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**Organizational Climate and Emotional Intelligence: An
Appreciative Inquiry into a “Leaderful” Community College**

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**Organizational Climate and Emotional Intelligence: An
Appreciative Inquiry into a “Leaderful” Community College**

by

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Dedication

This dissertation is dedicated to all the teachers and learners who inspire
one another to discover the “*best of what is.*”

Acknowledgements

A special thank you to the participants of this study who were willing to candidly share their stories. I applaud you for your willingness to discover, dream, and design your destiny.

**Organizational Climate and Emotional Intelligence:
An Appreciative Inquiry into a “Leaderful” Community College**

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In an era of unprecedented challenges and such rapid change, community colleges need effective leadership that brings out the best in people, organizations, and communities. This qualitative study was based on interpretive research using Appreciative Inquiry (AI). Appreciative inquiry is a 4-D cycle: discovery, dream, design, and destiny. AI is action research that is a radically affirmative approach searching for the best in people and their organizations. It involves systematic discovery of what gives a system “life” when it is most effective. AI is based on social constructivist theory and is a collaborative and highly participative approach to inquiry. The participants engaged in appreciative interviews using provocative positive questions on the topic of emotional intelligence and organizational climate. Both appreciative inquiry and emotional intelligence are

evolving constructs. By integrating the technique (appreciative inquiry) with the topic (emotional intelligence) the question of how emotionally intelligent leadership affects organizational climate was explored. This study addresses potentially useful questions about the characteristics of emotional intelligence and its possible implications for affecting organizational climate.

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Chapter 1: Introduction to the Study

INTRODUCTION

The transformation of community colleges from teaching institutions to learning colleges, the shift from transactional to transformational leadership, and the change from individuals to collaborative work teams calls us to look at whole persons and whole systems in a new way. “The most forward-thinking educators will recognize the importance of emotional intelligence in higher education, not just for the students, not just for the students’ employers, but also for the vitality of an economy as a whole” (Cherniss & Goleman, 2003, p. 15).

Emotions are considered a soft area and have often been thought of as a detriment in the workplace. Of course, free flowing and unmanaged emotions could be devastating but as we learn more about how the cognitive and emotional parts of the brain work together it appears that intelligence about emotions can be a significant asset in the workplace and certainly in learning organizations (Cherniss & Adler, 2000).

There is still much conflict and controversy among researchers and practitioners about emotional intelligence as a construct. Unresolved issues include: the definition and concept itself, measuring emotional intelligence, relevance of EI with IQ, the relationship between individual and group emotional

intelligence, and the relationship between emotional intelligence and organizational effectiveness.

Many claims have been made about the nature of emotional intelligence, many of which cannot be substantiated. It is evident that the research base on the construct of emotional intelligence is evolving and in need of further study under more stringent conditions.

In *The Structure of Scientific Revolutions*, Kuhn (1970, p.23) described evolving paradigms as, "...an object for further articulation and specification under new or more stringent conditions". There are specific stages in the emergence of new theories: conception, hypothesis generation and testing, replication, refinement, and finally mature theory. Such is the case with what some believe is a new theory of emotional intelligence (EI). However, the roots of EI stem from nearly a century of research in psychology, sociology, human development, organizational theory, and other disciplines as well. The difference with this model, and what may be its contribution, is the applicability to a changing world; globalization, self-directed work teams, and rapid change. In a time when the world of work is changing so dramatically, workers need "portable skills". The qualities that make and keep them employable are "character," "personality" or "soft skills".

STATEMENT OF THE PROBLEM

Emotional intelligence and its implications for leadership is an evolving construct. The question of how emotionally intelligent leadership affects organizational climate remains vague.

SIGNIFICANCE OF THE PROBLEM

In an era of unprecedented challenges and such rapid change community colleges need effective leadership that can bring out the best in people, their organizations, and their communities.

SPECIFIC PROBLEM AREA

In an effort to strengthen and sustain the community colleges' capacity to heighten positive potential, the theory of emotional intelligence needs to be explored in the context of its possible affect on organizational climate.

PURPOSE OF THE STUDY

The purpose of this study is to explore the relationship between organizational climate and emotional intelligence in identifying a "leaderful" community college. Much of the current work being done in the area of emotional intelligence is being conducted by the Consortium for Research on Emotional Intelligence in Organizations (CREIO). An important goal of the

Consortium is to promote high quality research on the application of emotional intelligence in organizations. The Consortium's research agenda includes:

- **Construct validity:** What is emotional intelligence? What does it look like? What are the different components, and how are they related? How is it different from other concepts? What is the relationship between emotional intelligence and important emotional and social competencies?
- **Impact:** In what ways and to what extent do improvements in emotional intelligence enhance individual, group, and organizational performance?
- **How it works:** What are the mechanisms that connect increases in emotional intelligence with changes in individual performance and organizational effectiveness?
- **Change and development of EI:** There should be in-depth, longitudinal studies of interventions designed to foster EI in individuals and groups (i.e. training and coaching efforts that target self-awareness and other competencies). This research should include in-depth qualitative inquiry as well as quantitative assessment of effectiveness. In addition to both qualitative and quantitative research methodologies, CREIO believes the field needs good theory to guide the research. (Consortium for Research on Emotional Intelligence in Organizations, 2002).

RESEARCH QUESTIONS

Exploring the relationship between organizational climate and emotional intelligence presupposes us to address the following questions.

1. What were the participants' perceptions of the affect of emotional intelligence on organizational climate?
2. Did the data support or deny the importance of emotional intelligence on the development of a "leaderful" organizational climate?

DEFINITION OF TERMS

Terms used in this document have specific definitions related to the topic and research methodology. The major components of this study involve the relatively new and emerging paradigms of emotional intelligence and appreciative inquiry. Consequently, the literature reveals varying definitions of emotional intelligence. Appreciative inquiry is a method and a result, a means to an end. For the purposes of this study the following definitions apply.

1. Affirmative Topic Statement: An assertive and positive statement or set of statements that reflects the topic choice for an appreciative inquiry (Ricketts & Willis, 2001).
2. Appreciative Inquiry: Appreciative inquiry is the cooperative search for the best in people, their organizations, and the world around them. It involves systematic discovery of what gives a system "life" when it is most effective and

capable in economic, ecological, and human terms. It mobilizes inquiry through crafting an “unconditional positive question” often involving large groups. AI assumes that every living system has untapped, rich, and inspiring accounts of the positive. It is based on the belief that human systems grow toward what they persistently ask questions about. (Cooperrider & Whitney, 1999).

3. Emotional Intelligence: For the purposes of this study emotional intelligence is defined as an actual intelligence; as a mental ability to reason about emotions and the capacity to think better by using emotions (Mayer & Salovey, 2002).

4. Leaderful Organization: An organization or multiple work groups that are characterized by employees throughout the organization having influence and exercising influence on the course of action.

5. MSCEIT: The Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT™) is an ability test designed to measure four branches of the emotional intelligence ability model of Mayer and Salovey: (a) the ability to perceive and appraise emotions accurately, (b) the ability to access and generate feelings to facilitate cognitive activities, (c) the ability to understand affect-laden information and use emotion-relevant knowledge, and (d) the ability to manage one's own emotions and the emotions of others in order to promote emotional and intellectual growth and adaptive social relations (Mayer, Salovey & Caruso, 2002, p. 45).

6. Principles of Practice: Working agreements that are based on provocative propositions and an articulated positive core (Ricketts & Willis, 2001).
7. Provocative Proposition: A statement that describes a new future, challenges the status quo, inspires action and is worded in the present tense as if it were the current reality (Ricketts & Willis, 2001).
8. Transferability: The ability to transfer research results to other situations (Lincoln & Guba, 1985, p. 316).
9. Qualitative Methods: Research methods designed to provide an in-depth description of a specific program, practice, or setting (Mertens, 1998, p. 159).

ASSUMPTIONS

Appreciative inquiry is based on postmodern constructionist theory, that reality is socially constructed. For the purposes of this study the following eight basic assumptions of appreciative inquiry were implicit:

1. In every society, organization, or group, something works.
2. What we focus on becomes our reality.
3. Reality is created in the moment, and there are multiple realities.
4. The act of asking questions of an organization or group influences the group in some way.
5. People have more confidence and comfort to journey to the future when they carry forward parts of the past.

6. If we carry parts of the past forward, they should be what are best about the past.
7. Valuing differences is important.
8. The language we use creates our reality.

LIMITATIONS

The success of an appreciative inquiry study such as this rests heavily on the researcher to preserve the process integrity and the ability to create narrative-rich communication. Qualitative research has a system of checks and balances such as member checks, inter-rater, peer review and debriefing (Glesne, 1999) to protect the integrity of the inquiry. Ultimately it is a human endeavor therefore impossible to achieve total objectivity.

This study is limited to one college. Therefore, it is limited to the present leadership team and each of their leadership styles and perspectives. Most importantly, the study relied on a qualitative interpretive approach which is action research so was subject to the degree of participation and the extent to which the researcher accurately analyzed each narrative.

SUMMARY

Emotional intelligence is an evolving construct. There have been many studies on the affect of leadership on organizational climate (Drucker, 1999; Field

& Abelson, 1982; Furnham & Goodstein; Gardner, 1990; Goleman, 2002; Maxwell, 1998). The positive change core created by appreciative inquiry provides another lens with which to view organizational behavior.

Chapter 2: Review of the Literature

THE EMERGING PARADIGM OF EMOTIONAL INTELLIGENCE

Emotional intelligence is not a new concept. Daniel Goleman's book, *Emotional Intelligence* (1985) ignited renewed interest in the topic. When the *Harvard Business Review* published the article, *Leadership That Gets Results* (2000) it attracted a higher percentage of readers than any other article published in that periodical in the last forty years (Cherniss, 2000).

When psychologists began to write and think about intelligence, they focused on the cognitive aspects. However, as early as 1958, researchers began to look at the non-cognitive aspects of intelligence. Wechsler defined intelligence as "the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment" (Wechsler, 1958, p. 7). As early as 1940 he referred to "non-intellective" as well as "intellective" elements (Wechsler, 1940), including affective, personal, and social factors. Thorndike wrote about "social intelligence" in the late thirties (Thorndike & Stein, 1937). In 1983, Howard Gardner began to write about "multiple intelligences." Gardner (1983) proposed that "intrapersonal" and "interpersonal" intelligences are as important as the type of intelligence typically measured by IQ and related tests.

Bar-On began to use the term “emotional quotient” (EQ) in the 1980’s (Bar-On, 1997). Salovey and Mayer are credited with coining the term *emotional intelligence* in 1990. They described emotional intelligence as “a form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action” (Salovey & Mayer, 1990).

EI SCHOLARS, RESEARCHERS, AND TOOLS

Daniel Goleman is the name most commonly heard when discussing the field of emotional intelligence because of his best selling books on the subject. Goleman holds an M.A and Ph.D. from Harvard University in clinical psychology and personality development. He is cofounder of the Collaborative for Social and Emotional Learning (originally at Yale, now at the University of Illinois at Chicago) and co-chair of the Consortium for Research on Emotional Intelligence in Organizations based at Rutgers University.

Many other distinguished professors are currently conducting research in the field as well. Cary Cherniss, Ph.D, is a professor of applied psychology at Rutgers University and is a specialist in the areas of emotional intelligence, work stress and burnout, management training and development, planned organizational change, and career development.

Richard Boyatis, Ph.D, is a professor of organizational behavior and chair of the Department of Organizational Behavior in the Weatherford School of

Management at Case Western Reserve University. His research focuses on adult development and leadership. Boyatis has a B.S. degree in aeronautics and astronautics from the Massachusetts Institute of Technology (MIT) and M.A. and Ph.D. in social psychology from Harvard University.

Robert Caplan, Ph.D., directed the doctoral program in applied social and organizational psychology at George Washington University and was senior program director at the University of Michigan's Survey Research Center in the Institute for Social Research. Caplan earned his Ph.D. in organizational psychology from the University of Michigan.

Vanessa Urch Druskat, Ph.D., is an assistant professor in the Department of Organizational Behavior of the Weatherford School of Management, Case Western Reserve University. Her research focuses on factors that influence the effectiveness of empowered or self-managed work teams. Druskat holds her Ph.D. from Boston University in organizational psychology.

Jonathan Cohen, Ph.D., is co-founder and president of the Center for Social and Emotional Education at Columbia University. Cohen is a professor of psychology there and is a practicing clinical psychoanalyst. Cohen edited, *Educating Minds and Hearts: Social emotional learning and the passage of adolescence* and *Safe classrooms/intelligent schools*.

John Mayer, Ph.D, of the University of New Hampshire and Peter Salovey, Ph.D., of Yale University have been credited with developing the theory

of emotional intelligence in 1990. They joined efforts with David Caruso, Ph.D., a management psychologist, to develop the first ability-based test of emotional intelligence. (*The MEIS discussed below*). Salovey and Mayer's research program is intended to develop valid measures of emotional intelligence and to explore its significance. Since then several other instruments have been developed to measure EI. Four instruments were considered for use in this study. A description of each instrument follows: (Retrieved June 20, 2002 from www.eqj.org/eitests.htm).

MSCEIT™ Mayer Salovey Caruso Emotional Intelligence Test

Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer & Salovey, 1997). The Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT™) is an ability test designed to measure these four branches of the emotional intelligence ability model of Mayer and Salovey.

Table 1: The Four-Branch Model of Emotional Intelligence

Branch	Skills
Perceiving Emotions	The ability to perceive emotions in oneself and others, in objects, art, music, and other stimuli
Facilitating Thought	The ability to generate, use, and feel emotion as necessary to communicate feelings and use them in the thought process
Understanding Emotions	The ability to understand emotional information, how emotions combine and progress through relationship transitions, and to appreciate such emotional meanings
Managing Emotions	The ability to be open to feelings, and to regulate them in oneself and others so as to promote personal understanding and growth

(Mayer & Salovey, 1997)

Bar-On Emotional Quotient Inventory - EQ-i™

Reuven Bar-On developed the Emotional Quotient Inventory (Bar-On EQ-i) consisting of 133 items. It gives an overall EQ score as well as scores for five composite scales and fifteen subscales:

Table 2. Bar-On EQ-i Composite Scales and Subscales

Intrapersonal Scales	Self-Regard Emotional Self-Awareness Assertiveness Independence Self-Actualization
Interpersonal Scales	Empathy Social Responsibility Interpersonal Relationships
Adaptability Scales	Reality Testing Flexibility Problem Solving
Stress Management Scales	Stress Tolerance Impulse Control
General Mood Scales	Optimism Happiness

Emotional Competence Inventory 360

The ECI 360 purports to assess the strengths and limits of individuals, giving them precise, focused information on exactly which competencies they need to improve in order to meet their career goals. Developed by Boyatzis and Goleman, this measure is designed to assess the competencies in the model of Goleman's book *Working With Emotional Intelligence* (1998).

Work Profile Questionnaire - EI Version

The WPQei is an 84-item instrument designed to measure the personal qualities and competencies that employees need to develop to manage emotion at work -- that is, those identified by researchers such as Mayer and Salovey, Goleman and Ostell. The WPQei is based on a conceptual model of emotional intelligence that has seven components.

1. **Innovation:** understanding your creative style coupled with the ability to generate creative responses to business problems yourself and through others.
2. **Self-Awareness:** understanding your strengths and weaknesses coupled with drive to improve your capability.
3. **Intuition:** using instinct, hunches and feelings along with facts and information to guide decisions.
4. **Emotions:** recognizing and understanding your feelings and emotions and managing their impact on other people.
5. **Motivation:** achievement striving, energy, initiative and persistence.
6. **Empathy:** taking an interest in people and listening to their views, problems and concerns.
7. **Social Skills:** building relationships with people and communicating effectively with them.

The Ability Model of Emotional Intelligence

Mayer and Salovey's ability model of emotional intelligence defines emotional intelligence as the ability to understand your own and others emotions and to use emotions to think more effectively. This model has four separate components of emotional intelligence: accurately identifying emotions in people and objects; being able to generate an emotion and solve problems with that emotion; understanding the causes of emotions; and, selecting strategies that result in positive outcomes (personal communication, David Caruso, October 24, 2002.)

Table 3: Abilities measured on the Mayer Salovey Caruso Emotional Intelligence Test

MSCEIT®			
Experiential		Strategic	
Perceiving	Facilitating	Understanding	Managing
Faces	Sensations	Blends	Emotion Management
Pictures	Facilitation	Changes	Relations

(Adapted from David R. Caruso 2002, unpublished document)

A central tenet of the ability model of emotional intelligence is that there is a correct answer to questions such as “What emotion is expressed in a particular face?” and “What emotions make up the feeling of joy?” The MSCEIT™ is a test of emotional intelligence comprised of a comprehensive battery of emotional intelligence tasks. Scores are then analyzed against expert and consensus scoring.

Brain research supports the idea that there is an emotional center of the brain that is comparatively more primitive than the cognitive center of the brain positing that emotions are not only cultural but biological as well.

EMOTIONAL INTELLIGENCE AS A THEORY OF PERFORMANCE

Goleman’s framework of emotional intelligence includes four domains with twenty emotional competencies. This model focuses on EI as a theory of performance. This model is a result of statistical analysis of the Emotional Competence Inventory (ECI) given to six hundred corporate managers and professionals and graduate students in engineering, management, and social work. Respondents were asked to rate themselves on EI-related behaviors. Their responses were then compared to ratings made by those who worked with them. Four key clusters emerged: Self-awareness, Self-Management, and Relationship Management, and Social Awareness.

Goleman defines emotional competence as “a learned capability based on emotional intelligence that results in outstanding performance at work” (Goleman,

1998). Emotional competencies are learned abilities, however, it is dependent on an underlying EI ability. For example, having social awareness or skill at managing relationships does not guarantee one has mastered the additional learning required to handle a customer adeptly or to resolve a conflict – just that the potential exists to become skilled at a particular competency.

Table 4. Goleman’s Framework of Emotional Competencies

	Self (Personal Competence)	Other (Social Competence)
Recognition	<p><i>Self-Awareness</i></p> <ul style="list-style-type: none"> • Emotional self-awareness • Accurate self-assessment • Self-confidence 	<p><i>Social Awareness</i></p> <ul style="list-style-type: none"> • Empathy • Service orientation • Organizational awareness
Regulation	<p><i>Self-Management</i></p> <ul style="list-style-type: none"> • Emotional self-control • Trustworthiness • Conscientiousness • Adaptability • Achievement drive • Initiative 	<p><i>Relationship management</i></p> <ul style="list-style-type: none"> • Developing others • Influence • Communication • Conflict management • Visionary leadership • Catalyzing change • Building bonds • Teamwork and collaboration

The emotional competencies in Goleman's model have long been recognized as important to performance. Many of the components of EI are found in personality, human development, and motivation theories including: locus of control, achievement orientation: self-esteem and self-efficacy, self-monitoring, and personality type. For example, a widely used test is the Myers-Briggs Type Indicator (MBTI) that categorizes people into one of sixteen personality types, according to their responses on a 100-question personality test. (*Example: INTJ = introverted, intuitive, thinking, judging. An INTJ is characterized as skeptical, critical, independent, determined, and stubborn*).

Myers-Briggs Type Indicator (MBTI)

Extravert or Introvert	E or I
Sensing or Intuitive	S or N
Thinking or Feeling	T or F
Perceiving or Judging	P or J

Another personality framework is the five-factor model of personality often referred to as the "Big Five." The five factors are: extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience. Research suggests that there is a relationship between the five factors and job performance. But, like the Managerial Grid, this model may be dated giving more encouragement to the EI researchers to develop a model that reflects changes in work environments to work teams rather than individual workers.

Table 5: Five-Factor Model of Personality

1. Extraversion	Extraverts tend to be sociable, friendly, and outgoing. Introverts tend to be reserved and are more comfortable with solitude.
2. Agreeableness	Highly agreeable people value peace and harmony more than having their way; cooperative and trusting. People scoring low on agreeableness are more focused on their own needs than on the needs of others.
3. Conscientiousness	Purposeful, responsible, persistent, dependable, and achievement oriented. Low conscientious scorers tend to be distracted, and more hedonistic.
4. Emotional stability	Ability to handle stress; calm, enthusiastic, and secure. Low scorers are nervous, anxious, and insecure.
5. Openness	Open people are imaginative, artistically sensitive, and intellectual. Less open people appear more conventional and find comfort in the familiar.

(Robbins, 2002)

Holland's typology of personality, although geared toward career selection, offers more similarities and overlap with the characteristics of EI.

Holland's "Social" type corresponds closely with the EI model. The personality characteristics of a social person in the Holland model are sociable, friendly, cooperative, and understanding (Holland, 1985).

LEADERSHIP AND ORGANIZATIONAL CLIMATE

Studies suggest that emotionally intelligent leadership is key to creating a working climate that encourages employees to give their best (Williams, 1994;

McClellan, 1998; Goleman, 1998). Williams found that there is a relationship between EI strengths in a leader, performance of the organization, and the organizational climate (Williams, 1994). Organizational climate is a perception of how things are in an organizational environment (Furnham & Goodstein, 1997). Organizational characteristics are perceived and interpreted by the organization's members, who then create the climate (Field & Abelson, 1982).

The link between EI strengths in a leader and the organization's climate is important for EI theory. Six distinct styles of EI-based leadership have been demonstrated to affect organizational climate. Four styles—the visionary, affiliative, democratic, and the coaching—generally influence the climate in a positive direction. Two styles—the coercive and the pacesetter—tend to influence the climate downward, although each of these two can have a positive affect in certain situations; i.e. situational leadership.

Table 6: Leadership Style, EI, and Organizational Effectiveness

Leadership Style						
	Coercive	Visionary	Affiliative	Democratic	Pacesetting	Coach
When Appropriate	In a crisis, to kick-start a turnaround, or with problem employees	When change requires a new vision, or when a clear direction is needed	To heal rifts in a team or to motivate during stressful times.	To build buy-in or consensus, or to get valuable input from employees.	To get quick results from a highly motivated and competent team.	To help an employee improve performance or develop long-term strengths.
Objective	Immediate compliance	Mobilize others to follow a vision.	Create harmony.	Build commitment through participation.	Perform tasks to a high standard.	Build strengths for the future.
Impact on Climate	Strongly negative.	Most strongly positive.	Highly positive.	Highly positive.	Highly negative.	Highly positive.
EI Competencies	Drive to achieve; initiative, emotional self-control.	Self-confidence; empathy; change catalyst.	Empathy, building bonds; conflict management.	Collaboration team leadership; communication.	Conscientiousness; drive to achieve; initiative.	Developing others; empathy; emotional self-awareness

(Goleman, 2000)

Visionary leaders are empathic, self-confident, and often act as change agents. Affiliative leaders are also empathic, able to build relationships and

manage conflict well. The democratic leader encourages collaboration and teamwork and communicates effectively and is quite often an excellent listener. The coaching leader is emotionally self-aware, empathic, and skilled at identifying and building on the potential of others.

The coercive leader relies on the power of his position, ordering people to execute her or his wishes, and is typically lacking empathy. The pacesetter leader sets high standards and exemplifies them, demonstrating initiative and a very high drive to achieve. Pacesetters often micromanage or criticize those who fail to meet her own high standards rather than helping them to improve.

Effective leaders are able to integrate four or more of the six styles regularly, using the one most appropriate style in a given leadership situation. For instance, in a study of school leaders it was found that in those schools where the leaders displayed four or more leadership styles, students had superior academic performance relative to students in comparison schools. In schools where the leaders displayed just one or two styles, academic performance was poorest. Often the styles here were the pacesetter or coercive ones, which tend to lower teacher morale and enthusiasm (Hay & McBer, 2000).

“Transformational leaders well know themselves...[*having*] positive self-regard, related to an inner sense of self and emotional wisdom...[*which*] seems to exert its force by creating in others a sense of confidence and high expectations

(Roueche, Baker & Rose, 1989, p. 27).” Kouzes suggests that such leadership behavior elevates the human spirit (Kouzes & Posner, 1999).

APPRECIATIVE INQUIRY (AI) THEORETICAL FRAMEWORK

Appreciative inquiry is based on postmodern constructionist theory; that is, reality is socially constructed. This becomes more clear when we look at the eight basic assumptions of Appreciative Inquiry:

1. In every society, organization, or group, something works.
2. What we focus on becomes our reality.
3. Reality is created in the moment, and there are multiple realities.
4. The act of asking questions of an organization or group influences the group in some way.
5. People have more confidence and comfort to journey to the future when they carry forward parts of the past.
6. If we carry parts of the past forward, they should be what are best about the past.
7. It is important to value differences.
8. The language we use creates our reality.

According to Sue Hammond, a management consultant and author of *The Thin Book of Appreciative Inquiry*, “You cannot use Appreciative Inquiry as a questioning technique within the problem-solving model and achieve the desired

result. For AI to work its magic, you have to believe and internalize the assumptions (2002, p. 23.)

AI is distinctly different from the common problem-solving approach to management. It is the antithesis of human-deficit thinking. Deficit-based change approaches reinforce hierarchy, erode community, and instill a sense of self-enfeeblement (Cooperrider, 1996, pp. 23-33). Cooperrider relates a powerful story from an AI conference for inner city change agents. After two days of discussion, one of the participants gave an emotionally charged discourse:

This is naïve...have you ever worked in the depths of the inner city, like the Cabrini Green public housing projects? You're asking me to "appreciate" it...just yesterday the impoverished children were playing soccer, not with a ball—no money for that, but with a dead rat. Tell me about appreciative inquiry in the housing projects! ...In the name of entertainment my people are fed negative views of human violence—surrounded by endless descriptions of their 'problem lives.' The result? People asleep in front of their TV's, unable to move. They have a voice in the housing project assessments. But it is a ...visionless voice. They get to confirm the deficit analysis...what hits me now is how radical the AI message is. Marx could have said it better: human deficit vocabularies are the opiates of the masses. People have voice but are not mobilized by it anymore. Visionless voice is worse than no voice (1996, pp.23-33).

When applied as a whole systems approach, AI can cause movement toward greater equality and less hierarchy. It doesn't look back at what caused a dilemma, it dreams forward to the possibilities giving every stakeholder voice. AI is a transformational organization change process. "People experiencing an AI inspire each other to leverage their most powerful collective stories in order to dream and design a new affirmative future. In the process of truly hearing each others' hopes and dreams, people create community—they discover affinity, build relationships, and develop common language..." (Ricketts & Willis, 2001, p. 5).

The Five Principles of Appreciative Inquiry

The Constructionist Principle

The first principle of AI, the constructionist principle, maintains that knowing and destiny are interwoven; that organizations are living, human constructions whose fate is a reflection and extension of the communal knowledge that created them. Human beings and organizations move in the direction that their knowledge and inquiries take them. Peter Senge in *The Fifth Discipline* (1990) asserts that most people do not believe that they create their own workplace realities. He says, "The belief that 'we cannot create our own futures' is so great that it eludes acknowledgement." This makes the constructionist principle one of the most difficult concepts to convey in an appreciative inquiry.

The Principle of Simultaneity

The principle of simultaneity states that an organization's story can be rewritten at any time. The organization's story is constantly being co-authored, its past, present or future are the source for interpretation, inspiration, or learning.

The Poetic Principle

Just as there are many interpretations of a given poem, a reinterpretation of the organization's story can generate new realities.

The Anticipatory Principle

The force that ultimately gives life to an organization is the people's understanding of the vision and their confidence in their ability to influence their reality in order to continually create and work toward achieving their vision. A vision can die if people forget their connection to one another. The result is a vision that is proselytized but which is not truly believed in or understood by all, thus creating divisiveness in the organization with the "in group" and the "outsiders" to the vision (Senge, 1990).

The Positive Principle

This very foundational principle asserts that the more positive questions posed when community building, the more effective and long lasting the change. Being positive and affirmative helps create a safe and challenging climate that

enhances rapport, empathy, and trust. People get addicted to the peak experiences where everyone feels aligned and moving toward the same objective.

Figure 1: Problem Solving vs. Appreciative Inquiry

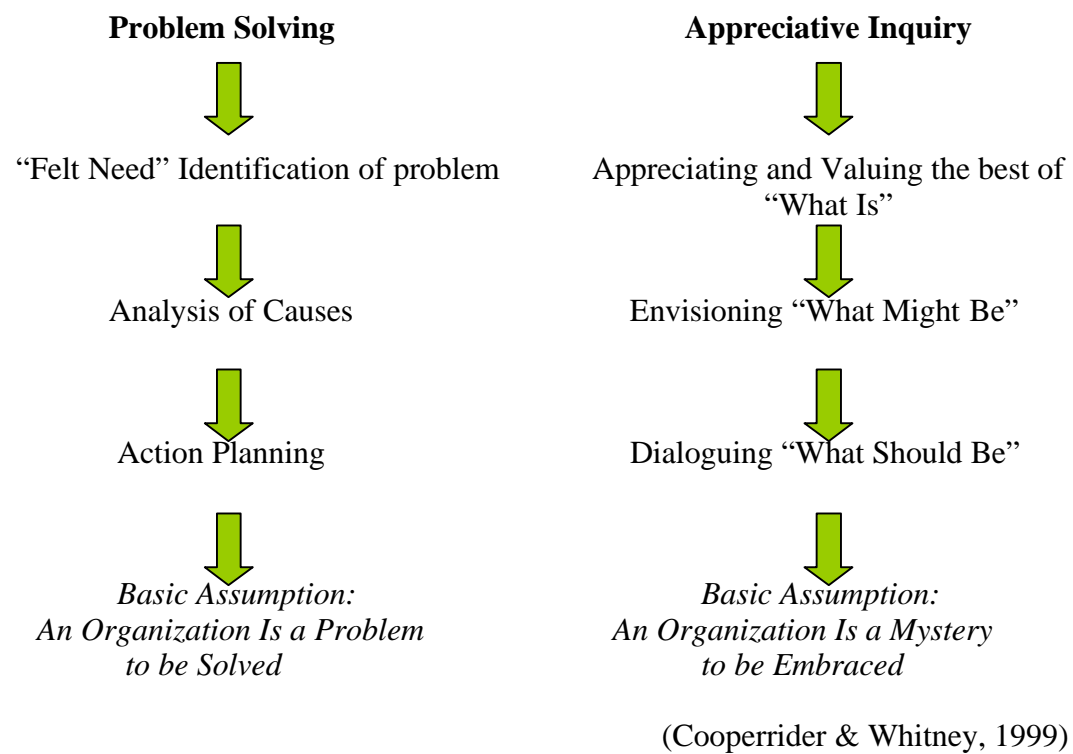
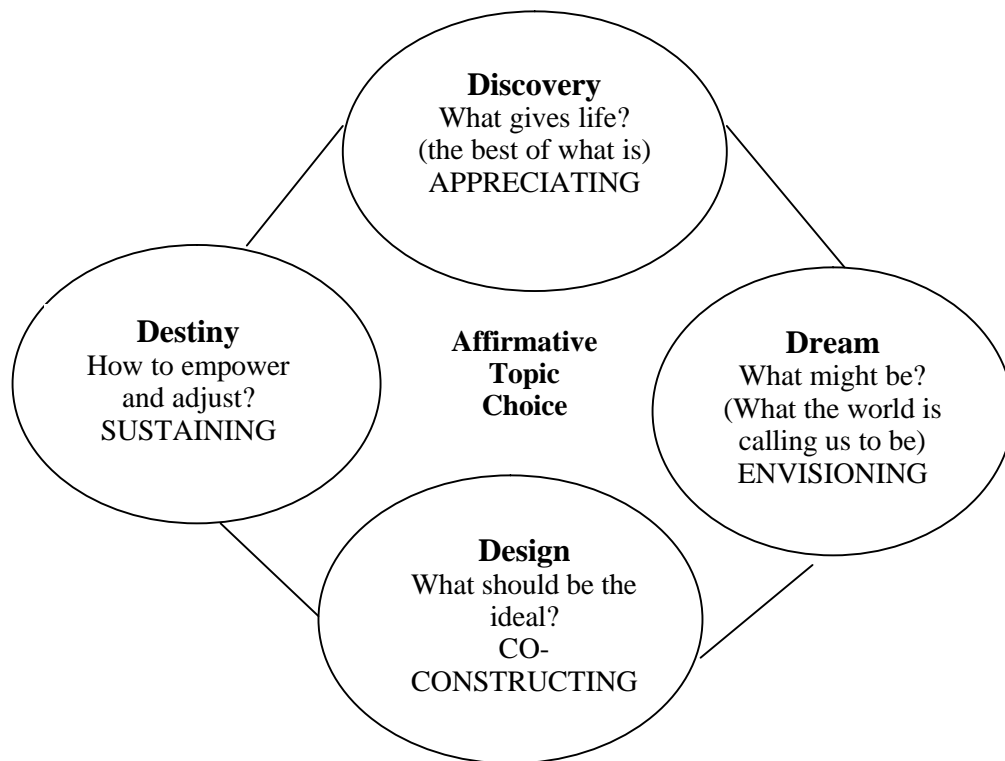


Figure 2. The Appreciative Inquiry 4-D Cycle



(Cooperrider & Whitney, 1999)

Chapter 3: Methodology

DESCRIPTION OF THE METHODOLOGY

This qualitative study is based on interpretive research using appreciative inquiry (AI) as a tool for connecting to the transformational power of a positive change core. AI attempts to connect with this positive change core by opening every strength, innovation, achievement, imaginative story, hope, positive tradition, passion, and dream to systematic inquiry. It involves asking appreciative questions, such as the following:

1. Describe a high-point experience in your organization, a time when you have been most alive and engaged.
2. Without being modest, tell me what is it that you most value about yourself, your work, and your organization.
3. What are the core factors that give life to your organization, without which the organization would not be the same?
4. What three wishes do you have to enhance the health and vitality of your organization?

AI then uses the stories generated to create the organizational climate (Cooperrider & Whitney, 1999). AI is action research that is a radically affirmative approach to change that lets go of problem-based management. AI is a way of knowing, a methodology for managing change and creating an

organizational climate, an approach to leadership and human development (Holman & Devane, 1999).

Appreciative inquiry is the cooperative search for the best in people, their organizations, and the world around them. It involves systematic discovery of what gives a system “life” when it is most effective and capable in economic, ecological, and human terms. AI involves the art and practice of asking questions that strengthen a system’s capacity to heighten positive potential. It mobilizes inquiry through crafting an “unconditional positive question” often involving hundreds or sometimes thousands of people. In AI, intervention gives way to imagination and innovation; instead of negation, criticism, and spiraling diagnosis ...there is discovery, dream, and design. AI assumes that every living system has untapped, rich, and inspiring accounts of the positive. Link this “positive change core” directly to any change agenda, and changes never thought possible are suddenly and democratically mobilized. (Cooperrider & Whitney, 1999, p. 10).

Appreciative inquiry is a 4-D cycle: discovery, dream, design, and destiny. At the heart of AI is the appreciative interview. Appreciative interviews focus on the positive; what gives life to an organization. AI interviews are designed to reveal organizational successes, what people value, and what they hope and wish for to enhance their organizational vitality.

DESIGN OF THE STUDY

One hundred leaders of a large, urban community college were invited to complete the MSCEIT™ emotional intelligence assessment as an introductory exercise, then to participate in an appreciative inquiry session using the Appreciative inquiry 4-D cycle. All participants served the institution in some leadership capacity. The affirmative topic choice was emotional intelligence and organizational climate.

Participants were asked to take the Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) for the sole purpose of having a common experience around the concept of emotional intelligence, to encourage mindfulness about emotional intelligence, and to enhance the discussion of EI during the appreciative inquiry sessions. It was not the intention of this study to quantifiably analyze the MSCEIT results. The MSCEIT was administered online to the leadership team. Results and reports were generated by Multi-Health Systems Incorporated (MHS) and sent back to the researcher via email within twenty-four hours of administration of the test. Participants received their confidential MSCEIT report individually for their individual use.

Each appreciative session was two-hours in duration. The first ten minutes allowed the participants to discuss the experience of taking the MSCEIT™ and to share any initial comments on emotional intelligence. The researcher then gave an overview of emotional intelligence including a list of

emotional competencies as defined in the literature. The remainder of the session followed the 4-D design of appreciative inquiry: posing open-ended questions designed for each segment of the discussion, discovery, dream, design, and destiny. Each conversation segment lasted twenty to thirty minutes.

Appreciative Inquiry Protocol

The provocative positive questions were as follows:

Discovery: Think back through your career at the college. Describe a high point when you felt most effective and engaged. How did you feel? What emotional intelligence abilities in yourself or others made that situation possible? Describe a time when you were part of a team that had a high level of trust and respect among the members. How was trust and respect communicated? What made it possible to establish trust in the group?

Dream: What applications of emotional intelligence are most relevant to your position in the organization? What dreams do you have for your organization's greater health and vitality?

Design: What would be the ideal organizational climate for your college?

Destiny: What would be the most desirable outcome of this appreciative inquiry for your college?

DESCRIPTION OF SAMPLE

The method of sampling influences the quality of data and the inferences made from it (Mertens, 1998). Purposive sampling technique was used to select participants currently serving in leadership roles in a community college. “The logic and power of purposive sampling lies in selecting information-rich cases for study in depth” (Patton, 1990, p. 169). Participants were selected from a large, urban community college in the United States. The particular institution was selected because of its recognition as an exemplary community college, its longevity in the community, and its emphasis on employee success as well as student success.

A phenomenological study involves identifying participants who have experienced or are experiencing the phenomenon that is being explored (Rudestam & Newton, 2001). All participants served the institution in some leadership capacity. All employee classifications (administrative, faculty, and staff) were represented in the study. Fifty of the seventy participants were classified as administrators; the remaining twenty were a combination of faculty leaders, professional support staff officers, and departmental team leaders.

DATA COLLECTION PROCEDURES

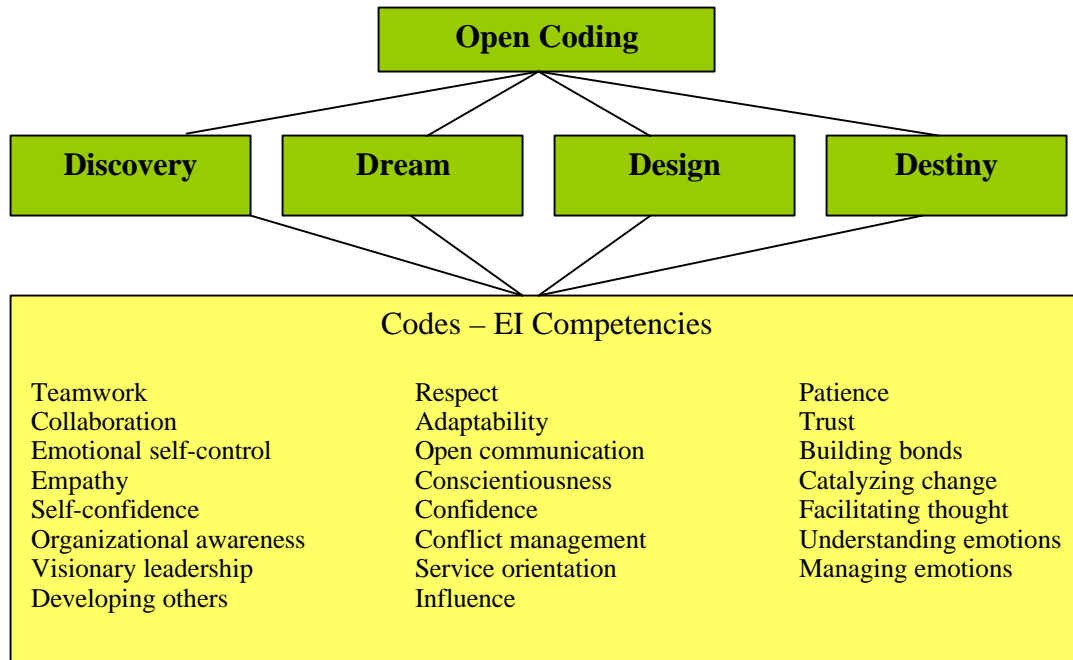
The primary data for this study was collected through six appreciative inquiry sessions. Appreciative interviews were conducted with six groups of

participants using the appreciative inquiry method to produce guided conversations to solicit story narratives about leadership, emotional intelligence competencies, and organizational climate. The size of the interview groups ranged from four to sixteen. A research assistant attended the six sessions with a laptop computer to record the narrative stories by typing them into a word processor.

DATA ANALYSIS PROCEDURES

Early analysis involved categorizing the data as it was collected by recording the narratives under each segment of the 4-D design: discovery, dream, design, and destiny. Content analysis with these qualitative data was used to categorize, synthesize, and interpret the data (Glesne, 1999). Data was then coded using the indicators in the EI literature. Open coding was completed by analyzing the data line by line, phrase by phrase, and single words (Coffey & Atkinson, 1996). Descriptions of the codes are derived from the current EI literature (Goleman, 1998; Mayer & Salovey, 2002; Bar-On, 1997).

Figure 3: Content Analysis Codes



CODES

Developing Others: People with this competence acknowledge and reward people's strengths and accomplishments, offer useful feedback and identify people's needs for further growth, mentor, give timely coaching, and offer assignments that challenge and foster a person's skills.

Teamwork & Collaboration: People with this competence balance a focus on task with attention to relationships, collaborate, sharing plans, information, and resources, promote a friendly, cooperative climate, recognize and nurture opportunities for collaboration. They model team qualities like respect,

helpfulness, and cooperation, draw all members into active and enthusiastic participation, build team identity, esprit de corps, and commitment, protect the group and its reputation; share credit.

Organizational Awareness: People with this competence are able to read the currents, decision networks, and politics at the organizational level.

Building Bonds: People with this competence cultivate and maintain extensive informal networks, seek out relationships that are mutually beneficial, build rapport and keep others in the loop, make and maintain personal friendships among work associates.

Visionary Leadership: People with this competence move people toward shared dreams by guiding and motivating with compelling vision.

Empathy: People with this competence are attentive to emotional cues and listen well, show sensitivity and understand others' perspectives, help out based on understanding other people's needs and feelings.

Respect: People with this competence accept and appreciate individual and group differences and value all people; honor, regard, esteem.

Open Communication: People with this competence attend to others both verbally and nonverbally to receive messages accurately; initiate and maintain conversations, express thoughts and feelings clearly, and demonstrate to others that they have been heard.

Emotional Self-Control: People with this competence keep disruptive emotions and impulses under control.

Influence: People with this competence wield a range of tactics for persuasion.

Leveraging Diversity: People with this competence respect well to people from varied backgrounds, understand diverse worldviews and are sensitive to group differences, see diversity as opportunity, creating an environment where diverse people can thrive, challenge bias and intolerance.

Social Responsibility: People with this competence have a sense of duty to promote the welfare of the community and the individual.

Optimism/Appreciative Attitude: People with this competence take the most hopeful or cheerful view of matters and expect the best outcome.

Achievement Drive/Initiative: People with this competence are ready to act and seize opportunities and have the drive to improve performance to meet inner standards of excellence.

Self-Confidence: People with this competence present themselves with self-assurance; have “presence” and are decisive, able to make sound decisions despite uncertainties and pressures.

Self-Awareness: People with this competence accurately perceive their own emotions and their impact; use “gut sense” to guide decisions.

Persistence/Resilience: People with this competence recover rapidly after experiencing some adverse experience; handle rejection and setbacks with grace.

Trust: People with this competence promote a belief and confidence in the honesty, integrity, reliability and justice of others.

Service Orientation: People with this competence understand students' needs and match them to services, seek ways to increase students' satisfaction and loyalty, gladly offer appropriate assistance, grasp a students' perspective, acting as a trusted advisor.

Catalyzing Change: People with this competence recognize the need for change and remove barriers, challenge the status quo to acknowledge the need for change, champion the change and enlist others in its pursuit, model the change expected of others.

Adaptability: People with this competence are flexible and can adapt to changing situations or overcoming obstacles.

Self-Actualization: People with this competence function with a sense of wholeness intellectually, physically, socially, emotionally, and spiritually.

Conscientiousness: People with this competence are ethical and scrupulous.

Once the data were categorized and coded a member check was conducted by sharing the interview transcripts, analytical thoughts, and drafts of the final report to several of the participants. Throughout the process peer review and debriefing allowed external reflection and input (Glesne, 1998). The following chapter reports these findings.

Chapter 4: Findings

A total of 281 responses from sixty-eight individuals, generated by the appreciative inquiry conversations, contained reference to twenty-two emotional intelligence competencies that the participants felt had a significant affect on the organizational climate. Although it is questionable for one to be competent in a particular EI trait without incorporating the skills inherent in related competencies (*for example: trust is essential to building bonds*), eight emotional intelligence competencies constituted 75% of the responses. These included developing others, teamwork and collaboration, organizational awareness, building bonds, visionary leadership, empathy, respect, and open communication.

Tables 9-12 (see Appendix B) identify the emotional intelligence themes as competencies that were reflected in the narrative stories. The EI competencies are as described by Goleman's performance model, Bar-On's EQi, the Mayer-Salovey ability model, or the EQMap. Table 7 shows the frequency with which each competency was identified as being important to organizational climate.

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Table 7: EI Competencies Reported as Affecting Organizational Climate

Frequency		Code/Competency
f	%	
f-45	16	Developing Others
f-34	12.1	Teamwork & Collaboration
f-30	11	Organizational Awareness
f-26	9.2	Building Bonds
f-24	8.5	Visionary Leadership
f-19	7	Empathy
f-17	6	Respect
f-13	5	Open Communication
f-9	3	Emotional Self-Control
f-9	3	Influence
f-8	2.8	Leveraging Diversity
f-8	2.8	Social Responsibility
f-7	2.4	Optimism/Appreciative Attitude
f-6	2.1	Achievement Drive/Initiative
f-5	1.8	Self-Confidence
f-5	1.8	Self-Awareness
f-4	1.4	Persistence/Resilience
f-4	1.4	Trust
f-4	1.4	Service Orientation
f-4	1.4	Catalyzing Change
f-3	1	Adaptability
f-3	1	Self-Actualization
f-2	.7	Conscientiousness

Research Question #1

What were the participants' perceptions of the affect of emotional intelligence on organizational climate?

The data indicates that the participants expressed no significant difference in their perception of the affect of emotional intelligence on the organizational climate. All agreed that personal emotional intelligence and emotionally intelligent leadership are what determines organizational climate. One leader described it as, "We intentionally work at creating levels of support on a strong foundation of hand, heart, and intellect; mind, body, spirit. We continue to nurture a culture of value, acceptance, and forgiveness."

Developing Others

Developing others was the most frequently cited EI competency comprising 16% of all responses. "Leaders who are adept at cultivating people's abilities show a genuine interest in those they are helping along, understanding their goals, strengths, and weaknesses. Such leaders can give timely and constructive feedback and are natural mentors or coaches (Goleman, 2002, p. 256)."

The dream phase of the appreciative inquiry elicited this comment about the institution's commitment to developing others,

“Part of listening is not to rush to fix a problem but to provide a climate where people can fix it themselves. We can provide a catalyst like professional development opportunities. The characteristic we must have is patience; not everyone sees it like we do so we need to provide opportunities to encourage that growth.”

Teamwork and Collaboration

Teamwork and collaboration were considered an important competency ranking second in frequency (12%) of the 281 responses. The appreciative stories revealed that effective leaders draw others into active, enthusiastic commitment to the collective effort, and build spirit and identity. “They spend time forging and cementing close relationships beyond mere work obligations. Leaders who are able team players generate an atmosphere of friendly collegiality and are themselves models of respect, helpfulness, and cooperation (Goleman, 2002, p. 256).”

“We lost a long-time member of our work group so we sat down together to figure out how to approach this to fill the gap. Each of us got to talk about what we really loved about our job, the things we get to do that ‘gives us life’ and we stated the tasks that we didn’t especially like about our job. Using our job descriptions we picked what we had to do and then discovered that there was

someone else who was eager to take the things we didn't especially like. We do this on a regular basis now."

Organizational Awareness

"A leader with a keen social awareness can be politically astute, able to detect crucial social networks and read key power relationships. Such leaders can understand the political forces at work in an organization, as well as the guiding values and unspoken rules that operate among people there (Goleman, 2002, p. 255)."

"Let's figure out a way to handle new employees in their first one to three years here to pass on the traditions, passion, and the spirit of the organization." "I wish that everyone who works here could experience other departments to know what a great place this is!"

Building Bonds

People with this competence cultivate and maintain extensive informal networks, seek out relationships that are mutually beneficial, build rapport and keep others in the loop, make and maintain personal friendships among work associates (Goleman, 1998).

"My dream is that each and every employee feels like part of the family, not that they just come here to work."

Visionary Leadership

People with this competence move people toward shared dreams by guiding and motivating with compelling vision (Goleman, 2002).

“Climate begins at the top. Our president consistently shows influential leadership in helping up stay focused on our mission.”

Empathy

People with this competence are attentive to emotional cues and listen well, show sensitivity and understand others’ perspectives, help out based on understanding other people’s needs and feelings (Goleman, 1998). Leaders with empathy are able to attune to a wide range of emotional signals, letting them sense the felt, unspoken, emotions in a person or group. Such leaders listen attentively and can grasp the other person’s perspective. Empathy makes a leader able to get along well with people of diverse backgrounds (Goleman, 2002, p. 255). Empathy allows a person to have influence.

“It was emotionally challenging last year during the budget building process when we cut positions but the process was done thoughtfully and with compassion for all those effected. We acknowledged the need for employees to express their feelings. Because there was a high level of trust and respect we were able to assist employees emotionally and help them find other work. It was handled very humanely.”

Respect

People with this competence accept and appreciate individual and group differences and value all people; honor, regard, esteem (Bar-On, 2000).

“We value every individual and that creates a sense of community.”

Open Communication

People with this competence attend to others both verbally and nonverbally to receive messages accurately; initiate and maintain conversations, express thoughts and feelings clearly, and demonstrate to others that they have been heard (Bar-On, 2002).

“If we as a leadership team exemplify emotional intelligence it will trickle down throughout the organization. We need to continually and intentionally keep the lines of communication open and as we communicate—do it well.”

Research Question #2

Did the data support or deny the importance of emotional intelligence on the development of a “leaderful” organizational climate?

The data support the importance of emotional intelligence on the development of a “leaderful” organizational climate. Participants believe that leadership is a quality that some have and others do not. We have become

comfortable with this notion through our unquestioned allegiance to hierarchical organizations. When leaders employ emotionally intelligent leadership by their genuine commitment to help develop others, by teambuilding and collaboration, and by having authentic empathy and respect for the experience and wisdom in their colleagues a climate is created where individuals are empowered. They are not victims of circumstances but participate in creating a new reality. They begin to ask, “What are we, collectively, able to create?”

Several participants’ stories revealed the importance of intentionally placing great value on each individual so each feels a sense of community.

“We value group identity, activity, and caring.” “Very early on I felt like an outsider but it wasn’t long before I felt like I could contribute. In fact, others viewed me as part of the family and welcomed my input. We were all leaders not ‘the leaders’ and ‘the led.’ We were creating the future together.”

The stories and subsequent conversations revealed that the participants’ felt that the organization was as committed to their success as employees just as much as the organization was commitment to students’ success. There was an absence of a sense of competition among employees; rather, there were stories of direct encouragement, positive expectations, and tangible opportunities to learn new skills in order to advance in the organization. The organizational climate values responsible risk taking. Employees were encouraged to take the lead in

setting their own goals without fear of retribution if they failed at a particular endeavor. Initiative and innovation are encouraged. There is an underlying belief that employees have the capacity to construct their own destiny. The Pygmalion effect was clearly operative in this climate; expecting the best from people can be a self-fulfilling prophecy. Creativity and loyalty to an institution is enhanced where an individual feels valued and respected as an important member of the team.

When asked to share their personal thoughts about the appreciative inquiry experience participants responded with the following comments and recommendations:

“Train more employees in the technique of appreciative inquiry.”

“Every individual (student or employee) should have the chance to participate in appreciative inquiry session.”

“As a result of this AI today, I feel appreciative, energized, accepted, and enlightened.”

“I now feel optimistic, informed, and motivated.”

“I am glad and proud to be at this college.”

“I am encouraged about our mission.”

Eight emotional intelligence competencies constituted 75% of the responses. These included developing others, teamwork and collaboration, organizational awareness, building bonds, visionary leadership, empathy, respect, and open communication. Chapter five discusses the implications of these findings.

Chapter 5: Discussion and Implications

The discovery phase of the appreciative inquiry sessions provided the opportunity for participants to share narrative stories of their experience at the college. Guided by the principles of appreciative inquiry the stories related what was best about the organization; what gives life. The provocative questions posed to start the conversations were, “Think back through your career at the college. Describe a high point in your experience when you felt most effective and engaged. How did you feel? What EI competencies in you and in others made that situation possible? This discovery phase corresponds with the first level of three different models of emotional intelligence, **perceiving** as described in the ability model, **self-awareness** as described in the performance model, and **emotional literacy** as described by the EQ Map™. Seven of the eight EI competencies reported as being key to a positive organizational climate appear at the higher order functioning of three different EI models (*see Table 12, p. 82*).

Quote #1 below is from a text on appreciative inquiry. Quote #2 is from a text on emotional intelligence in leadership and organizations. The similarities are striking.

Quote #1: Appreciative inquiry is the cooperative search for the best in people, their organizations, and the world around them. It involves

systematic discovery of what gives a system “life” when it is most effective and capable in economic, ecological, and human terms. AI involves the art and practice of asking questions that strengthen a system’s capacity to heighten positive potential (Cooperrider, Whitney, 1999, p. 10).

Quote #2: It is emotional intelligence that motivates us to pursue our unique potential and purpose, and activates our innermost values and aspirations, transforming them from things we *think about* to what we *live* Think about yourself and people you work with. What have you each been through in your life? What got you here? What makes you worth knowing—and trusting? What fires your creativity? What makes you real—and vulnerable? What gives you life? (Cooper, Sawaf, 1997, p.xxxi).

One of the assumptions of appreciative inquiry is the language we use creates our reality. The words and the language we use in organizational life are most often mechanistic. We describe a problem part, or a lack of efficiency in a department, or a task that needs to be addressed. But organizations are not machines. Organizations, community colleges, are living growing organisms. There is an invisible level of dynamic process.

Emotional intelligence is only part of the whole. We often speak of the parts of a person or an organization in terms of physical, mental, emotional, social, and spiritual. But the sum is greater than its parts. “The part is not the whole, but it can lead us there (Wheatley, 1999, p. 142).”

Wheatley writes:

Mostly we don't take time to notice the dynamics that are moving in the whole system, creating effects everywhere. As good engineers, we've been trained to identify the problem part and replace it. But a systems sensibility quickly explains why this repair approach most often fails. Individual behaviors co-evolve as individuals interact with system dynamics. If we want to change individual or local behaviors, we have to tune into these system-wide influences. We have to use what is going on in the whole system to understand individual behavior, and we have to inquire into individual behavior to learn about the whole. (p.142)

Traditional analytical thinking alone does not reveal what we need to know. Thinking with intellect alone does not reveal what we need to “be” or what we in reality are. Intellect helps us delve into the details but takes us farther from understanding the whole. So how do we analyze the whole? What is wholeness anyway? Wheatley suggests that we must move past cognition into the realm of

sensation. Thus, this inquiry into emotional intelligence at this particular institution gives us a look at the EI part that will hopefully lead us to the whole (the organizational climate). In *Leadership and the New Science* Wheatley (1999) reports that Einstein explained the phenomenon this way:

We have to think with everything we have. We have to think with feelings in our muscles. Think with everything. And so it is a flowing process, which also goes outward and inward and makes communication possible. (p. 82)

The value of appreciative inquiry is that it invites people into dialogue (*dia* – *logos*), which literally means “flow of meaning.” It is through community (*comm* – *unity*) that people are not victims of circumstances but participate in creating their reality. There is an energy created in meaningful conversations that we lack the language to describe. The participants in this study were invited to dialogue, to share stories of their experience and their dreams of an emotionally intelligent organization. By sharing their stories they not only used their mental memory but their emotions as well. The emotional part brought deeper meaning, therefore, greater creativity and energy to the group. This energy cannot necessarily be quantified but everyone present knew it was there.

CONCLUSION

Jaworski (1996) invites us to lead from a state of being, not doing. True learning organizations allow people to be. It is not just a way of structuring (or doing) our organizations. The principles of emotional intelligence are not a way of doing things – it is a way of being. I cannot act empathic. I must *be* empathic. I cannot think about self-awareness. I have to *be* self-aware. “If this dynamic occurs in individuals, why can’t it occur collectively in organizations and even societies as well? What qualities of leadership could inspire this dynamic to occur (Jaworski, 1996).

It may be that appreciation and emotional intelligence are “ways of being” that draw us closer to functioning in wholeness. Table 8 illustrates the similarities between appreciative inquiry and three models of emotional intelligence. The four columns show that each construct has ascending levels of higher order functioning. The appreciative inquiry 4-D cycle follows a similar ascending order: discovery, dream, design, and destiny.

Table 8. Comparison of Appreciative Inquiry 4-D Model with Models of Emotional Intelligence

Appreciative Inquiry (AI)	Ability Model of EI	Performance Model of EI	EQ Map^Ô
Discovery APPRECIATING to be fully aware; sensitive to; to realize. What gives life? The best of what is.	Perceiving Recognizing feeling/emotion Perceive emotion accurately Accurately decoding Attending to emotional expressions	Self-Awareness Emotional self-awareness Accurate self-assessment Self-confidence	Emotional Literacy Emotional Honesty Emotional Energy Emotional Feedback Practical Intuition
Dream ENVISIONING picture in the mind. What might be? What the world is calling us to be.	Facilitating Using emotion to facilitate thought; generate emotion to assist cognition	Self-Management Emotional self-control Trustworthiness Conscientiousness Adaptability Achievement drive Initiative	Emotional Fitness Authentic presence Trust radius Constructive discontent Resilience & renewal
Design CO-CONSTRUCTING Building together What should be the ideal?	Understanding Label & reason Understand causes	Social Awareness Empathy Service Orientation Organizational Awareness	Emotional Depth Applied integrity Influence w/out authority Unique potential & purpose Commitment, accountability, & conscience
Destiny SUSTAINING To provide for; The ultimate goal; The seemingly inevitable or necessary succession of events	Managing Emotional regulation Selecting strategies that result in positive outcomes	Relationship Management Developing others Influence Communication Conflict Mgmt. Visionary Ldrshp. Change catalyst Building bonds Teamwork	Emotional Alchemy Intuitive flow Reflective shifting Opportunity sensing Creating the future

Based on the findings of this study two recommendations emerged.

They are as follows:

Recommendation 1. Encourage and free people up to have simple conversations. Employees often feel guilty about leaning in a colleague's office doorway and enjoying simple conversation. They feel as if, or their supervisor makes them feel as if, "I'm not *doing* anything productive."

The fact is that community is established through simple conversations and often transformational ideas spring forth from these conversations.

Recommendation 2. Encourage wholeness. Explore ways for students and employees to bring all of themselves to work. It is the whole person who best leads, learns, teaches and works.

This appreciative inquiry study by its design allowed people to have those simple conversations. The appreciative inquiry methodology encouraged reflection and participation not only at the cognitive level but at the emotional level as well. The first step to improving emotional intelligence in organizations is to become aware of the emotional dynamics at work in the organization. People perform at their best in an atmosphere of respect, empathy, and open communication.









The following taxonomy (Figure 4) evolved from the convergence of appreciative inquiry with the construct of emotional intelligence. There is an

ascending order of functioning not only on a personal basis but in organizations as well.

The first domain is **knowledge**. Knowing is simply acquiring information, skills, or abilities. We can know something cognitively but just “knowing” the information will not necessarily change our behavior. The next step is **awareness**. Awareness requires feeling and sensing in order to interpret what we see, hear, and feel. Awareness is essential to becoming conscious to that which is not expressed directly or explicitly. The third level of being is **understanding**, the direct knowing or learning of something without conscious use of reasoning. Understanding is having immediate apprehension, discernment and insight, which is the ability to see and understand the inner nature of things. At this level of being sympathetically aware there is mutual comprehension of ideas and intentions. Relying too strongly on the intellect can actually inhibit understanding.

The fourth level of being is **wisdom**, which is a penetrating intelligence relying on the use of mind, body, and spirit – intellect and emotion. Wisdom requires this wholeness in order to work in an intuitive flow. This level of being yields the potential for the strongest influence. Wise leaders, or wise leaderful organizations have sound judgment based on truth and valid reasoning. They are sagacious and follow the soundest course of action. Wisdom gives life to knowledge.

Figure 4: Yoder's Taxonomy of Being

Yoder's Taxonomy of Being		
Domain	Characteristics	Requirements
Knowledge  	<ul style="list-style-type: none"> • Acquiring information, skills, or abilities. • To become acquainted or familiar with. • Range of knowledge possible through observation. 	Cognition Observation Communication
Awareness  	<ul style="list-style-type: none"> • Interpretation of what one sees, hears, feels, and senses. • Conscious awareness of a sensation, feeling, fact, or condition. • Awareness of that which is not expressed directly or explicitly. 	Feeling Sensing Interpreting Mindfulness
Understanding  	<ul style="list-style-type: none"> • The direct knowing or learning of something without conscious use of reasoning. • Immediate apprehension. • Discernment & Insight: the ability to see and understand the inner nature of things. • Sympathetic awareness: • Mutual comprehension of ideas and intentions. • Perceiving 	Presence Insight Intuition Discernment
Wisdom  	<ul style="list-style-type: none"> • Following the soundest course of action. • Sagacious: having foresight • Sound: based on truth or valid reasoning. • Penetrating intelligence. • Having sound judgment. • Erudite: showing wide knowledge 	Intuitive Flow Wholeness Influence

Emotional intelligence is vitally important to individual, group, and organizational performance. Given that the central mission of the community college is to develop others, the implication for educational leaders is that programs and strategies are needed to help both employees and students to master these life skills.

Understanding that emotional intelligence affects performance is common sense but it is not always common practice. Community colleges have a noble mission but mission alone will not help us achieve the desired outcome. How we manage ourselves and how we relate with others on an individual level may be the determining factor. Leaderful organizations are the result of inviting and engaging emotional energy in powerful ways.

Appendix A: Invitation to Participate in the Study and Informed Consent

The transformation of community colleges from teaching institutions to learning colleges, the shift from transactional to transformational leadership, and the change from individuals to collaborative work teams calls us to look at whole persons and whole systems in a new way. Visionary educators recognize the importance of **emotional intelligence** for their students, their colleagues, themselves, and ultimately for the organizational environment. Leaders are mindful of the need to develop and sustain a balanced environment for employees and students.

These values can be considered **emotional competencies**. In an effort to strengthen and sustain capacity to heighten positive potential, the concept of **emotional intelligence** needs to be explored in the context of its possible effect on organizational climate.

This qualitative study is based on interpretive research using appreciative inquiry (AI) as a tool for connecting to the transformational power of a positive change core by opening every strength, innovation, achievement, imaginative story, hope, positive tradition, passion, and dream to systematic inquiry. AI is the cooperative search for the best in people and their organizations. It involves systematic discovery of what gives a system “life” when it is most effective and capable in economic, ecological, and human terms. This study will apply the 4-D (Discovery, Dream, Design, Destiny) cycle of AI to the affirmative topic of emotional intelligence and organizational climate.

In order for this study to be of value to you, the participant, it is vitally important to internalize the principles of AI. AI is the antithesis of a problem solving approach. People experiencing an AI inspire each other to leverage their most powerful collective stories in order to dream and design a new affirmative future. In the process of truly hearing each other’s hopes and dreams, people create community—they discover affinity, build relationships, and develop common language.

You are being asked to participate in an AI after taking an online **emotional intelligence** assessment. The purpose of taking the EI assessment is not to measure your EI but merely to encourage mindfulness about emotional intelligence prior to participating in the AI. You will, however, receive a thorough summary report of your test for your personal reflection and professional development.

Appendix A, continued (2 of 2)

Informed Consent to Participate in Research

The University of Texas at Austin

You have been informed about this study's purpose, procedures, possible benefits and risks, and you have received a copy of this form. You have been given the opportunity to ask questions before you sign, and you have been told that you can ask other questions at any time. You voluntarily agree to participate in this study. By signing this form, you are not waiving any of your legal rights.

Printed Name of Subject _____ Date _____

Signature of Subject _____ Date _____

Signature of Principal Investigator _____ Date _____

The University of Texas at Austin Institutional Review Board	
Approved: _____	2/20/03
Expires: _____	2/20/04

Appendix B: Results of Appreciative Inquiry

Table 9. Discovery: Emotional Intelligence/Organizational Climate Themes

Participant	Narrative Stories	Theme
1	We went for so long trying to understand the college's improvement process; then finally an understandable process was developed and now we're making progress with a true barometer to move the college forward to attaining our mission and helping the college succeed; felt relief, grateful that it worked, and satisfaction.	Persistence Teamwork Collaboration
2	SACS process, satisfaction and relief.	Persistence
3	Using training and tools to look at how we operate; using strategy, developing operational processes, and analyzing how we spend our time, then seeing ourselves operating effectively and more deliberate; finding that we're acting the way we need to be acting. Emotional intelligence provides a comfort level when things aren't happy; creative tension allows for breakthroughs.	Emotional self-control Empathy
4	At first she questioned her presence in the organization and realized that she was in fact able to contribute, provide answers and input; it was an awakening for her, and she gained respect for the leadership team.	Self-confidence
5	Creative tension is good; challenge; focus on possibilities; success for creative and energetic people is not taking comments in discussions personally; issues are challenged, not people; must tend to feelings as well as issues.	Organizational awareness Empathy
6	Taking ourselves lightly and work seriously	Emotional self-control

Table 9. Continued**Discovery: Emotional Intelligence/Organizational Climate Themes**

7	Emotionally challenging was the budget building process when we had to cut positions; the process developed was thoughtful for employees involved.	Empathy Emotional self-control
8	strength was in not avoiding difficult decisions that needed to be made because of potential hurt or criticism; making an effort to be visionary in anticipating solutions.	Emotional self-control Visionary leadership
9	meeting to help support employees and each other; scheduled times for the executive leadership team to spend more time together during the crisis.	Developing others Teamwork & collaboration
10	even the employees affected demonstrated high levels of emotional intelligence.	Emotional self-control
11	acknowledged need for employees affected to express their feelings; helped employees emotionally through the process of finding other employment; high level of trust and respect.	Empathy Patience Trust Respect
12	when it got painful, took pains to make things as humane as possible; team values civility.	Empathy
13	decision done at same time; no hearsay, rumors; processes set up for help in the wings.	Visionary leadership
14	We researched what good organizations did; provided explicit instructions in what employees needed to do.	Visionary leadership
15	I felt part of a team with my colleagues. Meeting discussions that built honesty, trust, compatibility; Demonstrating emotional self-control and adaptability while switching job positions.	Teamwork & Collaboration Adaptability Emotional self-control

Table 9. Continued**Discovery: Emotional Intelligence/Organizational Climate Themes**

16	In administration, the chemistry plays a significant role. Collaboration, teamwork, empathy, communication, organizational awareness, conscientiousness, visionary leadership are among the few EI competencies discovered in this experience.	Teamwork Collaboration Open communication Organizational awareness Conscientiousness Visionary leadership
17	I learned that environmental surroundings influence your adaptability in a certain atmosphere.	Climate
18	Worked as a team with a high level of energy. Resulted as a reflection of a positive culture; tradition with teamwork, communication, and self-confidence. True meaning of our mascot!	Teamwork Collaboration Self-confidence
19	Had a student realize during class that he had the potential of being a poet; showed visionary leadership in communicating, assessing oneself, influencing, emotional self-control, and developing this student's process. Love overcomes disability.	Developing others Empathy Visionary leadership Emotional self-control
20	The leadership shown in the graduation ceremony. Student success as well as employee retiree success was recognized.	Developing others

Table 9. Continued**Discovery: Emotional Intelligence/Organizational Climate Themes**

21	We take our work seriously and ourselves lightly.	Confidence
22	Employee Success - During an adjunct meeting, the outcome was successful because of the great support of the staff. Felt apprehensive and later felt that a good communication and leadership foundation was created. The feeling of being accepted since full-time as well as adjunct faculty were present; created a great team.	Respect
23	Student Success - Interaction with older student – the student felt like she was accepted in this environment.	Developing others
24	Now an employee, I felt qualified with the computer skills I learned as a student at the college years ago.	Self-confidence
25	Employee Success – I had the opportunity and the support of my supervisor to serve as president of my employee group. This allowed me to develop leadership skills I didn't know I had.	Developing others
26	Employee success – I feel proud when I see colleagues support each other and help them grow.	Developing others
27	Employee Success – I have had excellent support from my co-workers to gain self-confidence.	Developing others
28	Everyone at the college motivates each other to succeed; that defines this community as a unique one.	Developing others

Table 9. Continued

Discovery: Emotional Intelligence/Organizational Climate Themes

29	A number of students and parents mentioned the special services program here. They appreciated the support they received from the college. The college was a stepping-stone to help these people gain abilities to rehabilitate themselves back from an injury. A feeling of pride for our college and its commitment to student support created a high point in my career.	Developing others Empathy Adaptability Conflict management
30	During a mock interview, I was so surprised by a confident young lady that remembered me from the past. The student's reason for her confidence was my influence and motivation to help her build skills. A feeling of gladness (and possibly some tears about her genuine story!) came over me in awe.	Developing others Service orientation Influence Building Bonds Catalyzing change Empathy Facilitating thought Understanding emotions Managing emotions
31	During our planning process, everyone was on the ball! Collecting, sharing, and processing data, which resulted in a feeling of thankfulness. Competencies: teamwork, organizational awareness, visionary leadership, and conscientiousness all were factors.	Teamwork Collaboration Organizational awareness Visionary leadership Conscientiousness

Table 9. Continued**Discovery: Emotional Intelligence/Organizational Climate Themes**

32	Competencies that we as a group can use right now toward each other: empathy of your feelings at this very moment.	Empathy
33	In making the move to the new building everybody pulled together. I had a feeling of sense of accomplishment.	Teamwork Collaboration
34	I was teaching a class the evening of 9-11-01. Emotions were running very high among the students. The intensity rose and questions came up on why this action occurred. The mix of diversity controlled the situation and portrayed a powerful angry voice. I tried to gain control of the class by asking everyone to be silent for a few moments and reflect on how they were feeling. The silence was broken softly by a student whispering, "I'm scared." The entire atmosphere changed from one of hostility to unity. In just trying to rein in the class I accidentally practiced emotional intelligence and it worked phenomenally.	Empathy Open communication Emotional self-control Developing others
35	During our preparation for hosting a national conference, everything that could go wrong-went wrong. Hostility flared and for months there was intense fighting. My boss called us together and said, "Regardless, we are going to take the high road and put on the best conference ever." His actions united us, encouraged us, and we all committed to excellence. The conference was a huge success.	Confidence Emotional self-control Visionary leadership

Table 9. Continued**Discovery: Emotional Intelligence/Organizational Climate Themes**

36	A high point for me was this year's graduation ceremony. All of the emotional competencies were demonstrated. Looking at the families and crowds during graduation I noticed students taking notice of fellow graduates who had no one there to clap for them. They took it upon themselves to give enthusiastic cheers for those they didn't even know but for whom they had compassion and empathy.	Developing others Empathy
37	We had a reception in our department for graduates and their families. Although initially some faculty regretted having to attend one more function, we all learned that the reward is in the relationships; to see our students as husbands, mothers, sisters, touched us.	Building Bonds
38	Told a story about the respect and celebration that the college experienced when the Continuing Ed department moved to campus and became a whole and it was a great award, with feelings of great joy, and appreciation.	Teamwork Collaboration
39	High point for my work group was a special project we worked on together. Everyone had a role and wanted to be successful. They were elevating each idea to see how they could make it better. It was fun, and competitive to do the right job. Cohesive group that was isolated from the campus.	Developing others Teamwork Collaboration
40	As a group we were able to say what was on your minds and not have any repercussions; it was a wonderful thing to know that we can work together and play together. There was trust and respect for each other.	Open communication Trust Respect

Table 9. Continued

Discovery: Emotional Intelligence/Organizational Climate Themes

41	Work group lost a longtime member and they had to sit down and reorganize to decide how to approach the loss and fill it. They discussed what they really loved doing, that gave them life to do what they like and what they did not like. Using their job descriptions they picked what they had to do and they discovered that there was someone that would enjoy doing the things that they did not want to do. This is done on a regular basis and now there are even things handed over to the part-timers.	Empathy Developing others Organizational awareness

Table 10. Dream: Emotional Intelligence/Organizational Climate Themes

Participant	Narrative Stories	Theme
1	Wish everyone to feel passionate and connected about his/her work.	Developing others
2	Whatever is done is valued and contributes to student success.	Respect
3	Wish everyone could go to graduation.	Empathy Building bonds
4	Figure out a reliable and efficient way to handle new employees in their first one to three years at the college so traditions, passion, and spirit are passed on. How do we help new people accept the college culture?	Building bonds Developing others
5	Want people to understand value of professional development as employees and as persons.	Developing others
6	Have people who have been here a long time understand the importance of their value to the team; value is broader than just the classroom.	Respect Teamwork Collaboration
7	More students and employees will feel excited about diversity on campus and in communities.	Building bonds
8	Everyone who works on this campus would experience other things to know what a great place this is.	Building bonds Teamwork Collaboration
9	All feel passion and connection about their work.	Building bonds
10	Helping new employees “get it” and stay fresh.	Developing others
11	Feel excited about professional development and celebrate it.	Developing others

Table 10. Continued**Dream: Emotional Intelligence/Organizational Climate Themes**

12	Wish that professors would engage more in the life of the college and not be isolated to their classroom or their discipline.	Building bonds Teamwork Collaboration
13	All on campus feel excited and stimulated about diversity.	Building bonds Leveraging diversity
14	Employees should experience different things on campus other than in their own areas.	Organizational awareness
15	Keep our unique culture foundational here at the college.	Organizational awareness
16	Budget restraints controlled and stability of revenue for college services.	Visionary leadership
17	Maintain faculty, online services, and student success to result in “The world class community college”. Moving around campus and diverse interaction benefits college staff and students with better communication and opportunities to interact with others.	Open communication
18	Focus once again on our purpose and mission and provide more opportunities for conversations to help realize these dreams for our college.	Organizational awareness Developing others
19	For everyone to help students to reach their potential and direction even though we may not have a particular class offered for his degree or goal. Give answers and clear instructions for what a student needs.	Developing others Teamwork Collaboration
20	For the college to see how significant it is. Concentrate resources and make the best use of everything. Even though we face budget cuts, we still should have an abundance mentality not a poverty mentality.	Organizational awareness Appreciative attitude

Table 10. Continued**Dream: Emotional Intelligence/Organizational Climate Themes**

21	Dream that I could contribute a building to the college.	Developing others Organizational awareness
22	Help students know themselves better to help them understand their directions in life.	Developing others
23	Campus to be a life long learning organization; willing to accept new ideas to stay fresh and continue dreaming.	Developing others
24	To be more recognized and get more exposed to all areas as a great leader, supportive team, energized environment, and creative community.	Developing others
25	Dream is that the senior leadership team will continue show such influential leadership that focuses on employees and future employees success, helping them to reach their potential.	Visionary leadership
26	Expand economy and build more programs and services.	Organizational awareness Developing others
27	Focus more on students to recognize student accomplishments.	Developing others
28	No individual learner has to be a victim of crime. Crime free campus.	Social responsibility
29	Everyone develops a natural empathy for differences.	Empathy Adaptability Respect
30	Equality – Students to feel more powerful, accepted, and self-confident to reach their potential learning. (Pervasive community outreach with the message “I can do it at _____ College!”	Developing others Social responsibility

Table 10. Continued**Dream:** Emotional Intelligence/Organizational Climate Themes

1	Employees knocking on our doors to hire OUR students!	Developing others Influence
32	Dream that the college did its own marketing.	Influence Communication
33	Leadership teams/councils have the authority to make decisions that affect the college	Influence
34	More than just a problem-solving group.	Influence
35	Bring more fun, joy, and good things rather than rules and regulations. Not just discipline areas, but the good times. Proactive, not re-active.	Visionary leadership
36	Lighten up on problem-solving issues and focus more on success. Practice a higher level of leadership	Visionary leadership
37	Recognition for adjunct faculty and their contribution	Developing others Empathy
38	Provide more fun and give better attention to students.	Developing others Respect
39	New Employee orientation session where each department presents what they are about. This causes team building	Building bonds Developing others
40	Faculty, Administrators, students, and Support Staff would value and appreciate each other as equals; no division or rank when it comes to the level of respect we have for each other.	Building bonds Teamwork & collaboration Respect
41	Intentionally working to keep everyone communicating openly with out worrying about what his or her job title is.	Open communication Building bonds

Table 10. Continued**Dream: Emotional Intelligence/Organizational Climate Themes**

42	Equality is a key part of a school, so the faculty, administrators and support staff are all on an even level.	Building bonds Respect
43	Work for one month and rotate to a different department to get a better idea as to what each separate department does. This can be done from any level, administrator, support staff, registration, front phone as well. Maybe two weeks would do it to give them some idea as to who needs to be sent certain things and help things from being lost.	Developing others Organizational awareness
44	Everyone has strengths and utilize them to their best ability to increase productivity. This would help to keep the strengths and offering them to another department and so on until everyone is done with each area.	Developing others Organizational awareness
45	Cross-Training to cover in case something comes up and the person is replaced. Also would help if the person in one department is gone for one or two days.	Organizational awareness Developing others
46	Common space that departments can go to actually see a colleague to keep in touch, because a lot of people work here and never see each other unless in a meeting.	Open communication Building bonds
47	Have the money back to stop the cut backs and maybe get ahead of it. Not being able to support programs is getting tough.	Initiative
48	To have a conference center on campus to have meetings that would attract leaders, to offer more workshops, and impress future employers for our students and have popular speakers. Maybe a mini-conference center that seats 2500 or so could be donated by a philanthropist.	Service orientation Social responsibility

Table 10. Continued

Dream: Emotional Intelligence/Organizational Climate Themes

49	A retirement place connected with the campus where seniors can go and live. It is a place where they get a community and they have to all volunteer back to the students.	Social responsibility Building bonds
50	Being a test group would compliment an HMO. Affordable in some way for retired workers from the college. Also a day care across from the grassy knoll from the retirement place for students and employees to bring their children and the retirees being the caregivers.	Social responsibility Building bonds
51	This college was conceived at a breakfast meeting with a simple conversation. So why couldn't we make these dreams a reality as well. It all begins with these simple conversations.	Visionary leadership

Table 11. Design: Emotional Intelligence/Organizational Climate Themes

Participant	Narrative Stories	Theme
1	Achieve what we've written in our planning documents.	Organizational awareness
2	Realize values day in and day out.	Self-awareness Organizational awareness
3	Achieve outstanding student success.	Developing others Service orientation
4	Take joy in student success.	Building bonds Empathy
5	Take our work seriously and ourselves lightly.	Self-awareness Organizational awareness
6	Achieve strategic priorities.	Achievement drive
7	Feel good about what we've designed and shaped.	Appreciative attitude
8	Take realization and feeling throughout organization.	Self-awareness Organizational awareness Service orientation
9	Accept and value each individual on campus and in the community.	Empathy Social responsibility Respect
10	Value group identity, activity, and caring (sometimes at the expense of individual freedom).	Respect Social responsibility

Table 11. Continued**Design: Emotional Intelligence/Organizational Climate Themes**

11	Value being in concert with others in attaining our mission.	Teamwork & collaboration Organizational awareness
12	Value each individual and the job done so each feels a sense of community.	Building bonds
13	Approach each <u>new</u> employee as part of a family.	Building bonds
14	Have <u>each</u> employee feel part of a family, not that the employee just comes here for a job.	Building bonds
15	Achieve what we are all striving for in our dreams for the college. Climate begins at the top. The positive is emphasized. The staff here will come together as a team.	Achievement drive Appreciative attitude Visionary leadership
16	The leadership team keeps the vision clear for all of us.	Visionary leadership
17	More opportunities to learn about other areas of the college.	Organizational awareness
18	To not take things personally.	Emotional self-awareness
19	Learning about our colleagues and discovering what approach works best with them.	Building bonds Empathy
20	Good mix of faculty, staff, and students	Respect
21	Open-mindedness – Acceptance for new ideas and thoughts	Open communication Respect
22	Help organization to keep creativity in the minds of the employee to constantly keep this an interesting place.	Organizational awareness Developing others

Table 11. Continued**Design: Emotional Intelligence/Organizational Climate Themes**

23	Work together to realize potentials	Teamwork & collaboration
24	Open communication	Open communication
25	Students should be more involved by having students on committees, valuing student input and actually acting these plans out throughout the college.	Teamwork & collaboration
26	<u>Peaceable Kingdom</u> – gave influential ideas of organizational structure of students, employees, and staff having open communication from the bottom to the top with brainstorming ideas.	Open communication Organizational awareness
27	Have an emotionally intelligent campus. The way the structure is laid out is a factor for having an emotional intelligent campus.	Empathy Respect Organizational awareness
28	Trust, upper communication, positive perception, building bonds, a commitment to developing others and encouraging students and employees more, leadership, and creating a strong foundation of positive emotionally intelligent individuals.	Trust Visionary leadership Developing others Influence
29	Focus on a higher level of leadership.	Visionary leadership Organizational awareness
30	Ongoing agenda item: philosophy/purpose (periodical discussions)	Visionary leadership Organizational awareness

Table 11. Continued**Design: Emotional Intelligence/Organizational Climate Themes**

31	There has to be a vision in order to discuss specific items. Identify problem-solving technique.	Visionary leadership
32	Develop a mission statement for academic council.	Visionary leadership
33	Prioritize agenda items to discuss through strategic planning.	Catalyst for change
34	Pro-active rather than re-active	Catalyst for change Organizational awareness
35	More systematic with envisioning for the future	Visionary leadership
36	Stick to decisions to prevent caving in those ideas	Persistence Achievement drive
37	Make plan/system for addressing priorities	Achievement drive

Table 12. Destiny: Emotional Intelligence/Organizational Climate Themes

Participant	Narrative Stories	Theme
1	Help others through surveys and workshops.	Developing others
2	Leadership team wanting to continue our own emotional intelligence.	Visionary leadership
3	Leadership team acting as emotionally intelligent as possible in how we go about our own work will have ripple effects throughout the college.	Visionary leadership Catalyst for change
4	Study the overlap of emotional intelligence and intercultural-competence training.	Building bonds Respect
5	Comments can be made in trust and confidence.	Trust
6	Create levels of support on a strong foundation of hand, heart, and intellect; mind, body, spirit.	Wholeness
7	Practice a healthy lifestyle; holistic.	Wholeness
8	Continue culture of value, acceptance, and forgiveness.	Respect
9	Leadership	Visionary leadership
10	More money	Influence
11	Continuous culture of tradition	Organizational awareness Building bonds
12	Opportunity to try new ideas and creative things (Innovation)	Developing others
13	Persistence of projects and employees	Persistence
14	Focus on problems and improvement areas to make a better EI environment.	Organizational awareness
15	Continuous learning and growing	Achievement drive Wholeness

Table 12. Continued**Destiny: Emotional Intelligence/Organizational Climate Themes**

16	Helping students more	Developing others
17	Reach outward to other employees to encourage them to attend appreciative inquiry sessions and other supportive meetings.	Developing others Open communication
18	Sharing and brainstorming thoughts, concerns, and issues to meet needs of everyone	Open communication
19	Patience should be valued	Patience Persistence
20	Most desirable outcome...Train more employees about AI sessions to get people more involved.	Appreciative attitude
21	Developing others.	Developing others
22	Every individual (student or employee) to have a chance to participate in AI sessions.	Appreciative attitude Inclusion Building bonds
23	Knowing what our dreams are inside and outside the team. More communication.	Self awareness Organizational awareness
24	Focusing on dreams and executing ways to get there.	Visionary leadership
25	Sharing dreams and making connections.	Building bonds
26	Individuals having more influence on the destiny of the college.	Influence
27	More strategic position for academic council	Influence
28	Morning meetings rather than afternoon to result in fresher thoughts and concerns.	Empathy
29	Less focus on tasks and more on vision	Visionary leadership
30	Meetings in different locations	Organizational awareness

Table 12. Continued**Destiny: Emotional Intelligence/Organizational Climate Themes**

31	Change routine to invite new ideas.	Open communication
32	Also this inquiry really focused on the “joy of students issue” and how to improve that.	Developing others
33	Creating opportunity approach as a community college opposed to being a commuter college. Helping students realizing their dreams, aspirations, and potentials.	Developing others
34	Conversation circles with students - safe place with faculty interaction for students.	Open communication
35	That we have a conference center on campus connected to the retirement and day care	Social responsibility
36	That all faculty, administrators, and support staff value and appreciate each other.	Appreciative attitude Respect
37	Cross-Training	Developing others
38	Department of the month.	Organizational awareness
39	Walk around with a positive attitude	Appreciative attitude

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Vita

Debra Marie Yoder was born August 25, 1955 in Warren, Michigan to Len and Hazel Yoder. After graduating from Skyline High School in Dallas, Texas in 1973, she earned an Associates Degree in Applied Science from Eastfield College in 1976. In 1978, she graduated from the University of North Texas, in Denton, Texas with a Bachelor of Science degree in Kinesiology. In 1978, she joined the staff of Cedar Valley College of the Dallas County Community College District and served as an instructional associate in physical education. She completed her Master of Science Degree in Kinesiology from Texas A&M Commerce in 1980, then went on to earn a second Master of Science degree in Counseling from the same institution in 1987. She served at Cedar Valley College as professor and coach from 1982-1994. In 1999 Debra joined South Texas Community College as Director of Counseling, Advising, and Special Programs. In 2001, Debra began her doctoral studies at the University of Texas at Austin in Educational Administration. Her area of specialization there was Community College Leadership. She served as an administrative intern at Richland College in Dallas, Texas during the 2002-2003 academic year. In 2003, Debra began Harvest Works, LLC, a training and consulting firm specializing in life coaching, leadership development, and organizational effectiveness.

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