Abstract

Emotional Intelligence is comprised of self and social awareness. The four clusters of emotional intelligence are self awareness, self management, social awareness, and relationship management. A person possessing emotional intelligence is able to manage self and relationships. The benefits of becoming emotionally aware are managing intrapersonal and interpersonal relationships, increased productivity, better communication, and improved team dynamics.

In an effort to determine the effects of an emotional intelligence workshop on a midwestern multi-campus community college’s Staff Council, a quasi experiment was conducted in which two surveys were administered to gauge the individual’s level of emotional intelligence awareness before and after the workshop. The hypothesis was that the emotional intelligence awareness would be raised after the workshop. It was hoped the team’s dynamics would improve; however, this was not measured. The research was conducted using a directional two-sample t analysis with a level of significance of .05. The total group score was evaluated both before and after the workshop. Although the data showed an increase in emotional intelligence awareness, it was not significant.

It is recommended that additional emotional intelligence staff development be offered to the College Staff Council, allowing them to build on the concepts that were introduced with the initial staff development. Increased emotional intelligence will benefit the individual, the department, the team, and the company.
Statement of Purpose

The purpose of this project was to determine the effectiveness of emotional intelligence staff development in improving team dynamics. The project involved surveying members of a midwestern multi-campus community college Staff Council prior to a session of emotional intelligence training and again after the training to determine if there was an increase in individual emotional intelligence awareness that would improve the team's interaction.

The study was conducted from April 2008 through July 2008 with the cooperation of the College Staff Council, a representative group of 17 classified staff from the four campuses and an administrative site of a midwestern multi-campus community college. Two surveys were conducted. The first survey determined the council members' interaction within the team. The second survey determined the council members' awareness of emotional intelligence and its effects on their team interaction. The results of the two observations were compared and analyzed in an effort to raise individual emotional intelligence awareness and improve team dynamics.

Organizational Context

In 1997, midwestern multi-campus community college's classified staff organized a council to provide representation and a voice for the staff. During the next ten years, the College Staff Council (CSC) grew and matured into a respected, positive organization that provided collaboration in various college endeavors and committees. The CSC participated in bringing several benefits to the classified staff. Among those benefits were an extra personal circumstance day; making it possible to use
compassionate leave for the loss of a grandchild; and using one day per fiscal year performing community service.

*Setting of problem.* Midwestern multi-campus community college’s Staff Council was comprised of 17 classified staff representing the staff on each of the four campuses and administrative offices. One of the CSC’s 2007-2008 goals was to improve communication. Improved team dynamics would be a direct result of improved communication.

*History of background.* During the ten years of the CSC’s existence, the members served on various college committees. As in most organizations, the synergy produced by those committees was greatly affected by team dynamics. The team’s interaction affected its accomplishments.

*Scope of the problem.* The research project focused on two surveys provided to the CSC. The first survey was given prior to a staff development opportunity regarding emotional intelligence (EI). The second survey was administered three months after the emotional intelligence workshop was presented. An effort was made to increase the quality of team performance by raising the individual member’s emotional intelligence awareness. The theory was that by raising the individual’s emotional intelligence awareness, each person would be able to improve team performance and apply EI to other committees on which they served thus improving other team dynamics.

*Significance of the Project*

In addition to the 17 CSC members possessing slightly improved communication skills as a result of the emotional intelligence seminar. Their understanding of
emotional intelligence allowed them to understand and manage their emotions and how to interact in a positive manner with others in the group.

**Definition of Terms**

Emotional Intelligence: The characteristic of recognizing and managing emotions by the individual and using the knowledge to manage relationships with others.

Executive Coaching: Training for administrators, many times conducted by consultants to improve a company’s performance.

Synergy: Each part contributing to increase the effectiveness of the whole.

Team Dynamics: The interaction of individuals within a group.

**Literature Review**

A Holistic exploration of leadership development. What attributes does an effective leader possess? According to von Krosigk, “Aligning body, mind and spirit, acquiring emotional intelligence, an unshakable belief in their own intuition and producing outcomes in the context of organisational abilities encompass the attributes of leaders . . .” (2006, p. 25). One of the most beneficial leadership traits would be the understanding of emotional intelligence.

The author conducted a study in which ten anonymous leaders were interviewed to determine the consistent traits of leaders. Among the qualities evident in the study subjects, von Krosigk noted traits such as credibility, integrity, honesty and fair-mindedness. Additionally, emotional intelligence was included as an important quality for a leader to possess. “Inspiring others is an important task of a leader, and good leaders are distinguished by their ability to inspire others . . .” (von Krosigk, 2006, p. 26). The research indicated that in order to motivate others, a leader needed to understand
the team and what inspired them. In order to encourage and motivate, a good leader needed to understand how to reach others. Being emotionally aware of what others were feeling, allowed a leader to reach them and draw them into the project at hand (von Krosigk, 2006, p. 26).

The study results were separated into three sections, “1) The complexity of becoming a leader, 2) The complexity of being a leader, and 3) The effects of being a leader” (von Krosigk, 2006, p. 27). While some leaders become prepared to lead by circumstances, others are chosen during childhood and raised to be leaders. The author noted six of the ten leaders in the research group, “. . . came from humble roots, rising far above the level of their origins” (von Krosigk, p. 28). This data indicated that leaders were born from all social / economic levels. Each leader recognized and developed potential in others. Inspiring and engaging others were also qualities exhibited by effective leaders.

Von Krosigk noted the leaders in his study who were emotionally aware were also aware of the world around them. “They demonstrated authenticity and displayed a collaborative individualism. They also balanced business and community interests and cared for outcomes as much as for peaceful process” (von Krosigk, 2006, p. 29). The research indicated leaders were in tune with what was happening around them. They understood the connection between business and the community.

to the research, three strategies were identified to increase one’s personal effectiveness. They were 1) behavior-focused strategies, which allow a person to become self aware and modify their own behavior; 2) natural reward strategies, which allow a person to create or recognize pleasant aspects of a task so that it becomes more enjoyable. In doing so, the person could reshape their perception into a more positive one; and 3) constructive thought pattern strategies in which the individual developed positive thinking into a habit (D’Intino, et al., 2007, p. 106).

The authors valued the four areas of emotional intelligence: self awareness, self management, social awareness, and relationship management, believing a person could control and develop their level of emotional intelligence by becoming aware of it, paying attention to it, and training it. The research showed that emotional intelligence and self leadership were closely tied together in that “... emotional intelligence is the ability to self regulate emotions while self leadership focuses on the self regulation of thought processes and behaviors” (D’Intino, et al., 2007). According to the research, controlling emotions and channeling them in a positive way can assist a person in becoming a more effective leader.

The science of emotional Intelligence: Current consensus and controversies. Authors Zeidner, Robert, and Matthews conducted a study of the science of emotional intelligence and published their findings in 2008. They reported that the growing interest in emotional intelligence was attributed to the role it played in improving individual and social well-being. Emotional intelligence has been attributed to influencing relationships, individual job performance, leadership, work teams, communication, and reaching educational goals (Zeidner, Robert, and Matthews, 2008,
p. 71). The research indicated a person’s emotional awareness could influence his or her success in personal and social relationships. Practicing emotional intelligence could be an important life strategy.

*Using emotional intelligence to develop executive leadership and team and organizations.* Executive coaching has become an effective tool in fine tuning organizations. Blattner and Bacigalupo shared their case study results as they coached the executive leadership team of an unnamed company (2007). Some of the skills addressed were communication, task delegation, improving self and public image, playing to strengths, and improving self awareness and self confidence.

Coaches can emphasize both personal empowerment and social consensus, fostering an essential mindset for personal career and organizational leadership. To accomplish this, many coaches are currently applying emotional intelligence in their work with individuals and organizations. (Blattner and Bacigalupo, 2007, p. 209)

Emotional intelligence has become an important mechanism for gauging team dynamics. It is described as, “. . . the ability to recognize and understand emotions and the skill to use this awareness to manage self and the relationships with others” (Blattner and Bacigalupo, 2007, p. 209). The research indicated that by managing their own emotions, leaders could positively influence those around them and navigate through difficult situations to reach informed decisions. The four skills associated with EI were, “. . . self awareness, self management, social awareness, and relationship management” (Blattner & Bacigalupo, 2007, p 209). These skills were directed both inwardly and outwardly in managing self and relationships. By recognizing triggers that
derail communication, effective leaders could bypass controversial stall outs and keep
the dialog going until an acceptable decision had been reached.

Throughout the case, the authors were able to identify the leadership team’s
positive and negative dynamics and remove existing silos. The team began to
understand their own emotional intelligence and how it affected their behavior and the
team’s dynamics. By understanding themselves, they were able to begin understanding
each other and their place within the group.

**Emotional intelligence: Instruction effects and sex differences in emotional
management abilities.** In Freudenthaler, Neubauer, and Haller’s University of Graz,
Austria study on emotional intelligence, 155 undergraduate university students were
evaluated to gather information regarding their personality strengths and weaknesses in
regard to specific cognitive and emotional abilities (2008). The published findings noted
that two ANOVA effects were found related to sex. The first finding of significance was
that women outperformed men in interpersonal skills, and the second was that men
outperformed women in intrapersonal skills. These findings indicated that women
exhibited stronger skills in developing and managing relationships and men were better
able to control their own emotions (Freudenthaler, Neubauer, & Haller, 2008).

**Leaders and their teams: Learning to improve performance with emotional
intelligence and using choice theory.** In his article, Schoo explained that positive
leadership brought out “. . . happy relationships, teamwork, learning, recognition, staff
retention, and health and wellbeing” (2008, p. 40) in the work environment. According
to Schoo (2008), emotionally intelligent leaders are able to tune into the emotions of
their workers and bring about positive outcomes. The four leadership styles associated
with creating an emotionally intelligent environment were visionary, coaching, affiliative, and democratic. Visionary leadership moved the workers in a direction. Coaching matched individual and organizational goals so that the employee could improve and grow. Affiliative leadership created harmony, and democratic leadership built buy in and commitment from the employee.

The research indicated that good leaders fostered a positive work environment that encouraged people to perform well. The leader’s mood affected the environment, and emotionally intelligent leaders motivated and inspired their workers (Schoo, 2008).

*Developing emotional intelligence through workplace learning: Findings from a case study in healthcare.* Emotional Intelligence has gained credibility within human resources management. In Clarke’s (1997) article, the author shared information gained through a case study of healthcare professionals working in a hospice setting. The value of the study was to determine if on-the-job experience was more effective than classroom instruction in teaching the workers to develop emotional abilities.

According to Clarke, EI is defined as:

- the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth (Clarke, 2006, p. 448).

The case study was conducted by video taping a series of discussions with a facilitator. These videos were then transcribed and examined for common discussion threads. “Initial coding of the transcripts was based on classifying excerpts of conversation into three themes looking at (1) the emotional content of the work involved,
(2) learning processes and (3) emotional skills, knowledge or abilities” (Clarke, 2006, p. 451). Significant findings indicated managing emotions was required to function in such an environment. The caregivers used their emotions to provide compassionate care to the patients, consideration in interacting with the families, and to provide and receive support from the other healthcare professionals.

. . . healthcare workers were using emotional knowledge in order to decide courses of action and how then to perform their caring role.

Associated with this ability was the ability to be able to read the emotional signs in others especially at the locus of patient interactions. This implies an emotional ability that is concerned with understanding and perceiving the nature of emotional cues and content that comprise and take place within interpersonal relationships (Clarke, 2006, p. 452).

*Personality traits, emotional intelligence, and multiple happiness.* A study was conducted to determine if happiness is determined by external factors other than by personality factors. While wealth, work, hobbies and relaxation affected happiness, the way a person processed their emotions determined their level of happiness. The authors concluded that a person’s personality was a greater influence on their happiness than their wealth or social status (Furnham & Christoforou, 2007, p. 440).

The authors studied a correlation between happiness and emotional intelligence, identifying 15 qualities. Among these qualities were the ability to adapt; perceive, express, and regulate emotions; manage stress; behave assertively; convey empathy; build relationships; and be sociable (Furnham & Christoforou, 2007). It is believed people with high emotional intelligence were able to recognize and manage their
emotions and behavior. Additional findings indicated emotional intelligence was the most significant indicator in determining happiness (Furnham & Christoforou).

The data confirmed that emotional intelligence was related to happiness. How a person processed their environment and managed their intrapersonal and interpersonal relationships affected their happiness.

Individuals with high trait EI are more flexible, aware of their own and other peoples’ feelings, capable of communicating their feelings to others, influencing other peoples’ feelings, and controlling their own emotions. They are supposedly capable of withstanding pressure and regulating stress, cheerful and satisfied with their lives, and confident and likely to ‘look on the bright side’ of life. No doubt it is the management of one’s own and others’ emotions that is the really important component of EI that relates to happiness (Furnham & Christoforou, 2007, p. 457).

The research indicated that those who had a positive attitude were able to manage life’s challenges and maintain a level of happiness. Influencing their own emotions and other people’s feelings contributed to their emotional wellness.

*Deep-level composition variables as predictors of team performance: A meta-analysis.* Bell of DePaul University, conducted a study analyzing team dynamics and what variables affected team performance.

According to the author, team composition research can be categorized along three dimensions: (a) characteristics of team members (e.g., number of team members, members’ abilities, demographics, personality traits), (b)
measurement of these characteristics, (c) and the analytical perspective used to
approach team composition (Bell, 2007, p 595).

According to the research, individual’s personalities affect the team and its
decisions by influencing patterns of thinking, feeling and acting. These factors affected
the team’s performance by their approach to task completion and how they interacted
with each other (Bell, 2007, p. 597). How a team interacted, its effectiveness or
ineffectiveness, depended on the individual personalities of the team’s members. The
qualities that were attributed to making positive impacts on teams were
conscientiousness, being agreeable, considerate, trusting, friendly, extraversion,
emotionally stable (secure, calm, steady), openness to experience, original, imaginative,
broadminded, and daring (Bell, 2007). A team could reach synergy if all members were
contributing. Working together in a positive, respectful manner would allow the team
members to express their views and contribute to the team’s outcome. Additionally, the
author hypothesized that emotional intelligence positively affected team performance
(Bell, 2007).

The author’s conclusion from the study was that, “Many of the team composition
variables showed promise as a means of increasing team performance” (Bell, 2007, p.
610). The research indicated being emotionally intelligent could improve a team’s
performance. Each person could contribute their strengths for the betterment of the
team. By recognizing a person’s own emotions and channeling them in a productive
manner, that individual could enhance the team’s dynamics.
Summary

The literature research indicated an individual’s emotional intelligence level could affect his or her quality of life, satisfaction of relationships, happiness, and interaction within a workgroup. By educating the individuals within a team to understand and utilize their emotional intelligence, a more cohesive and productive workgroup would emerge. Providing a staff development opportunity for the College Staff Council would create an opportunity for each person to develop their emotional intelligence, thus enriching the performance of the council and providing important intrapersonal and interpersonal skills for the individuals.

Methods

Hypothesis

An experiment was conducted to see if participating in an emotional intelligence staff development workshop would improve team dynamics of the midwestern multi-campus community college Staff Council. The hypothesis was that emotional intelligence awareness would be higher after the workshop than it had been previously, and that being more emotionally aware would enable the council to interact more effectively as a team.

Design

A quasi-experimental study measured the council’s level of emotional intelligence awareness both before and after an emotional intelligence staff development workshop. A survey was given prior to the workshop to establish a baseline of emotional awareness. Four clusters of emotional intelligence were evaluated: self awareness, self management, social awareness, and relationship management. The group was
asked to rate the level of importance of each competency, rate their own level of competency from one to ten, and to rate the level of competency for someone in a direct relationship. The dependent variable was the group’s level of emotional intelligence awareness. A follow up survey using the same information was administered three months after the emotional intelligence workshop to gauge if the group’s emotional intelligence awareness was raised.

Participants

The College Staff Council participated in the experiment. The council representatives consist of 17 classified staff from the four campuses and the administrative site of a midwestern multi-campus community college. This group was chosen because of their responsibility to interact effectively as a team and to represent the college’s staff.

Because the CSC only had 17 members, this group may not be large enough to provide adequate data.

Instrumentation

The Emotional Intelligence Star Profile survey was used to measure the dependent variables. A baseline of emotional intelligence was established. The survey consisted of 20 competencies in which the participants were requested to evaluate what they considered the level of importance of the competencies. In addition, the participants were asked to rate how frequently they exhibited the competency behaviors as well as rate a person with whom they had a direct relationship. The survey arranged the competencies in four clusters: Self Awareness, Self Management, Social
Awareness, and Relationship Management. A sample competency in the Self Awareness Cluster was to rate the level of importance of exhibiting confidence.

Confidence: presents in an assured, forceful, impressive, and unhesitating manner. The subject’s level of importance assigned to the confidence competency would rate from one to three. A rating of one signified the competency was “a must,” two signified “important,” and three signified “not necessary.” Additionally, the subject was asked to rate on a one-to-ten level where he or she and a person with whom he or she had a direct relationship measured with that competency. A rating of eight would indicate the behavior was exhibited 80% of the time.

A second survey was conducted three months after the emotional intelligence workshop. The same competencies were compared.

Procedure

Because the College Staff Council must work together to represent the staff and make the best decisions for the group, they were chosen in an effort to increase team dynamics through improving their emotional intelligence. The initial survey was conducted prior to a staff development workshop facilitated by Dr. Sandra Massey, Provost for one of the campuses. The survey and cover letter were distributed via e-mail to the council. The participants were instructed to complete the survey and bring it with them to the emotional intelligence workshop. Three months later, a second survey with the same competencies and ratings was distributed via e-mail. In an effort to compare the first survey responses with the second survey responses and retain anonymity, the participants were instructed to write their mother’s initials in the upper right-hand corner of their surveys. The surveys were compared and evaluated to see if
emotional intelligence awareness was increased. The survey instrument and cover letters are included in the Appendix.

Data Analysis

Descriptive analysis. The research was done using a two-sample t test. A whisker chart and histogram were created using WebSTATISTICA (StatSoft, Inc., 1997-2007) to evaluate the data. Mean and standard deviation were calculated. An ANOVA was conducted to evaluate the clusters.

Inferential analysis. Less or equal emotional intelligence after an emotional intelligence workshop on team dynamics (Ho: \( \mu_B \geq \mu_A \)) was the null hypothesis. The alternate hypothesis stated that there would be higher emotional intelligence after an emotional intelligence workshop on team dynamics (Ha: \( \mu_B < \mu_A \)). The experiment was conducted using a .05 level of significance. A two-sample t was utilized.

Limitations

Reasonable measures were taken to produce an unbiased study. The participants were not a controlled group because the one group was evaluated twice. The term limit for College Staff Council representatives was six years. Because all of the men who previously served on the council had completed their terms, the participants for this study were all female. This may have affected the outcome of the data. The council consisted of 17 members. The small number of responses may have affected the data.
Summary of Results

In order to determine the effectiveness of an emotional intelligence workshop in improving team dynamics, the same survey instrument was used prior and after the workshop. Members of the College Staff Council were surveyed prior to a session of emotional intelligence training and again three months after the training to determine if there was an increase in each person’s level of emotional intelligence awareness, which would improve the team’s interaction. The hypothesis (Ha) was that the team members would increase their emotional intelligence awareness after receiving the training. The alternate hypothesis (Ho) indicated there would not be an increase in emotional intelligence awareness.

Descriptive Statistical Information

The data were analyzed using WebSTATISTICA (StatSoft, 1992-2007), a research analysis program. The independent variable measured was the timeframe, i.e., before and after the emotional intelligence workshop. The data indicated a mean of 293.88 before and a mean of 321.67 after the workshop. The standard deviation before the workshop was 73.24, and the standard deviation after the workshop was 48.52. The descriptive statistical information can be seen in Table 1.

<table>
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<th>df</th>
<th>p</th>
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Table 1

Descriptive Statistical Information

Innovation and Empowerment: SNU-Tulsa Research Journal, Volume 1, Issue 1
The Cronbach’s reliability for the survey research was a raw score of .946. The standardized score was .940. The high correlation data indicated a good correlation.

A Histogram comparing the highest before and after scores is shown in Figure 1 below.

Figure 1. Histogram Comparing Total Before and After Scores

Inferential Data Analysis

The null hypothesis stated that the College Staff Council representatives would not indicate increased emotional intelligence awareness after the staff development workshop (Ho: $\mu_B \geq \mu_A$). The alternative hypothesis stated that College Staff Council representatives would indicate increased emotional intelligence awareness after the staff development workshop (Ha: $\mu_B < \mu_A$). A directional two-sample t analysis was used to test the hypothesis. The level of significance was .05. A t value of -1.782 would
indicate significance and to reject the null. The t-value was -0.803 with 12 degrees of freedom. Although the data indicated a slight increase of emotional intelligence awareness after the workshop, the increase was not statistically significant. The null was not rejected.

A true box and whisker plot was performed on the data to compare the level of emotional intelligence awareness before and after the workshop. The result indicated a slight, though not significant, increase in emotional intelligence awareness. The box and whisker plot may be seen in Figure 2.

![Box and Whisker Plot](image)

**Figure 2.** Box and Whisker Plot of Timeframe

**Exploratory Statistical Analyses**

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A feature selection and root cause analysis attempting to predict the timeframe from the instrument clusters was conducted, resulting in the following importance plot (See Figure 3).

The top four clusters were: 1) Self Awareness, which included emotional self awareness, accurate self-assessment, and confidence; 2) Self Management, which included emotional self control, trustworthiness, adaptability, conscientiousness, achievement orientation, and initiative; 3) Social Awareness, which included such qualities as empathy, organizational awareness, and service orientation; and 4) Relationship Management, which included developing others, inspirational leadership, influence, change catalyst, communication, building bonds, conflict management, and
teamwork and collaboration. In addition to rating the level of importance of these qualities, the subjects were asked to rate themselves and someone with whom she had a direct relationship for the same qualities.

The totals of before and after scores for each of these four awareness clusters were compared and charted in an ANOVA test. The non-significant data indicated the Relationship Management of a Direct Relationship cluster was possibly higher in the after scores, but again, the result was not significant. The Social Awareness of a Direct Relationship cluster looked to be fourth in importance to the subjects. The Self Management cluster was the only one that perhaps decreased from before to after. The ANOVA results of the before and after comparison of the importance of the clusters can be seen in Figure 4. One can tell, by examining the confidence intervals that the differences were not significant. These clusters might be explored more in the future, however.

![Figure 4. ANOVA Results of the Four Clusters' Level of Importance, Compared Before and After.](image)

Innovation and Empowerment: SNU-Tulsa Research Journal, Volume 1, Issue 1
Discussion and Conclusions

The purpose of this study was to determine if the effects of an emotional intelligence staff development workshop would raise the individual subject’s emotional intelligence awareness. It was hoped that interaction within the team would improve; however, this was not measured. The experiment was conducted with the cooperation of the College Staff Council at a midwestern multi-campus community college. A group of 17 representatives from four campuses was given a survey in which each person ranked the level of importance of emotional intelligence competencies, then ranked themselves and a direct relationship. One survey was taken prior to an emotional intelligence workshop and the same survey was completed three months later, giving the subjects time to incorporate the techniques they learned in the workshop.

The College Staff Council was a representative group comprised of members from each of the four campus locations and the administrative offices. During the time the experiment was conducted, all CSC representatives were female, ranging in age from mid 20s to late 50s. Among the group, representatives were married, divorced, and single. Educational background ranged from high-school graduates to college educated with associate, bachelor, and master’s degrees. All representatives serving on the College Staff Council were classified as staff. Some were in supervisory positions.

General Discussions and Conclusions

The data indicated that while the group’s emotional intelligence may have increased after the emotional intelligence workshop, it was not a statistically significant increase. Because it fell above the .05 level of significance, it is not possible to state
that the intervention worked. Because the clusters went in the same direction except for the SM (self-management) cluster, perhaps significance was not revealed in the total scores, or was washed out by the one cluster going the opposite direction. Going back to the literature review, it was noted that women tend to build relationships easier than men. Yet, men seem better able to control emotion than women do. This sample comprised all women. So, perhaps the relationship cluster had grown for the women but their self-management had not; something that was naturally hard for them to do. They needed more training perhaps. This pattern suggests that a gender-based study might be helpful in the future to delve into that topic.

One other explanation for the lack of significance was that all classified staff had been given an emotional intelligence workshop about three years previously. Members of this sample may or may not have all attended. However, some might have already gained from that experience and not gained enough additional insights from this workshop to have made a significant change.

The College Staff Council had 17 representatives. Only eight participated in the first survey and seven in the follow up survey. The results indicated the focus was too small. A larger pool would have supplied more data with which to analyze. With more participants, there may have been enough data to be significant enough to reject the null.

Another possible conclusion from this study was that additional emotional intelligence staff development would be required before an increase in emotional intelligence awareness could be gauged. Now that the group has identified emotional intelligence and its benefit in team participation, building on their knowledge would
reinforce the concepts and techniques they have already learned. More training might result in statistical significance. Additionally, as mentioned above, it was felt that the addition of men in the future could add to the findings.

**Strengths and Weaknesses of the Study**

At the time of the study, the College Staff Council was comprised entirely of women. All of the male representatives had rotated off the council due to term limits. A point of interest would have been a male perspective in ranking the importance of the competency clusters, and how this would have affected the results.

The group surveyed, the College Staff Council, consisted of 17 people. Only eight participated in the first survey and seven in the second. Drawing from a larger pool would have provided more data. The second group may not have adequately represented the entire council and what they actually learned from the workshop.

**Recommendations**

In the interest of improving team dynamics and individual emotional intelligence awareness, it is recommended that additional emotional intelligence staff development be implemented and that the additional development include men as well as women. The college can benefit from its employees raising their emotional intelligence awareness. As employees become aware of how to recognize and channel their emotions to achieve positive results for themselves and the committees on which they serve, more goals can be accomplished. By developing intrapersonal and interpersonal skills, employees will be able to move beyond normal disagreements and distractions that are a part of working within a team and complete tasks more efficiently and effectively.
Suggestions for Future Research

Future research suggestions would include surveying a broader group to provide additional data. Surveying and observing the effects of additional staff development workshops would be helpful. An interesting study would be to see if there is a correlation with the level of the individual’s education compared to the level of the individual’s emotional intelligence awareness. An additional research opportunity would be observing a team's interaction after the members have participated in an emotional intelligence staff development workshop.

Since the focus group consisted of only females, and the literature research indicated females excelled at maintaining relationships while males excelled at managing their own emotions, it would be an interesting research project to study the correlation between males and females’ emotional intelligence.

Raising an employee’s emotional intelligence awareness will benefit the individual, the department, the team, and the company.
References


South Africa: University of South Africa, South African Journal of Business

intelligence: current consensus and controversies. University of Haifa, Israel,
Educational Testing Service, Princeton, NJ, USA, University of Cincinnati, OH,
USA, European Psychologist. 13 (1), 64 – 78.
Appendix A

Consent Letter

ANONYMOUS/CONFIDENTIAL SURVEY

April 15, 2008

Dear College Staff Council member / guest:

I am a student in the Organizational Leadership Program at Southern Nazarene University. I invite you to participate in a research study being conducted under the auspices of the Southern Nazarene University. My study is entitled Emotional Intelligence and Its Effects on Team Dynamics. The purpose of this study is to determine the effects of an Emotional Intelligence workshop on team dynamics.

Your participation will involve filling out the attached survey and bringing it with you to the College Staff Council meeting on April 15, 2008, at Northeast Campus. Dr. Sandra Massey will facilitate an Emotional Intelligence workshop as part of our CSC meeting. Completing the survey should only take about 15 minutes. Your involvement in the study is voluntary, and you may choose not to participate or to stop at any time. The results of the research study may be published, but your name will not be used. In fact, the published results will be presented in summary form only. Your identity will not be associated with your responses in any published format. In one or two months, I will provide a second survey as a follow up to the Emotional Intelligence workshop. So that I can compare survey results while retaining your anonymity, please provide your mother’s initials in the top right-hand corner of your survey.

If you have any questions about this research project, please feel free to call me at extension 7723, or send an e-mail to smondrag@tulsacc.edu. Questions about your rights as a research participant or concerns about the project should be directed to the Institutional Review Board at Tulsa Community College, Office of Institutional Planning Research.

By returning this questionnaire in an envelope at today’s College Staff Council meeting, you will be agreeing to participate in the above described project.

Thanks for your consideration!

Sincerely,

Sally Mondragon
Below is a list of key competencies and behaviors of Star Performers.

1. First, rate the IMPORTANCE of each element. A “1” signifies it is a must for you to be a Star, a “2” signifies it is important but not a must, and a “3” means it is not necessary in your position.

2. Rate yourself on how frequently you do each of these behaviors. To be a Star you must do the behavior **regularly, or 80% of the time**. That would be an “8” for the rating. Doing the behavior 50% of the time would be a “5” rating.

3. Finally, go through the assessment just as you did for yourself and rate a person with whom you have direct relationship.

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<th>Competency</th>
<th>Importance</th>
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<tbody>
<tr>
<td><strong>Self-Awareness</strong></td>
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<tr>
<td>1. Emotional Self-Awareness:</td>
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<tr>
<td>Recognizes feelings and how</td>
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<tr>
<td>feelings affect him-/herself and</td>
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<tr>
<td>his/her job performance</td>
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<tr>
<td>2. Accurate Self-Assessment:</td>
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<tr>
<td>Recognizes strengths and</td>
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<td>shortcomings and focuses on how</td>
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<td>to improve</td>
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<tr>
<td>3. Confidence:</td>
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<tr>
<td>Presents in an assured, forceful,</td>
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<tr>
<td>impressive, and unhesitating</td>
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<tr>
<td>manner</td>
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<tr>
<td><strong>Self-Management</strong></td>
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<td>4. Emotional Self-Control:</td>
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<tr>
<td>Stays calm, unflappable, and</td>
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<tr>
<td>clear-headed in high-stress</td>
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<td>situation</td>
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<td>5. Trustworthiness:</td>
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<tr>
<td>Openly admits faults or mistakes</td>
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<td>and confronts unethical behavior</td>
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<td>6. Adaptability:</td>
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<tr>
<td>Is comfortable with</td>
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<td>ambiguities and adapts to new</td>
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<td>challenges</td>
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<td>7. Conscientiousness:</td>
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<tr>
<td>Takes personal responsibility to</td>
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<td>make sure that tasks are</td>
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<td>completed</td>
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<td>8. Achievement Orientation:</td>
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<tr>
<td>Works through obstacles and</td>
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<tr>
<td>takes risks to meet his/her</td>
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<td>challenging goals to continually</td>
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<td>improve</td>
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<td>9. Initiative:</td>
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<td>Seizes or creates opportunities</td>
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<td>for the future</td>
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<td><strong>Social Awareness</strong></td>
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<td>10. Empathy:</td>
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<td>Understands others’ perspectives;</td>
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<td>is open to diversity</td>
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<td>11. Organizational Awareness:</td>
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<tr>
<td>Understands the political forces</td>
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<td>and unspoken rules at work</td>
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<td>12. Service Orientation:</td>
<td>Is proactive about customer satisfaction and addresses underlying needs</td>
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<td><strong>Relationship Management</strong></td>
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<td>13. Developing Others:</td>
<td>Fives timely and constructive feedback; mentors</td>
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<td>14. Inspirational Leadership:</td>
<td>Communicates a compelling vision; inspires others to follow</td>
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<td>15. Influence:</td>
<td>Finds the right appeal to build buy-in; develops a network of influential parties</td>
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<td>16. Change Catalyst:</td>
<td>Leads change efforts and champions the new initiative</td>
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<td>17. Communication:</td>
<td>Effective give-and-take with others; continually fine tunes his/her delivery</td>
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<td>18. Building Bonds:</td>
<td>Builds strong networks and uses them for answers and support</td>
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<td>19. Conflict Management:</td>
<td>Understands all sides and finds common ideals to endorse</td>
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<td>20. Teamwork and Collaboration:</td>
<td>Is encouraging and draws others in to an active commitment for the collective effort</td>
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**Number of Stars rated “8” and over**

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<thead>
<tr>
<th>Cluster</th>
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<tbody>
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<td>Self-Management</td>
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July 22, 2008

Dear College Staff Council member:

On April 15, our College Staff Council took part in an Emotional Intelligence workshop during our CSC meeting at Northeast Campus. Dr. Sandra Massey was the facilitator. At that time, I explained I was conducting a research project as part of my studies in the Organizational Leadership Program at Southern Nazarene University. The purpose of my study was to determine the effects of an Emotional Intelligence workshop on team dynamics.

Prior to the workshop, I asked the College Staff Council members to complete a survey and bring it to the workshop. I also indicated there would be a follow up survey a few months after the Emotional Intelligence workshop. Could you please assist me again by providing some much-needed feedback?

Your participation will involve filling out the attached survey and sending it to Sally Mondragon at Southeast Campus Room 1300. Completing the survey should only take about 15 minutes. Your involvement in the study is voluntary, and you may choose not to participate or to stop at any time. The results of the research study may be published, but your name will not be used. In fact, the published results will be presented in summary form only. Your identity will not be associated with your responses in any published format. So that I can compare survey results while retaining your anonymity, please provide your mother’s initials in the top right-hand corner of your survey.

If you have any questions about this research project, please feel free to call me at extension 7723, or send an e-mail to smondrag@tulsacc.edu. Questions about your rights as a research participant or concerns about the project should be directed to the Institutional Review Board at Tulsa Community College, Office of Institutional Planning Research.

By returning this questionnaire in an envelope to my attention by July 30, you will be agreeing to participate in the above described project.

Thanks for your consideration!

Sincerely,

Sally Mondragon