 5
31. I don't know what to do or say when colleagues get upset at work. 1 2 3 4 5

SCORING

Emotional Self-Awareness (ESA): 2*, 4*, 24, 28

Emotional Expression (EE): 5*, 7, 9, 18, 29*

Emotional Awareness of Others (EAO): 11*, 12, 19, 22*

Emotional Reasoning (ER): 1, 8, 15, 16 17

Emotional Self-Management (ESM): 3, 6*, 13*, 20, 21

Emotional Management of Others (EMO): 14, 25, 27*, 31*

Emotional Self-Control (ESC): 10*, 23*, 26, 30

Total EI Score: ESA+EE+EAO+ER+ESM+EMO+ESC

* item that needs to be reverse coded prior to calculating scale scores

See Table 3 (p. 114) from Palmer et al. (2009) for normative information (mean, SD, coefficient alpha) associated with the Genos EI Concise-Form scores.

APPENDIX D: MULTIFACTOR LEADERSHIP QUESTIONNAIRE (MLQ)
FORM 6S

Multifactor Leadership Questionnaire (MLQ) Form 6s

Instructions: This questionnaire provides a description of your leadership style. Twenty-one descriptive statements are listed below. Judge how frequently each statement fits you. The word others may mean your followers, clients, or group members.

KEY

0 = Not at all

1 = Once in a while

2 = Sometimes

3 = Fairly often

4 = Frequently, if not always

- 1. I make others feel good to be around me.....0 1 2 3 4
- 2. I express with a few simple words what we could and should do.....0 1 2 3 4
- 3. I enable others to think about old problems in new ways.....0 1 2 3 4
- 4. I help others develop themselves.....0 1 2 3 4
- 5. I tell others what to do if they want to be rewarded for their work.....0 1 2 3 4
- 6. I am satisfied when others meet agreed-upon standards.....0 1 2 3 4
- 7. I am content to let others continue working in the same way always.....0 1 2 3 4
- 8. Others have complete faith in me.....0 1 2 3 4
- 9. I provide appealing images about what we can do.....0 1 2 3 4
- 10. I provide others with new ways of looking at puzzling things.....0 1 2 3 4
- 11. I let others know how I think they are doing.....0 1 2 3 4
- 12. I provide recognition/rewards when others reach their goals.....0 1 2 3 4
- 13. As long as things are working, I do not try to change anything.....0 1 2 3 4
- 14. Whatever others want to do is OK with me.....0 1 2 3 4
- 15. Others are proud to be associated with me.....0 1 2 3 4
- 16. I help others find meaning in their work.....0 1 2 3 4

- 17. I get others to rethink ideas that they had never questioned before.....0 1 2 3 4
- 18. I give personal attention to others who seem rejected.0 1 2 3 4
- 19. I call attention to what others can get for what they accomplish.....0 1 2 3 4
- 20. I tell others the standards they have to know to carry out their work.....0 1 2 3 4
- 21. I ask no more of others than what is absolutely essential.....0 1 2 3 4

Scoring

The MLQ-6S measures your leadership on seven factors related to transformational leadership. Your score for each factor is determined by summing three specified items on the questionnaire. For example, to determine your score for factor 1, Idealized influence, sum your responses for 1, 8, and 15. Complete this procedure for all seven factors.

	TOTAL
Idealized influence	___ Factor 1
Inspirational motivation	___ Factor 2
Intellectual stimulation	___ Factor 3
Individual consideration	___ Factor 4
Contingent reward	___ Factor 5
Management-by-exception	___ Factor 6
Laissez-faire leadership	___ Factor 7

Score range: HIGH = 9-12, MODERATE = 5-8, LOW = 0-4

SCORING INTERPRETATION

Factor 1 – IDEALIZED INFLUENCE indicates whether you hold subordinates’ trust, maintain their faith and respect, show dedication to them, appeal to their hopes and dreams, and act as their role model.

Factor 2 – INSPIRATIONAL MOTIVATION measures the degree to which you provide a vision, use appropriate symbols and images to help others focus on their work, and try to make others feel their work is significant.

Factor 3 – INTELLECTUAL STIMULATION shows the degree to which you encourage others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs of those of the organization.

Factor 4 – INDIVIDUALIZED CONSIDERATION indicates the degree to which you show interest in others' well-being, assign projects individually, and pay attention to those who seem less involved in the group.

Factor 5 – CONTINGENT REWARD shows the degree to which you tell others what to do in order to be rewarded, emphasize what you expect from them, and recognize their accomplishments.

Factor 6 – MANAGEMENT-BY-EXCEPTION assesses whether you tell others the job requirements, are content with standard performance, and are a believer in "if it ain't broke, don't fix it."

Factor 7 – LAISSEZ-FAIRE measures whether you require little of others, are content to let things ride, and let others do their own thing.

APPENDIX E: TRANSFORMATIONAL LEADERSHIP SURVEY

Transformational Leadership Survey

Scale: 1 = rarely 2 = sometimes 3 = often 4 = almost always

1. I go out of the way to make others feel good to be around me. 1 2 3 4
2. I help others with their self-development. 1 2 3 4
3. I help others to understand my visions through the use of tools, such as images, stories, and models. 1 2 3 4
4. I ensure others get recognition and/or rewards when they achieve difficult or complex goals. 1 2 3 4
5. I let others work in the manner that they want. 1 2 3 4
6. I get things done. 1 2 3 4
7. I have an ever-expanding network of people who trust and rely upon me. 1 2 3 4
8. I provide challenges for my team members to help them grow. 1 2 3 4
9. I use simple words, images, and symbols to convey to others what we should or could be doing. 1 2 3 4
10. I manage others by setting standards that we all agree with. 1 2 3 4
11. I rarely give direction or guidance to others if I sense they can achieve their goal. 1 2 3 4
12. I consistently provide coaching and feedback so that my team members know how they are doing. 1 2 3 4
13. People listen to my ideas and concerns not out of fear, but because of my skills, knowledge, and personality. 1 2 3 4
14. I provide an empathic shoulder when others need help. 1 2 3 4
15. I help others with new ways of looking at new and complex ideas or concepts. 1 2 3 4
16. I ensure poor performance is corrected. 1 2 3 4
17. As long as things are going smoothly, I am satisfied. 1 2 3 4
18. I monitor all projects that I am in charge of to ensure the team meets its goal. 1 2 3 4

Scoring

This survey measures your leadership skills on six factors, Charisma, Social, Vision, Transactional, Delegation, and Execution. Each factor is measured by three questions as shown below. Your score is determined by adding your three scores together for each factor in the chart below. Note that the lowest score you can get for each factor is 3, while the highest score is 12.

Strength and Weakness Chart for Transformational Leadership Factors

Charisma (questions 1, 7, 13) Total _____

Social (questions 2, 8, 14) Total _____

Vision (questions 3, 9, 15) Total _____

Transactional (questions 4, 10, 16) Total _____

Delegation (questions 5, 11, 17) Total _____

Execution (questions 6, 12, 18) Total _____

Total the scores and enter the number here _____. The highest score possible is 72, while the lowest possible score is 18.

As noted earlier, there are no correct answers. However, this survey gives you an idea of what Transactional Leadership factors you use the most and the ones you use the least. Generally, a score of about 54 or higher means that you are well on your way to becoming a transformational leader. However, don't be discouraged if you score lower — you simply have to reflect and then take action for improving your weaknesses.

The highest scoring factors in the chart above are your strong leadership factors, while the lower scoring factors are your weak ones. You should spend some time reflecting and then taking action on the factors you score 9 or less on. To help you, study the chapter on Transformational Leadership and look for opportunities to increase your knowledge and skills with the following factors:

Charisma (questions 1, 7, 13): You are a role model that shows true dedication, trust, and respect to others, who in turn, do the same to you.

Social (questions 2, 8, 14): You help others to learn by coaching and mentoring them. You create challenging environments to help them reach their full potential. When

others have difficulties, you are not afraid to empathize with them and help guide them.

Vision (questions 3, 9, 15): You provide challenging visions and help people to understand them so that they are motivated to join in.

Transactional (questions 4, 10, 16): You ensure others understand what you expect from them by using mutual agreement. In addition, you ensure that if poor performance does occur, you take action to ensure it does not affect the moral of the team.

Delegation (questions 5, 11, 17): You delegate both the task and the authority to get things accomplished.

Execution (questions 6, 12, 18): While I do delegate as many tasks as possible with the authority to accomplish them, as a good steward of the organization's resources, I do follow-up to ensure things are going as planned and we are not wasting times fighting fires.

APPENDIX F: CONSENT TO PARTICIPATE IN STUDY

Survey: An exploration of the relationship between emotional intelligence and transformational leadership characteristics among women community college leaders

Informed Consent

Project Title: An exploration of the relationship between emotional intelligence and transformational leadership characteristics among women community college leaders

You are invited to participate in a voluntary survey about leadership and emotional intelligence characteristics in women community college leaders. You are being asked to participate because you are a woman leader in a community college. You have been identified either through your community college website or a colleague.

This survey is for current and recently retired (within 1 year) higher-level female community college leaders.

It should take approximately 10-15 minutes for you to answer the survey questions. There are no risks associated with participating in this study, beyond self-evaluating your thoughts, feelings, and actions.

The survey data will be kept confidential and anonymous. You may refuse to answer any question you do not wish to answer, and you may exit the survey at any time.

If you have questions about this study, please contact the researcher, Kara Jackson (email: jacksk58@ferris.edu), faculty advisor, Dr. Roberta Teahen (email: robertateahen@ferris.edu), or Dr. Susan DeCamillis (email: decamis@ferris.edu). If you have questions or concerns about your rights as a participant, contact the Ferris State University Institutional Review Board (IRB) for Human Participants (email: IRB@ferris.edu).

By clicking NEXT, I am indicating my understanding of this information and give my consent to participate in this study.

APPENDIX G: ANALYSIS OF VARIANCE (ANOVA) COMPARING
EMOTIONAL INTELLIGENCE TO COMMUNITY COLLEGE SIZE, YEARS
IN LEADERSHIP ROLE, AND YEARS IN CURRENT POSITION

ANALYSIS OF VARIANCE (ANOVA)

ANOVA was used to compare the Emotional Intelligence Index Means across categories of college size, years in role, and years in leadership.

Emotional Intelligence Level Compared to Community College Size

Number of Students	N	Mean	Std Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Under 5,000	7	3.2535	0.12553	0.04745	3.1374	3.3696	3.06	3.42
5,000-10,000	20	3.2935	0.14723	0.03292	3.2246	3.3625	2.94	3.52
10,000 - 15,000	8	3.1774	0.17329	0.06127	3.0325	3.3223	2.81	3.39
Over 15,000	21	3.2780	0.21214	0.04629	3.1815	3.3746	2.81	3.71
Total	56	3.2661	0.17575	0.02348	3.2191	3.3132	2.81	3.71

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.082	3	0.027	0.880	0.457
Within Groups	1.617	52	0.031		
Total	1.699	55			

Emotional Intelligence Level Compared to Number of Years in Current Leadership Role

Number of Years	N	Mean	Std Deviation	Std Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
0-5	31	3.2477	0.17735	0.03185	3.1826	3.3127	2.81	3.68
5-10	15	3.3097	0.20720	0.05350	3.1949	3.4244	2.81	3.71
over 10	10	3.2581	0.11278	0.03566	3.1774	3.3387	3.03	3.45
Total	56	3.2661	0.17575	0.02348	3.2191	3.3132	2.81	3.71

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.040	2	0.020	0.634	0.535
Within Groups	1.659	53	0.031		
Total	1.699	55			

Emotional Intelligence Level Compared to Number of Years in Leadership

Number of Years	N	Mean	Std Deviation	Std Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
0-5	8	3.2903	0.12671	0.04480	3.1844	3.3963	3.10	3.42
5-10	20	3.2484	0.21981	0.04915	3.1455	3.3513	2.81	3.71
10-15	14	3.3203	0.12870	0.03440	3.2460	3.3946	3.16	3.52
over 15	14	3.2235	0.16997	0.04543	3.1254	3.3216	2.81	3.52
Total	56	3.2661	0.17575	0.02348	3.2191	3.3132	2.81	3.71

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.077	3	0.026	0.828	0.484
Within Groups	1.621	52	0.031		
Total	1.699	55			

APPENDIX H: QUESTIONS FROM TRANSFORMATIONAL LEADERSHIP SURVEY, MLQ, AND GENOS EMOTIONAL INTELLIGENCE INVENTORY

Questions from Transformational Leadership Survey

I help others to understand my visions through the use of tools, such as images, stories, and models.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rarely	2	3.1	3.3	3.3
	sometimes	20	31.3	33.3	36.7
	often	30	46.9	50.0	86.7
	almost always	8	12.5	13.3	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

I monitor all projects that I am in charge of to ensure the team meets its goal.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rarely	2	3.1	3.3	3.3
	sometimes	6	9.4	10.0	13.3
	often	28	43.8	46.7	60.0
	almost always	24	37.5	40.0	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

I ensure poor performance is corrected.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sometimes	5	7.8	8.3	8.3
	often	27	42.2	45.0	53.3
	almost always	28	43.8	46.7	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

I help others with new ways of looking at new and complex ideas or concepts.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sometimes	8	12.5	13.3	13.3
	often	26	40.6	43.3	56.7
	almost always	26	40.6	43.3	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

I consistently provide coaching and feedback so that my team members know how they are doing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sometimes	6	9.4	10.0	10.0
	often	30	46.9	50.0	60.0
	almost always	24	37.5	40.0	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

I manage others by setting standards that we all agree with.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rarely	1	1.6	1.7	1.7
	sometimes	9	14.1	15.0	16.7
	often	30	46.9	50.0	66.7
	almost always	20	31.3	33.3	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

I use simple words, images, and symbols to convey to others what we should or could be doing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rarely	1	1.6	1.7	1.7
	sometimes	19	29.7	31.7	33.3
	often	27	42.2	45.0	78.3
	almost always	13	20.3	21.7	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

I get things done.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	often	10	15.6	16.7	16.7
	almost always	50	78.1	83.3	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

I ensure others get recognition and/or rewards when they achieve difficult or complex goals.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sometimes	2	3.1	3.3	3.3
	often	15	23.4	25.0	28.3
	almost always	43	67.2	71.7	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

Questions from Multifactor Leadership Questionnaire

I make others feel good to be around me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	2	3.1	3.3	3.3
	Fairly often	43	67.2	71.7	75.0
	Frequently, if not always	15	23.4	25.0	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

I tell others the standards they have to know to carry out their work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1	1.6	1.7	1.7
	once in a while	3	4.7	5.1	6.8
	Sometimes	8	12.5	13.6	20.3
	Fairly often	28	43.8	47.5	67.8
	Frequently, if not always	19	29.7	32.2	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I call attention to what others can get for what they accomplish

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	4	6.3	6.8	6.8
	once in a while	9	14.1	15.3	22.0
	Sometimes	18	28.1	30.5	52.5
	Fairly often	18	28.1	30.5	83.1
	Frequently, if not always	10	15.6	16.9	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I give personal attention to others who seem rejected

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	once in a while	1	1.6	1.7	1.7
	Sometimes	13	20.3	21.7	23.3
	Fairly often	27	42.2	45.0	68.3
	Frequently, if not always	19	29.7	31.7	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

I get others to rethink ideas that they had never questioned before

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	once in a while	4	6.3	6.7	6.7
	Sometimes	17	26.6	28.3	35.0
	Fairly often	30	46.9	50.0	85.0
	Frequently, if not always	9	14.1	15.0	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

I help others find meaning in their work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	once in a while	1	1.6	1.7	1.7
	Sometimes	9	14.1	15.0	16.7
	Fairly often	29	45.3	48.3	65.0
	Frequently, if not always	21	32.8	35.0	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

Others are proud to be associated with me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	once in a while	1	1.6	1.7	1.7
	Sometimes	6	9.4	10.0	11.7
	Fairly often	36	56.3	60.0	71.7
	Frequently, if not always	17	26.6	28.3	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

Whatever others want to do is OK with me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	5	7.8	8.3	8.3
	once in a while	7	10.9	11.7	20.0
	Sometimes	38	59.4	63.3	83.3
	Fairly often	10	15.6	16.7	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

As long as things are working, I do not try to change anything

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	10	15.6	16.9	16.9
	once in a while	13	20.3	22.0	39.0
	Sometimes	22	34.4	37.3	76.3
	Fairly often	14	21.9	23.7	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I provide recognition/rewards when others reach their goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1	1.6	1.7	1.7
	Sometimes	7	10.9	11.7	13.3
	Fairly often	26	40.6	43.3	56.7
	Frequently, if not always	26	40.6	43.3	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

I let others know how I think they are doing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	5	7.8	8.3	8.3
	Fairly often	33	51.6	55.0	63.3
	Frequently, if not always	22	34.4	36.7	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

I provide others with new ways of looking at puzzling things

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	once in a while	2	3.1	3.4	3.4
	Sometimes	11	17.2	18.6	22.0
	Fairly often	25	39.1	42.4	64.4
	Frequently, if not always	21	32.8	35.6	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I provide appealing images about what we can do

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	once in a while	12	18.8	20.0	20.0
	Sometimes	21	32.8	35.0	55.0
	Fairly often	20	31.3	33.3	88.3
	Frequently, if not always	7	10.9	11.7	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

Others have complete faith in me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	9	14.1	15.0	15.0
	Fairly often	37	57.8	61.7	76.7
	Frequently, if not always	14	21.9	23.3	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

I am content to let others continue working in the same ways always

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	11	17.2	18.6	18.6
	once in a while	18	28.1	30.5	49.2
	Sometimes	25	39.1	42.4	91.5
	Fairly often	5	7.8	8.5	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I am satisfied when others meet agreed-upon standards

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	5	7.8	8.3	8.3
	Fairly often	27	42.2	45.0	53.3
	Frequently, if not always	28	43.8	46.7	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

I tell others what to do if they want to be rewarded for their work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	5	7.8	8.3	8.3
	once in a while	17	26.6	28.3	36.7
	Sometimes	16	25.0	26.7	63.3
	Fairly often	17	26.6	28.3	91.7
	Frequently, if not always	5	7.8	8.3	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

I help others develop themselves

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	once in a while	1	1.6	1.7	1.7
	Sometimes	2	3.1	3.3	5.0
	Fairly often	29	45.3	48.3	53.3
	Frequently, if not always	28	43.8	46.7	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

I enable others to think about old problems in new ways

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	once in a while	4	6.3	6.7	6.7
	Sometimes	10	15.6	16.7	23.3
	Fairly often	23	35.9	38.3	61.7
	Frequently, if not always	23	35.9	38.3	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

I express with a few simple words what we could and should do

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	3	4.7	5.0	5.0
	once in a while	2	3.1	3.3	8.3
	Sometimes	20	31.3	33.3	41.7
	Fairly often	29	45.3	48.3	90.0
	Frequently, if not always	6	9.4	10.0	100.0
	Total	60	93.8	100.0	
Missing	System	4	6.3		
Total		64	100.0		

Questions from Genos emotional intelligence inventory

I demonstrate to others that I have considered their feelings in decisions I make at work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	1	1.6	1.7	1.7
	Sometimes	6	9.4	10.2	11.9
	Usually	20	31.3	33.9	45.8
	Almost Always	32	50.0	54.2	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I consider the way others may react to decisions when communicating them.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	3	4.7	5.1	5.1
	Usually	20	31.3	33.9	39.0
	Almost Always	36	56.3	61.0	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I communicate decisions at work in a way that captures other's attention

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	1	1.6	1.7	1.7
	Sometimes	14	21.9	23.7	25.4
	Usually	30	46.9	50.8	76.3
	Almost Always	14	21.9	23.7	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I gain stakeholders' commitment to decisions I make at work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	10	15.6	16.9	16.9
	Usually	32	50.0	54.2	71.2
	Almost Always	17	26.6	28.8	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I appropriately communicate decisions to stakeholders.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	5	7.8	8.5	8.5
	Usually	32	50.0	54.2	62.7
	Almost Always	22	34.4	37.3	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I fail to recognize how my feelings drive my behavior at work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Always	12	18.8	20.7	20.7
	Usually	27	42.2	46.6	67.2
	Sometimes	18	28.1	31.0	98.3
	Seldom	1	1.6	1.7	100.0
	Total	58	90.6	100.0	
Missing	System	6	9.4		
Total		64	100.0		

I find it difficult to identify my feelings on issues at work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Always	13	20.3	22.0	22.0
	Usually	31	48.4	52.5	74.6
	Sometimes	12	18.8	20.3	94.9
	Seldom	3	4.7	5.1	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I am aware of my mood state at work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	2	3.1	3.4	3.4
	Usually	22	34.4	37.3	40.7
	Almost Always	35	54.7	59.3	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I am aware of how my feelings influence the decisions I make at work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	6	9.4	10.2	10.2
	Usually	31	48.4	52.5	62.7
	Almost Always	22	34.4	37.3	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I respond to events that frustrate me appropriately.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	8	12.5	13.6	13.6
	Usually	37	57.8	62.7	76.3
	Almost Always	14	21.9	23.7	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I fail to handle stressful situations at work effectively.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Always	20	31.3	33.9	33.9
	Usually	27	42.2	45.8	79.7
	Sometimes	10	15.6	16.9	96.6
	Seldom	1	1.6	1.7	98.3
	Almost Never	1	1.6	1.7	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I take criticism from colleagues personally.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	12	18.8	20.3	20.3
	Seldom	19	29.7	32.2	52.5
	Sometimes	23	35.9	39.0	91.5
	Usually	5	7.8	8.5	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I effectively deal with things that annoy me at work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	2	3.1	3.4	3.4
	Sometimes	10	15.6	16.9	20.3
	Usually	40	62.5	67.8	88.1
	Almost Always	7	10.9	11.9	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I appropriately respond to colleagues who frustrate me at work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	1	1.6	1.7	1.7
	Seldom	6	9.4	10.2	11.9
	Sometimes	8	12.5	13.6	25.4
	Usually	40	62.5	67.8	93.2
	Almost Always	4	6.3	6.8	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I express how I feel to the wrong people at work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Always	26	40.6	44.8	44.8
	Usually	26	40.6	44.8	89.7
	Sometimes	6	9.4	10.3	100.0
	Total	58	90.6	100.0	
Missing	System	6	9.4		
Total		64	100.0		

When someone upsets me at work I express how I feel effectively.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	2	3.1	3.4	3.4
	Seldom	4	6.3	6.8	10.2
	Sometimes	16	25.0	27.1	37.3
	Usually	32	50.0	54.2	91.5
	Almost Always	5	7.8	8.5	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

When I get frustrated with something at work I discuss my frustration appropriately.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	1	1.6	1.7	1.7
	Seldom	1	1.6	1.7	3.4
	Sometimes	10	15.6	17.2	20.7
	Usually	34	53.1	58.6	79.3
	Almost Always	12	18.8	20.7	100.0
	Total	58	90.6	100.0	
Missing	System	6	9.4		
Total		64	100.0		

I express how I feel at the appropriate time.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	2	3.1	3.4	3.4
	Sometimes	8	12.5	13.6	16.9
	Usually	37	57.8	62.7	79.7
	Almost Always	12	18.8	20.3	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I have trouble finding the right words to express how I feel at work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Always	19	29.7	32.2	32.2
	Usually	25	39.1	42.4	74.6
	Sometimes	10	15.6	16.9	91.5
	Seldom	4	6.3	6.8	98.3
	Almost Never	1	1.6	1.7	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I fail to identify the way people respond to me when building rapport.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Always	22	34.4	37.3	37.3
	Usually	35	54.7	59.3	96.6
	Sometimes	2	3.1	3.4	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I understand the things that make people feel optimistic at work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	6	9.4	10.2	10.2
	Usually	33	51.6	55.9	66.1
	Almost Always	20	31.3	33.9	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I understand what makes people feel valued at work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	2	3.1	3.4	3.4
	Usually	39	60.9	66.1	69.5
	Almost Always	18	28.1	30.5	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I find it difficult to identify the things that motivate people at work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Always	14	21.9	24.1	24.1
	Usually	38	59.4	65.5	89.7
	Sometimes	6	9.4	10.3	100.0
	Total	58	90.6	100.0	
Missing	System	6	9.4		
Total		64	100.0		

When I am under stress I become impulsive.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Always	23	35.9	39.0	39.0
	Usually	23	35.9	39.0	78.0
	Sometimes	13	20.3	22.0	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I fail to keep calm in difficult situations at work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Always	35	54.7	59.3	59.3
	Usually	18	28.1	30.5	89.8
	Sometimes	4	6.3	6.8	96.6
	Seldom	2	3.1	3.4	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I remain focused when anxious about something at work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	1	1.6	1.7	1.7
	Seldom	3	4.7	5.1	6.8
	Sometimes	12	18.8	20.3	27.1
	Usually	32	50.0	54.2	81.4
	Almost Always	11	17.2	18.6	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

When upset at work I still think clearly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	4	6.3	6.8	6.8
	Sometimes	14	21.9	23.7	30.5
	Usually	29	45.3	49.2	79.7
	Almost Always	12	18.8	20.3	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I am effective in helping others feel positive at work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	4	6.3	6.8	6.8
	Usually	34	53.1	57.6	64.4
	Almost Always	21	32.8	35.6	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I help people deal with issues that cause them frustration at work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	6	9.4	10.2	10.2
	Usually	27	42.2	45.8	55.9
	Almost Always	26	40.6	44.1	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I fail to resolve emotional situations at work effectively.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Always	18	28.1	30.5	30.5
	Usually	31	48.4	52.5	83.1
	Sometimes	10	15.6	16.9	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

I don't know what to do or say when colleagues get upset at work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Always	16	25.0	27.1	27.1
	Usually	30	46.9	50.8	78.0
	Sometimes	11	17.2	18.6	96.6
	Seldom	2	3.1	3.4	100.0
	Total	59	92.2	100.0	
Missing	System	5	7.8		
Total		64	100.0		

APPENDIX I: TEST/ASSESSMENT

Test/Assessment	Link
Leadership Style Test	https://www.psychologytoday.com/us/tests/career/leadership-style-test
Pinsight's Leadership Assessment Models	https://www.pinsight.com/pinsight-leadership-planning/?utm_source=google%20ads&utm_medium=ppc&utm_campaign=emerging%20tech&utm_content=leadership%20simulation&gclid=CjwKCAiA-dCcBhBQEiwAeWidtZfUGacv1j-fOp5YiHF0bM7IPoP3swWvbBNJsTYhByl4zsyWjQrirhoCO1oQAvD_BwE
Mhs Online Assessment Center	https://assess.mhs.com/Account/Login.aspx
360 Feedback Assessments	https://www.truscore.com/?network=s&keyword=leadership%20assessment&matchtype=p&creative=538185996127&sitelink=[NAME]&utm_term=leadership%20assessment&utm_campaign=HoR++TruScore++360+Assessment&utm_source=adwords&utm_medium=ppc&hsa_acc=8145798120&hsa_cam=14174286927&hsa_grp=123423347417&hsa_ad=538185996127&hsa_src=s&hsa_tgt=kwd-17921322&hsa_kw=leadership%20assessment&hsa_mt=p&hsa_net=adwords&hsa_ver=3&gclid=CjwKCAiA-dCcBhBQEiwAeWidtbP50hFCx32a25L0VfykDaKsqgD4aLQeg6K1PSmH9NmO0mYITcFWIBoCPB0QAvD_BwE
DISC (Dominance, Influence, Steadiness, Compliance)	https://www.infoquestconsulting.com/services/assessments/disc-assessment.html
Hogan Assessments	https://www.hoganassessments.com/
SurveySparrow's 360 Feedback	https://surveysparrow.com/?gspk=c2VtYW50aWNsYWJz&gsxid=8Eg1rjg34DQH&sid=1-b-e4e2bebfbe3e16346d10dd2804e80898&utm_source=Affiliate