

EFFECTS OF EMOTIONAL INTELLIGENCE ON
PRINCIPALS' LEADERSHIP PERFORMANCE

by

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ABSTRACT

A study of school principals in Montana was conducted to determine the effects of emotional intelligence on elementary principals' leadership performance. The problem addressed in this study was that the effect of emotional intelligence on leadership performance is not known. This study measured the emotional intelligence of elementary principals in Montana using the *Emotional Intelligence Appraisal: There Is More Than IQ* (Bradberry, & Greaves, 2003), which measures the following five categories of emotional intelligence: (1) self-awareness, (2) self-management, (3) social awareness, (4) relationship management, and (5) overall emotional intelligence. The principals' leadership performance was measured using the *Educational Leadership Improvement Tool* (DeFranco & Golden, 2003), which assesses a principal's leadership performance in the following 9 areas: (1) leadership attributes, (2) visionary leadership, (3) community leadership, (4) instructional leadership, (5) data-driven improvement, (6) organization to improve student learning, (7) organization to improve staff efficacy, (8) cultural competence, and (9) educational management.

A multivariate analysis of variance (MANOVA) was used to determine the relationship between emotional intelligence and elementary principals' leadership performance. A factorial analysis of variance (ANOVA) was used to determine the influence of gender, age, and years of experience on emotional intelligence. Analysis of the data indicated that emotional intelligence, as defined by Goleman (1998), had a strong effect on the nine standards of leadership as defined by DeFranco & Golden (2003). Gender, age, and years of experience had no significant effects on emotional intelligence.

The results of this research indicated that emotional intelligence has a positive effect on principals' leadership performance. This supports the body of research that emotional intelligence has a positive effect on leadership performance. Effective leadership requires a wide range of skills. Emotional intelligence is one skill that may assist principals as they strive to more effectively meet the needs of students.

CHAPTER I

INTRODUCTION

Background

Increasing student achievement is a central theme of *No Child Left Behind* (NCLB), the 2001 reauthorization of the United States Elementary and Secondary Education Act. Among the requirements of NCLB are that states must establish high standards and, by 2014, all students must demonstrate proficiency in tasks specified in state standards. Student performance is assessed by state created or adopted academic tests. These high stakes tests are placing increased pressure on principals to perform at increasingly higher levels and requiring them to be actively engaged as instructional leaders. Principals in schools that fail to increase achievement scores are being replaced. This increased accountability calls for principals who are involved in daily instructional leadership. Standards from the National Association of Elementary School Principals (NAESP, 2001) and the Interstate School Leaders Licensure Consortium (1996) have provided principals with guidelines that, when followed, help increase student achievement. In more recent research, Waters, Marzano, and McNulty (2003) have identified 21 specific leadership responsibilities that provide a concrete framework of responsibilities, practices, knowledge, strategies, tools, and resources that principals must accept in order to be effective school leaders. DeFranco and Golden (2003) developed a set of standards that specify the knowledge and skills necessary for school administrators. These standards provide formulas that school leaders can use to improve their

performance. Goleman (1998) contends that emotional intelligence has a significant effect on leadership performance in organizations. Outstanding leaders are adept at using their emotional intelligence in moving their organizations forward (Goleman, Boyatzis, & McKee, 2002).

The Importance of Principal's Leadership

Research confirms that effective principals increase student achievement and that successful schools have a clear sense of direction and are supported by principals who are effective instructional leaders (Waters, Marzano, & McNulty, 2003; Hessel & Holloway, 2002; Lezotte, 1997; Andrews & Soder, 1987). Lezotte (1997) has identified seven correlates of effective schools. Effective schools research is a body of research largely conducted in the 1970's and 1980's whereby schools were identified that were "statistically unusual" in regards to significantly high or improved academic achievement even though student populations had similar characteristics. Creating a clear and focused mission and demonstrating strong instructional leadership are two correlates that bear directly on principals in their efforts to create an environment in which student achievement steadily increases.

Andrew and Soder (1998), after studying the relationship between principal leadership and student academic achievement, found that principals do have an effect on academic performance of students, especially low-achieving students. After conducting a meta-analysis of 69 studies involving 2,802 schools over more than three decades of research on the effects that leadership practices had on student achievement, Waters, Marzano, & McNulty (2005) found a substantial relationship between leadership and

student achievement. Based on the aforementioned research, there appears to be a connection between successful schools and effective school leadership (NAESP, 2001).

Emotional Intelligence in Leaders

Emotional intelligence is a person's ability to recognize personnel feelings and those of others and to manage emotions within themselves and in their relationships with others (Goleman, 1998). Emotional intelligence includes four competencies. (1) Self-awareness is the ability to accurately perceive one's emotions and remain aware of them as they happen, including the ability to manage one's response to specific situations and people. (2) Self-management is the ability to be aware of one's emotions and have the flexibility to positively direct one's behavior in response to those emotions, to manage emotional reactions in all situations and with all people. (3) Social awareness is the ability to accurately identify the emotions of other people and thus understand the effects of those emotions, i.e., to understand what other people are thinking and feeling even though the perceiver does not feel the same way. (4) Relationship management is the ability to use awareness of one's own emotions and those of others to successfully manage interactions, i.e., to provide clear communication and effectively handle conflict (Bradberry & Greaves, 2003).

Over the past several years, numerous studies in the business sector have focused on the effect of emotional intelligence on leadership. The executive search firm Egon Zehnder International analyzed 515 senior executives and found that those who were primarily strong in emotional intelligence were more likely to succeed than those who were stronger in either relevant previous experience or IQ (Cherniss, 2003). AT & T

leaders who had high emotional intelligence were 20% more productive than those with low emotional intelligence (Bradberry & Greaves, 2003). Cavallo & Brienza (2003) conducted a study involving 358 managers across the Johnson & Johnson Consumer & Personal Care Group globally to determine whether any specific leadership competencies were significantly different between high performers and average performers. They found that the high performers had significantly more emotional competencies than did low performers.

Emotional intelligence significantly influences the performance of a leader (Cherniss & Goleman, 2001). A leader who has a high level of emotional intelligence will have a greater effect on an organization than a leader with a low level of emotional intelligence (Cherniss, 2003). Organizations are realizing that emotional intelligence is an essential part of an organization's management process; and, with the current emphasis on team building and adapting to change, emotional intelligence becomes more critical (Goleman, 1998). If leaders expect to guide their organizations in the right directions, they need to be able to deal effectively with emotions. Great leaders have the ability to work through emotions (Goleman, Boyatzis, & McKee, 2002).

Goleman's (1995,1998) studies of emotional intelligence were specifically related to the domain of work performance. He examined how emotional intelligence affected individuals and leaders in the business world. Over the past decade a significant case has been made for considering emotional intelligence among leaders within businesses (Bradberry, & Greaves 2004; Cherniss,2003; Goleman,1998). To date, however, little research has been conducted on emotional intelligence and its effects on educational leadership.

Emotional intelligence may be an important factor in the realm of educational leadership. School principals may have an additional tool to help them reach high levels of performance. This study is intended to address that possibility.

Problem Statement

Researchers over the past decade have shown that in the business world a positive correlation exists between effective leaders and emotional intelligence (Caruso, & Salovey, 2004; Bradberry, & Greaves, 2003, Singh, 2003, Goleman, 1998). Individuals high in emotional intelligence tend to perform at a higher level than their counterparts with low emotional intelligence, and those who tend to improve or work on their emotional intelligence outperform cohorts who do not (Bradberry, & Greaves, 2003).

The fiscal bottom line in business tends to be served better by those leaders who demonstrate high levels of emotional intelligence (Cherniss, 2003). Businesses are becoming more cognizant of the importance of encouraging and developing emotional intelligence skills within the workplace (Singh, 2003). In the realm of educational leadership, though, little attention has been given to emotional intelligence. To date little research has been conducted in the area of emotional intelligence and educational leadership. NCLB calls for increased accountability of state and local educational entities for school improvement, especially for increasing student achievement.

Principals are the change agents being held accountable for increasing student achievement as measured by improved test scores. Research indicates that principals do have an effect on student achievement (Waters, Marzano, & McNulty, 2005) and that emotional intelligence effects leadership performance in the business sector (Goleman,

1998). However, the effect emotional intelligence, as defined by Goleman (1998), has on the nine standards of leadership as defined by DeFranco & Golden (2003) is not known. This study undertook to examine the effects of emotional intelligence on leadership performance.

Purpose Statement

The purpose of this study was to determine the effects of emotional intelligence on elementary principals' leadership performance. Descriptive data was used to describe the emotional intelligence and leadership performance of elementary principals. Elementary principals in Montana were asked to self assess in the nine areas of school principals' leadership performance. Leadership issues to be examined include (1) leadership attributes, (2) visionary leadership, (3) community leadership, (4) instructional leadership, (5) data-driven improvement, (6) organization to improve student learning, (7) organization to improve staff efficacy, (8) cultural competence, and (9) education management as measured by *Educational Leadership Improvement Tool* (DeFranco & Golden, 2003). The areas of emotional intelligence to be assessed are (1) self-awareness, (2) self-management, (3) social awareness, (4) relationship management, and (5) overall emotional intelligence as measured by the *Emotional Intelligence Appraisal: There Is More Than IQ* (Bradberry, & Greaves, 2001-2006).

Research Questions

Seven questions were determined for the purpose of this study. The questions are as follows:

Question #1

How do elementary principals' rate their levels of emotional intelligence, as assessed by the *Emotional Intelligence Appraisal: There Is More Than IQ*, in the categories identified by Goleman (1998); (1) self-awareness, (2) self-management, (3) social awareness, (4) managing emotions, and (5) overall emotional intelligence?

Question #2

How do elementary principals' rate their effectiveness, as assessed by the *Educational Leadership Improvement Tool*, in the nine standards of leadership identified by DeFranco & Golden, 2003, (1) leadership attributes, (2) visionary leadership, (3) community leadership, (4) instructional leadership, (5) data-driven improvement, (6) organization to improve student learning, (7) organization to improve staff efficacy, (8) cultural competence, and (9) education management?

Question #3:

What are the effects of emotional intelligence on elementary principal's leadership performance?

Question #4

Does gender influence elementary principals' emotional intelligence?

Question #5

Does age influence elementary principals' emotional intelligence?

Question #6

Does years of experience influence elementary principals' emotional intelligence?

Question #7

What is the interaction of age, gender, and years of experience on emotional intelligence and leadership performance?

Theoretical Framework

The theoretical framework for this study were the principals' leadership performance standards as outlined in the *Educational Leadership Improvement Tool* (DeFranco & Golden, 2003) and emotional intelligence based on the studies conducted by Goleman (1998), who contends that emotional competencies are necessary for effective performance. Goleman's theory of emotional intelligence has become known as Primal Leadership (Goleman, Boyatzis, & McKee, 2002). Primal leaders work through the emotions and create an environment that frees up people to be their best. Leaders in the business world should not ignore emotions but be intelligent about emotions and use them in the workplace. Goleman studied competency models for 181 different positions from 121 companies throughout the world with a combined workforce in the millions. The competency models portrayed what each organization believed to be a profile of excellence for a given job. The analysis compared competencies listed as essential for a given job, role, or field and could be classified as purely cognitive or technical skills and emotional competencies. Goleman found that 67 percent of the abilities that were viewed

as essential for effective performance were emotional competencies. These findings held true across all categories and in all different kinds of organizations. When Goleman and Robert Buchele, a labor economist at Smith College, looked at competency levels of over two million U.S. government employees, they found that a central part of leadership was emotional intelligence. They also found that the higher level the job, the more important emotional intelligence competencies became (Goleman, 1998).

The concept of the principal as an instructional leader certainly is not a new idea (NAESP, 2001). Many experienced and capable scholars and practitioners have proffered theories, anecdotes, and personal perspectives regarding school leadership (Waters, Marzano, McNulty, 2003). Framework of the leadership performance standards is derived from the research of DeFranco and Golden (2003). From their research of the characteristics of effective school administrators they developed a specific set of nine standards that articulated the knowledge and skills demanded from today's school leaders. Each standard has four underlying elements that provide detail about what each standard involves. Using the standards as a reference, a scoring guide for assessing school leaders was developed and an improvement tool was created to assess, evaluate, and help in the development of school administrators. The nine standards are: (1) Leadership Attributes, (2) Visionary Leadership, (3) Community Leadership, (4) Instructional Leadership, (5) Data-Driven Improvement, (6) Organization to Improve Student Learning, (7) Organization to Improve Staff Efficacy, (8) Cultural Competence, and (9) Education Management. These nine standards are further described below.

Standard #1 - Leadership Attributes

The school leader encourages and models communication, is receptive to feedback, and is actively involved in building relationships with staff, students, parents, and community leaders. Student learning is at the core of activities and decisions. The school leader visits classrooms regularly and is willing to encourage and implement creative solutions to problems. The school leader communicates and models core values.

Standard #2 - Visionary Leadership

The school leader fosters a shared vision. The school leader considers the vision when making key decisions, and has high expectations for all staff and students.

Standard #3 - Community Leadership

The school leader actively seeks out and communicates with parents and community members. The school leader demonstrates pride in the school, integrates the school with the community, and employs a network in the community to solicit resources.

Standard #4 - Instructional Leadership

The school leader facilitates linkages among curriculum, instruction, and assessment and understands the key elements of curriculum and instructional practice. The school leader works with teachers to create goals, utilizes effective evaluation methods to provide assistance to teachers, and conducts meaningful classroom observations. The school leader keeps staff focused on closing the achievement gap and is knowledgeable about theories and teaching strategies for learning.

Standard #5 - Data-Driven Improvement:

The school leader uses data to drive improvement. The school leader integrates teachers into the creation or gathering of data, understands internally gathered and externally proved data, and regularly uses data to identify what needs to be done within the school.

Standard #6 - Organization to Improve Student Learning

The school leader maximizes student learning time. The school leader creates a student-centered environment, creates systems within the school to assist transitions between grades, seeks resources for increased technology, and uses technology as an instructional tool to increase student learning.

Standard #7 - Organization to Improve Staff Efficacy:

The school leader is knowledgeable about theories, techniques, and practices for learning and shares that information with staff. The school leader provides sustained professional development opportunities for staff, delegates to staff teams to create proposals or suggest decisions, and requests staff input on how to address issues.

Standard #8 - Cultural Competence:

The school leader focuses on the values of diversity. The school leader provides frequent education and training in diversity, creates opportunities for cultural experiences for staff, and promotes understanding of diversity between and within cultures.

Standard #9 - Education Management:

The school leader adopts innovative organizational and management strategies to manage the school and effectively utilize space, supplies, and equipment. The school leader selects, assigns, and organizes staff to best achieve the school's vision and effectively works with the staff to manage resources. (DeFranco and Golden 2003). These nine leadership standards were the basis for evaluating elementary principal's leadership performance.

Significance of the Study

Studies indicate that effective leaders use their emotional intelligence to effectively manage themselves, others, and their organization (Caruso, & Salovey, 2004; Goleman, 1998). The significance of this study is that no research has been conducted on how emotional intelligence as identified by Goleman (1998) affects elementary principals' leadership performance skills as identified by DeFranco & Golden (2003). Knowing what effects emotional intelligence has on principals' leadership performance could provide important cues to principals and trainers of principals regarding the degree to which they need to concern themselves with the construct. Since emotional intelligence can be taught and improved with practice (Caruso & Salovey, 2004; Cherniss & Goleman 2001; Salovey & Mayer, 1990), superintendents and school boards can use this information as a guide to strengthening principals' emotional intelligence, and principal selection committees can use the information to identify candidates best able to address the nine standards of leadership performance within the school environment. Results of this study add to the body of knowledge in the areas of emotional intelligence

and elementary principal leadership. Knowing that emotional intelligence has an effect on principals' leadership performance could have an important bearing on how principals are selected and trained.

Definitions of Terms

The following definitions of terms apply throughout this paper. Other relevant terms are defined throughout the text of this dissertation.

1. Emotional Intelligence - For the purpose of this study, Bradberry and Greaves' (2003) definition of emotional intelligence was used. They define emotional intelligence as "your ability to recognize and understand emotions, and your skill at using this awareness to manage yourself and relationships with others" (p.12).
2. Emotional Competence - "A learned capability based on emotional intelligence that results in outstanding performance at work" (Goleman, 1998. p. 24).
3. Elementary Principals_- Principals identified on the membership role of School Administrators of Montana (SAM) who had full or part-time responsibilities serving students pre-K – 8.

Limitations

Limitations of this study were as follow:

1. Self report responses are affected by the participants' biases.
2. Principals who perceived themselves with low levels of emotional intelligence may have been disinclined to participate in the study due to their concern over what the scores may reveal, while principals who perceived themselves with high

levels of emotional intelligence may have been inclined to participate in the study due to their confidence in obtaining a high score.

3. Principals who perceived themselves with limited leadership skills may have been disinclined to participate in the study due to their concern about what the scores may reveal, while principals who perceived themselves with ample leadership skills may have been more inclined to participate in the study due to their confidence in obtaining a high score.

Delimitations

Delimitations of this study were as follow:

1. This study included only elementary principals in the state of Montana.
2. The period of study lasted nine weeks during the fall of 2005.
3. This study included only full or part time elementary principals on the membership roles of School Administrators of Montana.

Research Structure

The subject of this study was the effects of emotional intelligence on elementary principals' leadership performance. Principals in the state of Montana were asked to complete (1) an emotional intelligence appraisals to determine their levels of emotional intelligence and (2) self-reporting assessment tools that determine a principal's leadership performance as they relate to the nine standards of leadership. Data analysis explored the effect of elementary principals' emotional intelligence on elementary principals' leadership performance on nine standards of leadership. Data analysis also investigated

the effects of gender, age, and years of experience on emotional intelligence and whether age, gender, and years of experience interacted with emotional intelligence.

Summary

NCLB has set demanding accountability standards for schools, which include new state testing requirements, with the goal of improving student achievement. Implicit in NCLB is the accompanying expectation that school administrators and teachers will make adjustments to instructional strategies that will increase student achievement (Lunenburg & Ornstein, 2004). The accountability requirements of the NCLB legislation places increased pressure on principals to improve student achievement, which necessitates their acquiring and developing new instructional leadership skills. Research indicates that effective principals have a positive effect on student achievement and that successful schools have a clear sense of direction and are supported by instructional leaders (Waters, Marzano, & McNulty, 2003; Hessel & Holloway, 2002; Lezotte, 1997; Andrews & Soder, 1987). DeFranco and Golden (2003) have developed a set of standards that identifies specific knowledge and skills that school leaders can use to improve their own performance.

Goleman (1995, & 1998) postulates that emotional intelligence plays a significant role in leadership. Leaders who have high levels of emotional intelligence have a greater effect on an organization than their counterparts who have lower levels of emotional intelligence. Inasmuch as the principal as instructional leader has a significant effect on student achievement (Waters, Marzano, McNulty, 2003), and if emotional intelligence had a significant effect on elementary principals' leadership performance, increasing

emotional intelligence may be of assistance to principals as they face the demands of NCLB and strive improve student achievement.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

This chapter reviews literature related to characteristics that influence elementary principal's performance. Specifically, this chapter includes research that examines the relationship between elementary principal's emotional intelligence and their leadership performance. The literature review includes the following topics: (1) context of emotional intelligence, (2) research and findings on emotional intelligence, (3) leadership theories, (4) educational leadership (5) research and findings on principal leadership, and (6) a summary.

Context of Emotional Intelligence

Emotional intelligence is a relatively new theoretical construct and can be defined in numerous ways. Emotional intelligence is not just being nice, putting on a good face, and giving free reign to feelings, nor is it about controlling, exploiting, or manipulating people (Cooper & Sawaf, 1997; Cherniss & Adler, 2000). Basically, emotional intelligence is the "ability to accurately identify and understand one's own emotional reactions and those of others" (Cherniss & Adler, 2000). More formally defined, emotional intelligence refers to the ability to identify and express emotions, understand emotions, assimilate emotions in thought, and regulate positive and negative emotions in oneself and others (Matthews, Zeidner, & Roberts, 2002).

Over the course of the history of psychology, research and theory on emotions has risen and ebbed (Goleman, 2003). Emotional intelligence can trace its roots to the beginning of the 20th century when Thorndike (1920) identified and called it social intelligence. He identified three intelligences, (1) mechanical, (2) social, and (3) abstract. Thorndike defined social intelligence as “the ability to understand and manage men and women, boys and girls—to act wisely in human relations” (p. 228). During the next half century the behaviorist and intelligent quotient testing movements were in the forefront with scant attention being given to the construct of emotional intelligence (Goleman and Cherniss 2003).

Emotional intelligence emerged again when Gardner (1983) introduced the concept of multiple intelligences. He divided personal intelligences into interpersonal and intrapersonal intelligence. Interpersonal intelligence is the ability to detect and react to emotions in others; intrapersonal intelligence is the ability to detect and react to one’s own feelings. Interpersonal and intrapersonal intelligences are connected to one another: the one cannot be developed without the other. Gardner asserted that interpersonal and intrapersonal intelligences were as important as the type of intelligence that was typically measured by IQ tests (Gardner, 1983; Cherniss, 2000). The roots of emotional intelligence can arguably be traced back to the start of the last century, but the majority of books and research addressing emotional intelligence has appeared within the last fifteen years (Shulze & Roberts, 2005).

Among numerous current theories of emotional intelligence, the three that have produced the most interest are those of Bar-On (2000), Mayer & Salovey (1997), and Goleman (1998). All three theories seek to develop an understanding of how individuals

recognize, understand, apply, and manage emotions in order to predict and improve individual effectiveness (Goleman, 2003). Bar-On (2000) in the 1980's developed a measure to assess emotional intelligence in the area of well-being, and he used the term emotional quotient. He defined emotional intelligence as an array of emotional, personal, and social abilities that influence how well an individual can effectively cope with daily demands and pressures.

The term emotional intelligence was first used in an academic article by John D. Mayer and Peter Salovey (1990). Mayer & Salovey's (1997) theory centered around the concept of emotional intelligence an actual intelligence defined as a group of mental abilities. They defined emotional intelligence as "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions so as to promote both better emotion and thought" (p. 22). When Mayer and Salovey first coined the term emotional intelligence, little attention was given to the construct. Emotional intelligence was brought to the forefront when Daniel Goleman's 1995 best selling book, *Emotional Intelligence: Why It Can Matter More than IQ* was published. It continues to be a topic of great interest among researchers and within the workplace.

Goleman's theory (1998, 2001) is grounded specifically in work performance. He contends that emotional intelligence plays a significant role in predicting success in the work place, especially among those in top leadership. Goleman 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" (1998, p. 317). His theory is based on social and emotional competencies,

and he defines emotional competence as “a learned capability based on emotional intelligence that results in outstanding performance at work” (p.24).

Emotional competencies represent the degree to which an individual is proficient in specific skills and abilities that are built on emotional intelligence and thus can provide an individual increased effectiveness in the workplace. Goleman’s (1998, 2001) competency framework consists of (1) self-awareness, (2) self-management, (3) social awareness, and (4) relationship management. Mastering the skills in the areas of self-awareness, self-management, social awareness, and relationship management can translate into success in the workplace. He asserts that a person’s ability to perceive, identify and manage emotions can reflect social and emotional competencies that are essential for success in the workplace (Goleman, 1998, 2001).

Current Understanding of Emotional Intelligence

Caruso (2004) contends that finding a definition of emotional intelligence will depend to a large extent on which theorist is defining it. Although there are several current definitions of emotional intelligence there is a sizeable overlap among them (Druskat, Sala, & Mount, 2006). Though different definitions and a variety of approaches to applying emotional intelligence in the workplace exist, research indicates that it does have a positive effect in the workplace (Cherniss & Goleman, 2001; Caruso & Salovey, 2004). Emotional intelligence can be a contributing factor to the financial success of an organization (Cherniss, 2003). Companies and organizations such as American Express, L’Oreal, and the U.S. Air Force have benefited financially from implementing emotional intelligence programs (Bradberry & Greaves, 2003). Effective leaders are able to apply

their emotional intelligence to make good decisions and effectively manage themselves and others (Caruso & Salovey, 2004). Studies have indicated that effective leaders consistently have possession of greater emotional intelligence competencies, such as self-awareness and self-management (Boyatzis & Oosten, 2003; Bradberry & Greaves, 2003; Cherniss, 2003).

Research on social and emotional learning, the psychology of behavioral change, and model programs with documented results show that adults can improve their emotional competence in the workplace (Cherniss & Adler, 2000). In a longitudinal study conducted at the Weatherhead School of Management at Case Western Reserve University (Boyatzis, Cowan, & Kolb, 1995), students participated in a required course on competence building. The students were allowed to assess their emotional intelligence competencies, select specific competencies for improvement, and develop and implement a plan for strengthening the targeted competencies. Students were assessed at the beginning of the program, upon graduation, and years later on the job. The results of this research showed that emotional competencies can be improved and sustained over time. A growing body of research suggests that emotional learning has the potential to help people of any age become more emotionally intelligent at work. The process takes commitment, a sustained effort, and the implementation of effective models that have been proven effective through research (Cherniss & Goleman, 2001).

Mayer & Salovey (1997) contend that most skills can be improved through education, and they feel that this holds true for some of the skills that are related to emotional intelligence. Sala (n.d.) conducted a study involving two sample groups who participated in Mastering Emotional Intelligence (MEI) workshops. The MEI program is

a year long program that helps participants to better identify and address emotional intelligence issues in the workplace and gives them support as they work on raising their emotional intelligence competencies. Sample one consisted of 20 Brazilian managers and consultants; sample two consisted of 19 individuals from a large U.S. government accounting organization. Each participant in the study was given a pre and post Emotional Intelligence Inventory, a multi-rater instrument that provides self, manager, direct report, and peer ratings on behavioral indicators of emotional intelligence. The behavioral indicators are based on emotional competencies identified by Goleman (1998). The assessments for sample one were eight months apart, and for sample two they were fourteen months apart. In general, overall scores on the post test were higher than on the pre-test. Sample one showed an eleven percent increase between the pre- and post-tests. Sample two showed a twenty-four percent increase between the pre- and post-tests. Increases in the post tests suggest that the workshop interventions were effective in improving emotional intelligence.

Historically, philosophers and scientists have put more trust and emphasis on analytical intelligence and often regarded emotions as inferior to intellect. Despite the fact that the construct of emotional intelligence has enjoyed recent popularization, empirical research on it is still in its infancy (Salovey, Bedell, Detweiller, Mayer, 2000). Three theories exist within the emotional intelligence paradigm. Bar-On (2000), Mayer & Salovey (1990), and Goleman (1998) have each postulated a theory regarding emotional intelligence. Along with the popularization of emotional intelligence has come exaggerated claims, profit driven programs, and unverified research results (Caruso, n.d.). Although the ratio of hyperbole to hard evidence has been high and there has been an

over reliance in the literature on expert opinion, research is making strides in helping to understand the usefulness of emotional intelligence in the workplace (Zeidner, Matthews, Roberts, 2004). Caruso contends that just as the construct of general intelligence has taken years to develop and define, the construct of emotional intelligence will also take time to explore, develop, and define (Caruso, n.d.).

Emotional Intelligence and Gender. Mayer, Caruso, & Salovey (1999) suggest that women might have a slight advantage over men in the area of emotional intelligence. Bar-On (2000), however, suggests that no significant differences exist between males and females regarding overall emotional and social competence; but he does indicate some gender differences for a few factorial components of the construct. Bar-On theorizes that females appear to be more aware of emotions, demonstrate more empathy, relate better interpersonally, and act more socially responsible than men. Men, on the other hand, appeared to be able to have better self-regard, cope better with stress, solve problems better, and be more independent, flexible, and optimistic than women. In general, when looking at the overall ratings of men and women, far more similarities exist than differences regarding their emotional intelligence. Thus, in terms of total emotional intelligence, no gender differences exist (1998).

Emotional Intelligence and Age. Unlike IQ, which increases up to one's teen years, emotional intelligence seems always to continue to develop. As people learn from experiences, their emotional intelligence grows. Studies that have tracked people's emotional intelligence over the years indicate that people's competencies increase as they grow older (Goleman, 1998). Bar-On (2000) found that older groups scored higher on the

Emotional Quotient Inventory scale score than younger groups. Individuals in their late forties and early fifties achieved the highest mean score. The study suggests that emotional and social intelligence increases with age.

Emotional Intelligence in the Workplace. Research indicates that emotional intelligence is a significant predictor of the success of leaders in a variety of organizations. In a study of over 2,000 supervisors, middle managers, and executives, all but two of the sixteen abilities that distinguished star performers from average performers were emotional competencies (Goleman, 1998). Goleman, Boyatzis, & McKee (2002) analyzed data from close to 500 competency models (including the likes of IBM, Lucent, PepsiCo, British Airways, and Credit Suisse First Boston), as well as a wide range of global companies, healthcare organizations, academic institutions, and government agencies. They found that when star performers were matched against average performers in senior leadership positions, emotional intelligence competencies accounted for 85 percent of the differences in their profiles. In Latin America, Fernandes-Aaroz (2001) conducted a study of about 200 executives that he classified either as successes or failures. He studied the executives' previous job experiences, levels of emotional intelligence, and IQ's using subjective assessment based on structured interviews and intensive reference checking. For successful executives emotional intelligence was the most frequent relevant characteristic, with relevant experience a close second and IQ coming in a significantly distant third. For the executives who were classified as failures, the most frequent relevant characteristic was previous relevant experience, followed closely by IQ. The failures almost inevitably had a weakness in overall

emotional intelligence. A similar analysis of about 315 managers in Japan and Germany was conducted by Daniel Goleman with similar results (Cherniss & Goleman, 2001). The biggest difference between the successful executives and the executives that failed was emotional intelligence. In a study of 1,171 Air Force recruiters, high performers had significantly higher emotional intelligence scores than the low performers. The study also determined that geographic area, gender, ethnicity, education, age, and hours worked were not related to the job success of the recruiters (Bar-On, Handley, Fund 2006).

The feelings of a manager may be an indicator and predictor of the performance of an organization (Staw & Barsade, 1993, Staw, Sutton, & Pelled, 1994). Top management teams that share common emotional outlooks have higher market-adjusted earnings per share than management teams that have a diverse emotional outlook (Caruso & Salovey, 2004). Star performance and the fiscal bottom line are influenced by emotional intelligence. Cherniss (2003) provides data from a variety of organizations that indicate that star performers are higher in emotional intelligence than average performers. He asserts the primary cause of an executive's failure involves deficits in emotional competence. He also found that organizations benefit economically when they are aware of emotional intelligence and promote it within their workers. L'Oreal moved to selecting sales leaders for emotional competencies instead of their traditional selection procedure based on traditional leadership and sale competencies. They found that salespeople selected on the basis of emotional competencies significantly outsold the salespeople selected by old procedures. Additionally, the new salespeople had 63% fewer turnovers than those salespeople not selected for emotional intelligence (Bradberry & Greaves, 2003). Salovey (2006) contends that research suggests "that the idea of an emotional

intelligence has been useful to the field of organizational behavior and that outcomes relevant to business success is predicted by skills and competencies not traditionally thought to be job related, in the technical sense, or measured by conventional tests of intelligence” (p. 267).

The culture of change in the workplace is often rife with anxiety, stress, and uncertainty, and emotions can often overflow (Fullman, 2001). Fullman contends that effective leaders are able to combine intellectual and emotional intelligence to address the culture of change within the workplace. He also postulates that in the culture of change relationships are critical, and thus emotional intelligence in leaders must be high.

Leadership Theories

Leadership is one of the most researched and debated issues in the organizational sciences. There is a wide variety of approaches to leadership, and researchers have analyzed what leaders do, what they are like, how they motivate, how they react in a variety of situations, and how they bring about change in their organizations (George, 2000).

Horner, for example, has identified five trends in leadership theory, (1) trait theory, (2) behavior theory, (3) situational theory, (4) focus on organizational culture, (4) transformational theory, and (5) leadership as a process (Horner, 1997). Trait leadership theory dealt with attributes of great leaders and tried to identify specific traits of leaders, assess people for those leadership traits, and then place them in positions of leadership (Horner, 1997). Traits were thought to be inherent; thus, training for leadership would be helpful for only those with inherent leadership traits (Hershey & Blanchard, 1988).

Research on the trait approach to leadership has revealed no clear answers regarding which traits are consistently associated with great leadership (Hershey & Blanchard, 1988; Horner, 1997). One of the flaws of this approach was that it ignored both situational and environmental factors that can play a role in a leader's effectiveness (Horner, 1997). Hershey and Blanchard (1988) point out that certain traits can hinder or facilitate leadership, but no set of specific traits has been identified that can clearly predict success or failure. Failure to find consistent patterns of traits that characterize leaders can partly be attributed to the combining of leadership studies from a variety of situations, with each situation demanding a different leadership style. Recent research examining leaders in similar situations is more likely to find traits that can differentiate between more effective and less effective leaders (Lunenburg & Ornstein, 2004).

Behavior leadership theory focused on the behavior of the leader in an attempt to determine what successful leaders do. Leaders were studied in the context of the organization to determine what behaviors they exhibited that would increase the effectiveness of their company. This work brought about the notion that leadership was not necessarily an inherent trait, but that effective leadership methods can be taught (Horner, 1997). The focus in behavior leadership shifted from finding what effective leaders are to finding what effective leaders do (Lunenburg & Ornstein, 2004). Leaders can develop effective leadership behaviors through practice (Hershey & Blanchard, 1988). Trying to determine a set of effective leader traits and a set of effective leaders' behaviors in all situations has not been successful (Lunenburg & Ornstein, 2004).

Situational leadership theories deal with the interaction between a leader's traits, behaviors, and situation. This viewpoint allows for the possibility that leadership could

differ depending on the situation (Horner, 1997). The common thread in all situational approaches was that they require the leader to be flexible, diagnose the leadership style appropriate for the situation, and effectively apply that appropriate leadership style (Hershey & Blanchard, 1988).

As research in leadership has developed, a broader look has emerged, a look that focuses on the organizational culture. According to this view, in order for leaders to be effective they need to be aware of the culture of their organization, such as the culture of change and culture management. Leaders must be able to adapt to change as it shifts and develops. Culture management deals with the leader's ability to know the organizational culture and how to modify it to meet the goals of the organization. Changing and adapting to the culture of an organization requires that a leader rely heavily on motivation. This suggests that leading is less about specific behaviors and more about creating an environment in which people are motivated to move in the direction the leader is headed (Horner, 1997).

Transformational leadership theory looks for ways to secure followers by addressing their higher-order needs and engaging them more fully in the process of their work. Transformational leaders are able to bring about and deal with change. They are able to create something new out of the old. Through this process they are able to help themselves, their followers, and the organization be more effective. Transformational leaders are able to build secure relationships with others while they are supporting and encouraging individual development (Horner, 1997). The number of transformational leaders is minimal, but the effect they have on their organization is significant (Lunenburg & Ornstein, 2004).

Leadership as a process views leadership more as coordinating efforts and moving a group forward. The leader is not seen as an individual in charge of followers but as a member of a group. Leadership is looked at as a process with emphasis being placed on a group or team (Hoerner, 1997). Lunenburg & Ornsteing (2004) ascertain that the most important conclusion drawn from leadership theory is that a leader's traits or skills, behaviors, and a variety of situational factors coming together may in the end determine the leader's effectiveness (Lunenburg & Ornstein, 2004).

The decrease of organization's loyalty to people, a power shift from powerful boss to empowered people, an interconnected global village, knowledge emerging as a new currency, a new social contract on the table and a renewed search for meaning in life has brought about a need more than ever for leaders to seize opportunities and lead people to greatness. Leadership is a relationship that is founded on trust and confidence. Trust and confidence will enable people to take risks, for without risks, change does not occur, and without change, organizations and movements die (Kouses & Posner, 1995). Though a need exists for individuals to take the lead, Heifetz and Linsky (2002) contend that a variety of risks are involved in leading. Leaders encounter those risks as they lead people through difficult change because it challenges what people hold dear, such as daily habits, tools, loyalties, and ways of thinking. Kouses and Posner (1997) suggest five fundamental practices of exemplary leadership that can assist leaders in navigating the risks and challenges of leadership. They are (1) challenge the process, (2) inspire a shared vision, (3) enable others to act, (4) model the way, and (5) encourage the heart. Leaders are involved in challenging the process by recognizing good ideas, giving support to the ideas, and challenging the system to ensure that the new ideas are adopted. Leaders have

visions of what can be, they have absolute belief in their visions, and they are able to communicate their visions effectively to others. Leadership is a team effort, and a leader enables others to act by ensuring that teamwork, trust, and empowerment are elements in all of their efforts. “Titles are granted, but it’s your behavior that wins you respect” (Kouzes & Posner, 1997, p.12). A leader models the way by personal example and devoted execution. Encouraging the heart is not all about fun and games; it is serious business. A leader ensures that the hearts of constituents are encouraged to carry on. Covey (1990) proposes that great leaders base their individual and professional lives on principles. He states, “Principles are self-evident, self-validating natural laws. They don’t change or shift. They provide true north direction to our lives when navigating the streams of our environments” (p.19). Blaine Lee (1997) discusses the premise that if a person is to have true and lasting influence on people, that person needs to live a life based on principles.

True and lasting power doesn’t stem from maneuvers or tactics, negotiation or intimidation. It is at once more subtle and more complex than that. The key to power is something we all know and recognize. It is Honor. That’s right! Honor is power! When others honor you, you have sustained, long-term influence with them. This is the Power Principle.
(p. 1)

The ten principles of power are persuasion, patience, gentleness, teachability, acceptance, kindness, knowledge, discipline, consistency, and integrity (Lee, 1997). Principle-centered leaders constantly learn, serve others, are positive in nature, have faith in other people, keep balance in their lives, are synergistic, and ensure that they renew themselves. Covey (1990) notes that “correct principles are like compasses: they are always pointing the way. And if we know how to read them we won’t get lost, confused,

or fooled by conflicting voices and values” (p. 19). Centering leadership on principles can provide leaders with security as they encounter the risks of leadership.

In over ten years of research, through hearing and reading over 2,500 stories about ordinary people who led others to get extraordinary things done, Kouses and Posner (1995) concluded that leadership is an observable, learnable set of practices. They contend that leadership is not a place but is a process. It entails skills and abilities that can be learned. Kouses and Posner (1995) state, “the belief that leadership can’t be learned is a far more powerful deterrent to development than is the nature of the leadership process itself” (p.16). Collins (2001) postulates that transforming a good company into a great company requires a Level 5 Leader, one with the ability to blend extreme personal humility with intense professional will. Collins hypothesizes that two categories of people exist, those who could never overcome their egoistic needs to the building of something larger and more lasting than themselves and those who can. He contends that many people have the potential to evolve into Level 5 leaders.

Leadership is not always about being smarter or tougher. It is more about the qualities of motivation, empathy, integrity, and intuitive abilities, which are part of the domain of emotional intelligence (Lunenburg & Ornstein, 2004). Goleman, Boyatzis, and McKee (2002) contend that what sets the best leaders apart from the rest is understanding the powerful role of emotions in the workplace. Goleman’s primal leadership theory postulates that the fundamental task of leaders is to “prime good feeling in those they lead” (p. ix). He contends that a leader needs to “create a reservoir of positivity that frees the best in people” (p. ix). Leaders in business can no longer ignore emotions or consider them irrelevant. Primal leaders must be intelligent about emotions and bring emotions to

bear in the workplace. Understanding the importance of emotions in the work setting is what sets the best leaders apart from the rest. Developing stronger emotional intelligence is a great challenge that is faced by leaders in all levels of an organization (Covey, 2004).

Educational Leadership

Principals were first appointed to schools in the mid-1800's and were mainly responsible for attendance, school cleanliness, and repairs. The primary focus of was on management. In the late 1870's and 1880's the principal was given charge of teaching teachers. Along with the traditional tasks of management they were responsible for instructing and helping ill-prepared teachers in effective teaching strategies. The period of 1885 - 1905 ushered in a more authoritarian and supervisory principal who was influenced by the centralization of education. Focus was placed on the demands and needs of the organization. A more business and industrial management view of schools was utilized in 1905 - 1920. The principal used elaborate rating scales in measuring teacher efficiency. The emphasis was on efficiency and economy. 1920 -1930 principals were involved in improving instruction and with democratic and professional issues, but management still was their major focus. Human relations were the push in 1938 -1950, and the principal adopted democratic methods involving cooperation and consideration of the teacher. 1950 - 1980 was the era wherein the principal was challenged by demands for social justice and equity for all. The public wanted improved learning in math and science and the inclusion of handicapped students in the classroom. These changes demanded more professionalism from school leaders. In the 1980's the reform of the principalship began. The principal was a financial manager, negotiator, human resource

manager, legal expert, and a human relations expert. Throughout the history of school leadership the main focus of the principalship was on management. The principal was responsible for building maintenance, student control, and staff behavior. Though these responsibilities are important, they are not the main focus of the mission of education, which is student learning. A new leadership is needed to help meet the demands of NCLB and a changing society. A student-centered leadership with clear standards for school leaders emerged in the 1990's with the standards movement and student-centered reform (Hessel & Holloway, 2002).

Leadership Performance of School Principals

Research confirms that effective leadership by school principals' increases student achievement and that successful schools have a clear sense of direction and are supported by principals who are effective instructional leaders (Hessel & Holloway, 2002; DeFranco & Golden, 2003; Marzano, 2003; Waters, Marzano, & McNulty, 2003). The Interstate School Leaders Licensure Consortium (ISLLC) Standards provide a framework that can guide a principal in creating a school environment in which all students can be successful (Hessel & Holloway, 2002). ISLLC was formed in 1994 and is made up of many of the major stake holders in educational leadership, which include 30 states and numerous professional associations. ISLLC set out to create a framework that would redefine school leadership and provide strategies for improving educational leadership. ISLLC examined three areas when developing the standards. First, they relied heavily on research that linked productive schools with educational leadership. Second, they noted trends in society that would have an effect on educational leadership in the

future. Finally, they went to schools in order to see what they could forecast about the leadership skills school administrators need. The central theme throughout the development of the standards was success of students (Hessel & Holloway, 2002). The following six standards were developed by ISLLC: (1) A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (2) A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. (3) A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. (4) A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. (5) A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. (6) A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context (Council of Chief State School Officers, 1996). Realizing the significant relationship between school leadership and student achievement DeFranco and Golden (2003) researched the characteristics of effective school administrators. A review of both academic literature and reports from educational organizations identified skills that were essential to the

success of school leaders. The skills identified as being significant to school leadership included having a vision, using data, and having a focus on student learning.

Distinguished administrators were then interviewed to identify what they specifically did to improve student learning in their schools. From the literature review and the qualitative research a specific set of nine standards were developed that articulated the knowledge and skills demanded from today's school leaders. Each standard has four underlying elements that provide detail about what each standard involves. Using the standards as a reference, a scoring guide for assessing school leaders was developed and an improvement tool was created to assess, evaluate, and help in the development of school administrators. The nine standards and their underlying elements are as follow:

(1) Leadership Attributes: (a) communicates and builds relationships, (b) demonstrates a passion for student learning, (c) models and encourages creativity, and (d) possesses a professional code of ethics;

(2) Visionary Leadership: (a) fosters a share vision and purpose, (b) thinks and acts strategically, (c) holds high expectations for staff and students, and (d) carries the vision;

(3) Community Leadership: (a) develops relationships with parents and the community, (b) fosters school pride, (c) integrates the school with the community, and (d) solicits and utilizes community resources;

(4) Instructional Leadership: (a) facilitates curriculum planning, implementation, and evaluation, (b) conducts goal setting and evaluation with teachers, (c) keeps staff focused on closing the achievement gap, and (d) focuses on teaching strategies and learning theories;

(5) Data-Driven Improvement: (a) implements guidelines for assessment and accountability, (b) collaborates with teachers to collect and use data, (c) understands internally gathered and externally provided data, and (d) uses data to determine needs, then monitor and improve;

(6) Organization to Improve Student Learning: (a) maximizes student learning time, (b) builds a personalized learning environment, (c) fosters articulation between schools/grade levels, and (d) uses technology to increase student learning;

(7) Organization to Improve Staff Efficacy: (a) disseminates knowledge of educational research and best practices, (b) provides sustained professional development opportunities, (c) develops and uses staff teams, (d) facilitates problem solving;

(8) Cultural Competence: (a) focuses on the value of diversity, (b) maximizes cultural assessment, (c) institutionalizes cultural knowledge, and (d) promotes understanding of diversity between and within cultures;

(9) Education Management: (a) identifies, prioritizes, and solves problems that arise in the school, (b) manages the school facility, (c) maximizes human resources, and (d) applies principles of financial management and creative resource utilization. The intent of developing the nine standards was to provide a tool that could help strengthen school leaders' leadership skills with the hope of improving student learning (DeFranco and Golden 2003). Waters, Marzano, and McNulty (2003) have identified 21 responsibilities that can have a direct effect on student achievement. They imply that school principals can learn and improve in these responsibilities.

With its demands for increased student achievement, NCLB is causing changes in conditions in schools. School leadership should be regarded as the single most important

force in managing effective school reform to meet the NCLB demands (Leithwood, Louis, Anderson, & Wahlstrom, 2004). Leadership has an influence on and is a necessary aspect of effective reform at the school level, at the teacher level, and at the student level (Marzano, 2003). The school principal is an integral part of a school, and in part the success or failure of that school depends on the effectiveness of the principal (McCown, Arnold, Miles & Hargadine, 2000).

Research and Findings on Principals' Leadership

The Coleman Report of 1966 concluded that family background, socio-economic status, and related variables were the primary predictors of student achievement and that schools had little control over or effect on these factors. This report spurred research to prove that schools do indeed make a difference and can have an effect on student achievement regardless of family background, socio-economic status, and other related variables.

The Effective Schools Movement came into existence and carried out research that supported the idea that all children can learn regardless of family background and that schools can control the factors necessary for students to learn (Lezotte & McKee, 2002). Clear and focused mission and instructional leadership are two key correlates that the Effective Schools Movement identified as having a positive effect on student achievement.

Research (Andrews and Soder, 1987; Marzano, 2003; Sebring & Bryk, 2000; Waters, Marzano, McNulty, 2003) shows a link between effective educational leadership and productive schools (Hessel, Holloway, 2002). The principal as an instructional leader

also manages the instructional program, keeping student learning at the forefront (Lezotte, Bell, Hulburt, & Bell, 1998).

Andrews and Soder (1987) conducted a two year study of the relationship between principal leadership and student academic achievement. The study was a collaboration between the University of Washington College of Education and the Seattle School District. A questionnaire was administered to all district instructional staff to measure 18 strategic interactions between principals and teachers in relationship to the principal as (1) resource provider, (2) instructional resource, (3) communicator, and (4) visible presence.

Students' normal curve equivalent scores on the California Achievement Test were used as a measure of improved academic performance. The study found that students' normal equivalent gains in schools with strong leaders were significantly greater in both total reading and total mathematics than gains achieved by students in schools rated as having average or weak leaders.

Sebring & Bryk (2000) report that in Chicago, during the 1990's, a gradual but consistent improvement in student test scores was achieved. Eight years of research on the Chicago school reform clearly demonstrated that the quality of a principal's leadership was a critical factor in ascertaining whether a school was going to move forward in providing opportunities for students to learn. Sebring & Bryk identified three areas in which principals of productive schools stand out, (1) leadership style, (2) strategies for reform, and (3) issues on which the principals focused. Sebring & Bryk also found that the conventional improvement strategies were only the skeleton of reform. They indicate that for real improvement to take place the schools needed to have a

climate of trust among teachers, parents, principal and students. In order to build that trust principals need to (1) be accessible and be able to “really listen”, (2) demonstrate integrity by articulating certain values and being able to conform to those values on a daily basis, (3) provide basic resources for teachers, and (4) take a personal interest in the well-being of other people.

The concept of the principal as an instructional leader certainly is new (NAESP, 2001). Many experienced and capable scholars and practitioners have proffered theories, anecdotes, and personal perspectives regarding instructional leadership (Waters, Marzano, McNulty, 2003). In 1998 Mid-continent Research for Education and Learning (McREL) began to synthesize more than three decades’ of research on the effects of instruction and schooling on student achievement through a meta-analysis of the research on characteristics of students, practices of teachers, and school practices associated with school effectiveness. After analyzing the studies, McREL researchers identified 21 leadership responsibilities that were significantly associated with student achievement. Based on these comprehensive analyses of research on school leadership and student achievement, they developed a framework for principal leadership. The 21 leadership responsibilities and the leadership practice associated with each responsibility are as follow: (1) culture: fosters shared beliefs and a sense of community and cooperation, (2) order: establishes a set of standard operating procedures and routines, (3) discipline: protects teachers from issues and influences that would detract from their teaching time or focus, (4) resources: provide teachers with materials and professional development necessary for the successful execution of their jobs, (5) curriculum, instruction, assessment: is directly involved in the design and implementation of curriculum,

instruction, and assessment practices, (6) focus: establishes clear goals, and keeps those goals in the forefront of the school's attention, (7) knowledge of curriculum, instruction assessment: fosters shared beliefs and a sense of community and cooperation, (8) visibility: has quality contact and interaction with teachers and students, (9) contingent rewards: recognizes and rewards individual accomplishments, (10) communication: establishes strong lines of communication with teachers and among students, (11) outreach: is an advocate and spokesperson for the school to all stakeholders, (12) input: involves teachers in the design and implementation of important decisions and policies, (13) affirmation: recognizes and celebrates school accomplishments and acknowledges failures, (14) relationship: demonstrates an awareness of the personal aspects of teachers and staff, (15) change agent: is willing to and actively challenges the status quo, (16) optimizer: inspires and leads new and challenging innovations, (17) ideals/beliefs: communicates and operates from strong ideals and beliefs about schooling, (18) monitors/evaluates: monitors the effectiveness of school practices and their impact on student learning, (19) flexibility: adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent, (20) situational awareness: is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems, and (21) intellectual stimulation: ensures that faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture. The framework created by the 21 leadership responsibilities provides principals with "concrete responsibilities, practices, knowledge, strategies, tools, and resources that principals and others need to be effective leaders" (Waters, Marzano, McNulty, 2003, p.2).

Stone, Parker, and Wood (2005) conducted research to explore the relationship between emotional intelligence and school leadership. They wanted to identify specific emotional and social competencies required of principals and vice-principals that would help them be successful in meeting the demands and responsibilities of their jobs. The sample of their study consisted of 464 principals and vice principals from nine school boards in Ontario, Canada. The leaders who were in the above average leadership group scored higher in the four broad emotional intelligence dimensions of intrapersonal and interpersonal relationships, adaptability, and stress management, and in overall emotional intelligence than did the leaders in the below average leadership group. The two groups did not differ in the area of general mood. Overall, total emotional intelligence was a significant predictor of the success of school administrators.

Need for Current Study

Although considerable research has been conducted on the significance emotional intelligence has on leadership performance, a search of the extant literature indicates that little research has been conducted in the area of emotional intelligence and elementary principal performance. Studies indicate that school principals do have an effect on student achievement (Adrews & Soder, 1998, Waters, Marzano, & McNulty, 2003). The relationship of emotional intelligence to principal leadership performance is pertinent for discussion because, if a correlation exists between them, it can have implications for how schools hire, train, and retain principals and how principals affect student achievement.

Summary

This chapter has presented theory and research that underlay the reason for this study, and it has indicated the lack of research in the area to be studied. To date, however little research has examined the effects of emotional intelligence on elementary principals' leadership performance.

Goleman (1995 & 1998) provides data that supports the significance of the central role emotional intelligence plays in leadership. Leaders who have high levels of emotional intelligence outperform their counterparts who have lower levels of emotional intelligence.

Waters, Marzano, & McNulty's (2003) meta-analyses have identified 21 leadership responsibilities that have significant association with student achievement. Principals who improve on these 21 leadership responsibilities can have a significant effect on student achievement in their schools.

Leadership embodies skills and abilities that are observable and learnable (Kouzes & Posner, 1995), and documented results show that adults can improve their emotional competence in the workplace (Cherniss & Adler, 2000).

Principals, as leaders of schools and improvers of student achievement, who have high levels of emotional intelligence may have an advantage over those principals who are low in emotional intelligence. Much research has been conducted in regard to the effect emotional intelligence has on leadership performance and on school principals' influence on school improvement and student achievement. A need exists for a study of the effects of emotional intelligence on elementary principals' leadership performance.

CHAPTER 3

METHODOLOGY

This chapter describes the methods used in the comparative study of the effects of emotional intelligence on elementary principals' leadership performance. The description include the following topics: (1) problem and purpose of the study, (2) population and sample, (3) research design, (4) data analysis, and (5) summary.

Problem and Purpose of Study

Research has shown that in the business world a positive relationship exists between effective leaders and emotional intelligence and also that emotional intelligence may have an effect on the economic bottom line of organizations. Leaders with high levels of emotional intelligence outperform their counterparts with low emotional intelligence, and those leaders who improve their emotional intelligence outperform cohorts who do not (Bradberry, & Greaves, 2003; Goleman, Boyatzis, & McKee, 2002; Cherniss, & Goleman, 2001; and Goleman, 1998). Business organizations are cognizant of the importance of emotional intelligence and are engaged in developing it among their leaders and within the workplace (Singh, 2003). Little research exists to date, however, on the effects of emotional intelligence on elementary principals' leadership performance. Emotional intelligence may be of value to school leaders as they address the increased demands of school reform and increasing student achievement. The problem addressed in this study was that the effect of emotional intelligence on

elementary principals' leadership performance was not known. The purpose of the study, therefore, was to describe elementary principal's emotional intelligence and to determine the effects of emotional intelligence on their leadership performance.

The five areas of principals' emotional intelligence to be examined were (1) self-awareness, (2) self-management, (3) social awareness, and (4) relationship management, and (5) overall emotional intelligence. These were measured by the *Emotional Intelligence Appraisal: There Is More Than IQ* (Bradberry, & Greaves, 2003). The nine areas of school principals' leadership performance examined were (1) leadership attributes, (2) visionary leadership, (3) community leadership, (4) instructional leadership, (5) data-driven improvement, (6) organization to improve student learning, (7) organization to improve staff efficacy, (8) cultural competence, and (9) educational management. These were measured by the *Educational Leadership Improvement Tool* (DeFranco & Golden, 2003).

To identify the effects of emotional intelligence on elementary principals' leadership performance, answers to the following research questions were posed for the study:

1. How do elementary principals' rate their levels of emotional intelligence in the categories of (1) self-awareness, (2) self-management, (3) social awareness, (4) managing emotions, and (5) overall emotional intelligence?
2. How do elementary principals' rate their effectiveness in the nine standards of leadership (1) leadership attributes, (2) visionary leadership, (3) community leadership, (4) instructional leadership, (5) data-driven improvement, (6) organization to improve student learning, (7)

organization to improve staff efficacy, (8) cultural competence, and (9) educational management?

3. What were the effects of emotional intelligence on elementary principal's leadership performance?
4. Does gender influence elementary principals' emotional intelligence?
5. Does age influence elementary principals' emotional intelligence?
6. Does years of experience influence elementary principals' emotional intelligence?
7. What is the interaction of age, gender, and years of experience on emotional intelligence and leadership performance?

Participants

The populations for this study were principals identified on the membership role of School Administrators of Montana (SAM) who had full or part-time responsibilities serving students pre-K – 8. A current roster of enrolled members was obtained from SAM. SAM expressed a willingness to share that roster and assisted in encouraging their members to participate in this research.

Each elementary principal was sent an invitation to participate in the study. The population size of full-time or part-time elementary principals identified on the membership role of SAM was 214. Based on this population size, at least 138 principals needed to participate in order to attain a confidence level of 95% (Pearson NCS, 2004). A return rate of 64% was required to ensure that 138 principals participate in the study.

Instruments

The *Educational Leadership Improvement Tool* (DeFranco & Golden, 2003) was developed through the efforts of DeFranco and Golden as they researched the factors that lead to the success of school administrators. They reviewed academic literature as well as reports from organizations specializing in educational leadership, and they interviewed administrators in the field in order to gain a more pragmatic view of school leadership. From the research and based on the ISLLC standards, they identified nine standards for school leadership, each with four underlying elements that gave more detail on what each standard entailed. Though the standards are separated for organizational convenience, they are intended to be considered a holistic formula for school leadership. The *Educational Leadership Improvement Tool* is an instrument that assesses a principal's leadership performance in nine areas. The intent of developing the nine standards was to provide a tool that could help strengthen school leaders' leadership skills with the hope of improving student learning. The nine leadership areas are as follow:

(1) Leadership Attributes: The school leaders encourages and models communication, is receptive to feedback, and is actively involved in building relationships with staff, students, parents, and community leaders. Student learning is at the core of activities and decisions. The school leader visits classrooms regularly and is willing to encourage and implement creative solutions to problems. The school leader communicates and models core values.

(2) Visionary Leadership: The school leader fosters a shared vision, considers the vision when making key decisions, and has high expectations for all staff and students.

(3) Community Leadership: The school leader actively seeks out and communicates with parents and community members, demonstrates pride in the school, integrates the school with the community, and employs a network in the community to solicit resources.

(4) Instructional Leadership: The school leader facilitates linkages among curriculum, instruction, and assessment and understands the key elements of curriculum and instructional practice. The school leader works with teachers to create goals, utilizes effective evaluation methods to provide assistance to teachers, and conducts meaningful classroom observations. The school leader keeps staff focused on closing the achievement gap and is knowledgeable about theories and teaching strategies for learning.

(5) Data-Driven Improvement: The school leader uses data to drive improvement, integrates teachers into the creation or gathering of data, understands internally gathered and externally proved data, and regularly uses data to identify what needs to be done within the school.

(6) Organization to Improve Student Learning: The school leaders maximizes student learning time, creates a student-centered environment, creates systems within the school to assist transitions between grades, seeks resources for increased technology, and uses technology as an instructional tool to increase student learning.

(7) Organization to Improve Staff Efficacy: The school leader is knowledgeable about theories, techniques, and practices for learning and shares that information with staff. The school leader provides sustained professional development opportunities for

staff, delegates to staff teams to create proposals or suggest decisions, and requests staff input on how to address issues.

(8) Cultural Competence: The school leader focuses on the values of diversity, provides frequent education and training in diversity, creates opportunities for cultural experiences for staff, and promotes understanding of diversity between and within cultures.

(9) Educational Management: The school leader adopts innovative organizational and management strategies to manage the school and effectively utilizes space, supplies, and equipment. The school leader selects, assigns, and organizes staff to best achieve the school's vision and effectively works with the staff to manage resources. (DeFranco and Golden 2003). The aforementioned leadership standards were the basis for evaluating elementary principals' leadership performance.

Once the standards were identified, a content review panel of school administrators and university faculty developed and refined a scoring guide that isolates and measures the specifics of each standard. The scoring guide is a gauge that measures a school leader's level of mastery of each of the nine areas and their underlying elements. Through this triangulation of literature review, qualitative research involving interviews with school administrators, and input from a content review panel made up of school principals and district and university school administrators, an improvement tool was developed that was representative of a widely agreed upon equation for successful school leadership (DeFranco & Golden, 2003). Through the triangulation process a valid tool was developed that was used to measure and help improve educational leadership performance. A principal received a score on each element of leadership performance.

The scoring is based on a 6 point Likert scale rating the level that an administrator demonstrates for each performance area. The three performance areas are Developing, Meets, and Exceeds. A score of 1 or 2 indicate the administrator is developing in that element, a score of 3 or 4 show the administrator is meeting that element, and a score of 5 or 6 show the administrator is exceeding in that element. If the administrator does not receive a score of 1 through 6, then the Not Met option was used. The scores for the four elements were added, and that sum was divided by 4 to arrive at an overall rating for that leadership performance area. The self-assessment may be done over a period of one day to one school week. Participants was asked as they go about their daily activities to be cognizant of conversations, behaviors, actions, and similar activities related to the nine performance areas. The participant was then be asked to find a quiet place and take 20 to 25 minutes to reflect on personal practices and to rate all sections of the leadership performance assessment.

The *Emotional Intelligence Appraisal: There Is More Than IQ* (Bradberry, & Greaves, 2001-2003) consists of 28 questions addressing (1) self-awareness, (2) self-management, (3) social awareness, and (4) relationship management. Each principal was scored in the four areas and in overall emotional intelligence. Scores on the *Emotional Intelligence Appraisal* can range from 0 to 100. The scores are scaled as follows: 59 or below is significantly below average, 60 to 69 is below average, 70 to 79 is average, 80 to 89 is above average, 90 to 100 is significantly above average. The appraisal is two pages long and takes less than 15 minutes to complete.

The *Emotional Intelligence Appraisal* was released to the public after a two-year design and validation process. The survey was tested for validity worldwide in numerous

organizations of varying sizes and industries, and it is researched on a continuing basis. The normative sample was tens of thousands of responses from individual contributors and knowledge workers from low level through senior level executives in cross-sections of industries. The scores in the database are normally distributed, yielding a diverse representation of the sample population. The statistical validity indicates that the reliabilities for the four components of Goleman's Emotional Quotient model, measured through the *Emotional Intelligence Appraisal*, yield coefficient alpha's ranging from .79 to .90. The skills measured by the emotional appraisal are indicators of on-the-job performance. Bradberry & Greaves (2004) report that 12,483 individuals representing numerous industries, job classes, and job levels took the *Emotional Intelligence Appraisal - Me Edition*. Their scores were then compared to participants' last job evaluations. The self-ratings explained nearly 20% of the variance in performance across positions, with $R = .42$, $R^2 = .176$, and $P = .000$. Analysis of the construct validity of the *Emotional Intelligence Appraisal* indicates that in the model presented the best fit for the assessment is in the overall emotional intelligence score with some division along the lines of Personal and Social Competence. The main component analysis indicates a two-factor solution, with division between Personal and Social Competence, with the two factors accounting for 54.5% of the variance in the correlation matrix (Bradberry & Greaves, 2001-2003, 2004). Supervisors, managers, directors, executives/vice-presidents, senior executives, and chief executive officers were included in determining the reliability and validity of the *Emotional Intelligence Appraisal - Me Edition*. Lunenburg and Ornstein (2004) would contend that the traits and skills associated with successful leaders in the business world are also essential for school leaders. Skills and traits, such

as cooperation, dependability, responsibility, creativity, diplomacy, fluency in speaking, and social skills, are associated with successful leaders in the business world. The practices in educational administration coincide with the practices and theories of the business world (Lunenburg and Ornstein, 2004). At present, an emotional intelligence appraisal specifically designed for elementary principals does not exist. The *Emotional Intelligence Appraisal - Me Edition* was selected because it was a self-report tool; the time it takes to complete the appraisal was appropriate; and, in consultation with the developers of the appraisal, it was determined that the appraisal would be an effective tool for determining the emotional intelligence of elementary principals.

The four components of the *Emotional Intelligence Appraisal - Me Edition* are (1) self-awareness, (2) self-management, (3) social awareness, and (4) relationship management. Principals also completed a demographic survey asking them their gender, age, and years of experience.

Procedure

Each principal was sent the *Emotional Intelligence Appraisal, Educational Leadership Improvement Tool*, and a demographic survey. They were asked to fill out the self-appraisals along with the demographic survey and return them in a stamped self-addressed envelope. Since confidentiality is important in a study (Gliner & Morgan, 2000), all identifying information was encoded to provide confidentiality for participants. The encoding, the *Emotional Intelligence Appraisal*, the *Educational Leadership Tool*, and scores were kept locked in a file cabinet until the study was completed. Once the study was completed the scores and the individual *Emotional Intelligence Appraisal - Me*

Edition booklets and the *Educational Leadership Improvement Tool* self-assessments were returned to those principals who requested them. Those scores and self-appraisals not requested were destroyed.

Data Analysis

Descriptive data was used to describe the participants' emotional intelligence and leadership skills. A multivariate analysis of variance (MANOVA) was conducted to determine the effects of emotional intelligence on elementary principals' leadership performance and a factorial analysis of variance (ANOVA) was used to determine the influence of gender, age, and years of experience on emotional intelligence and leadership performance. Gliner and Morgan (2000) give three conditions for using a MANOVA: (1) One or few categorical independent variables, (2) two or more approximately normally distributed dependent variables, and (3) correlated dependent variables. For this study the categorical independent variable is emotional intelligence, and leadership performance is the approximately normally distributed dependent variables, with the dependent variables being correlated.

Time Frame

The time frame for this study was nine weeks. In September of 2005, information was e-mailed to the SAM director (Appendix A), who consented to advertising and encouraging elementary principals to participate in this research project. A cover letter (Appendix B) was mailed to elementary principals in Montana explaining the research project and asking them to participate in it. One week later the emotional intelligence self-appraisal and leadership performance self-assessment was sent to elementary

principals. Two weeks after the mailing of the self-appraisals a thank you/reminder postcard (Appendix D) was sent to elementary principals. The postcard thanked them for participating in the study or reminded them to finish the self-appraisals. Two weeks after sending postcards, this researcher attended the Montana Conference on Educational Leadership (MCEL) and again requested elementary principals to fill out the self-appraisals. One week after attending MCEL the researcher called all non-respondents asking them to please fill out the self-appraisals. The following week an e-mail was sent to the SAM director soliciting his help in reminding principals to fill out the self-appraisals. A week later a post card (Appendix E) was sent to all non-respondents reminding them to please fill out the self-appraisals. The closing date for the return of the self-appraisals was nine weeks after they were mailed out. Table 1 is a visual representation of the time frame for this study.

Table 1. Time frame for study.

Time Frame	
Date	Activities
September 12, 2005	Sent e-mail to SAM director
September 19, 2005	Sent advance letter to principals
September 26, 2005	Sent cover letter and self-appraisals
October 10, 2005	Sent thank you/reminder postcards to all
October 21, 2005	Attended MCEL
October 24, 2005	Phoned non-respondent principals
October 31, 2005	Sent e-mail to SAM director
November 7, 2005	Sent second postcard to non-respondents
November 23, 2005	Closing date for accepting self-appraisals

Summary

This chapter has presented the methodology for this study of the effects of emotional intelligence on elementary principals' leadership performance. The following areas were discussed: (1) problem and purpose of the study, (2) population and sample, (3) research design, (4) data analysis, and (5) summary. As school principals are dealing with NCLB and its demands for increasing student achievement and school reform, they may find emotional intelligence of assistance. Research needs to be conducted to find out if emotional intelligence has an effect on principals' leadership performance. High levels of emotional intelligence in leaders may also be of assistance to schools in bringing about school reform and increasing student achievement.

CHAPTER 4

RESULTS

This study investigated the effects of emotional intelligence as defined by Goleman (1998) on the nine standards of leadership as defined by DeFranco & Golden (2003). It also examined the effect that gender, age, and years of experience had on emotional intelligence. The results of these investigations are presented in this chapter. The following areas are discussed: results of data analysis, including a response summary, demographics of elementary principals, principals' emotional intelligence scores, principals' leadership performance scores, results from the multivariate analysis of variance, results from the factorial analysis of variance, and summary of results.

Results of Data AnalysisResponse Summary

The 214 full or part time elementary principals identified on the membership roles of the School Administrators of Montana (SAM) who were invited to participate in this study were sent one advance letter, one cover letter and one thank you/reminder postcard from the researcher and two e-mail messages from the president of SAM encouraging the principals to participate in this study. The researcher made a personal appeal to those elementary principals who attended the annual Montana Conference on Educational Leadership to participate in the study. Over 100 elementary principals who had not responded by the fifth week of the study were called personally by the researcher and

encouraged to participate in the study. The elementary principals who had not responded by the eighth week of the study were sent a postcard reminding them to participate in the study. Of the 214 principals who were invited to participate in this study, 143 responded by completing and returning emotional intelligence and leadership performance self-appraisals. The 67% return rate ensured a 95% confidence interval for the responses collected for this study. Demographics are reported in Table 2.

Table 2: Demographics

Demographics	Number	Percent
Gender		
Male	66	46
Female	77	54
Age of Principals		
25 - 35 years	14	10
36 - 40 years	17	12
41 - 45 years	17	12
46 - 50 years	26	18
51 - 55 years	33	23
56 years and above	36	25
Years of Experience		
0 - 5 years	45	31
6 - 10 years	36	25
11 - 15 years	31	22
16 years and above	31	22

Of the 143 principals who participated in this study, 66 (46%) were male and 77 (54%) were female. The majority of principals in this study were above the age of forty-

six (66%), and 25% percent above the age of fifty-six. The years of experience for principals were originally placed into six categories, 0 -5 years, 6 -10 years, 11 - 15 years, 16 - 20 years, 21 - 30 years, and 31 years and above. However, the age categories were revised due to the small numbers of principals falling into the “21-30 years” and “31 years and above.” These two groups were collapsed into the category “16 years and above.” The final categories used for the analysis were as follow: 0 - 5 years, 6 -10 years, 11- 15 years, 16 years and above. The majority of principals in this study had 10 or fewer years experience in the principalship with 81 (56%) falling into this category, and 45 (31%) of the principals having 5 or fewer years experience.

Seven questions were determined for the purpose of this study. The research questions are as follows:

Research Question #1

How do elementary principals’ rate their levels of emotional intelligence, as assessed by the *Emotional Intelligence Appraisal: There Is More Than IQ*, in the categories identified by Goleman (1998); (1) self-awareness, (2) self-management, (3) social awareness, (4) managing emotions, and (5) overall emotional intelligence?

Research Question #2

How do elementary principals’ rate their effectiveness, as assessed by the *Educational Leadership Improvement Tool*, in the nine standards of leadership identified by DeFranco & Golden, 2003, (1) leadership attributes, (2) visionary leadership, (3) community leadership, (4) instructional leadership, (5) data-driven improvement, (6)

organization to improve student learning, (7) organization to improve staff efficacy, (8) cultural competence, and (9) education management?

Research Question #3:

What are the effects of emotional intelligence on elementary principal's leadership performance?

Research Question #4

Does gender influence elementary principals' emotional intelligence?

Research Question #5

Does age influence elementary principals' emotional intelligence?

Research Question #6

Does years of experience influence elementary principals' emotional intelligence?

Research Question #7

What is the interaction of age, gender, and years of experience on emotional intelligence and leadership performance?

Results for Research Question #1: Scores on the Emotional Intelligence Self Appraisal (EISA) range from 0 to 100. The publisher recommends that scores be interpreted according to the following categories: 59 or below, "a concern you must address"; 60 – 69, "something you should work on"; 70 – 79, "with a little improvement, this could be a strength"; 80 – 89, "a strength to build on"; 90 – 100, "a strength to

capitalize on.” The means and standard deviations for the principals on the Emotional Intelligence Self Appraisal are reported in Table 3.

Table 3. Means and standard deviations on the Emotional Intelligence Appraisal

EISA Subscales	Mean	SD
Self Awareness	81.19	4.97
Self Management	82.54	8.31
Social Awareness	83.27	6.55
Relationship Management	78.67	6.50
Total Emotional Intelligence	81.53	5.29

The mean scores for all 143 principals completing the EISA was 81.53 ($SD = 5.29$). These results indicate that, overall (58%), of principals rated their overall emotional intelligence as an “area of strength to build on”, 32% as “something you should work on”, 9% as “a strength to capitalize on”, and 1% as “a concern you must address.” Examination of the EIAS subscales showed that principals rated themselves the highest on Social Awareness ($M = 83.27$, $SD = 6.55$) and lowest on Relationship Management ($M = 78.67$, $SD = 6.55$).

Results for Research Question #2: Descriptive statistics for the nine standards of effective leadership were assessed by the Principal Leadership Performance Self Appraisal Scale. Scores for this scale are elicited using a 6 point Likert scale. The score

points for this scale are defined as follows: “Not Met” (0), “Developing” (1.0, 1.5, 2.0, 2.5), “Meets Expectations” (3.0, 3.5, 4.0, 4.5), and “Exceeds Expectations” (5.0, 5.5, 6.0). Results from the principals’ ratings of their leadership performance skills are presented in Table 4. The percentages of frequencies are reported in parentheses.

Table 4. Frequency of Principal Ratings by Attribute for Leadership Performance Self-Appraisal Scale

Performance Area	Performance Self Ratings			
	Not Met	Developing	Meets Expectations	Exceeds Expectations
Leadership Attribute	0	0	103 (72)	40 (28)
Visionary Leadership	0	8 (5.6)	113 (79)	22 (15.4)
Community Leadership	0	14 (9.8)	100 (69.9)	29 (20.3)
Instructional Leadership	0	8 (5.6)	101 (70.6)	34 (23.8)
Data Driven Improvement	0	12 (8.4)	96 (67.1)	35 (24.5)
Organization to Improve Student Learning	0	10 (7)	105 (73.4)	28 (19.6)
Organization to Improve Staff	1 (.7)	7 (4.9)	95 (66.4)	35 (24.5)
Cultural Competence	2 (1.4)	45 (31.5)	85 (59.4)	11 (7.7)
Education Management	0	9 (6.3)	80 (55.9)	54 (37.8)

Results from analysis of responses to the Leadership Performance Self-Appraisal showed that most principals (91%) rated themselves as “meets” or “exceeds

expectations” across all leadership skill categories. The education management performance area was found to yield the highest percentage of principals rating themselves as “exceeds expectations” (37.8%). Principals rated their cultural competence skills as less effective than the other skills areas. Approximately 32% of principals rated this skill area as “Developing,” and only about 8% rated their cultural competence skills as “Exceeds Expectations.” However, the majority of principals (59.4%) still evaluated their understanding of diverse cultures skills as “Meets Expectations.”

Results for Research Question #3: A one-way multivariate analysis of variance (MANOVA) was conducted to determine the effects of principals’ level of emotional intelligence on leadership performance. Principals’ emotional intelligence scores were analyzed and aggregated to create the following three comparison groups: “needs improvement” (scores = 70 - 79), “strength” (scores = 80 - 89), and “high strength” (scores = 90 - 100).

Thirteen principals were classified in the highest category “high strength” of emotional intelligence, 83 in the “strength” category, and 47 in the “needs improvement” category. Only one principal scored in the second to lowest category “something you should work on” of the original emotional intelligence categorization scheme. This principal’s score was included with the principals grouped in the “needs improvement” category.

These three groups of principals classified by emotional intelligence level were compared across all nine leadership attributes. Table 4 reports the descriptive statistics

for each scale of the Leadership Performance Appraisal Scale by level of principals' emotional intelligence.

Results from the MANOVA found that the average ratings across all nine leadership performance categories differed significantly by principal's level of emotional intelligence, Wilks' Lambda .73, $F(18, 264) = 2.497$, $p < .01$. The multivariate effect size based on Wilks' Lambda was strong (.145). The power of the MANOVA test was .995 indicating a very small chance of Type II errors for this analysis.

Means and standard deviations for principals' self ratings for each of the nine leadership performance categories are reported in Table 5.

Table 5. Means and Standard Deviations for Principals Self Ratings.

	Emotional Intelligence Categories		
	Needs Improvement	Strength	High Strength
	n = 47	n = 83	n = 13
Leadership Performance	M (SD)	M (SD)	M (SD)
Leadership Attributes	4.26 (.47)	4.48 (.57)	5.15 (.42)
Visionary Leadership	3.75 (.76)	4.07 (.83)	4.69 (.69)
Community Leadership	3.59 (.81)	4.15 (.81)	4.69 (.90)
Instructional Leadership	3.94 (.79)	4.28 (.80)	5.03 (.66)
Data Driven Improvement	3.56 (.88)	4.12 (.95)	4.92 (.78)
Organization to Improve Student Learning	3.75 (.82)	4.16 (.78)	4.84 (.51)
Organization to Improve Staff Efficacy	3.93 (.84)	4.28 (.86)	4.96 (.59)
Cultural Competence	2.77 (1.06)	3.36 (1.11)	4.11 (1.00)
Education Management	3.87 (.86)	4.43 (.89)	5.23 (.59)

Post hoc tests found that principals classified in the “High Strength” category of emotional intelligence skills rated themselves as having significantly higher leadership skills in seven of nine areas as compared to principals classified in either the “Strength” or “Needs Improvement” emotional intelligence categories. Higher strength principals evidenced significantly higher in the leadership performance categories of leadership attributes, visionary leadership, instructional leadership, data driven improvement, organization to improve student learning, organization to improve staff efficacy, and education management. However, results for comparisons of the Community Leadership and Cultural Competence performance areas found that principals classified as “High Strength” evinced higher average ratings than principals classified as “Needs Improvement,” but not significantly higher than those classified in the “Strength” category of emotional intelligence. The largest differences between emotional intelligence categories was found for “leadership attributes” category ($M = 4.47$, $SD = .57$) and the smallest differences among categories was found for the “cultural competence” leadership performance area ($M = 3.24$, $SD = 1.15$).

Results for Research Questions #4, #5, #6, and #7: A factorial analysis of variance (ANOVA) was conducted to determine the effects of gender, age, and years of experience on total emotional intelligence ratings. Results from this analysis found that gender, age, and years of experience main effects were not significant.

The three way interaction effect was also not significant. Emotional intelligence ratings for this study did not differ by gender, age, nor years of experience. The factorial analysis on gender was nonsignificant, $F(1, 109) = .106$, $p = .745$, Partial Eta Squared =

.001. The factorial analysis on age was nonsignificant, $F(5, 109) = 1.37$, $p = .241$, Partial Eta Squared = .059. The factorial analysis on years of experience was nonsignificant, $F(3, 109) = 1.00$, $p = .392$, Partial Eta Squared = .027. The factorial analysis on the interaction of gender, age and years of experience was nonsignificant, $F(7, 27) = .889$, $p = .510$, $\eta^2 = .055$. The means and standard deviations from the emotional intelligence self appraisal (EISA) are reported by gender, age, and years of experience. These results are noted below in Table 6.

Table 6. Means and Standard Deviations for Principals' Total Emotional Intelligence Scores by Gender, Age, and Years of Experience.

Gender	N	Emotional Intelligence	
		Means	SD
Male	66	81.05	4.59
Female	77	81.95	5.83
Age of Principal			
25 - 35 years	14	83.21	5.22
36 - 40 years	17	79.71	4.53
41 - 45 years	17	79.18	6.05
46 - 50 years	26	81.08	5.43
51 - 55 years	33	82.27	4.75
56 years and above	36	82.50	5.35
Years of Experience			
0 - 5 years	45	80.84	5.43
6 - 10 years	36	81.69	5.71
11 - 15 years	31	81.68	4.60
16 years and above	31	82.19	5.38

Results indicated a very small difference between males and females for total emotional intelligence ratings. When considering age of principals, the highest scoring age group for total EISA scores were principals in the age category of 25-35 years ($M = 83.21$, $SD = 5.22$) followed by principals who were in the age category of 36 years and above ($M = 82.50$, $SD = 5.35$). Principals who had 16 years or more experience had the highest EISA scores ($M = 82.68$, $SD = 5.38$).

Summary of Results

This study explored the effects of emotional intelligence on principals' leadership performance. The purpose was to determine what kind of effects emotional intelligence had on principals' leadership performance and which of the nine performance categories were affected the most. Results of data analysis, demographics of elementary principals, principals' emotional intelligence scores, principals' leadership performance scores, results from the multivariate analysis of variance, results from the factorial analysis of variance, and summary of results were discussed.

Overall results found that principals' average EISA ratings were 81.53 ($SD = 5.29$), suggesting that their level of emotional intelligence was "a strength to build on". Out of nine leadership standards principals rated themselves highest in the area of "leadership attributes" and lowest in "cultural competence."

A multivariate analysis of variance showed that emotional intelligence, as defined by Goleman (1998), had a significant effect on the nine standards of leadership performance, as defined by DeFranco and Golden (2003). A factorial analysis of variance indicated that gender, age, and years of experience had no significant effect on emotional

intelligence and that no significant interaction occurred between gender, age, and years of experience. Implications of these results will be discussed in the following chapter.

CHAPTER 5

CONCLUSIONS

This chapter summarizes the study of the effect of emotional intelligence on elementary principals' leadership performance. The following areas are discussed: background, methodology, results, summarized answers to the research questions, discussion of the results, recommendations for further research, and a summary.

Background

A body of research indicates that emotional intelligence has a significant effect on leadership performance and that effective leaders consistently use their emotional intelligence to move their organizations forward (Caruso, & Salovey, 2004; 1998; Boyatzis & Oosten, 2003; Bradberry, & Graves, 2003, Cherniss, 2003; Singh, 2003; Goleman, 1995). Cherniss (2003) suggests that leaders with high levels of emotional intelligence will have a greater effect on an organization than will a leader with low levels of emotional intelligence. However, few studies have been conducted to determine the effects of emotional intelligence on principals' leadership performance. Principals are finding themselves being placed under increased pressure by NCLB to increase student achievement. A need exists for research in the area of emotional intelligence and leadership performance because studies have indicated that school leadership can have a positive effect on student achievement (Waters, Marzano, & McNulty, 2003; Andrews & Soder, 1987). Emotional intelligence may be an instrument that could assist principals in

increasing student achievement. The problem addressed in this study was that the effects of emotional intelligence, as defined by Goleman (1998), on the nine standards of leadership as defined by DeFranco & Golden (2003) are not known.

Methodology

This study investigated the effects of emotional intelligence on elementary principals' leadership performance. The five areas of principals' emotional intelligence examined were (1) self-awareness, (2) self-management, (3) social awareness, (4) relationship management, and (5) overall emotional intelligence. These were measured by the *Emotional Intelligence Appraisal: There Is More Than IQ* (Bradberry, & Greaves, 2003). The nine areas of school principals' leadership performance examined were (1) leadership attributes, (2) visionary leadership, (3) community leadership, (4) instructional leadership, (5) data-driven improvement, (6) organization to improve student learning, (7) organization to improve staff efficacy, (8) cultural competence, and (9) education management. These were measured by the *Educational Leadership Improvement Tool* (DeFranco & Golden, 2003).

The following research questions were examined in the study:

1. How do elementary principals' rate their levels of emotional intelligence in the categories of (1) self-awareness, (2) self-management, (3) social awareness, (4) managing emotions, and (5) overall emotional intelligence?
2. How do elementary principals' rate their effectiveness in the nine standards of leadership (1) leadership attributes, (2) visionary leadership, (3) community leadership, (4) instructional leadership, (5) data-driven improvement, (6) organization

- to improve student learning, (7) organization to improve staff efficacy, (8) cultural competence, and (9) education management?
3. What are the effects of emotional intelligence on elementary principal's leadership performance?
 4. Does gender influence elementary principals' emotional intelligence?
 5. Does age influence elementary principals' emotional intelligence?
 6. Does years of experience influence elementary principals' emotional intelligence?
 7. What is the interaction of age, gender, and years of experience on emotional intelligence and leadership performance?

Results

Results from this study found that gender, age, and years of experience had no significant effects on emotional intelligence. The most important outcome of this study, however, was the indication that principals' levels of emotional intelligence significantly affect their performance as educational leaders.

The study indicated that across the leadership performance categories principals who rated their emotional intelligence as "a strength to capitalize on" also rated themselves "exceeds expectations" on the Principal Leadership Performance Self Appraisal. This finding is consistent with the research on the effect of emotional intelligence on leadership performance. Literature indicates that emotional intelligence has a significant influence on leadership performance, and this has been extended to include school leaders (Cherniss & Goleman, 2001; Stone, Parker, and Wood, 2005).

Although emotional intelligence had a significant effect on principals' leadership performance, some categories of leadership performance were affected more than others. Principals who rated themselves in the "A Strength to Capitalize On" category of emotional intelligence skills rated themselves as having significantly higher leadership skills in seven of the nine leadership standards. They rated themselves higher in the performance categories of leadership attributes, visionary leadership, instructional leadership, data driven improvement, organization to improve student learning, organization to improve staff efficacy, and education management. The size of the differences found among these principals in the area of "Community Leadership" and "Cultural Competence" was small. For community leadership, these small differences may be due to principals' often finding themselves overwhelmed by day to day operations of their individual schools. Community leadership is not as high on their priority lists, so they leave that responsibility to the superintendent. Demands of NCLB, testing accountability, increased state demands, curriculum alignment, and the myriad of other responsibilities of elementary principals could affect their perception of and function in the area of community leadership. For cultural competence, the small differences may be attributed to the fact that most schools in Montana have little or no cultural diversity within their student population. Data from the Office of Public Instruction (2005) for the 2004–2005 school year indicates that the student population in Montana falls into the following ethnic categories: White; Non, Hispanic 84.3%, Native American, 11.5%; Hispanic or Latino, 2.3%; Asian American, 0.9%; Black or African American, 0.8%; and Native Hawaiian or Pacific Islander 0.2%. Unless working with a

Native American student body, principals would encounter little or no cultural diversity among students.

This research effort found that gender, age of principals, and years of experience did not have an influence on emotional intelligence. This is consistent with research that suggests, in general, when looking at the overall ratings of emotional intelligence of men and women, far more similarities exist than differences (Bar-On, 2000). Results from this study found that principals' age had no significant effect on emotional intelligence. This outcome is not consistent with research from other studies which suggest that individuals' emotional intelligence increases as they grow older (Bar-On, 2000). In this study the reverse was found: the youngest age group had the highest mean emotional intelligence. One explanation may be that younger principals may be more aware of the importance of their roles as leaders, thus creating a greater awareness of personal skills related to emotional intelligence required for interacting successfully with people in the school setting. Years of experience was shown to have no significant effect on emotional intelligence. This outcome is not consistent with what Goleman, Boyatzis, and McKee (2002) contend, that over the course of a career emotional intelligence tends to strengthen. Although emotional intelligence scores showed no significant differences among principals with differing number of years experience, it is noteworthy that the most experienced principals had the highest mean emotional intelligence scores.

Limitations of Study

Self-rating bias is a concern when participants are given self appraisals.

Individuals have difficulty rating their behavior with accuracy. Individuals often overrate

themselves, some underestimate themselves, and a few accurately rate themselves. Self-report tests can be developed to minimize self-rating bias, but not eliminate it (Bradberry & Graves, 2003). A multi-rater test of principals' emotional intelligence and leadership performance may have yielded different results. The emotional intelligence and leadership self appraisals were used due to cost, time, and administration considerations.

The reliability of the leadership performance self-appraisal was not as strong as the researcher would have preferred. The technical manual for the Leadership Performance Self-Appraisal did not report reliability. The Self-Appraisal was used due to the absence of leadership performance self-appraisals with strong reliability and due to cost, time, and administration considerations.

Further Implications

Effective leaders use their emotional intelligence to effectively manage themselves, others, and their organizations. The results of this study suggest that emotional intelligence does have a significant effect on principals' leadership performance, indicating that emotional intelligence could help principals' improve their leadership performance. Emotional intelligence can be taught and improved via training and development activities within the workplace. These programs could help principals increase their emotional intelligence and thus have a positive effect on their leadership performance. The ability to manage one's emotions and the emotions of others has been shown to be an important indicator of success at work. Thus there is a need to select employees wisely and invest in employee development. With this in mind, superintendents and school boards should examine research-based emotional intelligence

training programs and select one that would best fit their needs and provide training for principals to help improve their emotional intelligence and thereby increase their effectiveness as school leaders.

Knowing that emotional intelligence has an effect on leadership performance can also help principal selection committees as they draft interview questions. Selection committees can use an emotional intelligence appraisal tool to help identify candidates with high levels of emotional intelligence, candidates best able to use their emotional intelligence to enhance their leadership performance within the school environment.

Future school leaders preparing for the principalship could benefit from instruction on the importance of the role that emotional intelligence can play in their leadership performance. Universities and colleges may want to examine their current educational leadership programs and provide training during course offerings and internships to help aspiring principals become aware of and develop their emotional intelligence.

Results of this study contribute to the body of knowledge in the areas of principal leadership performance and emotional intelligence. The findings of this research support the existing research that postulates that emotional intelligence has a significant effect on leadership performance in the business sector as well as in educational leadership. Research has linked educational leadership to improved student achievement and research indicates that emotional intelligence improves educational leadership; thus, there may be a positive link between the constructs of principals' emotional intelligence and students' increased achievement. Emotional intelligence may be an instrument that can

assist elementary principals' efforts to improve student achievement and meet the demands of NCLB.

Recommendations for Further Research

This study indicates that emotional intelligence has a significant effect on principals' leadership performance. Additional research is needed to validate the findings of this study.

Further research should focus on emotional intelligence and leadership among middle school and high school principals. Further research should also focus on principals from other states with different measures of emotional intelligence and leadership performance, such as multi-rater assessments; and the leadership performance categories of community leadership and cultural competence, categories on which emotional intelligence had no significant effect on in this study.

Further research also needs to be conducted to see if a link does exist between principals' emotional intelligence and increasing student achievement. Another recommendation would be to conduct a validation study of the Emotional Intelligence Appraisal with just elementary principals.

The validation study of the Emotional Intelligence Appraisal should include an analysis of elementary principals' emotional intelligence scores using exploratory and confirmatory factor analyses to determine if the same factor structure emerges as was reported for the original validation study of the Emotional Intelligence Appraisal instrument developed by Bradberry and Greaves (2004).

Summary

Results from this study explored the effects of emotional intelligence on elementary principals' leadership performance. The five areas of principals' emotional intelligence examined were (1) self-awareness, (2) self-management, (3) social awareness, and (4) relationship management, and (5) overall emotional intelligence. The nine areas of school principals' leadership performance examined were (1) leadership attributes, (2) visionary leadership, (3) community leadership, (4) instructional leadership, (5) data-driven improvement, (6) organization to improve student learning, (7) organization to improve staff efficacy, (8) cultural competence, and (9) education management. A multivariate analysis of variance (MANOVA) was conducted to determine the effects of emotional intelligence on elementary principals' leadership performance, as well as to determine the influence of gender, age, and years of experience on emotional intelligence and leadership performance. Analysis of the data indicated that across the leadership performance categories the trend was that principals who rated their emotional intelligence as "a strength to capitalize on" also rated themselves "exceeds expectations" on the Principal Leadership Performance Self Appraisal. Emotional intelligence had a significant effect on principals' leadership performance. A factorial analysis of variance (ANOVA) was conducted to determine the effects of gender, age, and years of experience on emotional intelligence ratings. Analysis of the data indicated that age, gender, and years of experience had no significant effect on emotional intelligence.

This study supports the body of research indicating that emotional intelligence has a positive effect on leadership performance. Research has also linked academic achievement to principals' leadership performance. In this period of high accountability, NCLB has placed increasing student achievement at the forefront. Effective leadership requires a wide range of skills, and emotional intelligence is one skill that may be of assistance to principals as they strive to meet the demands of NCLB and improve student achievement.

Knowing that emotional intelligence has a significant effect on principals' leadership performance can assist hiring committees in selecting the best candidate to lead their schools. This knowledge can also be of help to university and college principal preparation programs as they develop effective school leaders who will be able to meet the demands that schools and society will be placing on them.

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APPENDICES

APPENDIX A

INITIAL CONTACT WITH SAM DIRECTOR

Advance e-mail sent to SAM Director

Dear Mr. Rudd:

I will soon begin research for my dissertation topic, *The Relationship of Emotional Intelligence and Elementary School Principals' Leadership Performance*. I will be asking elementary principals in Montana to complete emotional intelligence and principal leadership performance self-appraisals. Completing the two self-appraisals will take less than 50 minutes. On September 26, 2005, elementary principals will be sent their self-appraisals. I am asking for your cooperation in advertising and encouraging elementary principals to participate in this research project.

No names of principals nor their schools will be used in my dissertation. The coding of the self-appraisals, emotional intelligence scores, and leadership performance scores will be kept confidential and locked in a filing cabinet at Poplar Elementary School. Upon completion of the defense of the dissertation, individual scores will be sent to those principals requesting them. The the remaining scores will be destroyed.

The benefit of participating in this study is that principals will gain insight to their own levels of emotional intelligence and leadership performance and will thus have the opportunity to identify their strengths and how they can build on them.

Thank you for your time and consideration in this matter.

Sincerely,

Charles R. Cook

APPENDIX B

INITIAL CONTACT WITH PRINCIPALS

Advance letter sent to elementary school principals

Dear Principal:

I will soon begin conducting research for my dissertation topic, *The Relationship of Emotional Intelligence and Elementary School Principals' Leadership Performance*. I am asking you to complete emotional intelligence and principal leadership performance self-appraisals. Completing the two self-appraisals will take less than 50 minutes. I know that time is a guarded commodity among principals, but I am asking for your cooperation in participating in this research project. Within the next week you will be sent the *Educational Leadership Improvement Tool* and the *Emotional Intelligence Appraisal - Me Edition*. Please take the time to fill them out and mail them to me in the provided self-addressed stamped envelope.

No names of principals nor their schools will be used in my dissertation. The coding of the self-appraisals, emotional intelligence scores, and leadership performance scores will be kept confidential and locked in a filing cabinet at Poplar Elementary School. At the completion of the defense of the dissertation scores will be sent to those principals requesting them. The remaining scores will be destroyed.

The benefit of participating in this study is that you will gain insight to your own level of emotional intelligence and leadership performance, and you will have the opportunity to identify your individual strengths and how you can build on them.

Thank you for your time and consideration in this matter.

Sincerely,

Charles R. Cook

APPENDIX C

INTRODUCTION TO PRINCIPALS

Letter sent to elementary school principals

Dear Principal:

I am conducting research for my dissertation topic, *The Relationship of Emotional Intelligence and Elementary School Principals' Leadership Performance*. I am asking you to complete emotional intelligence and principal leadership performance self-appraisals. Completing the two self-appraisals will take less than 50 minutes. I know that time is a guarded commodity among principals; I would therefore truly appreciate your taking the time to complete the enclosed two self-appraisals.

No names of principals nor their schools will be used in my dissertation. The coding of the self-appraisals, emotional intelligence scores, and leadership performance scores will be kept confidential and locked in a filing cabinet at Poplar Elementary School. At the completion of the defense of the dissertation scores will be sent to those principals requesting them. The remaining scores will be destroyed.

The benefit of participating in this study is that you will gain insight to your own level of emotional intelligence and leadership performance, and you will have the opportunity to identify your individual strengths and how you can build on them.

Thank you for your time and consideration in this matter.

Sincerely,

Charles R. Cook

APPENDIX D

THANK YOU/REMINDER POSTCARD

Reminder postcard:

This is just a quick reminder and plea asking that you take a few minutes out of your busy schedule to complete the emotional intelligence self-appraisal and the leadership performance self-appraisal. Your input is essential to my study.

If you have not completed the self-appraisals yet, please take the time to do so. If you have any questions, please e-mail me at ccook_49@hotmail.com or call me at 406-768-3408 ext. 151.

Thank you for your time and consideration regarding this matter.

Charles R. Cook

Doctoral Student in Educational Administration

Montana State University-Bozeman

APPENDIX E

REMINDER POSTCARD

Thank you/reminder postcard.

A quick thank you for taking the time out of your busy schedule to complete the emotional intelligence self-appraisal and the leadership performance self-appraisal. Your input is essential to this study.

If you have not yet completed the self-appraisals, please take the time to do so. If you have any questions, please e-mail me at ccook_49@hotmail.com or call me at 406-768-3408 ext. 151.

Thank you for your time and consideration in this matter.

Charles R. Cook

Doctoral Student in Educational Administration

Montana State University-Bozeman

APPENDIX F

GUIDELINES FOR TAKING SELF APPRAISALS

Guidelines for Taking the *Educational Leadership Improvement Tool* and the *Emotional Intelligence Appraisal - Me Edition*.

Dear Principal:

Thank you for your willingness to complete the *Educational Leadership Improvement Tool*, an instrument that assesses a principal's leadership performance in nine areas and the *Emotional Intelligence Appraisal - Me Edition*, a self-report appraisal that measures one's emotional intelligence.

Guidelines for taking the *Educational Leadership Improvement Tool*:

1. Set aside 20–30 minutes to complete the tool, preferably without interruptions.
2. You do not need to read the complete *Educational Leadership Improvement Tool* unless you would like to.
3. Read the Self-Assessment and Reflection section on page 11.
4. Complete the Educational Leadership Performance Measures on pages 15 – 23.
5. You do not need to total your scores. I will do that.

Guidelines for taking the *Emotional Intelligence Appraisal - Me Edition*:

1. Set aside 15–20 minutes to complete the appraisal, preferably without interruptions.
2. You do not need to read the complete *Emotional Intelligence Appraisal - Me Edition* unless you would like to.
3. Read the instructions on page 4.
4. Complete the appraisal on pages 5 – 6.
5. You do not need to total your scores. I will do that.

Mail the *Educational Leadership Improvement Tool* and the *Emotional Intelligence Appraisal - Me Edition*, along with the Demographic Information sheet, to me in the provided self-addressed stamped envelope.

If you have any questions or concerns please feel free to call. Thank you for your participation. It is greatly appreciated.

Charles Cook
Elementary Principal
458 West 4th Street
Poplar, MT 59255

(406) 768-3408

APPENDIX G

DEMOGRAPHIC SURVEY

Demographic Information

Please check the following:

1. What is your gender? ☐ Female ☐ Male

2. Counting the current year, how many years' experience have you had as an elementary principal.

☐ 0 – 5 years	☐ 16 – 20 years
☐ 6 – 10 years	☐ 21– 30 years
☐ 11 – 15 years	☐ 31 and above years

3. What is your current age?

☐ 25 – 35 years	☐ 46 – 50 years
☐ 36 – 40 years	☐ 51 – 55 years
☐ 41 – 45 years	☐ 56 and above

☐ Yes, I would like my individual *Educational Leadership Improvement Tool* and the *Emotional Intelligence Appraisal - Me Edition* along with the accompanying scores returned to me.

APPENDIX H

EMOTIONAL INTELLIGENCE SELF-APPRAISAL

Dear Charles,

Yes, you have my permission to include the Educational Leadership Improvement Tool in the appendices of your dissertation.

Kay Mehas

--

Kay Mehas
Director of Schools K-8
Director Wallace LEAD Grant
Eugene Public Schools
1 (541) 687-3448

EMOTIONAL INTELLIGENCE APPRAISAL™**INTRODUCTION**

The Emotional Intelligence Appraisal™ provides you with a complete picture of your emotional intelligence. This includes an understanding of:

- what emotional intelligence is.
- your overall emotional intelligence score.
- your current skill levels in the four areas that make up emotional intelligence.
- specific recommendations for action you can take to improve your emotional intelligence.

Before You Begin

This appraisal will ask you specific questions about your behavior. Your responses to these questions will be for your eyes only. A true reflection of your emotional intelligence skills depends on your willingness to accurately rate yourself. This requires a lot of thought into how you behave in many situations, not just the ones you handle well.

When you read each question, follow these instructions to get the most from the Emotional Intelligence Appraisal™.

1. Create a clear picture in your mind of how you think and behave in different situations.
2. Then answer honestly how often you demonstrate the behavior in question.
3. Ignore the shaded areas. You will use those later for scoring.
4. Have fun!



EMOTIONAL INTELLIGENCE APPRAISAL™

EMOTIONAL INTELLIGENCE APPRAISAL QUESTIONS: PART ONE

For each question, check one box according to how often you...

	Never	Rarely	Sometimes	Usually	Almost Always	Always
(1) are confident in your abilities.						
(2) admit your shortcomings.						
(3) understand your emotions as they happen.						
(4) recognize the impact your behavior has upon others.						
(5) realize when others influence your emotional state.						
Scoring area for questions 1 through 5 only						
(6) play a part in creating the difficult circumstances you encounter.						

	Never	Rarely	Sometimes	Usually	Almost Always	Always
(7) can be counted on.						
(8) handle stress well.						
(9) embrace change early on.						
(10) tolerate frustration without getting upset.						
(11) consider many options before making a decision.						
(12) strive to make the most out of situations, whether good or bad.						
(13) resist the desire to act or speak when it will not help the situation.						
Scoring area for questions 7 through 13 only						
(14) do things you regret when upset.						
(15) brush people off when something is bothering you.						
Scoring area for questions 14 through 15 only						

EMOTIONAL INTELLIGENCE APPRAISAL™**EMOTIONAL INTELLIGENCE APPRAISAL QUESTIONS: PART TWO**

For each question, check one box according to how often you...

	Never	Rarely	Sometimes	Usually	Almost Always	Always
(16) are open to feedback.						
(17) recognize other people's feelings.						
(18) accurately pick up on the mood in the room.						
(19) hear what the other person is "really" saying.						
Scoring area for questions 16 through 19 only						
(20) are withdrawn in social situations.						

	Never	Rarely	Sometimes	Usually	Almost Always	Always
(21) directly address people in difficult situations.						
(22) get along well with others.						
(23) communicate clearly and effectively.						
(24) show others you care what they are going through.						
(25) handle conflict effectively.						
(26) use sensitivity to another person's feelings to manage interactions effectively.						
(27) learn about others in order to get along better with them.						
Scoring area for questions 21 through 27 only						
(28) explain yourself to others.						

APPENDIX I

LEADERSHIP PERFORMANCE SELF-APPRAISAL

Educational Leadership
Improvement Tool
A Research-Based Assessment, Evaluation, & Improvement Tool for School Administrators

1/30/04
Please use as it meets
your needs!
Laurin May

Jeffery A. DeFranco

Nancy L. Golden

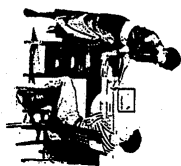
July 2003

Upon completion of the nine scoring guides there are two additional worksheets to record the overall assessment and one worksheet for goal setting. The first worksheet is the Area Scores Bar Graphs (page 24). In this worksheet you will enter the averaged overall scores for each of the nine educational leadership areas. The second worksheet, the Evaluation Feedback Form (page 25) is provided to list general overall accomplishments and areas needing improvement. Upon completion of the assessment use the Setting Big-Picture Goals worksheet (page 26) to identify goals for improvement in each ELPM area. Specific directions for providing feedback and setting goals are included.

Self-Assessment and Reflection

- Begin by familiarizing yourself with the Educational Leadership Performance Measures. Review each of the nine areas and the four elements that comprise each area.
- You may choose to do your self-assessment over a period of one school day to one school week. As you go through the day/s take notice of conversations, behaviors, actions, etc. that pertain to the nine different areas. Set aside time to take written notes of your experiences to reference later when you complete the improvement tool. At the end of the process, find a quiet place and reflect on your practices throughout these days and recent months in that position. You may have to reference events outside of your reflection period to rate all sections of the scoring guide.
- To complete the self-assessment, score yourself one element at a time. Read each element and the description of what it looks like to be Developing, Meets, or Exceeds. Reflect on your experiences and use your notes as a reference point to identify which of these three categories best describes your current performance in that area. Take notice of the descriptors that differentiate between the scoring levels. Then circle the rating number under each element that best matches your assessment of your current skill level (Not Met 1 2 3 4 5 6). Two number options are provided under each description (e.g. Meets = 3 4) to provide further specificity to your assessment.

Refer to Directions for Use (page 10) for specifics on completing the scoring guides and the worksheets at the end of the tool.



Area I: Leadership Attributes

Accomplishments:

Areas for Improvement:

Element 1	Developing	Meets	Exceeds
Communicates and builds relationships	Encourages communication. Is receptive to feedback. Forms relationships with staff, students, parents or community members.	Encourages and models communication. Is receptive to feedback. Builds relationships with staff, parents, students and community members.	Encourages and models open communication and positive language. Is receptive to feedback and systematically represents feedback to staff. Builds relationships with students, parents and community members. Manages by walking around. Staff and students at the school are personally and individually supported. Has a network for dialogue with colleagues.
Circle One >	Not Met	1	2
Element 2	Developing	Meets	Exceeds
Demonstrates a passion for student learning	Addresses student learning. Works with staff to increase student learning.	Focuses on student learning. Considers student learning within activities and decisions. Builds bonds together for the good of student learning. Commonly visits classrooms.	Puts student learning at the core of activities and decisions. Consistently focuses on students. Manages by walking around to come together for the good of student learning. Commonly visits classrooms and takes interest in student project and achievement. Periodically guest lectures in a class and leads student extra-curricular events.
Circle One >	Not Met	3	4
Element 3	Developing	Meets	Exceeds
Models and encourages creativity	Seeks creative solutions. Is willing to consider new techniques.	Implements and encourages creative solutions. Often tries new ways to address issues and solve problems. Encourages risk taking.	Implements creative programs. Encourages creative solutions and rewards staff for using their models by trying new things. Encourages staff to take calculated risks.
Circle One >	Not Met	5	6
Element 4	Developing	Meets	Exceeds
Possesses a professional code of ethics	Possesses core values and ethics related to school and education. Is honest. Has integrity.	Possesses core values. Applies ethics related to school and education. Will often process decisions with stakeholders. Is honest. Has integrity.	Communicates and models core values. Applies ethics related to school and education. Processes decisions with stakeholders. Uses a clear model for making decisions. Shares information with members of whom appropriate. Is honest. Says the tough things. Has integrity.
Circle One >	Not Met	7	8
Overall Rating			
Circle One >	Not Met	9	10



Area II: Visionary Leadership

Accomplishments:

Areas for Improvement:

Element 1		Developing	Meets	Exceeds
Fosters a shared vision and purpose		Attempt to involve staff in the vision process. Develops plans to guide the vision.	Involves staff in the vision process and encourages their input. Guides the vision. Leads the development of a vision statement for the school. Reinforces staff that move towards the vision.	Fosters shared vision among staff and integrates them into the process. Encourages the vision with members of the school and community. Similarly guides the vision. Leads the development of a vision statement for the school. Builds capacity in others to move toward the vision while reinforcing staff that move towards the vision.
Circle One >		Not Met	1	2
Element 2		Developing	Meets	Exceeds
Thinks and acts strategically		Has a vision. Attempts to connect the vision to the decision-making process.	Considers vision when making key decisions. Is aware of how to achieve the vision. Vision is reflected throughout most decisions. Is able to articulate the vision.	Vision is evident in key decisions. Staff utilizes steps and benchmarks to systematically achieve the vision. Important decisions are driven by the vision. The success of these decisions are measured in reference to how they have assisted the school in achieving its vision. Clearly articulates the vision and the steps to achieving it.
Circle One >		Not Met	1	2
Element 3		Developing	Meets	Exceeds
Holds high expectations for staff and students		Has expectations for staff and students. Occasionally communicates expectations. Demonstrates interest in raising the bar.	Holds high expectations for all staff and students. Communicates expectations. Raises the bar for students. States the skills they expect from the school's staff.	Creates and holds high expectations for everyone. Continuously communicates expectations. Raises the bar for all students. Builds a culture of high expectations and a school "ideal." Holds students and staff to high standards and clearly articulates the skills they expect from the school's staff.
Circle One >		Not Met	1	2
Element 4		Developing	Meets	Exceeds
Carries the vision		Occasionally reveals the vision. Specifically talks to staff about achieving the vision.	Often reveals the vision. Mentions to staff they are working to achieve the vision. Restates the vision in diverse ways.	Continuously reveals the vision. Frequently talks to staff and community about ways to achieve the vision. Shares the vision with the school community in as many ways as possible to reinforce it. Restates the vision in diverse ways.
Circle One >		Not Met	1	2
Overall Rating		Circle One >	Not Met	1 2 3 4 5 6



Area III: Community Leadership

Accomplishments:

Areas for Improvement:

Element 1		Developing	Meets	Exceeds						
Develops relationships with parents and the community		Engages parents and community members. Is open to parents and community members participating in school planning or events.	Actively seeks out and communicates with parents and community members. Invites parents and community members to participate in school planning and/or events. Reaches out to community. Understands the relationship between student success and parent involvement.	Maintains contact with a diverse group of parents and community members. Is visible in the community. Actively recruits parents and community members to participate in school planning and events. Invokes community. Engages parents to assist in student's education.						
Circle One >	Not Met	1	2	3	4	5				
Element 2		Developing	Meets	Exceeds						
Fosters school pride		Has pride in the school. Attends to the school's facilities. Is aware of the importance of climate and environment, working towards change.	Demonstrates pride in the school. Improves the school's image and facilities. Works to develop pride for the school internally and externally. Influences the school's climate and environment.	Models pride in the school to staff and students. Puts energy into the school's image and facilities. Develops pride for the school both internally and externally. Improves the school's climate and environment.						
Circle One >	Not Met	1	2	3	4	5				
Element 3		Developing	Meets	Exceeds						
Integrates the school with the community		Engages the school periodically in community events. Shows awareness of the need to portray a positive school image to the community.	Engages the school regularly in community events. Portrays a positive school image to the community. Fosters partnerships with the community.	Engages the school continuously in numerous community events. Portrays a positive school image to the community and actively communicates the school's needs. Fosters partnerships with the community. Unifies the community around common goals and expectations.						
Circle One >	Not Met	1	2	3	4	5				
Element 4		Developing	Meets	Exceeds						
Solicits and utilizes community resources		Occasionally uses community networks to solicit resources for the school. Shows an awareness of the need for grants.	Commonly uses community networks to solicit resources. Actively seeks out funds. Applies for grant funds.	Employs a network in the community to solicit resources. Creates strategic partnerships. Is proactive in finding resources. Has a high success rate in receiving grants, uses the assistance of staff. Obtains the support of central office and community leaders.						
Circle One >	Not Met	1	2	3	4	5				
Overall Rating		Not Met	1	2	3	4	4.5	5	5.5	6
Circle One >	Not Met	1	2	3	4	5	5.5	6		



Area V: Data-Driven Improvement

Accomplishments:

Areas for Improvement:

Element 1 Implements guidelines for assessment and accountability			
Developing	Meets	Exceeds	
Occasionally uses data to get students to the standards to drive what is done in the school.	Regularly uses data to get kids to the standards. Begins to create accountability measures based on data. Data is evident in the school's strategic planning.	Continuously and skillfully uses data for school improvement. Builds core beliefs around data. Leads by taking ownership of data. Believes all students can reach high standards, employs the data to drive what is done in the school. Creates accountability measures based on data. Data is a primary component in the school's strategic plan.	
Circle One > Not Met 1 2 3 4 5	Circle One > Not Met 1 2 3 4 5	Circle One > Not Met 1 2 3 4 5	Circle One > Not Met 1 2 3 4 5
Element 2 Collaborates with teachers to collect and use data			
Developing	Meets	Exceeds	
Is developing skills to include teachers in the creation or gathering of data. Helps teachers to understand assessment measures.	Integrates teachers into the creation or gathering of data. Helps teachers to understand assessment measures. Uses data as part of the instructional practice. Assists staff to conduct action-research. Encourages teachers to use data for decisions.	Integrates teachers into the creation and gathering of data; demonstrates the potential of data to teachers. Helps teachers and community to understand assessment measures. Uses data as part of the instructional practice. Leads staff through action-research. Fosters an environment where teachers use data for curriculum decisions.	
Circle One > Not Met 1 2 3 4 5	Circle One > Not Met 1 2 3 4 5	Circle One > Not Met 1 2 3 4 5	Circle One > Not Met 1 2 3 4 5
Element 3 Understands internally gathered and externally provided data			
Developing	Meets	Exceeds	
Has a basic understanding of the implications of external data and its influence (e.g. NCLB). May create site-based measures to gather internal data on attitudes or performance. Is able to identify gaps in assessment data.	Is aware of the implications of external data and its influence (e.g. NCLB). Creates site-based measures to gather internal data on attitudes or performance. Identifies gaps in assessment data and determines how to fill them.	Understands the implications of external data, familiar with different ways school quality is measured. Informs staff of data's implications (e.g. NCLB). Creates site-based measures to gather internal data on attitudes or performance. Is able to identify gaps in assessment data and modify measures to provide additional info. Disaggregates data into several categories.	
Circle One > Not Met 1 2 3 4 5	Circle One > Not Met 1 2 3 4 5	Circle One > Not Met 1 2 3 4 5	Circle One > Not Met 1 2 3 4 5
Element 4 Uses data to determine needs, then monitor and improve			
Developing	Meets	Exceeds	
Occasionally uses data collection to identify what needs to be done within the school. Data does not systematically determine focus. May assess data to gauge student learning.	Regularly uses data to identify what needs to be done within the school and analyze school reform. Considers data when determining focus and allocation of resources and when assessing data to gauge student learning.	Uses data to identify what needs to be done in the school and to analyze school reform. Conducts data-driven inquiry. Fosters a culture where data "speaks" for change. Continually assesses data to gauge student success. It is periodic and systematic. Uses pre and post data to measure program effectiveness.	
Circle One > Not Met 1 2 3 4 5	Circle One > Not Met 1 2 3 4 5	Circle One > Not Met 1 2 3 4 5	Circle One > Not Met 1 2 3 4 5
Overall Rating Circle One > Not Met 1 2 3 4 5			



Area VI:

Organization to Improve Student Learning

Accomplishments:

Areas for Improvement:

Element 1	Developing	Meets	Exceeds
Maximizes student learning time	Is aware of practices for increasing "time on task." - Has previously assessed the schedule to monitor the best uses of time.	Shares practices for increasing "time on task" with staff. Periodically assesses the schedule to monitor the best uses of time. Brings learning outside of the classroom.	Trains teachers in best practices to increase "time on task." Continually assesses the schedule to monitor and improve use of time outside of the classroom, uses transition. Organizes time in innovative ways to improve student learning.
Circle One >	Not Met	2	3

Element 2	Developing	Meets	Exceeds
Builds a personalized learning environment	Works towards a more student centered environment. Encourages teachers to individualize instruction. Is aware that students have different needs and strengths.	Creates a student centered environment. Trains and encourages teachers to individualize instruction. Considers students' needs and strengths. Creates support systems for students.	Creates a student centered environment. Trains both in the classroom and overall school site. Trains and encourages teachers to individualize instruction. Considers students' needs and strengths. Creates support systems for students. Considers students' learning styles. Assures that students have personalized learning plans.
Circle One >	Not Met	2	3

Element 3	Developing	Meets	Exceeds
Fosters articulation between different grade levels/schools	Works to assist transitions between grades in the school. Key communicators with other schools to help vertical articulation.	Creates systems within the school to assist transitions between grades. Communicates with feeder schools to assist vertical articulation.	Creates systems within the school to create seamless transitions between grades. Communicates with feeder schools to promote vertical articulation. Builds pathways for a K-16 pathway.
Circle One >	Not Met	2	3

Element 4	Developing	Meets	Exceeds
Uses technology to increase student learning	Is aware of the benefits of technology but has not yet regularly implemented it with student learning.	Seeks resources for increased technology. Utilizes technology as an instructional tool to increase student learning.	Identifies and seeks resources for increased technology. Provides staff training on uses of technology. Communicates benefits and potential of technology. Creatively uses technology to increase student learning. Integrates technology as an instructional tool.
Circle One >	Not Met	2	3

Overall Rating	Circle One >	Not Met	1	2	3	4	5	5.5	6



Area VII:

Organization to Improve Staff Efficacy

Accomplishments:

Areas for Improvement:

Element 1	Developing	Meets	Exceeds
Disseminates knowledge of educational research and best practices	Is knowledgeable about theories, techniques, and practices for learning, although incomplete. Is aware of some research-based practices.	Is knowledgeable about theories, techniques, and practices for learning. Shares best practices with staff. Provides staff with resources.	Is knowledgeable about theories, techniques, and practices of teaching and learning. Is aware of recent developments in the field. Engages in formal and informal dissemination to staff. Shares information of research-based best practices with staff. Provides staff with resources for staff. Models best practices for staff.
Circle One >	2	3	4
Not Met	1	2	3

Element 2	Developing	Meets	Exceeds
Provides sustained professional development opportunities	Provides staff trainings. Has staff attend educational trainings. Seeks out professional development in an effort to improve student learning.	Provides on or off site trainings for staff. Employs staff to lead training sessions. Identifies representatives to attend educational trainings. Provides staff with resources to enhance student learning.	Provides a combination of on and off site trainings for staff. Empowers staff as facilitators for training sessions. Identifies representatives to attend educational trainings and fosters accountability for reporting back to entire staff with new practices. Provides appropriate professional development that results in enhanced student learning. Employs staff as facilitators about professional development.
Circle One >	2	3	4
Not Met	1	2	3

Element 3	Developing	Meets	Exceeds
Develops and uses staff teams	May delegate decisions to staff teams. Suggests that staff work together. Works to build trust and relationships.	Delegates to staff teams to create proposals or suggest solutions. Encourages collaboration among teachers. Builds trust and relationships.	Systematically delegates to staff teams to create proposals and suggest decisions. Suggests fosters collaboration among teachers. Arranges systems for mentorship and support among teachers. Builds trust and relationships.
Circle One >	2	3	4
Not Met	1	2	3

Element 4	Developing	Meets	Exceeds
Facilitates problem solving	May request staff input on how to address issues. Varies on how to obtain the solution to the problem. May direct or facilitate.	Requests staff input on how to address issues. Often will facilitate rather than direct the solution to the problem. Possesses a diverse set of tools for addressing problems.	Elicits staff input for suggestions on how to address issues. Facilitates rather than directs the solution to the problem. Models creative means for problem solving. Possesses a diverse set of tools for addressing problems. Employs different means for each unique challenge.
Circle One >	2	3	4
Not Met	1	2	3

Overall Rating	Circle One	Circle Two	Circle Three	Circle Four	Circle Five	Circle Six
Not Met	1	1.5	2	2.5	3	3.5
Not Met	4	4.5	5	5.5	6	



Area VIII: Cultural Competence

Accomplishments:

Element 1		Developing	Meets	Exceeds
Focuses on the value of diversity		Believes in the value of a diverse staff and student body, recognizes the importance of attitudes, behaviors, and knowledge necessary for staff to work with all individuals.	Believes in the value of a diverse staff and student body, plans frequent activities around the value of diversity, recognizes the attitudes, behaviors, knowledge, and skills necessary for staff to work with all individuals.	Believes in and models the value of a diverse staff and student body. Plans ongoing activities around the value of diversity in the attitudes, behaviors, knowledge, and skills necessary for staff to work effectively and respectfully with all individuals. Encourages an understanding and openness to diversity.
	Click One >	Not Met	2	3
Element 2		Developing	Meets	Exceeds
Maximizes cultural assessment		Creates an awareness of the need for cultural assessment, arranges some education and training, encourages staff to increase their self-awareness of diversity.	Creates an opportunity for staff to develop their own cultural assessments, arranges frequent education and training for staff to increase their self-awareness and learn more about their own biases, fears, and comfort levels.	Creates many opportunities for staff and self to develop their own cultural assessments, recognizes and arranges for ongoing education and training for staff to increase their self-awareness and learn more about their own biases, fears, and comfort levels. After the assessment, opportunities are provided for training.
	Click One >	Not Met	3	4
Element 3		Developing	Meets	Exceeds
Institutionalizes cultural knowledge		Encourages cultural experiences for staff and students, provides opportunities for conversation about culture and race, begins to collect accurate demographic, cultural, school outcome data for racial and ethnic groups in the school.	Creates opportunities for cultural experiences for staff and students, provides opportunities for conversations about culture and race, collects and utilizes accurate demographic, cultural, school outcome data for racial and ethnic groups in the school, supports diversity and support diverse students.	Ensures a variety of cultural experiences for staff. All staff feel safe having conversations about culture and race, uses a variety of methods to collect and utilize accurate demographic, cultural, school outcome data for racial and ethnic groups in the school. Support structures for diverse students are ongoing.
	Click One >	Not Met	3	4
Element 4		Developing	Meets	Exceeds
Promotes understanding of diversity between and within cultures		Encourages staff to understand the diversity between and within cultures, provides staff development about diversity.	Encourages staff to understand the diversity between and within cultures, provides meaningful opportunities for staff development about the diversity between and within cultures, engages students and staff in diversity appreciation and support of cultural events at the school.	Ensures all staff understand the diversity between and within cultures, provides ongoing opportunities about the diversity between and within cultures, engages parents, students, staff and community in diversity appreciation events. Organizes multicultural clubs and events. School and community events are evident in the school.
	Click One >	Not Met	3	4

Overall Rating
Click One > Not Met 1 2 3 4 5 6



Area IX: Education Management

Accomplishments:

Areas for Improvement:

Element 1	Developing	Meets	Exceeds
Identifies, prioritizes, and solves problems that arise in the school	Resolves problems that surface. Uses organizational and management strategies to manage the school. May use problem-solving or conflict resolution skills.	Identifies and resolves problems. Adapts innovative organizational strategies to manage the school. Uses effective problem-solving and conflict resolution skills.	Identifies potential problems and then resolves them in a timely manner. Adapts innovative organizational strategies to manage the school. Uses an effective combination of problem-solving and conflict resolution skills. Uses effective group process to solve problems when possible.
Circle One >	Not Met	3	4
Element 2	Developing <td>Meets <td>Exceeds </td></td>	Meets <td>Exceeds </td>	Exceeds
Manages the school facility	May reference the school improvement plan when making building decisions. Works to create a welcoming environment for students. Is aware of basic principles of school safety and security.	References the school improvement plan when making building decisions. Effectively utilizes space, supplies, and equipment. Fosters a welcoming environment for students. Is knowledgeable of school safety and security.	Constantly references the school improvement plan when making building decisions. Effectively utilizes space, supplies, and equipment. Fosters a welcoming environment for students and community members. Has detailed knowledge of school safety and security. Organizes the school to foster an effective learning environment.
Circle One >	Not Met	3	4
Element 3	Developing <td>Meets <td>Exceeds </td></td>	Meets <td>Exceeds </td>	Exceeds
Maximizes human resources	Selects, assigns, and organizes staff in an effort to achieve the school's vision. Recruits volunteers and other community members to assist in school activities.	Selects, assigns, and organizes staff to best achieve the school's vision. Taps future leaders for the school. Recruits and trains volunteers and other community members to assist in school activities. Fosters partnerships with universities.	Selects, assigns, and organizes staff to best achieve the school's vision and is able to retain them. Aligns people's talents with the tasks and activities of the school. Taps future leaders for the school and district. Creatively uses volunteers and other community members to assist in school activities. Creates ongoing partnerships with universities.
Circle One >	Not Met	3	4
Element 4	Developing <td>Meets <td>Exceeds </td></td>	Meets <td>Exceeds </td>	Exceeds
Applies principles of financial management and creative resource utilization	Manages financial and material resources. Is aware of the need to seek additional state and district resources.	Effectively works with staff to manage resources. Allocates financial and material resources in relationship to school goals. Seeks additional state and district resources.	Effectively and efficiently works with staff to manage resources. Demonstrates optimal allocation of financial and material resources in relation to school goals. Seeks and links additional resources to supplement state and district resources.
Circle One >	Not Met	3	4

Overall Rating
Circle One > Not Met 1 1.5 2 2.5 3 3.5 4 4.5 5 5.5 6