Emotional Intelligence and Leadership Virtue:
An Investigation of the Leadership Practices of Distinguished Leaders

By

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The purpose of this qualitative phenomenological study was to investigate the leadership
practices of distinguished leaders to determine whether they utilized emotional
intelligence (EI) competencies and exhibited leadership virtues. For this study emotional
intelligence is observable displays of self-awareness, self-management, social awareness,
and relationship management (Boyatzis, Goleman, & Rhee, 2000; Goleman, Boyatzis, &
McKee, 2013). Self-awareness and self-management determine how well individuals
understand and manage their lives and their emotions, and social awareness and
relationship management dictate how well individuals recognize and manage the
emotions of others, build relationships, and work in complex social systems (Boyatzis &
McKee, 2005). For this research leadership virtues are convictions or character traits that
enable individuals to function in ways that develop their highest potential, and include
courage, impartiality, empathy, judgment, enthusiasm, humility, and imagination (Glanz,
2003; Hare, 1993). Four distinguished New Hampshire leaders, with over 30 years of leadership experiences, from the professional fields of law and justice, educational leadership, high school coaching, and business/hospitality management, were purposefully selected to participate in this study. Data collection methods included document analyses, face-to-face and email interviews, and a leadership survey. A synthesis of the data analysis revealed emergent individual and relationship related elements shared among the distinguished leaders. The emergent elements consist of combinations of EI competencies and the seven leadership virtues. The individual related emergent elements include grit and passion, and continuous self-reflection and self-development, and utilize the EI competencies of self-confidence, achievement, initiative, optimism, accurate self-assessment, and transparency. A relationship related element, facilitator of organizational membership development, was also shared between the distinguished leaders, and included the EI competencies of empathy, service, developing others, and teamwork and collaboration. The results indicate the distinguished leaders utilized and exhibited a powerful integration of emotional intelligence competencies and leadership virtues, including individual and relationship related awareness, understanding and action to assist in their overall achievements as leaders. The results of this research provide a comprehensive understanding of the factors that influence effective and distinguished leadership indiscriminate of professional context.
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I understand that my dissertation will become part of the permanent collection of Plymouth State University, Lamson Learning Commons. My signature below authorizes release of my dissertation to any reader upon request.

Mark J. Desmarais, Author
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Chapter One: Introduction

Background

At a March 27, 2014 meeting between President Obama and Pope Francis on world affairs, the two leaders shared concerns of war, growing inequality, and the plight of poor and marginalized individuals around the globe. Commenting on the meeting President Obama noted what held their conversation together “was a belief that, in politics and in life, the quality of empathy, the ability to stand in somebody else’s shoes and to care for someone …that’s critical…It’s the lack of empathy that plunges us into wars” (Wilson, 2014, p. A7). Individuals embodying qualities such as empathy create a pathway for appreciating cultural differences and varying perspectives of others, and is a significant attribute needed to enhance complex interpersonal relationships and resolve complicated dilemmas.

Aristotle believed the ultimate goal for humanity was to improve relationships and solve problems (Ingram & Cangemi, 2012). My desired future is to contribute personally and professionally toward a more just, educated, and empathetic global society which values a healthy human existence and dignity above governmental or corporate interests. I wish for a future where all of humanity develops a lens long enough to see past personal self-interests, to a yet unknown future filled with compassion where all individuals will cherish their interrelatedness with cultures and the environment. Unfortunately many serious problems confront all global societies and negatively impact my idealistic vision for the future.

Humankind is currently facing tremendous challenges in all aspects of life. Poverty, environmental destruction, terrorism, disease, racism, discrimination, and war
negatively impact individuals across the globe (McKee, Tilin, & Mason, 2009; Williamson, 2000). In the context of the U.S. education system, high stakes testing, increasing tuition costs, budgetary constraints, bullying, and campus violence challenges elementary, secondary, and post secondary educators to provide quality programs for students (Chen, 2014; Ebersole, 2014; Shapiro & Stefkovich, 2011). With these problems come opportunities for leadership.

Leadership is an important and necessary human action to cope with difficult problems. Effective and distinguished leadership assists nations through uncertain times, helps business industries thrive, and enables educational and other non-profit organizations achieve its missions. Ineffective leadership has the converse effect. Organizations can lose sight of their goals, become irrelevant, and in some cases fail (Mills, 2005). In my personal experiences I have witnessed the impact of effective and ineffective leadership.

Throughout my educational and employment history in the business and non-profit educational sectors, I have observed that effective leadership has helped organizations flourish. In my professional roles as a director, teacher, counselor, and coach, or as a student and student-athlete, the effective leaders instilled in me the motivating influences to work hard, persevere, and value the concept of teamwork. Effective leaders have led by example, cared for organizational members, embodied the core values and mission of the organization, and instilled a culture of dedication. The effective and distinguished leaders I witnessed were also experts in their field, fostered a culture of collaboration, were empathetic, and displayed courage during challenging circumstances.
As a student and employee, I have also experienced ineffective leaders who left organizational members (including myself) feeling uncared for and unappreciated. At times these leaders were untrustworthy, secretive, ill-tempered, and seemed to be more interested in their own success than that of the organization or its members. The ineffective leadership traits I observed and experienced created toxic workplace environments, which detrimentally impacted morale.

**Effective Leadership**

Effective leadership has a significant relationship in developing workplace member dedication and motivation and fostering positive organizational cohesion (Goleman, Boyatzis, & McKee, 2013; Yukl, 2013). Important in the understanding of effectiveness are the character and personal attributes a leader must embody. I have experienced effective and ineffective leadership, and appreciate the difference effective leaders have on changing organizational culture, moving an organization forward, and inspiring employees to commit themselves to the mission and organizational success rather than their own triumphs. Much is at stake for the direction of world affairs, as well as in the context of U.S. educational systems. Effective and distinguished leaders make a difference, and understanding the qualities and characteristics effective leaders embody is important to help improve the course of our interconnected global society.

Many individual and organizational factors contribute to the quality of leadership. According to Yukl (2012) “leaders can enhance the performance of a team, work unit, or organization by using a combination of specific task, relations, change, and external behaviors that are relevant for their situation” (p. 78). George (2000) included the following essential elements of effective leadership: 1) Development of a collective sense
of goals and objectives and how to go about achieving them; 2) Instilling in others knowledge and appreciation of the importance of work activities and behaviors; 3) Generating and maintaining excitement, enthusiasm, confidence, and optimism in an organization as well as cooperation and trust; 4) Encouraging flexibility in decision making and change; 5) Establishing and maintaining a meaningful identify for an organization (p. 1039). Leaders who are able to personify the elements of effectiveness (George, 2000; Yukl, 2013) set the foundation for constructive workplace environments and establish the possibility for organizational and individual achievement.

Additional leadership effectiveness factors include a leader utilizing a combination of task-related (including technical and conceptual skills) and relationship-related processes (including interpersonal skills and emotional intelligence) (Glanz, 2002; Goleman, 1995; Yukl, 2013). Beyond skill sets, aligning the right leader to a particular situation is also important to effectiveness. Effective leadership depends on the context of the situation, organization, and overall environment (Glanz, 2002; Hamilton & Bean, 2005; Hearn & Ninan, 2004; Hollander & Julian, 1969; Klar & Brewer, 2013; Kong, 2014; Leithwood, 2007).

There is no question that leadership is difficult, especially considering that leaders are up against a world increasingly unstable, and dangerous (Boyatzis & McKee, 2005). Leaders face a number of profound challenges on the social, economic, educational and political front throughout society, and understanding the qualities and characteristics of effective leadership is necessary to help address the unstable times facing organizations and all of humanity (George, 2003). Those individuals who embody specific character and professional attributes of effective leadership, have the potential to positively change
individual lives, improve organizational constructs, enhance the quality of society, and distinguish themselves as effective leaders.

**Purpose**

The purpose of this study was to investigate the leadership practices of distinguished leaders to determine whether they utilized emotional intelligence (EI) competencies and exhibited leadership virtues. Among the identifying elements instrumental to the quality of leadership are the constructs of emotional intelligence and leadership virtue, which have been cited as influencing factors contributing to leadership effectiveness (George, 2000; Glanz, 2002; Goleman et al., 2013; Hare, 1993; Nelson & Low, 2003; Yukl, 2013).

Understanding the significance of emotional intelligence competency and leadership virtues as key constructs of effective leadership was the basis for the primary and secondary research questions that guided this study. Based on a comprehensive review of literature concerning leadership, a hypothesis for this research was that individuals who embody emotional intelligence competency and possess leadership virtue provide essential constructs to ensure leadership effectiveness.

**Primary Research Question**

What emotional intelligence competencies are utilized, and what leadership virtues are exhibited by distinguished leaders?

**Secondary Research Questions**

1. What life factors (experiences) contributed to the development of emotional intelligence competences and leadership virtues for distinguished leaders?
2. What emotional intelligence competencies and leadership virtues do distinguished leaders value as being important to leadership success?

For the purpose of the study, identifying the research participants as distinguished leaders consisted of:

- Leaders who have attained prominence as professionals in their careers, which includes evidence of extraordinary personal and organizational achievement in their field, and over 30 years of leadership experiences
- Leaders who have experienced public or peer recognition of leadership success, achievement, and effectiveness
- Leaders who have made a significant impact to enhance quality educational programming in the state of New Hampshire (N.H.)

The research participants (distinguished leaders) were purposefully selected (Creswell, 2009) in order to provide insight and understanding about the research topic. The distinguished leaders included Dr. Virginia Barry, Commissioner of the N.H. Department of Education; Justice William Batchelder, former N.H. Supreme Court Justice; Mr. Chuck Lenahan, Hall of Fame high school football coach; and Mr. Alex Ray, owner and founder of The Common Man Family of restaurants. The data collected from the research participants assisted in answering the research questions, and provided insight to the factors impacting the effectiveness of leadership.

**Emotional Intelligence**

Salovey and Mayer (1990) first offered the term ‘emotional intelligence (EI),’ and identified its meaning as “the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion and regulate emotion in the self and
others” (Mayer, Salovey, and Caruso, 2000, p. 115). Emotional intelligence awareness increased after Goleman (1995) published the best selling book *Emotional Intelligence: Why It Can Matter More than IQ*, which generated a wealth of interest about the topic (Ashkansy & Daus, 2002; Peltier, 2010; Van Oosten, 2013). Emotions and leadership has continually become a practical field for scholarly inquiry, and literature suggests emotions play a central role in behavior, cognitive processes and quality of relationships (George, 2000).

Initial research on emotional intelligence created a number of implications for additional investigation. Most notably were: 1) emotion could be managed in work and life, resulting in positive organizational and individual outcomes; 2) intelligence was definable beyond acceptable measure of IQ; and 3) emotional intelligence could be learned (Goleman, 1995, 1998; Peltier, 2010; Van Oosten, 2013). How the utilization of emotional intelligence influences leadership effectiveness outcomes have been a central theme to many scholarly investigations since the topic emerged 20 years ago.

Comprehending the nature of emotional intelligence includes possessing individual competence in interpersonal and intrapersonal intelligence skill (Gardner, 1993). According to Boyatzis, Goleman, & Rhee (2000), emotional intelligence is observable behavioral displays of “self-awareness, self-management, social awareness, and social skill (relationship management) at appropriate times and ways in sufficient frequency to be effective in the situation” (p. 344). The first two domains, self-awareness and self management determine how well we understand and manage ourselves and our emotions; the second two domains, social awareness and relationship management dictate how well individuals recognize and manage the emotions of others, build relationships,
and work in complex social systems (Boyatzis & McKee, 2005). Within the four domains, the EI construct includes 19 competencies that create the basis for effective leadership no matter the context of an organization (Goleman, Boyatzis, & McKee, 2013).

Emotional Intelligence (EI) has been cited as a key component of leadership that “represents a critically important competency for effective leadership and team performance in organizations” (Prati, Douglas, Ferris, Ammeter, & Buckley, 2003, p. 21). Goleman (2004) believes emotional intelligence is essential for effective leadership, and “without it, a person can have the best training in the world, an incisive, analytical mind, and endless supply of smart ideas, but he still won’t make a great leader” (p. 82). The possible influencing factors of EI on leadership, has led to many scholarly examinations of leadership outcomes focused specifically on emotional intelligence.

The impact of emotional intelligence on effective leadership has a significant relationship in a number of organizational contexts. Instances of EI and effective leadership outcomes were highlighted with intercollegiate coaching outcomes (Danehy, 2005; VanSickle, 2004), nursing leadership effectiveness (Akerjordet & Severinson, 2010), effective educational leadership outcomes (Cliffe, 2011; Wong, Wong & Peng, 2010), and business leaders effectiveness (Goleman, 2004; Mills, 2009). The cited research examples support the assertion that emotional intelligence factors in the overall effectiveness of leaders, indiscriminant to the varying contexts and types of organizations they lead. Beyond a leader embodying emotional intelligence, additional individual qualities and characteristics are valuable to leading effectively.
Leadership Virtues

Beyond emotional intelligence competency, educational leadership effectiveness is dependent on individuals possessing the leadership virtues of courage, impartiality, empathy, judgment, enthusiasm, humility, and imagination (Glanz, 2003). The seven leadership virtues are convictions or character traits that enable individuals to function in ways that develop their highest potential (Glanz, 2003; Hare, 1993; Velasquez, M., Andre, C., Shanks, T., & Meyer, M., 2009). According to Velasquez et al. (2009), virtues are similar to habits in that once they are obtained they become part of an individuals’ character. An important consequence to embodying leadership virtue is that leaders will be more likely to behave in a moral and ethical manner, which is an essential aspect of leading effectively (Glanz, 2002).

The leadership virtues are originally based on the work of Hare (1993), who completed a meta-analysis of philosophers and scholars including, but not limited to Plato, Aristotle, Kant, Noddings, Carl Sagan, and John Dewey, and identified the virtues as necessary for teacher effectiveness in order to avoid immoral behavior and improve the teaching profession. Glanz (2002) adopted the theme for the context of educational leadership, and points out, “someone who exemplifies these seven virtues will necessarily embody competence and intelligence, and will likely display ethical or moral behavior” (p. 9). According to Glanz (2003) educational leaders face complicated contextual dilemmas directly impacting the welfare of individuals within the educational community. Leaders who focus attention on embodying and exemplifying the seven virtues create positive implications for organizational members to collaboratively pursue and achieve goals, and solve difficult ethical and moral dilemmas. Ultimately, individuals
who possess the leadership virtues are apt to be more effective in their overall performance in an educational leadership context.

**Rationale**

This research was encouraged by empirical evidence from three theoretical streams: emotional intelligence (Bar-On, 2010; Cliffe, 2011; Goleman, 1995, 2006; Goleman et al., 2013; Mills, 2009; Nelson & Low, 2003; Salovey & Mayer, 1990), effective leadership (Collins & Porras, 1997; George, 2000; Renz, 2010; Stogdill & Bass, 1981; Yukl, 2013); and educational leadership virtues (Glanz, 2002; Hare, 1993). An important insight to leadership understanding is that individuals who are emotional intelligent and embody leadership virtue are more likely to be effective leaders and lead successful organizations (Glanz, 2002; Goleman et al., 2013; Prati et al., 2003). Understanding how the constructs of emotional intelligence (EI) and leadership virtues are pathways to overall professional effectiveness and leadership distinction has justification for future study.

Many researchers have indicated a connection between emotional intelligence with effective leadership (Glanz, 2002; Goleman et al., 2013; Nelson & Low, 2003), however there is limited research available to determine whether leaders also exhibit specific character traits, or leadership virtues, to assist in attaining leadership effectiveness. One example of future research to be considered was noted by Mayer, Salovey & Caruso (2004) who recommended researchers gather a deeper understanding of “how EI relates to other intelligences and other personality traits, and understanding the processes underlying EI” (p. 211). This research directly addresses that recommendation.
This research investigation of distinguished leaders was a qualitative study, utilizing a phenomenological approach. A prevalence of quantitative research has been utilized to investigate emotional intelligence and effective leadership and provides additional rationale to undertake a qualitative approach (Nafukho, 2009). Quantitatively measuring EI and leadership, which are complex subjects, factors out rather than includes human qualities and experiences needed for deeper understanding. Lincoln (2009) suggests rather than a quantitative study, “interviews and focus groups could be used to achieve some common understandings. This process would act in an interpretive, phenomenological, and/or naturalistic manner with and among organizational members” (p. 789). This qualitative investigation utilized open-ended interview questions with distinguished leaders and colleagues of the research participants, document analyses, and survey to help uncover the factors and influence of EI and leadership virtues on effectiveness (Creswell, 2009; Patton, 2015).

A limited amount of research is also available concerning the connection of emotional intelligence and leadership virtues with effective leadership in educational settings. Grunes, Gudmundsson & Irmer (2014) indicate, “most studies in the field have explored aspects of the relationship between EI, leadership style and leadership outcomes in non-educational settings” (p. 117). Grunes et al. (2014) pushes for further EI and educational leadership inquiry by stating, “several studies in non-educational settings have found that emotional intelligence is a useful predictor of transformational leadership, but these studies have generally lacked methodological rigor and contextual relevance” (p. 112). This investigation involves distinguished leaders who contributed to
quality educational programming, and it will be important to investigate leaders in a contextually relevant setting.

The need for emotional intelligence and leadership to be examined in the education leadership field is also indicated by Wong et al., (2010). “Despite the emerging consensus of its (EI) definition and evidence reported in business organizations, relatively little empirical evidence has been reported in the education literature” (p. 59). The research rationale is compounded by Cliffe (2011) who stated, “there are few empirical studies which detail the interplay of intelligent use of emotions in school leadership” (p. 205). This study closely evaluated distinguished leaders who made a significant contribution to developing quality educational programs, and the study will help future educational researchers understand the complexity and relevance of leadership virtues, emotional intelligence, and effective leadership applicable in varying organizational contexts.

**Summary and Significance of the Study**

Leadership is a complex phenomenon and many factors contribute to effective outcomes including organizational context, technical and conceptual skills, and relationship-related processes utilized by the leader. Effective leadership provides the direction to solve complex organizational and societal dilemmas. Emotional intelligence and leadership virtue have been identified as influencing factors in leadership effectiveness, however they have not sufficiently been merged as constructs in qualitative research investigations. The aim of this research was to investigate the leadership practices of distinguished leaders to determine whether they utilize emotional intelligence competencies and exhibit leadership virtues.
I was interested in conducting this study to gather a deeper understanding of the factors contributing to effective leadership. The qualitative nature of this investigation provided the opportunity to gain insightful information directly from distinguished leaders in their natural workplace settings about their experiences and overall effectiveness. Findings of this research will be of interest to scholars and educators interested in leadership, and will provide deeper insights of the utilization of emotional intelligence competencies and leadership virtues which may impact organizational leadership effectiveness.

**Structure of the Dissertation**

This dissertation is organized into five chapters. This chapter included background information and the purpose and related research questions of this study. Chapter Two includes a review of literature focusing on the theoretical constructs of leadership, emotional intelligence and leadership virtues. Chapter Three outlines the methodology and research design, with an overview of the participants, research setting, and data analysis procedures. Chapter Four describes the results, and Chapter Five includes the interpretations, conclusions, and implications for future research. A reference list and appendices, including research questions, virtues survey, and data analysis guides will be included at the end of this dissertation.
Chapter Two: Review of Literature

Introduction

All leaders in the 21st century face many challenges, and depending on professional context could include dealing with a troublesome economy, the threat of war, workplace discrimination, poverty, or environmental destruction (George, 2003; McKee et al., 2009; Williamson, 2000). In the context of the U.S. educational system, leaders face particular challenges at every organizational level. Elementary and secondary school leaders face predicaments concerning lack of adequate funding, high stakes testing, bullying and school violence, poverty of students, and lack of parental involvement (Chen, 2014; Shapiro & Stefkovich, 2011). Higher education leaders experience pressures dealing with a number of dilemmas including the rising costs of tuition, budgetary constraints, under-prepared students, under-enrollment and retention, effective utilization of technology and online learning, and how to adapt to competency based education (Ebersole, 2014). With these challenges also brings great opportunity for dedicated leaders.

Effective and inspired leadership is desperately needed. (Marzano, Waters, & McNulty, 2005). Research over 50 years “provides support for the conclusion that leaders can enhance the performance of a team, work unit, or organization by using a combination of specific task, relations, change, and external behaviors that are relevant for their situation” (Yukl, 2012, p. 78). What attributes do individuals need to embody in order to lead during such tumultuous times? Growing evidence indicates individuals who are emotionally intelligent and embody leadership virtues are well equipped to provide effective leadership (Glanz, 2002; Goleman, et al., 2013; Nelson & Low, 2003).
The purpose of this study was to investigate the leadership practices of distinguished leaders to determine whether they utilize emotional intelligence competencies and exhibit leadership virtues. The primary question guiding this study was: what emotional intelligence competencies are utilized and what leadership virtues are exhibited by distinguished leaders? The secondary questions guiding this study were: 1) what life factors (experiences) contributed to the development of emotional intelligence competencies and leadership virtues for distinguished leaders; and 2) what emotional intelligence competencies and leadership virtues do distinguished leaders value as being important to leadership success?

This literature review includes a summary of theories and research from the domains of leadership, emotional intelligence, and leadership virtues. Insights from this review of literature inspired the conceptual model of this qualitative investigation, and research questions for the study. Specifically, this chapter will focus on the areas of leaders and leadership, theoretical approaches to leadership, leadership effectiveness theory, taxonomy of effective leadership skills, distinguished leadership, emotions and intelligence, emotional intelligence theory, emotional intelligence and effective workplace outcomes, virtues, and educational leadership virtues.

**Leaders and Leadership**

**Definitions of Leaders and Leadership**

Stogdill & Bass (1981) point out, “there are almost as many different definitions of leadership as there are persons who have attempted to define the concept” (p. 7). Defining leaders and leadership begins with a societal understanding of the terms.
According to the Oxford American Dictionary (2003) to *lead* means: 1. cause to go with, esp. by guiding or showing the way, 2a. direct the actions or opinions of, 2b. guide by persuasion or example or argument. (p. 849). *Leader* is defined as: 1a. a person or thing that leads (p. 850). Webster’s New Twentieth Century Dictionary (1979) defines *leadership* as: 1. the position or guidance of a leader, and 2. the ability to lead.

Essentially leadership is the process of an individual moving or influencing the behaviors and attitudes of a group or organization toward the achievement of individual and organizational goals.

Beyond the dictionary definition, and due to the vast resources available, defining leadership can be difficult. Leadership definitions are often subjective and arbitrary however Yukl (2013) defines leadership as “the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives” (p. 7).

Yukl’s definition will be utilized for the purpose of this research because it influences the current work processes of a group or organization, and is future oriented to meet the needs of 21st century workplace challenges (Yukl, 2013).

A controversy exists among researchers about the differences between leadership and management (Mills, 2005; Yukl, 2013). Managing attempts to produce order and predictability, where leading seeks to implement organizational change (Kotter, 1990). Rost (1991) viewed management as an authority relationship with subordinates and leadership as a multidirectional influence relationship with followers for the purpose of accomplishing change. Yukl (2013) indicates, “most scholars seem to agree that success as a manager or administrator in modern organizations also involves leading” (p. 7). This
study is focused on effective and distinguished leadership, however an assumption is made that management tasks influenced positive leadership outcomes.

**Brief History of Leadership Phenomenon**

Leadership occurs across the globe no matter the culture, and the phenomenon of leadership has existed since the earliest recording of civilization (Smith & Krueger, 1933; Stogdill & Bass, 1981; Van Oosten, 2013). According to Stogdill and Bass (1981), “leadership is one of the most observed and least understood phenomena on earth” (p. 5). Interest in understanding leadership has existed for centuries, and much has been gained about its value, but because of its complexity and importance in all societies, the topic remains worthy of continued investigation (Yukl, 2013).

Systematically researching leadership did not begin until the 1930’s (House & Aditya, 1997; Van Oosten, 2013). Social science investigations of leadership gained significance in the 1970’s, as a prominently discussed and disputed topic in human behavior for the past 40 years (Bennis, 2007; George, 2000; Van Oosten, 2013). Over time researchers from psychology, sociology, education, business, management, philosophy, and the cognitive and neuroscience fields have constructed numerous theories and definitions about leaders and leadership. Systematic inquiry of leaders and leadership continues to fuel debate and scholarly examination. The quantity of information about leaders and leadership can be confusing, however researchers have developed a number of theoretical approaches in understanding these concepts.
Characteristics, Attributes, and Traits of Leaders

Beyond the dictionary definition of leaders, research scholars have provided a deeper understanding of the traits, attributes, and intelligences of leaders. Based upon decades of research about leaders, Stogdill and Bass (1981) indicate, the leader is characterized by a strong drive for responsibility and task completion, vigor and persistence in pursuit of goals, venturesomeness and originality in problem solving, drive to exercise initiative in social situations, self-confidence and sense of personal identity, willingness to accept consequences of decision and action, readiness to absorb interpersonal stress, willingness to tolerate frustration and delay, ability to influence other persons’ behavior, and capacity to structure social interaction systems to the purpose at hand (p. 81).

The characterizations of leaders are plentiful, and take time and experience to acquire the skills. Beyond the outline by Stogdill and Bass, Gardner (1999) conceptualized leaders through an intelligence lens, which highlight leader characteristics necessary for effectiveness. Gardner’s (1999) leader conceptualization includes: 1) being gifted in language (writing and story telling skill); 2) having strong interpersonal skill (understanding fears and aspirations of others; 3) possessing intrapersonal sense (awareness of own strengths and weaknesses; and 4) are able to address existential questions (help audiences understand life situations and goals, and feel engaged in meaningful pursuits). To synthesize information about the attributes and characteristics of leaders, researchers developed a conceptual framework.

To guide an understanding of the behaviors of leaders, the Five Factor model or the ‘Big Five’ model was developed based on a meta-analysis related to leader and
leadership traits (Brown & Trevino, 2006; Yukl, 2013) and outlined in Table 2.1. Yukl (2013) indicates in recent years, “leadership scholars have shown increasing interest in using this taxonomy to facilitate interpretation of results in the massive and confusing literature on leadership traits” (p. 147). The development of the model is helpful for future researchers to conceptualize leaders and leadership when investigating the impact of behavior and traits on effective leadership and organizational outcomes.

Based on research about the ‘Big Five’ leadership traits; an outgoing personality and openness to experience are most strongly related to leaders effectiveness, while conscientiousness and extraversion are most strongly related to leader emergence. Emotional stability and open-mindedness are slightly related to leadership effectiveness (Brown & Trevino, 2006; Judge, Bono, Ilies, & Gerhardt, 2002).

Table 2.1

*Correspondence of the Big Five Leadership Traits with Specific Traits*

<table>
<thead>
<tr>
<th>Big Five Personality Traits</th>
<th>Specific / Expanded Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surgency</td>
<td>Extroversion (outgoing)</td>
</tr>
<tr>
<td></td>
<td>Energy / Activity Level</td>
</tr>
<tr>
<td></td>
<td>Need for Power (assertive)</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>Dependability</td>
</tr>
<tr>
<td></td>
<td>Personal Integrity</td>
</tr>
<tr>
<td></td>
<td>Need for Achievement</td>
</tr>
<tr>
<td>Agreeableness</td>
<td>Cheerful and Optimistic</td>
</tr>
<tr>
<td></td>
<td>Nurturance (sympathetic, helpful)</td>
</tr>
<tr>
<td></td>
<td>Need for Affiliation</td>
</tr>
<tr>
<td>Adjustment</td>
<td>Emotional Stability</td>
</tr>
<tr>
<td></td>
<td>Self-Esteem</td>
</tr>
<tr>
<td></td>
<td>Self-Control</td>
</tr>
<tr>
<td>Intellectance</td>
<td>Curious and Inquisitive</td>
</tr>
<tr>
<td></td>
<td>Open Minded</td>
</tr>
<tr>
<td></td>
<td>Learning Oriented</td>
</tr>
</tbody>
</table>

Source: Yukl, 2013, p. 147
The ‘Big Five’ model is an effective way to integrate vast information about the traits and attributes of leaders to conduct future studies, however more research is needed to clearly determine whether the ‘Big Five’ leader trait model explains or predicts leader or leadership effectiveness (Yukl, 2013).

**Theoretical Approaches to Leadership**

To help understand and expand the concept of leadership beyond the definition or leader traits, research scholars have developed a number of theoretical approaches. Five main theoretic approaches have helped formulate leadership research: 1) trait approach; 2) behavior approach; 3) the power-influence approach; 4) situational or contingency approach; 5) and integrative approach (Stogdill & Bass, 1981; Van Oosten, 2013; Yukl, 2013). The trait approach was one of the earliest ways to examine leadership, and “emphasizes attributes of leaders such as personality, motives, values, and skills” (Yukl, 2013, p. 12) to influence effective leadership outcomes. The trait approach assumes individuals are born natural leaders endowed with specific traits not possessed by other people (Mann, 1959; Stogdill & Bass, 1981, Van Oosten, 2013; Yukl, 2013).

Behavior approaches began in the 1950’s to investigate leaders and leadership, and focused on what leaders actually do on the job. In the behavior approach, the leader actions and behaviors in their workplace setting are closely monitored by researchers to determine how leaders spend their time, and deal with pressures. The approach assists understanding of how leadership effectiveness depends in part on how well a leader resolves workplace conflicts, copes with demands of leadership, recognizes opportunities for organizational improvement, and overcomes workplace constraints (Yukl, 2013).
The power-influence approach examines the influence processes between the leader and other individuals, and seeks to explain effective leadership “in terms of the amount and type of power possessed by a leader and how power is exercised” (Yukl, 2013, p. 13). A key to understanding leadership effectiveness is that power is an important aspect of influencing subordinates, but also important to influencing peers, superiors, and individuals outside of the organization (Yukl, 2013).

The situational approach emphasizes the value of the contextual factors influencing the processes of leadership. Situational variables include the nature of the work performed by the organization, the characteristics of the followers, and the nature of the external environment (Yukl, 2013). A subcategory of situational leadership is contingency based approaches which attempts to identify aspects of the situation that “moderate the relationship of leader attributes (eg., traits, skills, behavior) to leadership effectiveness” (Yukl, 2013, p. 13). The approach suggests that different attributes will be effective in different situations, and utilizing a consistent attribute is not warranted in all situations (Fiedler, 1967; Fry, 2003; Yukl, 2013). Effective leadership outcomes are contextually based (workplace setting, organizational culture), and the situational/contingency approach highlights this understanding (Fiedler, 1967; Hershey & Blanchard, 1969; Van Oosten, 2013; Yukl, 2013).

An integrative approach evaluates more than one type of leadership variable, and is becoming “more common for researchers to include two or more types of leadership variable in the same study” (Yukl, 2013, p. 13). Integrating research with more than one variable helps researchers evaluate multiple factors, such as organizational context and
leader behaviors, which help construct a deeper understanding of leaders and leadership effectiveness, and their role in guiding successful workplace outcomes.

**Ethical, Authentic, Spiritual and Transformational Leadership Theory**

Beyond the five theoretical approaches to understand leadership, theories have emerged concerning the emotional, symbolic, and moral aspects of leadership. Four closely related leadership theories (ethical, authentic, transformative, and spiritual) are used to describe how leaders inspire and transform followers by appealing to their ideals. The four leadership theories emphasize how leaders influence followers to place the needs and values of the organization interests above materialistic self-interests (Yukl, 2013).

Interest in the four leadership theories has grown due to unethical and immoral behaviors of leaders in many professional fields of employment including business, politics, education, and healthcare. Each theory addresses the moral potential of leadership, the value of altruistic behavior, integrity, and role modeling as key aspects to effective leadership. Researchers indicate the moral and ethical lens of leadership effectiveness is important to deal with the complex global problems facing society and perpetuating an effective and caring workplace culture (Brown & Trevino, 2006; Fry, 2003; George 2003; Yukl, 2012; Yukl, 2013).

**Ethical Leadership.**

According to years of research, Brown and Trevino (2006) define ethical leadership as “the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making” (p. 595). Ethical
leaders are characterized as caring, principled, and honest human beings who make fair and equitable decisions (Brown & Trevino, 2006).

In the context of educational leadership, Shapiro and Stefkovich (2011) believe as society becomes more diverse, educators “will need to develop, foster, and lead tolerant and democratic schools,…and through the study of ethics (and ethical leadership), educational leaders of tomorrow will be better prepared to recognize, reflect on, and appreciate differences” (p. 4). Ethical leadership focuses on issues such as social justice, and respect for diversity and multiculturalism, which are integral aspects of leadership to deal with the challenges facing the world in the 21st century. Table 2.2 compares key similarities and differences of ethical leadership with authentic, spiritual, and transformative leadership.

Table 2.2

_Similarities & Differences between:_
_Ethical, Spiritual, Authentic, and Transformational Leadership_

<table>
<thead>
<tr>
<th>Type of Leadership</th>
<th>Similarities with Ethical Leadership</th>
<th>Differences from Ethical Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Authentic Leadership</strong></td>
<td>-Concern for others (Altruism)</td>
<td>-Ethical leaders emphasize moral management (more transactional) and ‘other’ awareness</td>
</tr>
<tr>
<td></td>
<td>-Ethical decision-making</td>
<td>-Authentic leaders emphasize authenticity and self-awareness</td>
</tr>
<tr>
<td></td>
<td>-Integrity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Role Modeling</td>
<td></td>
</tr>
<tr>
<td><strong>Spiritual Leadership</strong></td>
<td>-Concern for others (Altruism)</td>
<td>-Ethical leaders emphasize moral management</td>
</tr>
<tr>
<td></td>
<td>-Integrity</td>
<td>-Spiritual leaders emphasize visioning, hope/faith: work as vocation</td>
</tr>
<tr>
<td></td>
<td>-Role Modeling</td>
<td></td>
</tr>
<tr>
<td><strong>Transformational Leadership</strong></td>
<td>-Concern for others (Altruism)</td>
<td>-Ethical leaders emphasize ethical standards, and moral management (more transactional)</td>
</tr>
<tr>
<td></td>
<td>-Ethical decision-making</td>
<td>-Transformational leaders emphasize vision, values, and intellectual stimulation</td>
</tr>
<tr>
<td></td>
<td>-Integrity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Role Modeling</td>
<td></td>
</tr>
</tbody>
</table>

Source: Brown & Trevino, 2006, p. 598
**Authentic Leadership.**

Definitions of authentic leadership vary for different theorists, “but they all emphasize the importance of consistency in a leader’s words, actions, and values” (Yukl, 2013, p.361). Authentic leadership is based on positive psychology and psychological theories of self-regulation, and authentic leaders possess core values such as kindness, fairness, honesty, optimism, and accountability (George, 2003; Yukl, 2013). Authentic leaders are motivated by a desire for self-improvement, open to new learning, and have influence with followers because of their integrity, clarity of values, and confidence (George 2003; Yukl, 2013). George (2003) indicates a number of characteristics about authentic leaders including being “guided by qualities of the heart, by passion and compassion…(leading) with purpose, meaning and values” (p. 12). Authentic leaders are dedicated to self-development due to an acute awareness that becoming an effective leader takes a lifetime of personal growth.

**Spiritual Leadership.**

Fry (2003) defines spiritual leadership “as comprising the values, attitudes, and behaviors that are necessary to intrinsically motivate one’s self and others so that they have a sense of spiritual survival through calling and membership” (p. 695). The process according to Fry entails: 1) creating a vision wherein organization members experience a sense of calling in that their life has meaning and makes a difference; 2) establishing a social/organizational culture based on altruistic love whereby leaders and followers have genuine care, concern, and appreciation for both self and others, thereby producing a sense of membership and feel understood and appreciated” (p. 695). Spiritual leadership involves how leaders can improve and increase the intrinsic motivation of organizational
members by creating conditions that increase their sense of spiritual meaning in their work and relationships (Yukl, 2013).

**Transformative Leadership.**

Transformative leadership is defined as an approach to leadership that causes change in individuals and social systems. In an optimum form, the leadership construct creates positive change in the followers with and end goal of assisting the development of followers into leaders. Transformative leadership enhances the motivation, job performance and morale of organizational or group members though processes including connecting the organizational memberships sense of identity and self to the collective identity of the organization (Sergiovanni, 1990). Transformative leadership appeals to the moral values of followers as a means to raise their awareness about ethical issues and to engage their commitment to help reform organizations (Burns, 1978; Yukl 2013).

Transformative leadership opposes transactional leadership, which attempts to motivate followers by appealing to their self-interests and reciprocity of benefits (Burns, 1978; Yukl, 2013). In transformative leadership, the followers feel trust and admiration for the leader, “and make followers more aware of the importance and value of the work and induce followers to transcend self-interest for the sake of the organization” (Yukl, 2013, p. 335).

Emphasis of leadership values such as honesty, altruism, compassion, fairness, courage, humility, and integrity has increased in recent years due to many instances of social unrest and workplace improprieties. The focus on morality and ethics in leadership has provided the increase in the application of the theoretical concepts of ethical, authentic, spiritual, and transformative leadership. “However research on these subjects is
still very limited, and more studies are needed to understand how leader values influence the use of the specific behaviors and the effects of the behaviors” (Yukl, 2012, p. 77).

Leaders can have a powerful effect on the lives of all organizational members. Leaders, who by example instill a workplace culture consisting of trust, fairness, ethical, and responsible behavior can create a dedicated, motivated and caring membership who value organizational success and co-worker success equally with their own accolades. Beyond leadership theories and conceptualizations, researchers have synthesized the wealth of leadership data to create key aspects essential to leadership distinction and effectiveness.

**Leadership Effectiveness Theory**

**Effective Leadership Defined**

The vast amount of research concerning leadership theory makes it difficult to define the essence of effective leadership (George, 2000). Judge et al., (2002) defines effective leadership as “a leader’s performance in influencing and guiding the activities of his or her unit toward achievement of goals” (p. 767). In the context of education, effective educational leaders are open-minded, optimistic, persistent, and resilient. Effective educational leaders are also flexible rather than authoritative in their thinking within a system of core values, and ready to learn from others (Leithwood, 2008).

Yukl (2013) synthesized the multiple variables involved in leadership theory, and developed 10 essences of effective leadership functions (Table 2.3) for enhancing collective work in teams and organizations. Underscoring the 10 essences is the need for effective leaders to build collaborative relationships, develop trust, establish core values, and creative an atmosphere that utilizes the collective power of the organization to strategically plan for the future.
Table 2.3

The Essence of Effective Leadership

<table>
<thead>
<tr>
<th>Effective Leadership Functions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help interpret the meaning of events</td>
<td>Effective leaders help people interpret events, understand why they are relevant, and identify emerging threats and opportunities</td>
</tr>
<tr>
<td>Create alignment on objectives and strategies</td>
<td>Effective leaders help to create agreement about objectives, priorities, and strategies</td>
</tr>
<tr>
<td>Build commitment and optimism</td>
<td>Effective leaders increase enthusiasm for the work, commitment to task objectives, and confidence that the effort will be successful</td>
</tr>
<tr>
<td>Build mutual trust and cooperation</td>
<td>Effective leaders foster mutual respect, trust, and cooperation</td>
</tr>
<tr>
<td>Strengthen collective identity</td>
<td>Effective leaders help create a unique identity for a group or an organization, and they resolve issues of membership in a way that is consistent with this identity</td>
</tr>
<tr>
<td>Organize and coordinate activities</td>
<td>Effective leaders help people get organized to perform collective activities efficiently, and they help coordinate these activities as they occur</td>
</tr>
<tr>
<td>Encourage and facilitate collective learning</td>
<td>Effective leaders encourage and facilitate collective learning and innovation</td>
</tr>
<tr>
<td>Obtain necessary resources and support</td>
<td>Effective leaders promote and defend the interests and reputation of their unit and help to obtain necessary resources and support for it</td>
</tr>
<tr>
<td>Develop and empower people</td>
<td>Effective leaders help develop the skills and confidence of people in their work unit and empower people to become change agents and leaders themselves</td>
</tr>
<tr>
<td>Promote social justice and morality</td>
<td>Effective leaders set an example of moral behavior, and they take necessary actions to promote social justice</td>
</tr>
</tbody>
</table>

Source: Yukl, 2013

A common thread throughout the literature about leadership effectiveness includes a combination of task-related and relationship related outcomes. Task activities are addressed through instrumental-based outcomes such as goal attainment, performance, and leaders effectively utilize technical and conceptual skills. Relationship
activities are identified through interpersonal and conceptual skill and include trust, motivation, and commitment (George, 2000; Van Oosten, 2013; Yukl, 2012). Understanding the importance of context is also a key aspect in evaluating and understanding the essence of leadership effectiveness.

Matching the right leader to a particular situation is important to effectiveness. Effective leadership depends on the context of the situation, organization, and overall environment (Glanz, 2002; Hamilton & Bean, 2005; Hearn & Ninan, 2004; Hollander & Julian, 1969; Klar & Brewer, 2013; Kong, 2014; Leithwood, 2007). Context includes the social and cultural factors of the organization and its membership, and if a leader is effective in one particular organizational environment provides little correlation with how that leader would perform in another setting.

Common effective leadership attributes can be applied to leaders no matter the contextual circumstance. Based on a comprehensive review of leadership literature, Leithwood, Harris, & Hopkins (2008) established four sets of effective leadership qualities appropriate for different contexts: 1) building vision and setting directions; 2) understanding and developing people; 3) redesigning the organization; and 4) managing the teaching and learning program. The core practices vary by the context of the situation, but provide guidance for practicing leaders as a framework for leadership development and effectiveness. Effective leaders are sensitive to context, but that does not indicate they need to utilize vastly different leadership approaches. Rather, effective leaders will apply contextually relevant combinations of basic leadership practices regardless of the organizational environment (Leithwood et al., 2008).
For this study distinguished and effective leadership will include contextually relevant task and relationship behaviors that foster a collective sense of goals and objectives and how to go about achieving them; instill in others dedication and appreciation of the importance of work activities and behaviors; create and maintain excitement, enthusiasm, confidence, and optimism in an organization as well as trust and cooperation; encourage flexibility and input in decision making and change; and establish and maintain a meaningful identify for an organization. (George, 2000; Mills, 2005; Stogdill & Bass, 1981; Yukl, 2012,2013)

**Taxonomy of Effective Leadership Skills.**

To assist in the advancement of leadership understanding, researchers developed a three-factor leadership skill taxonomy (Table 2.4) to assist in evaluating and synthesizing

**Table 2.4**  
*Three Factor Taxonomy of Effective Leadership Skills*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Skills</td>
<td>Knowledge about methods, processes, procedures, and techniques for conducting a specialized activity, and the ability to use tools and equipment relevant to that activity.</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>Knowledge about human behavior and interpersonal processes, ability to understand the feelings attitudes, and motives of other from what they say and do (empathy, social sensitivity), ability to communicate clearly and effectively (speech fluency, persuasiveness), and ability to establish effective and cooperative relationships (tact, diplomacy, listening skill, knowledge about acceptable social behavior).</td>
</tr>
<tr>
<td>Conceptual Skills</td>
<td>General analytical ability, logical thinking, proficiency in concept formation and conceptualization of complex and ambiguous relationships, creativity in idea generation and problem solving, ability to analyze and perceive trends, anticipate changes, and recognize opportunities and potential problems (inductive and deductive reasoning).</td>
</tr>
</tbody>
</table>

Source: Yukl, 2013, p. 148
leadership effectiveness (Stogdill & Bass, 1981; Yukl, 2013). The three-factor taxonomy of effective leadership skills includes: technical skills, which deal with things; interpersonal skills (or social skill) which involves dealing with people; and conceptual skills (or cognitive skills) pertaining with concepts and ideas (Yukl, 2013).

Technical skills are acquired by formal education, training, and employment experience. These skills are important for entrepreneurial managers and educational leaders. Yukl (2013) indicates, “research on entrepreneurs (such as Mark Zukerberg, co-founder of Facebook and Steve Jobs, co-founder of Apple)…suggest that their technical knowledge is the fertile ground in which the seeds of inspiration take root to yield innovative products” (p. 149). Conceptual skills are important for effective planning, problem solving, and they “involve good judgment, foresight, intuition, creativity, and the ability to find meaning and order in ambiguous, uncertain events” (p. 149).

Competency in technical and conceptual skills, outlined in Table 2.5, is necessary for effectiveness in the context of educational leadership. Formal training to understand

Table 2.5

<table>
<thead>
<tr>
<th>Foundations &amp; Philosophy</th>
<th>Managerial Competency</th>
<th>Political Leadership Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>Information management &amp; use</td>
<td>Strategic planning</td>
</tr>
<tr>
<td>Teaching &amp; Instruction</td>
<td>Law and Policy</td>
<td>Problem analysis and decision making</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Plant and facilities</td>
<td>Conflict resolution</td>
</tr>
<tr>
<td>Research</td>
<td>Finance</td>
<td>Change management</td>
</tr>
<tr>
<td>Teacher Supervision</td>
<td>Personnel</td>
<td>Community relations</td>
</tr>
<tr>
<td>Instructional evaluation</td>
<td>Labor relations</td>
<td>Organizational theory</td>
</tr>
<tr>
<td>Staff development</td>
<td>Technology as an administrative tool</td>
<td></td>
</tr>
<tr>
<td>Program evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Glanz, 2002, p. 185

tasks such as teaching and instruction, supervision, staff development, and strategic planning is necessary for individuals to effectively lead. Acquisition of technical and
conceptual skill assists in gaining the confidence from organizational members of being competent and aware of the nature of all education related matters. Technical and conceptual skills associated with educational leaders are outlined in Table 2.5, in which Glanz (2002) highlights competencies for effective educational leaders.

Interpersonal skills include knowledge about group processes and human behavior. Specific types of interpersonal skills such as empathy and diplomacy “are essential to develop and maintain cooperative relationships with subordinates, superiors, peers, and outsiders” (Yukl, 2013, p. 150). Interpersonal or social skills include knowledge about group processes and human behavior, and an ability to understand the feelings and motives of others. Regardless of the situation or context, leaders who possess interpersonal skill are more apt to be effective (Yukl, 2013). Organizational members who believe a leader cares and is sensitive about their welfare, are more apt to contribute toward a positive workplace culture, work harder and value the role of the leader.

Examples of the importance of interpersonal skills and conceptual skills are highlighted in the context of effective educational and organizational leadership. Developing trust, which is “the essential lifeblood” (Renz, 2010, p. 181) of the education and non-profit sectors, builds the bridge to forming positive connections in the workplace. Connecting with others helps leaders become more engaged, authentic and appreciative (Schlitz, Vieten & Amorak, 2007), and “the connected employee stays with the company, works harder, and is more apt to be creative” (Hallowell, 1999, p. 117). Leaders taking time to understand and appreciate the role and attributes of each employee has tremendous implications to building a caring and appreciative organizational
structure, and maintaining a dedicated workforce, which can lead to overall organizational impact and effectiveness.

“Fundamentally, leadership is a partnership” (Glanz, 2002, p. 185). Leaders who help create a trusting and connected workplace, can construct the collaborative framework necessary to maintain a core organizational ideology, while strategically planning for the future. “Effective leadership is a shared activity that taps into the talents, qualities, and virtues of the many” (Glanz, 2002, p. 186). The benefits of fostering positive relationships can improve organizational outcomes and instill a workplace environment to assist all individuals reach their highest potential (Reynolds & Warfield, 2010).

Trust, connections, and collaboration, when fostered by leaders through interpersonal skill, create the necessary framework to build two effective organization conceptual constructs: maintaining core values; and creating a shared vision as part of the strategic planning process (Collins & Porras 1997; Renz, 2010; Senge, 1990). Collins and Porras (1997) point out, “the fundamental distinguishing characteristic of the most enduring and successful corporations is that they preserve a cherished core ideology while simultaneously stimulating progress and change in everything that is not part of their core ideology” (p. 220). The leadership strategy of maintaining core values, and sharing a vision of the future helps to sustain the deep histories and meanings of the organization and its membership. The strategy also assists the organization plan ahead toward future processes, programs or products that will make the organization competitive and relevant. The concept is difficult especially considering the pace of technological advances, and local and global competition in every workplace construct.
Yet maintaining core values and strategically planning through collaborative and trusting relationships, helps provide the buy in from organizational members to move forward without compromising standards.

**Distinguished Leadership**

Understanding the attributes of effective leadership helps to establish the characteristics of distinguished leaders. A distinguished leader is a leader “of high standing; eminent; famous” (Oxford, 2003, p. 417), and for this purpose of this research distinguished leadership and effective leadership are interrelated and synonymous terms. In many circumstances, distinguished leaders are recognized and honored by colleagues and professionals for their individual and organizational achievements.

For the purpose of this study, identifying the research participants as distinguished leaders will consist of:

- Leaders who have attained prominence as professionals in their careers, which includes evidence of extraordinary personal and organizational achievement in their field, and over 30 years of leadership experiences
- Leaders who have experienced public or peer recognition of leadership success, achievement, and effectiveness
- Leaders who have made a significant impact to enhance quality educational programming in the state of New Hampshire

Examples of distinguished educational leadership are found in award and recognition programs highlighting leadership achievement. The Richmond (VA) Educational Board (REB)(2014) offers annual awards for distinguished leadership to four
metropolitan area principals. Principals are nominated from their school community or the public at large, and meet the following criteria:

- Manage effectively to promote excellence in education
- Demonstrate leadership and exemplify commitment
- Inspire their students and are advocates for their school and faculty
- Encourage team spirit
- Foster cooperation between the school and community
- Maintain dialogue with students, parents, faculty, and staff
- Have been a principal of their school for at least 3 years (REB, 2014).

Another example of distinguished educational leadership is highlighted in a Washington Post award program. As a means to encourage excellence in school leadership and contribute to the improvement of education in the Washington D.C. metropolitan area, The Washington Post annually selects school leaders with the Distinguished Educational Leadership Award. The nomination criteria includes school principals who:

- Manage effectively
- Demonstrate and encourage creativity and innovation
- Foster cooperation between the school and community
- Maintain a continuing dialogue with students, parents, faculty and staff
- Encourage team spirit
- Demonstrate leadership and exemplify commitment (Washington Post Leader, 2014).
An example of distinguished educational leadership is Steve Parker, Principal of Ceder Lee Middle School in Bealeton, Virginia, and recipient of the 2013 Washington Post Distinguished Leadership award. Among the efforts of Mr. Parker during his tenure at Ceder Lee was to establish a PTO, form a leadership team of parents, students, faculty members and staff, institute a focus and recovery room for students recently reprimanded for poor behavior, and lead a school improvement plan to help the school become accredited. Mr. Parker, who is also a football coach, believes in setting high expectations for students, faculty, and staff, believes in open communication, and valuing the entire Ceder Lee community. As part of the nomination process, faculty noted Mr. Parker’s commitment to students and how the school meets the needs of a diverse population, and his management style that is like a partnership. Community members noted decisions are about consensus building, and based from a shared vision and shared sense of purpose. Students also commented that Mr. Parker always listens, and makes the school a fun place to be (Parkinson, 2013).

Mr. Parker deflected attention about the recognition, highlighting the work of the faculty and staff, students, and entire community. He cited the value he places on collaboration, having a good sense of humor, and setting high expectations for the staff and students (Parkinson, 2013). The example of Mr. Parker provides great insight to distinguished leadership. The school made great strides academically, he believes in collaboration and teamwork, and is humble about his role in making the school successful. Mr. Parker is also empathetic to student and staff needs, listens, and has a sense of humor to make other feel comfortable approaching him. Mr. Parker is a distinguished leader and exemplifies the characteristics of effective leadership.
Leaders face a number of profound challenges on the social, economic, educational and political front throughout society, and understanding the qualities and characteristics of effective leadership is necessary to help address the unstable times facing organizations and all of humanity (George, 2003). Those individuals who embody specific character and professional attributes of effective leadership, have the potential to positively change individual lives, improve organizational constructs, enhance the quality of society, and distinguish themselves as effective leaders.

Evidenced in all facets of leadership research, instrumental to the quality of leadership are the constructs of emotional intelligence and leadership virtue, which have been cited as influencing factors contributing to leadership effectiveness (Gardner, 1999; George, 2000; Glanz, 2002; Goleman et al., 2013; Hare, 1993; Nelson & Low, 2003; Stogdill & Bass, 1981; Yukl, 2013). Understanding the significance of emotional intelligence competencies and leadership virtues as key constructs of effective leadership is the basis for the primary and secondary research questions that guided this study. The following topics of this review of literature connect the history and application of emotional intelligence and leadership virtue with leadership effectiveness.

**Emotions and Intelligence**

Studies about the factors emotions have on leadership emerged within the last two decades and has grown significantly in the fields of education, management and social psychology fields (George, 2000; Rosette & Ciarrochi, 2005). Emotions and leadership has become a viable field for scholarly inquiry, and literature suggests emotions play a central role in behavior and cognitive processes (George, 2000). Emotional intelligence
theory has emerged as a growing topic for leadership success, and background understanding is provided about the two key words: emotional and intelligence.

According to Webster’s (1979) emotion is as a: 1. strong, generalized feeling; psychical excitement. 2. Any specific feeling; any of various complex reactions with both psychical and physical manifestations, as love, hate, fear, anger, etc. Nelson & Low (2003) indicate emotion “is a physiological and physical reaction subjectively experienced as strong feelings and physiological changes that prepare the body for immediate reactions” (p. 2). For the purpose of this study, “emotions are high intensity feelings that are triggered by specific stimuli (either internal or external to the individual), demand attention, and interrupt cognitive processes and behaviors” (George, 2000, p. 1029). Emotional in defined as: 1. Pertaining to emotion or the emotions; characterized by emotion. 2. Appealing to the emotions; of a nature to move the feelings or passions; moving; touching. 3. Easily aroused to emotion; excitable; easily moved; as, an emotional nature. 4. Showing emotion (Websters, 1979). Emotions and becoming emotional have “the power to color our perceptions, mold our motives, and direct our lives” (Walsh, 1999, p. 71).

According to Mathews, Zeidner, & Roberts (2007), emotions have three components: 1) A somatic component, which is characterized with the feeling of bodily disturbance or change, and incorporates the behavior manifestations of “sweating, flushing, grimacing, trembling, fleeing, freezing, and spontaneous aggression, etc.” (p. 290); 2) a cognitive component, “wherein the emotion-inducing aspects of the environment are (often consciously) appraised and made sense of” (p. 289). The behavioral manifestations of the cognitive component include laughing, crying, smiling,
frowning, cringing, etc. (p. 290); and 3) a motivational component, which comprise the
“inclinations to act (or not act)” (p. 289). The behavioral manifestations of the
motivational component include “hitting, retaliating, taking revenge, applauding,
praising, comforting, and avoidance, etc.” (p. 290). Understanding and managing how
emotions impact the body and mind, as well as impact relationships with others is
important to effectively function in life.

Individuals vary in their understanding and awareness of how people, events, and
different circumstances generate emotions (George, 2000). Developing emotional
knowledge is important in being able to understand what causes the onset of emotional
periods, and the consequences of how emotions and moods positively and negatively
impact behavior and relationships. Beyond a societal comprehension of emotions,
understanding the term intelligence is important to conceptualize emotional intelligence.

Definitions of intelligence include, “the ability to learn, understand, and think
clearly and logically” (Walsh, 1999, p. 214), Welchler (1958) defined intelligence as
“the aggregate or global capacity of the individual to act purposefully, to think rationally,
and to deal effectively with his environment” (Salovey & Mayer, 1990, p. 186). For the
purpose of this study intelligence is the ability “to process information that can be
activated in a cultural setting to solve problems or create products that are of value in a
culture” (Gardner, 1999, p. 34). This is fitting because of the previously stated notion of
how influential culture and context is to leadership, which supports Gardner’s definition.

To study the intelligence of individuals psychologist Alfred Binet developed the
intelligence quotient test (IQ) in 1900, as a device to quantify individual intelligence and
help predict academic success. For generations the IQ was accepted as a sound
instrument, and fostered the development of other exams to evaluate intelligence and predict success, namely the Scholastic Aptitude Test (SAT) (Gardner, 1993).

Refuting the premise of the IQ (and SAT) test, which only evaluated one kind of intelligence as being important for life success, Howard Gardner suggested a wide spectrum of intelligences existed (Gardner, 1993; Goleman, 1995). Gardner (1999) developed the theory of Multiple Intelligence (MI) to broaden the spectrum on human capabilities, learning, and intelligence. The multiple intelligences include verbal linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, naturalistic, existential, and “two-forms of personal intelligence-not well understood, elusive to study, but immensely important, interpersonal intelligence and intrapersonal intelligence” (p.9; Strong, Silver, & Perini, 2001). The understanding posits many factors contribute to understanding intelligence, and individuals can portray intelligence in varying ways. Gardner’s theory has pushed educators to assist student learning and achievement by connecting teaching strategies utilizing the multiple ways in which students portray intellect and understanding.

Two of Gardner’s (1993) intelligences are closely related to emotional intelligence theory. Interpersonal intelligence “is the ability to understand other people, what motivates them, how they work, how to work cooperatively with them” (p. 9). Intrapersonal intelligence “is a correlative ability, turned inward. It is the capacity to form an accurate, veridical model of oneself and to be able to use that model to operate effectively in life” (p. 9). Understanding how to understand oneself and understand other people are important characteristics of intelligence. Equipped with these skills assist
individuals manage various personal and professional relationships, as well as understand how one interprets personal thoughts and emotions.

**Neuroscience: Understanding Emotions and Intellect**

The field of neuroscience has provided a deeper understanding of the complexity of the human mind. Human beings have essentially two minds, the thinking mind (neocortex), and the emotional mind (Nelson & Low, 2006). According to Nelson & Low (2006), “the two minds are not adversarial or physically separate; rather they operate interactively to construct your mental life. Passion (the heart) dominates reason (the mind) when feelings are intense” (p. 2). Understanding and managing thoughts and feelings allow individuals to choose appropriate behaviors instead of reacting to various cues from other individuals.

Scientists have also discovered the anatomy of the brain makes it sociable, and “represents the only biological system in our bodies that continually attunes to us, and in turn becomes influenced by, the internal state of people we're with” (Goleman, 2006, p. 10). This occurs because of the open-loop nature of the brain’s limbic system, the body’s emotional center. The open-loop system is an inter-personal limbic regulation, meaning, “one person transmits signals that can alter hormone levels, cardiovascular functions, sleep rhythms, even immune functions, inside the body of another” (Goleman, Boyatzis, & McKee, 2001, p.46). Understanding the open loop nature of the limbic system provides insights in how positive and negative emotions can spread to and from individuals during the course of daily life. The limbic system understanding suggests emotions are contagious, and spread (for better or worse) between individuals (Goleman, 1995). Emotional contagion is “part of a tacit exchange that happens in every encounter.
We transmit and catch moods from each other in what amounts to a subterranean economy of the psyche in which some encounters are toxic, some nourishing” (p. 131). The implications of how emotions spread have consequences with all personal, workplace and informal relationships.

“Great leadership works through the emotions” (Goleman et al., 2013, p. 3). The projection of positive and negative emotional states influences how others will respond, which is important for leading groups. A Tibetan saying indicates, “when you smile at life, half the smile is for your face, the other half is for somebody else’s”… Laughter may be the shortest distance between two brains, an unstoppable infectious spread that builds and instant social bond” (Goleman, 2006, p. 44-45). Humor and positive moods, “helps people feel more optimistic about their ability to achieve a goal, enhances creativity and decision-making skills, and predisposes people to be helpful” (Goleman et al., 2013, p. 14). Research on humor at work reveals that a well timed joke or playful laughter can stimulate creativity, open lines of communication, enhance a sense of connection and trust, and, of course make work more fun” (Clouse & Spurgeon, 1995; Goleman et al., 2013, p. 14).

Negative emotions and relationships have the converse effect. As Goleman (2006) suggests, “toxic relationships are as major a risk factor for disease and death as smoking, high blood pressure or cholesterol, obesity, and physical inactivity” (p. 224). Ultimately, relationships have a dual role: they can enrich individual physical, emotional, and mental states, or can cause great suffering. Leaders who negatively project emotional states add to the toxicity of the workplace and create negative emotional contagion. The overall impact is destructive to workplace morale. Instead of creating a supportive atmosphere,
“it creates an emotional backlash of resentment, bitterness, defensiveness, and distance” (Goleman, 1995, p. 176).

This notion carries much weight for understanding leadership. As Goleman et al., (2001) points out, “for better or worse, leaders’ moods affect the emotions of the people around them” (p. 46). Leaders who understand and manage the impact of their own emotions, as well as the emotions of their workplace colleagues, can contribute to or negate from overall organizational effectiveness.

**Emotional Intelligence**

Definitions of emotional intelligence include “an array of interrelated emotional and social competencies and skills that determine how effectively individuals understand and express themselves, understand others and relate with them, and cope with daily demands, challenges, and pressures” (Bar-On, 2010, p. 57). Goleman (2000) states, EI is an ability to manage ourselves and our relationships effectively (p. 80), and conceptualized the definition by stating EI represents an individuals overall character (Goleman, 1995).

Common scholarly acceptance of an EI definition is “involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them” (Mayer, Caruso, & Salovey, 2000, p. 267). The definitions are important, because the scholars have been leaders in researching EI and developing EI assessment instruments (Bar-On, Maree, & Elias, 2007). Considering the purpose of this study, the most relevant definition of EI is provided by Boyatzis, Goleman, and Rhee (2000) describing EI to be observable behavioral displays of “self-awareness, self-management, social awareness and social skills (relationship
management) at appropriate times and ways in sufficient frequency to be effective in the situation” (p. 344). This definition is appropriate due to the nature of this study, as observing research participants will occur to identify the utilization of emotional intelligence competencies.

The theory of emotional intelligence gained popularity in the 1990’s, however the concept reaches back in history, considering that Publilius Syrus stated in the first century B.C., “rule your feelings, lest your feelings rule you” (Salovey & Mayer, 1990, p. 185).

Thorndike (1920) described ‘social intelligence’ defining this as “the ability to understand and manage men and women, boys and girls- to act wisely in human relations” (p. 228). Thorndike is credited as the first to discuss social and emotional intelligence in an educational psychology framework (Goleman, 2006; Nafukho, 2009).


Initial research on emotional intelligence created a number of implications for additional investigation. Most notably were: 1) emotions could be managed in work and life, resulting in positive organizational and individual outcomes; 2) intelligence was definable beyond acceptable measure of IQ; and 3) emotional intelligence could be learned (Goleman, 1995, 1998; Peltier, 2010; Van Oosten, 2013). These findings led to a growth in research, and scholarly activity in EI has remained strong today in fields of business, management, education, healthcare, and social science.
Streams of Emotional Intelligence Research

Three major research streams of EI research (outlined in Table 2.6), including ability based, trait based, and competency based models, have emerged to determine the extent individuals are emotionally intelligent (Bar-On et al., 2007; Cherniss, 2010). Salovey and Mayer (1990) and further developed by Mayer and Salovey (1997) introduced an ability based model in which EI is regarded to be a cognitive or mental intelligence, and based on mental abilities used in processing emotional information. To quantify emotional intelligence the researchers developed the *Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)*. The instrument is a 141-item measure of conceptualized EI characteristics including perception of emotion, use of emotion to facilitate thinking, understanding of emotion, and management of emotion (Bar-On, et al. 2007; Mayer, Salovey, & Caruso, 2000).

Bar-On (1988) presented a general model of EI, which he alludes to as emotional and social intelligence. The model is a trait-based and mixed-model based stream of research focusing on elements that assist individual efforts to address and adapt to social and emotional tensions. To quantify emotional and social intelligence Bar-On developed the *Bar-On Emotional Quotient Inventory (EQ-i)*, which is a 133-item self-report measure of emotionally and socially intelligent behavior. The EQ-i measures five factors of stress management, mood, stress management, and interpersonal and interpersonal skill (Bar-On, 2007).

emotions and other individuals’ emotions and utilize this understanding to manage oneself and relationships effectively. The competency-based model connects emotional and social competencies and has links to effective workplace and leadership outcomes.

To quantify the competency-based EI understanding, the *Emotional Competence Inventory* (*ECI*), was developed which is a 72-item measure of the personal competencies of self-awareness and self-regulation, and the social competencies of social awareness and relationship management. The ECI measures a total of 19 emotional intelligence competencies (Bar-On, 2007; Goleman et al., 2013;)

Table 2.6

*Emotional Intelligence Research Streams*

<table>
<thead>
<tr>
<th>EI Research Stream</th>
<th>Description</th>
<th>Lead Researchers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Ability</td>
<td>Considered to be an individual’s potential emotional capacity, in turn facilitating thought</td>
<td>Salovey &amp; Mayer, 1990; Mayer &amp; Salovey, 1997; Mayer, Salovey, &amp; Caruso, 2000</td>
</tr>
<tr>
<td>Emotional Quotient, Traits</td>
<td>Suggests that we leverage preferred emotional patterns to manage pressure</td>
<td>Bar-On, 1988, 2007</td>
</tr>
<tr>
<td>Emotional Competence</td>
<td>Includes emotional behaviors that impact workplace performance</td>
<td>Goleman, 1995; Goleman, 1998; Goleman, Boyatzis, &amp; McKee, 2013</td>
</tr>
</tbody>
</table>

Source: Van Oosten, 2013, p. 12

The three streams of research and associated validation instruments are the most utilized frameworks for understanding emotional intelligence. The competency-based model will guide this study in understanding how the utilization of emotional intelligence impacts effective leadership. Namely because the model has emerged has a construct to
understand and predict effective personal, workplace and leadership outcomes (Boyatzis, 2008; Goleman, 1998; Goleman et al., 2013; Munroe, 2009).

Leadership and Emotional Intelligence Competencies

Leadership is an emotional-laden process in which an individual influences a group or organization to collectively achieve goals (George, 2000; Humphrey, 2002; Yukl, 2013). Leaders who can effectively and positively manage emotions in themselves and others are more equipped to build and sustain quality and effective relationships (Goleman, 2006; Goleman, et al., 2013). Conversely, if leaders are unable to manage their own emotions effectively, the result can cause human dysfunction leading to detrimental workplace consequences (George, 2000). There are positive and negative characteristics of emotion intelligence impacting leadership effectiveness and overall organizational cohesiveness.

When a leader lacks empathy for example, and is void of embodying emotional intelligence, he or she may develop the negative character markers which psychologists coin the ‘dark triad’: narcissists; Machiavellians; and psychopaths. Narcissistic leaders have an excessive self-importance stance, Machiavellian leaders (based on The Prince) are cunning, deceitful, scheming, and can utilize morally questionable methods to achieve results, and psychopathic leaders who may ultimately be emotionally unstable individuals (Goleman, 2006). The three negative leadership types share to varying degrees unappealing character traits of self-centeredness and aggression, and emotional detachment. The negative aspect of leadership “can range from the abusive tyrant, who bawls out and humiliates people, to the manipulative sociopath. They create wretched workplaces, but have no idea how destructive they are- or they simply don’t care”
Leaders who embody any of the negative traits can do organizational harm and lead to toxicity in the workplace (Walsh, 1999). Although some of these toxic leaders may actually have short success, they do not embody the characteristics of being an effective leader resulting to unfortunate consequences. Overtime these ineffective leaders will generally lose credibility and respect among workplace members, and eventually fail or lead dysfunctional organizations.

Effective leaders are able to positively and intelligently negotiate their emotional states and the emotions of others. Goleman et al., (2013) revealed emotionally intelligent leaders impact workplace climate by creating an organizational environment fostering purpose, harmony, and the capacity for individuals to work together effectively. Emotional intelligence can help build positive workplace cultures, impact organizational outcomes, and deflect negative workplace environments. “Leaders with a high level of emotional intelligence are more capable of solving complex problems, planning how to use their time effectively, adapting their behavior to the situation, and managing crisis” (Yukil, 2013, p. 152). EI has been cited as a key component of quality leadership and “represents a critically important competency for effective leadership and team performance in organizations” (Prati et al., 2003, p. 21). EI has been identified as a necessity in leadership, career success, individual achievement, and overall satisfaction in life. Individuals may be blessed with an analytical mind, afforded the opportunity to receive superb training, and possess a wealth of good ideas, however without emotional intelligence, these individuals will not make effective leaders (Goleman, 2004; Nelson & Low, 2003). To conceptualize emotional intelligence, Goleman, et al., (2013) categorized
emotional intelligence into four domains. Those domains and associated EI competencies are presented in Table 2.7.

Table 2.7

*Emotional Intelligence Domains and Competencies*

<table>
<thead>
<tr>
<th>Domain</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Awareness</strong></td>
<td>Emotional Self-Awareness: Reading one’s emotions and recognizing their impact; using ‘gut sense’ to guide decisions</td>
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<tr>
<td></td>
<td>Accurate Self-Assessment: Knowing one’s strengths and limits</td>
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<tr>
<td></td>
<td>Self Confidence: A sound sense of one’s self-worth and capabilities</td>
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<tr>
<td><strong>Self-Management</strong></td>
<td>Emotional Self-Control: Keeping disruptive emotions and impulses under control</td>
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<tr>
<td></td>
<td>Transparency: Displaying honesty and integrity; trustworthiness</td>
</tr>
<tr>
<td></td>
<td>Adaptability: Flexibility in adapting to changing situations or overcoming obstacles</td>
</tr>
<tr>
<td></td>
<td>Achievement: The drive to improve performance to meet inner standards of excellence</td>
</tr>
<tr>
<td></td>
<td>Initiative: Readiness to act and seize opportunities</td>
</tr>
<tr>
<td></td>
<td>Optimism: Seeing the upside in events</td>
</tr>
<tr>
<td><strong>Social Awareness</strong></td>
<td>Empathy: Sensing other’s emotions, understanding their perspective, and taking active interest in their concerns</td>
</tr>
<tr>
<td></td>
<td>Organizational Awareness: Reading the currents, decision networks, and politics at the organizational level</td>
</tr>
<tr>
<td></td>
<td>Service: Recognizing and meeting follower, client or customer needs</td>
</tr>
<tr>
<td><strong>Relationship Management</strong></td>
<td>Developing Others: Bolstering others’ abilities through feedback and guidance</td>
</tr>
<tr>
<td></td>
<td>Inspirational Leadership: Guiding and motivating with a compelling vision</td>
</tr>
<tr>
<td></td>
<td>Change Catalyst: Initiating, managing and leading in a new direction</td>
</tr>
<tr>
<td></td>
<td>Influence: Wielding a range of tactics for persuasion</td>
</tr>
<tr>
<td></td>
<td>Conflict Management: Resolving disagreements</td>
</tr>
<tr>
<td></td>
<td>Building Bonds: Cultivating and maintaining a web of relationships</td>
</tr>
<tr>
<td></td>
<td>Teamwork &amp; Collaboration: Cooperation and team building</td>
</tr>
</tbody>
</table>

Source: Goleman, Boyatzis, & McKee, 2013, p. 39
The emotional intelligence domains and competencies are comprised from a personal and social perspective. The first two domains help determine how well individuals can understand their individual emotions, and the second two domains help individuals recognize and manage the emotions of others and build productive relationships (Boyatzis & McKee, 2005).

An important understanding is that the EI competencies “are not innate talents, but learned abilities, each of which has a unique contribution to making leaders more effective” (Goleman et al., 2013, p. 38). Leaders rarely actualize all the EI competencies, and a specific formula does not exist of which combination of EI competencies will lead to leadership success. Research does indicate that effective leaders need to exhibit strength in at least one competency from each of the four EI domains (Goleman et al., 2013). Leader effectiveness, as noted previously, has many variables including context and organizational culture. Emotional intelligence competence is an additional factor, and the implication for leaders is that awareness and management of emotions from an individual and social perspective is of equal importance in order to effectively lead.

This qualitative study will investigate the emotional intelligence domains and associated competencies constructed from conceptualization of EI (Goleman et al., 2013), as it relates to what EI competencies are utilized by distinguished leaders. Goleman’s EI concept is competency based, and his assessment of EI has concentrated on understanding leadership effectiveness, which is important for application with this study.

**Emotional Intelligence and Effective Leadership Research**

At its essence, an organization or workplace is a site where individuals interact with one another for the purpose of completing tasks and projects. “The experience of
work is saturated with feeling” (Ashforth & Humphrey, 1995, p. 98), and employees share and express a variety of emotions including happiness, excitement, sadness, frustration, and anger. Emotional intelligence theory underscores the notion that leaders who manage their emotions and the emotions of others in an appropriate manner will improve their likelihood of leading effective organizations.

Many researchers have investigated the relationship significance between emotional intelligence, workplace outcomes, and effective leadership. Attempting to understand the factors that contribute to successful organizations has resulted in a growth of EI studies, and leadership scholars have sought to identify the personal qualities that contribute to effective leadership (Pratti et al., 2003). The studies have generally been quantitative in nature, utilized one of the three streams of EI research, occurred in a variety of organizational settings, and generally portrayed a significant correlation between EI and effective workplace outcomes.

Mills (2009) completed a meta-analysis of the relationship between emotional intelligence and effective leadership. The investigation evaluated 48 studies with 41% of the participants reported serving in the field of business and industry, and over half were in the form of theses or unpublished dissertations. The results suggested emotional intelligence may now need to be considered an important ingredient of leadership effectiveness. Mills (2009) indicated, “developing skills associated with emotional intelligence, no longer a ‘soft skill’, and implementing a leadership style in practice that is reflective of emotional intelligence may support greater levels of effectiveness” (p. 29). Regarding preparing future educational leaders, Mills (2009) suggested leader development programs should incorporate the role of emotions and emotional
intelligence as part of the design of programs and training experiences. Providing for the demands and challenges facing educational leaders, the construct of EI should be utilized as part of the process to educate and develop effective leaders.

Goleman (2004) analyzed business competency models, which aid companies in identifying, training, and promoting likely stars in leadership. The analysis was conducted to specifically determine which personal capabilities drove outstanding performance in 188 large global companies. The categories of technical skills, cognitive ability, and emotional intelligence competencies were established to assist in identifying performance outcomes. Results indicated emotional intelligence was a driving force of performance excellence above IQ or technical skills, and evidence was also found that emotional intelligence was important for executive leadership roles Goleman (2004). In a final analysis of the results, emotional intelligence prominently factored as the difference maker in distinguishing star performers from average performers for individuals in senior leadership positions. The meta-analysis provides significant data to support the theory that emotional competence improves workplace outcomes and provides a construct for effective leadership.

Empirical studies have also investigated the impact of emotional intelligence on educational leadership. Wong, Wong, & Peng (2010) researched the effects of senior school administrative leaders EI on teachers’ job satisfaction. One hundred and seven Hong Kong teachers were surveyed about the emotional intelligence of their administrative leader and the impact of the leader on their own performance. The teachers were asked to reflect on administrative leaders EI competencies such as empathy, and sensitivity to teachers’ feelings and emotions. In addition, they rated the
ability of leaders to control their own emotions. The results indicated that leaders who demonstrated emotional intelligence, such as being sensitive to the feeling of teachers, fostered teamwork, and were transparent positively related to teacher job satisfaction. Teachers also believed a leader who had emotional intelligence was important to their own success. In a follow up study Wong et al., (2010) surveyed nearly 4,000 teachers about their own emotional intelligence and that of their school leader. The researchers conducted a hierarchical regression analysis and the results indicated leader EI has a significant impact on teacher job satisfaction. The two studies indicate Hong Kong teachers believe the emotional intelligence of their school leader has a direct correlation with their success and satisfaction with their job. Based on their study, the researchers noted that teachers and educational leaders need emotional intelligence to assist in their overall effectiveness, and training programs should incorporate EI development.

The study in Hong Kong supports the premise of educational leadership scholar Dr. Bobby Moore (2009) who pointed out, “school administrators that have high emotional intelligence will not only have stronger relationships with their colleagues, teachers, parents, and students, but may be more effective in leading change and initiating school reform” (p. 26). Continued research and understanding of emotional intelligence, and its relationship with effective educational leadership outcomes is important to verify how significant the concept of EI is with overall teacher and leadership outcomes and effectiveness.

Munroe (2009) quantitatively researched the correlation of emotional intelligence (utilizing EI competencies) and instructional leadership behaviors. The investigation focused on 35 Michigan elementary school principals, who were involved in the Reading
First initiative. The research findings indicated a significant statistical relationship between emotional intelligence and instructional leadership behaviors of elementary principals included in the study. Highlighted in the results was the relationship with the specific EI domains of social awareness (including empathy and organizational awareness) and relationship management (including the competencies of developing others, open communication, and building teamwork) with instructional leadership behaviors. Based on the results, Munroe (2009) believes the selection of instructional leaders must be based on individual awareness of emotional intelligence competencies and investment in ongoing professional development. The investigation also highlighted the importance of school boards and superintendents to encourage and support emotional intelligence training and development to assist the development of future school leaders (Munroe, 2009). The study reflects the importance of the social competence aspect of emotional intelligence to lead effective elementary schools, and provides additional evidence that educational leaders would benefit from EI development and training.

Cliffe (2011) conducted an investigation exploring the relationship between emotional intelligence and effective educational leadership. The study focused on seven female school administrators in England, and evaluated the EI competencies highlighted by Goleman. The investigation comprised a longitudinal, multi-method approach utilizing life history interviews, self-report questionnaires, and face-to face interviews. The female administrators utilized as research participants were identified as excellent school leaders, by The Office for Standards in Education, Children’s Services and Skills. The study indicated the school administrators were aware of and managed their own emotions, and had awareness of and managed the emotions of others. Specifically the
administrators portrayed EI competencies of self-confidence, initiative, emotional self-control, empathy, organizational awareness, and built cohesive teams through collaboration. All the administrators portrayed emotional competence in all four EI domains including self-awareness, self-management, social awareness, and relationship management, which is an indication they are effective leaders (Goleman et al., 2013). The qualitative study of female school administrator adds to the understanding of EI and leadership, and highlights how the awareness and management of emotions contributes to educational leadership effectiveness.

Additional examples of a positive connection between EI and effective organizational performance outcomes are cited in investigations in a number of diverse organizations: intercollegiate coaches success (Danehy, 2005; VanSickle, 2004); executive coaching (Van Oosten, 2013); federal government leaders (Rude, 2013); nursing leaders (Akerjordet & Severinsson, 2010); military officer performance (Dulewicz, Young, & Dulewicz, 2005); and financial analyst performance (Boyatzis, Massa, & Good, 2012). The additional empirical evidence highlights emotional intelligence and effective leadership in numerous organizational contexts, and adds depth of understanding to this research.

Emotional intelligence (EI) is the ability to have awareness and knowledge of emotions and effectively manage personal emotional states, as well to have awareness of and the ability to manage emotions in relationships with others. EI consists of four fundamental capabilities or domains including self-management, self-awareness, social awareness, and relationship management (George, 2000; Goleman, 2000). Emotional intelligence is a critical component of leadership effectiveness (Goleman et al., 2013),
and the leaders embodiment of EI can be utilized to assist in motivating organizational members to work together toward the achievement of goals (George, 2000; Goleman et al., 2013). EI can help leaders resolve conflicts and build trusting and collaborative relationships with colleagues and organizational members (Prati et al., 2003).

Emotional intelligence can be developed and is recognized as an important construct for effective leadership in many fields of employment including business, government, healthcare, coaching, and education. Beyond emotional intelligence, an additional construct included in this research to understanding effective and distinguished leadership is leadership virtue (Glanz, 2003). Focusing on morals and ethics, which is the underpinning of leadership virtue, connections can be made with the aspects of the theoretical approaches to leadership including spiritual, transformational, authentic, and ethical leadership (Brown & Trevino, 2006; George, 2003; Fry, 2003; Yukl, 2013).

**Virtue**

References to virtue and the importance of individuals leading ethical and moral lives has been an aspect of world history, and can be found in writings and interpretations of all the great religious and spiritual doctrines including Christianity, Islam, Judaism, Confucianism, and Buddhism (Walsh, 1999). According to Ting-Toomey & Chung (2005), virtues exemplify the admirable qualities of an individual, and on a universal level include “human courtesy, respect, courage, honor, dignity, and integrity” (p. 343) which are common virtues found throughout humanity.

According to the Oxford American Dictionary (2003), *virtue* means “moral excellence; uprightness; and goodness” (p. 1718), and *virtuous* means “possessing or showing moral rectitude” (p. 1719). According to Brown (2009), virtue is a habit or
quality that allows individuals to succeed at their purpose. Socrates, as represented in
dialogues in Plato’s Republic, held that virtue is a type of knowledge (or the knowledge
of good and evil) that is required to reach the ultimate good which is what all human
desires and actions strive to achieve (Brown, 2009).

Historical documentation supports the possibility that the development of virtue
actually assists in improving difficult emotional states and develops emotional
intelligence. In Plato’s Republic, Socrates claimed that the rational part of the soul or
mind must govern the spirited, emotional, and appetitive parts in order to lead all desires
and actions to eudaimonia, the principal constituent is virtue (Brown, 2009).
Interestingly, a similar explanation is offered as a current way to understand emotional
intelligence. According to Nelson & Low (2003) managing the heart and mind “is
essential to high levels of achievement, career excellence, and good physical and mental
health” (p. 5). The impact virtue has with emotional intelligence has yet to be fully
developed, however valuing the importance of virtue in society has led scholars to
continually apply it meaningfulness within many contexts, including the field of
education.

**Educational Leadership Virtues**

Philosophers and educational research scholars indicate educational leaders who
embody the specific virtues of courage, impartiality, empathy, judgment, enthusiasm,
humility, and imagination will enhance their overall impact and effectiveness (Glanz,
2002; Hare, 1993). The seven leadership virtues are convictions or character traits that
enable individuals to function in ways that develop their highest potential (Glanz, 2003;
Hare, 1993; Velasquez, M., Andre, C., Shanks, T., & Meyer, M., 2009). According to
Velasquez et al. (2009), virtues are similar to habits in that once they are obtained they become part of an individuals’ character. An important consequence to embodying leadership virtue is that leaders will be more likely to behave in a moral and ethical manner, which is an essential aspect of leading effectively (Glanz, 2002). To understand the development of the educational leadership virtues, background information is provided from the scholarly work of Glanz (2002), Hare (1993), and Null (1996).

Canadian educational philosopher William Hare (1993) was concerned about unethical and immoral behavior in the realms of business, politics, legal and educational systems. He was also distressed about the direction of the entire educational enterprise, especially on the initiative to increase the utilization of technology, and downsizing due to budgetary problems. Hare also questioned the quality of teachers, teacher training programs, and the hiring practices of teachers (Hare, 1993). Hare believed quality teachers and educational institutions were imperative to the future life success or failures of students, and valued the understanding and application of philosophical viewpoints to address complex educational and life dilemmas.

Hare’s concern about the quality and purpose of the teaching profession is not a new idea. To address the development of a moral and ethical citizenry, Socrates posed the philosophical questions in the *Apology* of who should teach our children? And who is the expert in perfecting the human and social qualities (Hare, 1993). Hare (1993) searched for his own answers about the necessary qualities effective teachers should embody to assist teachers and students avoid the perils of immoral behavior. He searched for answers based on a meta-analysis of philosophers and educational scholars including, but not limited to, Socrates, Plato, Aristotle, Descartes, Kant, Carl Sagan, John Dewey, Nel
Noddings, John Stewart Mill, and Bertrand Russell. Based on the meta-analysis Hare (1993) authored, *What Makes a Good Teacher: Reflections on Some Characteristics Central to the Educational Enterprise*, which revealed eight essential virtues. The virtues (or excellences) of courage, humility, impartiality, open-mindedness, empathy, enthusiasm, judgment, and imagination, are desirable attributes that should characterize all teachers. The virtues should be closely examined for contextually relevant application, are important to the teaching profession, and are generally neglected in the development and hiring of teachers (Hare, 1993).

Hare (1993) believed the education profession can become overly consumed with teacher techniques, routines, and measurable results, and lose sight of the “richer conception of teaching and education which philosophers have articulated” (p. 31). Hare’s teaching philosophy reflected many principles of John Dewey, who “deplored the ‘blind observance’ of rule and routine: The machine teacher, …he himself becomes a mere tradesman, and makes his school a mere machine shop” (Hare, 1993, p. iv). Dewey believed the entire process of education should be regarded as a process of securing the conditions that make for the most complete and effective adjustment of individuals to their physical and moral development (Garrison, 1999). To improve the effectiveness of education, and improve student school and life success, Hare (1993) believed educational systems should concern itself with the moral, intellectual and individual qualities teachers should possess, and pointed out “the question is not so much what the teacher should do, but rather what sort of person should the teacher be” (p. 10). Teachers who possess the virtues are better equipped to instill moral and ethical stances which students can role
model and reflect upon as they face the pressures, confusion, and temptations during their personal and professional lives.

The virtues for teaching have relevance to the construct of effective educational leadership. Jeffrey Glanz (2002) was searching for his own answers about the factors that contribute to effective educational leadership outcomes, and became enlightened based on two books. The previously mentioned, *What Makes a Good Teacher: Reflections on Some Characteristics Central to the Educational Enterprise*, by William Hare (1993), and *Who Are You, Really? Understanding Your Life’s Energy*, by Gary Null (1996). The readings altered Glanz’s educational philosophical perspective and provided the inspiration to author *Finding your Leadership Style: A Guide for Educators*, in which he developed a theory for effective educational leadership (Glanz, 2002). Glanz utilized the concepts developed from Null (1996) and Hare (1993) (although neither author discussed educational leadership) to construct a theory for effective educational leadership. The following represents a snapshot of the leadership theory developed by Glanz, and how the leadership virtues were constructed as an integral aspect of the theory.

Null (1996) postulated that every person possesses natural attributes or unique energies that influence individual thought and actions (Glanz, 2003). Null (1996) developed a “Natural Life Energy” theory based on a meta-analysis of psychological literature including the works of Cattell, 1957; Guilford & Zimmerman, 1956; Holland, 1959; Jung, 1923; Murray; 1938; Myers, 1962, as a construct for understanding the natural attributes of an individual, and the quality individuals are most comfortable utilizing during life experiences (Glanz, 2003).
Glanz extended the theory specifically for educational leadership, renaming the theory “Natural Leadership Qualities” (NLQ), hypothesizing that leaders naturally subscribe to a specific leadership quality. The theory holds that every individual possesses natural leadership energies or qualities, and feels most comfortable utilizing the quality (Glanz, 2002).

As a construct of the leadership theory, Glanz used seven (of the eight) virtues identified originally by Hare (outlined in Table 2.8 and 2.9) to provide the characteristics necessary for an individual to effectively lead with conviction. Glanz’s (2002) motivation to develop the NLQ theory was based upon frustration with the direction of the US educational system. Similar to Hare’s concern with teaching effectiveness and hiring practices, Glanz believed too much attention on hiring practices and leadership programs emphasized the knowledge and skill necessary to function as an educational leader, but overlooked an individual’s virtues, and moral development which are not easily quantified or measured (Glanz, 2003). Glanz values the important role educational leaders have in establishing the moral and ethical standard of excellence for teachers, staff, and students. Educational leaders confront complicated problems directly impacting the welfare of the entire school or campus community. Focusing attention on virtues has many positive implications when educational leaders are collaboratively pursuing the achievement of goals, or are assisting faculty, staff, and students solve difficult ethical dilemmas.

Hare (1993) proposed the teaching virtues from an intellectual and philosophical viewpoint. Glanz believed in the meta-analysis interpretation and the applied the same virtues for the context of educational leadership. To validate the application of leadership virtues, Glanz (2002) developed a questionnaire to identify what virtues or characteristics
educators believe were critical for successful leadership. 65% of over 1200 survey respondents indicated the seven virtues were important to effective leadership, and many respondents provided descriptions of effective leaders who personified many of the virtues in contextually relevant circumstances.

Table 2.8

*Educational Leadership Virtues and Definitions*

<table>
<thead>
<tr>
<th>Leadership Virtue</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courage</td>
<td>Ability to stand behind one’s principles thus displaying immense strength of character</td>
</tr>
<tr>
<td>Impartiality</td>
<td>A commitment to maintaining a non-partisan position in regards to issues and taking an active stand against hate, bias, and injustice</td>
</tr>
<tr>
<td>Empathy</td>
<td>Extent to which an educational leader can sense, identify with, and understand what another person is feeling</td>
</tr>
<tr>
<td>Judgment</td>
<td>Requires knowledge, reflection in-and-on action, experience, and the ability to consider a wide array of factors, often simultaneously and immediately</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>A state of being in which one exudes fervor about something that is of value or importance</td>
</tr>
<tr>
<td>Humility</td>
<td>The awareness of one’s limitations while at the same time cognizant of one’s abilities</td>
</tr>
<tr>
<td>Imagination</td>
<td>The power to ‘see’ what others may not</td>
</tr>
</tbody>
</table>

Source: Glanz, 2002, 2003, 2010

The seven educational leadership virtues can be strengthened, however individuals “must exhibit, or at least try to exhibit these virtues to effectively lead” (Glanz, 2002, p. 140). Each virtue rests on a high to low-end continuum (Table 2.9) in the context of effective educational leadership. Educational leaders face many challenges, and how they respond directly corresponds with how the entire organization will function. All eyes are on the leader for establishing the direction of the organization, and the high-end exhibition of the virtues can help inspire and motivate members to
achieve institutional goals. Conversely, if leaders manifest low-end virtues, for example being biased rather than impartial when rendering a decision, organizational members will recognize the negative application of the virtue and be less likely to support the leader. Continued low-end virtue personification will eventually lead to the overall ineffectiveness of the leader and entire organization.

Table 2.9

High and Low End Continuum of Educational Leadership Virtues

<table>
<thead>
<tr>
<th>High End Leadership Virtues</th>
<th>Low End Leadership Virtues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courageous</td>
<td>Cowardly</td>
</tr>
<tr>
<td>Impartial</td>
<td>Biased</td>
</tr>
<tr>
<td>Empathetic</td>
<td>Indifferent</td>
</tr>
<tr>
<td>Good Judgment</td>
<td>Poor Judgment</td>
</tr>
<tr>
<td>Enthusiastic</td>
<td>Dull</td>
</tr>
<tr>
<td>Humble</td>
<td>Arrogant</td>
</tr>
<tr>
<td>Imaginative</td>
<td>Unimaginative</td>
</tr>
</tbody>
</table>

Source: Glanz, 2002, p. 141

Definitions and explanations of the seven leadership virtues of courage, impartiality, empathy, judgment, enthusiasm, and humility developed by Hare (1993) and Glanz (2002) are expanded specifically in the context of education and in their utilization for this research.

Courage

Educational leadership is about making the right decisions to benefit student, faculty and staff, parents, and the community (Glanz, 2003), and those decisions are never easy. Many types of courage exists (moral, mental, physical, e.g.), but as Glanz (2002) points out “the kind of courage necessary for educational leaders is the
willingness to stand up for what they know to be right in the face of opposition…by showing oneself to be principled you are displaying immense strength of character. It is the strength of character that we call courage” (p. 88). Leading educational institutions is a difficult task, and standing up for what is right can be difficult. Courage is standing behind principles and core values of the school, with a priority to protect the welfare of students. Opposition to decision can be strong from school boards, teachers unions, and community members, however to courageously fight for the best of interests of the students and school community is necessary for effective leadership.

**Impartiality**

Impartiality is a commitment to maintain a nonpartisan position on issues and take an active stand against hate, bias, and all injustices (Glanz, 2002, p. 102). Impartiality is behavior free from prejudice and bias. “Bias undermines leadership because it interferes with an impartial review of evidence and argument” (Glanz, 2002, p. 95). Effective educational leaders need to value the important principle of maintaining an impartial and judicious stance when reviewing and rendering decisions. Maintaining a bias free posture is difficult, as many community, school board members, faculty members, and students may have bias or underlying self-interests in attempting to influence leadership decisions. It is the impartial leader who can weigh facts, and make decisions based on the best interests of the institution that represent the core values and mission of the organization.

**Empathy**

Empathy is the ability to sense and read the emotions and needs of others, by understanding their perspective and taking interest in their personal welfare (Goleman et
argued that empathy is a key aspect of effective leadership (Al. et al., 2013). Ultimately, the key aspect for utilizing empathy in leadership is placing emphasis on people first and policy second (Glanz, 2002). Educational leaders who embody empathy are compassionate and care deeply about the individuals in the school or campus community. Empathetic leaders will demonstrate and communicate with others they are important, have value, and are to be respected. A leader who is empathetic will role model behavior that has the ability to inspire others within the organization to care for and treat others in a similar empathetic manner. The human interactions within a school or university context are numerous and intense, however effective leaders can utilize empathy to create a caring and loving culture. The virtue of empathy has strong implications to eliminate bias, injustice, and hate; which can help curb school and campus problems such as bullying, violence, and discrimination.

**Judgment**

“Judgment is the ability to consider the weight of various facts and information to determine their relevance to a particular situation” (Glanz, 2002, p. 114). The ability to think critically about difficult problems is a key aspect of effective educational leaders utilizing the virtue of judgment. Leadership is about making thoughtful and justified decisions based on relevant understanding and documentation. Effective leaders have technical, interpersonal and conceptual skills, which assist them to reach just decisions and articulate the rationale of that decision. The ability of making thoughtful and reasoned decisions, based on a comprehensive review of relevant documentation will help gain the trust and support of organizational members, and increase the likelihood of being an effective leader.
Enthusiasm

Enthusiasm is the state of being that allows a leader to exhibit passion about something that is of value or important. Enthusiastic leaders portray intense positive emotions for one’s occupation, and such emotion is inspiring to others (Glanz, 2002/2003). Enthusiastic educational leaders have a mindset and awareness that solutions to difficult problems exist, and are optimistic about the direction of the organization and future of students and organizational members. The state of education can seem frustrating, and at times hopeless with budgetary cuts, layoffs, focus on standardized testing, and lack of parental or community support. The enthusiastic leader portrays a positive stance, to make organization members remember the powerful contribution they are making in the lives of students, and helps to create a workplace environment that inspires and motivates members to value the mission and goals of the institution.

Humility

Humility is a leaders awareness of their personal limitations while at the same time, cognizant of their abilities (Glanz, 2002). Humble leaders lack arrogance, recognize and honor the abilities of others, and avoid personal attention or accolades. Glanz (2002) points out, “humble leaders prefer to stay in the background not because they are shy, reticent, or insecure. They are confident and secure enough in their own accomplishments to herald the achievement of others (p. 128). The confidence to exhibit the virtue of humility is important to leadership effectiveness. The acts of humility allow others within the organization to be recognized as positive contributors to institutional success, and assists others feel they are valued and have value. The virtue of humility also assists
in avoiding the problems associated with leaders coming across as self-serving or arrogant, which deters from organization cohesiveness.

**Imagination**

The virtue of imagination is the ability of leaders to be creative and resourceful when searching for answers to challenging dilemmas. “Imaginative leaders formulate alternative solutions, consider alternate interpretations, seek other possible explanations, think of new questions, and design meaningful experiments” (Glanz, 2002, p. 134). Exhibiting the virtue of imagination can be difficult, considering that many leadership tasks, including budget development, policy implementation, and contract negotiations, are considered mechanical or uninspiring. The imaginative leaders, who creatively suggest solutions to difficult problems, are effective in developing an organizational culture that is never satisfied with the status quo. Imaginative leaders inspire members to provide new ideas, investigate diverse strategies, and attempt to identify innovative solutions to seemingly dead-end problems.

The seven leadership virtues of courage, impartiality, empathy, judgment, enthusiasm, humility, and imagination are essential to effective leadership, and were developed from Glanz (2002) based on a meta-analysis of philosophers and educational scholars (Hare, 1993; Null, 1996). The virtues exist on high to low-end continuum, and effective leaders exhibit the virtues in varying degrees depending on the contextual leadership situation (Glanz, 2002). Leaders who personify and exhibit the leadership virtues possess the moral character attributes necessary to make just and ethical decisions, support and encourage organizational members to contribute to the decision-making process, protect the welfare of students and colleagues, create teamwork, and
portray a genuine sense of fairness. Identifying individuals to lead who embody the leadership virtues is important to address the challenging moral dilemmas facing all individuals and educational institutions in the 21st century.

**Summary of Chapter Two**

Leadership is the process involving how an individual influences the attitudes, thoughts, and behaviors of others, and effective/distinguished leadership assists in making organizations successful and fulfill its stated mission (Mills, 2005; Yukl, 2013). Effective leaders can enhance the performance of an organization by using a combination of task-related and relationship related strategies, and effective leaders work in collaboration with organization members, lead teams, and inspire and motivate others in the pursuit of achieving shared goals (George, 2000; Yukl, 2012).

Among the identifying factors instrumental to the quality of leadership are the elements of emotional intelligence and leadership virtue, which have been cited as influencing factors contributing to leadership effectiveness (Glanz, 2002; Goleman et al., 2013). Understanding the significance of emotional intelligence competencies and leadership virtues as key constructs of effective leadership was the basis of the purpose and related research questions of this investigation.

Understanding, managing, and being intelligent about emotions is essential for leadership effectiveness (Goleman et al., 2013) Emotionally intelligent leaders realize emotions in the workplace impact judgment, influence behavior, affect morale, and build teamwork. Leaders who are aware and can manage their own emotions, and are aware and can manage the emotions of others are equipped to effectively lead (George, 2000; Goleman et al., 2013; Ingram & Cangemi, 2012; Prati et al., 2003).
The nature of education systems makes educational leadership a highly interpersonal endeavor, involving working with teams and individuals to transform teaching and learning outcomes (Dinham, 2005). Educational leadership includes technical, interpersonal and conceptual skills (Glanz, 2002; Yukl, 2013) and also requires moral and ethical awareness and understanding. Glanz (2002) indicates that leaders who embody the leadership virtues of courage, impartiality, empathy, judgment, enthusiasm, humility, and imagination increase their likelihood of being effective. Leaders who embody the virtues are able to build trusting relationships, increase morale, and protect the welfare of students and the entire school or university community.

Chapter 2 reviewed the body of knowledge related to leaders and leadership, effective leadership, emotional intelligence competencies, and leadership virtues. This review of literature guided the purpose of this study and associated research questions. This literature review included appropriate information to understand the constructs of emotional intelligence competencies and leadership virtues as important and necessary attributes to be an effective and distinguished leader. In spite of the growing interest in emotional intelligence and its relation to effective leadership, gaps exist warranting a qualitative investigation of leadership practices utilizing an integration of the constructs of emotional intelligence competencies and leadership virtues. Chapter 3 is a detailed description of the research design and methodology selected for this research study.
Chapter Three: Research Design and Methodology

Overview

Leadership is a complex phenomenon with many factors influencing effective outcomes including context, organizational mission, and the individual characteristics and qualities of the leader (Goleman et al., 2013; Stogdill & Bass, 1981; Yukl, 2013). According to Yukl (2013), “effective leadership at all levels of society and in all of our organizations is essential for coping with the growing social, economic, and environmental problems confronting the world” (p. 422). An important insight to leadership understanding is that individuals who are emotionally intelligent and embody leadership virtue are more likely to be effective leaders and lead successful organizations (Glanz, 2002; Goleman et al., 2013). Understanding how the constructs of emotional intelligence (EI) and leadership virtue are pathways to overall professional effectiveness and leadership distinction has justification for future study.

This chapter includes the purpose of the research and related research questions, and the research design and methodology utilized in this study. An explanation of the research participants, data collection and data analysis processes, research limitations, ethical considerations, and role of the researcher will be addressed.

Purpose and Research Questions

The purpose of this study was to investigate the leadership practices of distinguished leaders to determine whether they utilize emotional intelligence competencies and exhibit leadership virtues. The primary question guiding this study was: what emotional intelligence competencies are utilized, and what leadership virtues are exhibited by distinguished leaders? The secondary questions of the study were: 1)
what life factors (experiences) contributed to the development of emotional intelligence competencies and leadership virtues for distinguished leaders? And 2) what emotional intelligence competencies and leadership virtues do distinguished leaders value as being important to leadership success?

For the purpose of this study, emotional intelligence refers to recognizable displays of “self-awareness, self-management, social-awareness, and social skills (relationship management) at appropriate times and ways in sufficient frequency to be effective in the situation” (Boyatzis et al., 2000, p. 344). Nineteen competencies (Table 2.7) were evaluated to conceptualize emotional intelligence (Goleman et al., 2013), and the seven leadership virtues of courage, impartiality, empathy, judgment, enthusiasm, humility, and imagination were analyzed to answer the research questions (Glanz, 2002). Many researchers have indicated a connection between emotional intelligence with effective leadership (Glanz, 2002; Goleman et al., 2013; Nelson & Low, 2003), however there is limited research available to determine whether leaders also exhibit specific character traits, or leadership virtues, to assist in attaining leadership effectiveness. One example of future research to be considered was noted by Mayer et al., (2004), who recommended researchers gather a deeper understanding of “how EI relates to other intelligences and other personality traits, and understanding the processes underlying EI” (p. 211). This research directly addressed that recommendation.

I was interested in conducting this study to gather a deeper understanding of the factors contributing to effective leadership. Effective leadership is important to solve complex workplace and social problems, and gaining awareness directly from individuals
who have experienced leadership distinction can help shed insights and perspective on a complex phenomenon.

**Research Methodology and Design**

Quantitative, qualitative, and mixed methods are three different types of research designs common to educational research. Each method has merit to answering research questions, and based on an overarching belief system which guide the overall construction of the research (Creswell, 2009). Identifying the type of research design to best answer the research questions is based on merging worldviews and assumptions about research, the strategies of inquiry, and research methods. Final decisions of determining the research methodology are also influenced by the issue being studied and the personal experiences of the researcher (Creswell, 2007). The three research methodologies are briefly described below, followed by a rational for choosing an appropriate approach for this study.

Researchers undertaking a quantitative approach establish their studies based on a belief system that feelings and facts can be disconnected, and the “world is a single reality made up of facts that can be discovered” (Fraenkel & Wallen, 2003, p.16). Creswell (1994) indicated quantitative research is “based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true” (p. 2). Quantitative researchers commonly hold a postpositivist worldview valuing determination, reductionism, empirical observation and measurement, and theory verification. Postpositivist researchers “hold a deterministic philosophy in which causes probably determine effects or outcomes. Thus the problems being studied…reflect the
need to identify and assess the causes that influence outcomes, such as found in experiments” (Creswell, 2009, p. 7). Data is gathered utilizing a measurement instrument, such as a test or questionnaire, and results are analyzed by utilizing hypothesis testing and statistical measurement procedures.

Qualitative research is a technique for examining and understanding the meanings groups or individuals attribute to a social or human dilemma (Patton, 2015). Researchers who “engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation” (Creswell, 2009, p. 4). Creswell (2009) indicates qualitative research is based on a social constructivist worldview that embraces assumptions that individuals attempt to discover an understanding of the world in which they are present, and “develop subjective meanings of their experiences- meanings directed toward certain object or things. These meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrowing meaning into a few categories or ideas” (p. 8). The intent of qualitative research is to interpret the meaning of a phenomenon from the viewpoints of individuals who are being investigated.

Mixed Methods is an approach to research integrating both quantitative and qualitative research designs. The method utilizes both approaches “in tandem so that the overall strength of a study is greater than either qualitative or quantitative research” (Creswell, 2009, p. 4). Fraenkel & Wallen (2003) indicate many historical studies utilize a combination of qualitative and quantitative designs, and present their findings using both types of data. Mixed method research is based on pragmatism, which as a worldview “arises out of actions, situations, and consequences rather than antecedent conditions” (p.
Pragmatism is not committed to any one system of philosophy and reality, which is applicable to mixed methods researchers who rely on both qualitative and quantitative methods of inquiry to effectively answer to research problems.

Based upon a social constructivist worldview (Patton, 2015) and the importance individuals have in sharing their experiences to understand complex issues, this was a qualitative research investigation. A qualitative approach is an appropriate method of research “for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (Creswell, 2009, p. 4). To develop a deeper understanding it was important to directly interact with and gather understanding from a distinguished leader population, which is a cornerstone of qualitative studies. Leadership is a complex phenomenon with many factors influencing effective outcomes including context, and the individual characteristics, qualities, and values of the leader. Allowing the ideas and opinions from distinguished leaders to emerge in this study, helped to improve the understanding of the factors contributing to leadership effectiveness.

The utilization of a qualitative investigation was appropriate for this study because the research was not designed to determine if the research participants (distinguished leaders) are emotionally intelligent or virtuous, which would call for a quantitative investigation using statistical measurements. Rather, the researcher was attempting to understand how the utilization of and exhibition of EI competencies and leadership virtues factored in the research participants (distinguished leaders) leadership practices.

Quantitative research on emotional intelligence and leadership is abundant, however many gaps exist providing ample opportunity to investigate further. Lincoln
(2009) and Nafukho (2009) indicate a lack of qualitative research has been utilized to provide a depth of understanding about the personal stories of leaders and their utilization and development of emotional intelligence and virtuous leadership traits. Many emotional intelligence and leadership research studies have also concentrated in the fields of business and industry, leaving an opening to pursue emotional intelligence with an educational leadership focus (Cliffe, 2011; Grunes, 2014; Wong et al., 2010). Emotional intelligence is still in its infancy as a construct of effective leadership and is worthy of additional insight (Mills, 2009; Prati et al., 2003). Utilizing a qualitative approach to research assisted in expanding the understanding of leadership, emotional intelligence, and leadership virtue through the interpretations of individuals who have experienced leadership distinction.

Creswell (2009) indicates several characteristics are common to all qualitative research to assist in the legitimacy of the study:

- Data will be collected in a natural setting
- The researcher will be a key instrument in collecting and analyzing the data
- Multiple sources of data will be used and reviewed (interviews, observations, and documents)
- Data analysis will be inductive, building patterns, categories, and themes
- The focus will be on the meaning that participants perceived about the investigation
- The research process will be emergent in design
- The researcher will interpret what is seen, heard and understood; and
The research will attempt to provide a holistic account of the phenomena being investigated (p. 175).

The characteristics of qualitative research listed above (Creswell, 2009) were incorporated throughout this research to ensure accuracy of the data collection and data analysis processes, as well as the overall effectiveness and legitimacy of the results.

Narrative research, phenomenology, grounded theory, ethnography, and case studies are five types of qualitative research approaches available for researchers to choose (Creswell, 2007). A phenomenological investigation was appropriate for this study in order to effectively answer the research questions from individuals who have experienced the phenomena of being distinguished leaders in their careers.

Fraenkel & Wallen (2003) point out, “phenomenologists generally assume that there is some commonality to the perceptions that human beings have in how they interpret similar experiences, and they seek to identify, understand, and describe these commonalities” (p. 437). As indicated by John Creswell (2007), the phenomenological approach is important in order to identify “what all participants have in common as they experience a phenomenon. The basic purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of the universal essence” (p.58). Essence refers to the core meaning or fundamental qualities of the research participant experiences. A phenomenological approach to this qualitative research study assisted the researcher in gathering understanding and commonalities from several leaders who are distinguished.

In phenomenological studies “the investigator abstains from making suppositions, focuses on a specific topic freshly and naively, constructs a question or problem to guide
the study, and derives finding that will provide the basis for further research and reflection” (Moustakas, 1994, p. 47). This research followed the nature of phenomenological investigations to ensure effectiveness, and relied on the following seven common attributes of all phenomenological research:

- Recognize the unique value of qualitative research designs and methodologies
- Focus on the wholeness of the entire experience
- Search for meanings and essences of experience, rather than measurements
- Obtain first person accounts of experiences through formal and informal interviews and conversations
- Regard the data of experience as imperative in understanding human behavior
- Formulate questions that reflect interest, involvement and researcher commitment
- Integrate experience and behavior as an inseparable relationship of subjective and objective orientation (Moustakas, 1994, p. 34).

Quantitative, mixed methods, and qualitative are three design approaches available for educational research. Based on a social constructivist worldview, and the nature of the research questions, a qualitative investigation was an appropriate method to utilize for this study. The research design assisted in developing a deeper understanding and obtaining “a more holistic impression” (Fraenkel & Wallen, 2003, p. 430) of the distinguished leaders who participate in this research. A qualitative design and
phenomenological approach (Creswell, 2007; Moustakas, 1994) allows the voice and story of research participants to emerge and assisted in interpreting how emotional intelligence and leadership virtue impacted leadership distinction.

**Research Participants**

The concept of purposeful/criterion sampling was utilized in this study, which involves the process of selecting research participants “because they can purposefully inform an understanding of the research problem and central phenomenon in the study” (Creswell, 2007, p. 125). According to Creswell (2007), for research quality assurance reasons, purposeful/criterion participant sampling, “works well when all individuals studied represent people who have experienced the phenomenon” (p. 128). The phenomenon being studied was distinguished leadership, and gaining understanding directly from only those individuals who met the criteria for leadership distinction were utilized to assist the significance of the research.

For the purpose of the study, identifying the research participants as distinguished leaders consisted of:

- Leaders who have attained prominence as professionals in their careers, which includes evidence of extraordinary personal and organizational achievement in their field, and over 30 years of leadership experiences
- Leaders who have experienced public or peer recognition of leadership success, achievement, and effectiveness
- Leaders who have made a significant impact to enhance quality educational programming in the state of New Hampshire
To ensure validity in the research, Creswell (2007) recommends studying 3-10 subjects in a phenomenological investigation, “who have all experienced the phenomenon” (p. 61). A list of distinguished leaders was developed by the researcher based on whether they met the criteria for participation in the study. The leaders were chosen due to personal knowledge of leadership distinction, and through formal and informal conversations with professional colleagues familiar with effective New Hampshire leaders. All subjects were sent a cover letter explaining the research and an informed consent form was provided prior to the interview process. Four distinguished leaders were asked to participate in this study to reflect upon their leadership experiences. Descriptions of the distinguished leaders (Table 3.1) are included below:

Table 3.1

_Distinguished Leader Components_

**Dr. Virginia Barry,** (Commissioner of Education, Professor, University Administrator)

<table>
<thead>
<tr>
<th>Elements of Distinguished Leadership</th>
<th>Evidence of Distinguished Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attained unusual prominence as professionals &amp;</td>
<td>NH Commissioner of Education 2009, re-appointed 2013&lt;br&gt;Extraordinary personal and organizational achievement in career&lt;br&gt;Experience as an educational leader includes roles of Teacher, school Principal, tenured university Professor, and Provost and Vice President of Academic Affairs, Plymouth State University (PSU), Plymouth, N.H.</td>
</tr>
<tr>
<td>Public or peer recognition of leadership success and effectiveness</td>
<td>Received PSU Harold Hyde award for outstanding leadership&lt;br&gt;Received Presidents Award from New England Association of Superintendents—which recognizes a person whose career has been dedicated to making the lives of kids better through a commitment to excellence in education and being an advocate for all children.&lt;br&gt;Received ASCD award for leadership and teaching&lt;br&gt;Received PSU Distinguished Teaching Award (1985)&lt;br&gt;Received PSU College of Graduate Studies, Outstanding Transformational Leadership Award&lt;br&gt;Under Dr. Barry’s leadership, the NHDOE received Frank Newman award for outstanding innovation in state education policy (2011 &amp; 2012).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elements of Distinguished Leadership</th>
<th>Evidence of Distinguished Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attained unusual prominence as professionals &amp; Extraordinary personal and organizational achievement in career</td>
<td>Private Practice Attorney, Grafton County (NH) Prosecuting Attorney, Appointed to NH Superior Court in 1970 by Governor Walter Peterson (Republican), Appointed to NH Supreme Court 1981 by Governor Hugh Gallen (Democrat)</td>
</tr>
<tr>
<td>Public or peer recognition of leadership success and effectiveness</td>
<td>Bill of Rights Award, NH Bar Association, Granite State Award, PSU, Henry Blair Medal for distinguished public service, PSU, Professionalism Award, NH Bar Association, President’s award for Service to the Profession, NH Bar Association, Silver Shingle Award, Boston University, National recognition from the American Bar Association, Distinguished American Award, Joe Yukica National Football Foundation, NH Chapter.</td>
</tr>
</tbody>
</table>

### Mr. Chuck Lenahan, (H.S. Football Coach, Teacher, Athletic Director, 1971-2014)

<table>
<thead>
<tr>
<th>Elements of Distinguished Leadership</th>
<th>Evidence of Distinguished Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attained unusual prominence as professionals &amp; Extraordinary personal and organizational achievement in career</td>
<td>Most successful high school football program in New England Record 356-70-1 (Plymouth Regional H.S., Plymouth, N.H.), 20 championships in 43 years as coach (NHIAA record), Teams also received 11 Runner-Up awards. HS Athletic program 2 time NHIAA sportsmanship award recipients (established 1992)</td>
</tr>
<tr>
<td>Public or peer recognition of leadership success and effectiveness</td>
<td>Inducted to NH Interscholastic Athletic Association (NHIAA) Hall of Fame, Inducted to National Federation of State High School Associations (NFHS) Hall of Fame- (Third individual from state of N.H.) Nominees for NFHS must exemplify the highest standards of sportsmanship, ethical conduct, and moral character. Inducted to Plymouth State University Athletic Hall of Fame, Inducted into the NH Coaches Association Hall of Fame, Inducted to National Football Foundation Hall of Fame, Multiple award winning Athletic Director of the Year, NH Athletic Director Association (NHADA)</td>
</tr>
<tr>
<td>Significant impact to enhance quality educational programming in N.H.</td>
<td>Over 40 years of service in state of New Hampshire in roles as physical education teacher, coach, and athletic director at Plymouth Regional High School.</td>
</tr>
</tbody>
</table>

**Mr. Alex Ray** (Business Owner, Entrepreneur, Philanthropist, 1971-present)

<table>
<thead>
<tr>
<th>Elements of Distinguished Leadership</th>
<th>Evidence of Distinguished Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attained unusual prominence as professionals &amp; Extraordinary personal and organizational achievement in career</td>
<td>Creator, Owner and Founder of the thriving N.H. hospitality business: The Common Man Family (CMF): Includes 18 restaurants, two inns, a spa, a company store, and movie house and performance center. Employing over 1000 individuals. Creator of the ‘Common Effort’ fund to assist individuals and communities in need including hurricane Katrina victims and NH Food Bank. Founder of Webster House, a drug and alcohol rehabilitation center in Franklin, NH.</td>
</tr>
<tr>
<td>Significant impact to enhance quality educational programming in N.H.</td>
<td>Generous supporter of Plymouth and PSU theater arts community. Educational Theater Collaborative (ETC) and Theatre Integrating Guidance, Education and Responsibility (TIGER). Board of Directors, Lakes Region Community College. Numerous philanthropic and volunteer efforts supporting PSU and local educational initiatives. Advisor to the establishment of Culinary Arts program at Plymouth AREA High School</td>
</tr>
</tbody>
</table>

Each leader has attained prominence in their career, been recognized for their achievements and effectiveness, and dedicated a significant portion of their livelihood toward improving the educational systems in New Hampshire. The research participants all exemplify the phenomenon of distinguished leadership, and their experiences were utilized to answer the purpose and related research questions related with this study. It is unknown whether the distinguished leaders are emotionally intelligent or possess leadership virtue.
Data Collection

It was important for the researcher to hear directly from distinguished leaders to learn if common themes or experiences exist. A phenomenological approach complements the research questions, since a phenomenology asks: How did the experience of the phenomenon come to be what it is? (Moustakas, 1994). The data collection mechanisms provided the triangulation of research necessary to ensure different perspectives and viewpoints were considered. Triangulation was important to assist validating the data. As Creswell (2007) points out, “in triangulation, researchers make use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence…from different sources to shed light on a theme or perspective” (p. 208). In this qualitative investigation, data was collected from document analyses, face-to-face interviews with the distinguished leaders, email interviews with colleagues of the distinguished leaders, and a leadership survey. The data collection mechanisms utilized in this research were appropriate for qualitative investigations (Creswell, 2009; Moustakis, 1994), and provided insight, and an increased understanding of the experiences of distinguished leaders and to what extent they utilize emotional intelligence competencies and exhibit leadership virtues.

Document Analyses

A document analysis focused on the leadership distinction of the research subjects to highlight individual and organizational achievement, and what others have noted about the distinguished leaders. Public documents including newspaper and magazine articles, speeches, and award winning criteria were closely examined for themes (Creswell, 2009). The documents analyzed provided the written evidence about the distinguished leaders’
accomplishments, insights about what others have commented about their leadership, and a deeper understanding concerning what the research participants value as important to their leadership success.

**Face-to-Face Distinguished Leader Interviews**

Creswell (2007) points out, “we conduct qualitative research when we want to empower individuals to share their stories, hear their voices, and minimize the power relationship that often exists between a researcher and the participants in a study” (p. 40). The researcher asked for permission to interview each distinguished leader at a workplace location with limited distractions. When considering evaluating leadership behavior Glanz (2002) points out “the best advice is to listen to the (individual), ask him questions that would compel him to relate scenarios and experiences” (p.177). The nature of the interview questions were to elicit responses from the participant about what emotional intelligence competencies were utilized and what leadership virtues were exhibited as part of their success as a leader. Key to the validity of the interview process was the terms “emotional intelligence” or “leadership virtues” were not used by the researcher in order to avoid pre-determining or influencing responses and results. The interview questions for this study are included in Appendix A

The research followed the interview protocol established by Creswell (2009), and the researcher asked open-ended questions, with possible probes or follow up questions for individuals to explain their ideas about the phenomenon of leadership in greater detail. Questions of an open-ended nature (Patton, 2015) were formulated to align with the conceptual framework of the study and to allow emphasis of the meaningful experiences of the participants (Creswell, 2007; Moustakis, 1994). Supportive responses
and feedback were offered by the researcher in order to affirm the participants’ intentions, which helped the overall clarity and understanding of the interview (Patton, 2015). The 30-60 minute face-to-face interviews were audio recorded, transcribed, and coded to determine trends and understanding. The interviews helped process the impact emotional intelligence and leadership virtue has on distinguished leadership.

Prior to the face-to-face interviews, the distinguished leaders were contacted via telephone to explain the research and gain their permission and willingness to participate in the study. The participants were notified they had been purposefully selected as distinguished leaders, and their desire to articulate details about effective leadership was important to the design of this study. When the distinguished leaders agreed to participate, they were asked to reflect on their experiences of being an effective leader prior to the interview. Demographic information including educational background, leadership positions, accomplishments, and age were gathered from the participants at the time of the interview.

Each participant granted permission to be identified in this study, and they were asked to be available for follow-up discussions throughout the spring of 2015. The coding of the responses to the open ended questions provided initial theories which were investigated in the process of identifying ideas, patterns, themes, elements and the essence of the research phenomenon compared with data collected through other research developed on the topic.

**Email Interviews with Colleagues of Distinguished Leaders**

The distinguished leaders identified for this study were asked to provide contact information of three workplace colleagues who could articulate and reflect upon the
leadership of the research participant. The information gathered assisted the researcher in developing a deeper understanding of the distinguished leaders from the perspectives of professional colleagues who observed leadership in action. Each colleague was asked to complete an email interview (Creswell, 2009), which included open-ended questions (Appendix B) to reflect on the leadership style and attributes of the distinguished leader.

**Leadership Virtues Survey**

A leadership virtue survey based on the work of Jeffrey Glanz (2002) (Appendix C) was administered to each participant following the interview. Dr Glanz granted permission to this researcher to utilize the survey as part of this study. The survey contains 56 true and false statements related to the seven leadership virtues of courage, impartiality, empathy, judgment, enthusiasm, humility, and imagination. The survey asked the distinguished leaders to be forthright in their responses, and the responses assisted in corroborating evidence with the other data collection mechanisms.

The data collection methods in this study were influenced by specific constructs to understand leadership. According to Yukl (2013) a technique researchers utilize to examine leadership is in the level of conceptualization, or “type of constructs used to describe leaders and their influence on others” (p. 14). Four conceptualization processes, as in indicated in Table 3.2, include: the intra-individual (personality traits, values, skills, and motivation to explain the decisions and behavior of an individual leader; dyadic process (focus on the relationship between a leader and a subordinate or another type of follower); group process (collective processes that determine team performance); and organizational process (analyzes leadership a process which exists in a larger social system).
Table 3.2

Research Questions at Different Levels of Conceptualization

<table>
<thead>
<tr>
<th>Intra-Individual Theories</th>
<th>Dyadic Theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>How leader traits and values influence</td>
<td>How a leader influences subordinate motivation and task commitment</td>
</tr>
<tr>
<td>How leader skills are related to leader behavior</td>
<td>How a leader facilitates the work of a subordinate</td>
</tr>
<tr>
<td>How leaders make decision</td>
<td>How a leader interprets information about a subordinate</td>
</tr>
<tr>
<td>How leaders manage their time</td>
<td>How a leader develops a subordinate’s skills and confidence</td>
</tr>
<tr>
<td>How leaders are influenced by role expectations and constraints</td>
<td>How a leader influences subordinate loyalty and trust</td>
</tr>
<tr>
<td>How leaders react to feedback and learn from experience</td>
<td>How a leader uses influence tactics with subordinate, peer, or boss</td>
</tr>
<tr>
<td>How leaders can use self-development techniques</td>
<td>How a leader and subordinate influence each other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group-Level Theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>How different leader-member relations affect each other and team performance</td>
</tr>
<tr>
<td>How leadership is shared in the group or team</td>
</tr>
<tr>
<td>How leaders organize and coordinate the activities of team members</td>
</tr>
<tr>
<td>How leaders influence cooperation and resolve disagreements in the team or unit</td>
</tr>
<tr>
<td>How leaders influence collective efficacy and optimism for the team or unit</td>
</tr>
<tr>
<td>How leaders influence collective learning and innovation in the team or unit</td>
</tr>
<tr>
<td>How leaders influence collective identification of members with the team or unit</td>
</tr>
<tr>
<td>How unit leaders obtain resources and support from the organization and other units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizational-Level Theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>How top executives influence members at other levels</td>
</tr>
<tr>
<td>How leaders are selected at each level (and implications of the process for the firm)</td>
</tr>
<tr>
<td>How leaders influence organizational culture</td>
</tr>
<tr>
<td>How leaders influence the efficiency and the cost of internal operations</td>
</tr>
<tr>
<td>How leaders influence human relations and human capital in the organization</td>
</tr>
<tr>
<td>How leaders make decisions about competitive strategy and external initiatives</td>
</tr>
<tr>
<td>How conflicts among leaders are resolved in an organization</td>
</tr>
<tr>
<td>How leaders influence innovation and major change in an organization</td>
</tr>
</tbody>
</table>

Source: Yukl, 2013, p. 15

The level of conceptualization utilized and emphasized by leadership researchers is determined primarily by the research questions. The conceptualization and associated research questions, aid future investigations in helping to clearly identify leader and leadership effectiveness. The face-to-face interviews in this study align in
conceptualizing leadership on the intra-individual level, and the colleague interviews align in conceptualizing leadership on the organizational level.

The document analyses, distinguished leader interviews, interviews with their colleagues, and the survey data provided a deeper perspective of the role emotional intelligence and leadership virtue has with distinguished leadership. The multiple data collection mechanisms assisted in providing the triangulation necessary to validate the data to answer the research questions of this study.

Data Analysis

Creswell (2007) indicates qualitative researchers attempt “to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (p. 36). To assist in acquiring understanding, Geertz (1973) points out the importance of gathering a “thick description” (p. 27) when conducting research, and “a good interpretation of anything—a poem, a person, a history, a ritual, an institution, a society—takes us into the heart of that of which it is the interpretation” (p. 18). Gathering rich data, utilizing the concept of thick description through writing “detailed narratives (such as from transcribed tapes and interviews)” (Charmaz, 2006, p. 14), was the goal of the data collection and analysis process of this investigation of distinguished leaders.

Fraenkel & Wallen (2003) point out researchers who conduct phenomenological studies “search for the ‘essential structure’ of a single phenomenon from a number of individuals who experienced the phenomenon…then ‘clusters’ these statements into themes, and integrates the themes into a narrative description of the phenomenon” (p. 438). In order to develop themes, and eventually the fundamental quality of the phenomenon, thick description of the interpretations is needed to get below the surface
and help build a construction of meaning (Eisner, 1998). The coding techniques, including the initial coding, and developing themes, assisted in the process of discovering the core meanings of the phenomenon of distinguished leadership.

Creswell (2007) outlines the data analysis and representation process of phenomenology, in a manner to describe the experiences of individuals. This process assisted the researcher to synthesize those descriptions into a combined description of what emotional intelligence competencies were utilized, and what leadership virtues were exhibited by distinguished leaders.

The following sequential outline was utilized to analyze the data (Creswell, 2007):

- Data managing: Create and organize files for data
- Reading, memoing: Read through text, make margin notes, form initial codes
- Describing: Describe personal experiences (Epoch)
- Classifying: Develop significant statements, Group statements into meaning units
- Interpreting: Develop a textural description “what happened”, Develop a structural description “how the phenomenon was experienced”, Develop the “essence” or core meaning.
- Representing, visualizing: Present narration of the “essence” of the experience; in tables, figures, or discussion (p. 157).

To assist in validating the results, Eisner (1998) points out the importance of structural corroboration, which “like the process of triangulation, is a means through
which multiple types of data are related to each other to support or contradict the
interpretation and evaluation of a state of affairs” (p. 110). The corroborating evidence
was necessary to identify elements and themes (or the essence) of the phenomenon from
the data collection mechanisms utilized in this study. According to Moustakas (1994),
“from the individual textural-structural descriptions (researchers need to) develop a
composite description of the meanings and essences of the experiences, representing the
group as a whole” (p. 121). The data collection mechanisms were initially coded and
themed with the utilization of the “themeing [sic]-the-data” (Saldana, 2013, p. 175)
approach, to search for a fundamental understanding of distinguished leadership and to
what extent emotional intelligence competencies and leadership virtues were utilized and
exhibited as factors in their leadership effectiveness.

During the data analysis phase of this research, the emotional intelligence domain
and competency guide (Appendix D) and leadership virtues guide (Appendix E) was
utilized in determining what EI competencies were utilized and what leadership virtues
were exhibited by distinguished leaders. The leadership virtues survey response guide
(Appendix F) was applied to interpret survey results.

Setting and Timeline

A general characteristic of qualitative research is that data is collected in the
natural setting of the research subjects. According to Fraenkel & Wallen (2003), “human
behavior is vastly influenced by the setting is which such behavior takes place, and,
hence, whenever possible they (researchers) visit such settings” (p. 431). The interviews
occurred in the state of New Hampshire, at the workplace setting or residence of the
distinguished leaders, and the investigation occurred during the spring of 2015.
**Ethical Considerations**

Participants in this study received an invitation to participate as well as informed consent form at the time of the interview. The participants, who were all over the age of 18, were free to leave the study at any time, and no risks or undue harm to participants of this study are known to exist.

The information gathered during this study will remain confidential at all times, and only the researcher will have access to the research data. All the research participants provided consent to have their names utilized in this study. All materials referring to them by name, and personally identifiable contact information will be saved on a flash drive and stored in a locked file cabinet away from any transcriptions and recordings. The interviews were recorded and transcribed, and were conducted in a private location to ensure confidentiality, and all documents have been transferred and stored on a flash drive, and will be stored in a locked filing cabinet for five years.

The research participants benefited from this study by reflecting on their approaches and values utilized to effectively lead. Additional benefits of participating in this study included further development of leadership attributes and an increased awareness of the positive and negative factors influencing their leadership processes.

**Limitations**

There are structural limitations when conducting any research investigation (Creswell, 2009). The sample size of this research only represents a small representation of distinguished leaders, and the research participants educational and/or workplace experiences generally occurred in northern New England contexts. The interviews occurred in a moment in time in the lives of the participants, and the results reflected the
particular circumstances and contexts of the lives of the participants and researcher. Discretion and care must be taken when generalizing the results as being applicable to other settings and situations.

**Role of the Researcher**

Researchers acknowledging bias is an important aspect of qualitative research (Moustakis, 1994; Patton, 2015). According to Creswell (2007), reflexivity “means that the writer is conscious of the biases, values, and experiences that he or she brings to a qualitative research study” (p. 243). In my personal and professional experiences, I believe leaders who have emotional intelligence competence and embody leadership virtues are more likely to be effective leaders and guide successful organizations. I brought to the research a belief that not enough attention is paid to assisting individuals (and leaders) develop EI competencies and leadership virtues to assist them in managing their lives effectively. Finally I feel little attention is paid to hiring or promoting individuals who embody emotional intelligence competency or leadership virtue because they are difficult to quantify. This is unfortunate, as EI competencies and leadership virtues are necessary for organizational success and effective leadership, and they are possible constructs to help solve complex workplace and societal problems. Throughout the investigation, as I collected, reviewed, and coded the data, I remained conscious of my personal beliefs and biases.

**Summary of Chapter Three**

In this chapter, the purpose of the research and related research questions, as well as the research methodology utilized in this study was described. An explanation and description of the research participants, and data collection and data analysis processes
was also addressed. Ethical considerations, research limitations, and researcher bias was also described in this chapter. Chapter four will describe the results of the research.
Chapter Four: Presentation of Data

Background

Leadership is the process involving how an individual influences the attitudes, thoughts, and behaviors of others, and effective leadership assists in making organizations successful and fulfill its stated missions (Mills, 2005; Yukl, 2013). Effective leaders can enhance the performance of an organization by using a combination of task-related and relationship related strategies. Effective leaders work in collaboration with organization members, lead teams, and inspire and motivate others in the pursuit of achieving shared goals (George, 2000; Yukl, 2012).

Among the identifying factors instrumental to the quality of leadership are the elements of emotional intelligence and leadership virtue, which have been cited as influencing factors contributing to leadership effectiveness (Glanz, 2002; Goleman et al., 2013). Understanding the significance of emotional intelligence and leadership virtue as key constructs of effective and distinguished leadership is the basis of the purpose and related research questions of this investigation. For this study, distinguished and effective leadership are equivalent terms. This chapter includes an overview of the purpose and research questions, methodology, research participants, data gathering and data analysis processes, presentation of the data, and summary.

Purpose of Study and Research Questions

The purpose of this study was to investigate the leadership practices of distinguished leaders to determine whether they utilize emotional intelligence competencies and exhibit leadership virtues. The primary question that guided the research was: what emotional intelligence competencies are utilized, and what leadership
virtues are exhibited by distinguished leaders? The secondary questions were: 1) what life factors (experiences) contributed to the development of emotional intelligence competencies and leadership virtues for distinguished leaders; and 2) what emotional intelligence competencies and leadership virtues do distinguished leaders value as being important to leadership success?

For the purpose of this research, emotional intelligence refers to recognizable displays of “self-awareness, self-management, social-awareness, and social skills (relationship management) at appropriate times and ways in sufficient frequency to be effective in the situation” (Boyatzis et al., 2000, p. 344). Nineteen competencies (Goleman et al., 2013) were evaluated to conceptualize emotional intelligence (Appendix D).

For the purpose of this study, leadership virtue refers to convictions or character traits that enable individuals to function in ways that develop their highest potential (Glanz, 2003; Hare, 1993; Velasquez, M., Andre, C., Shanks, T., & Meyer, M., 2009). According to Velasquez et al. (2009), virtues are similar to habits in that once they are obtained they become part of an individuals’ character. For this research seven leadership virtues include courage, impartiality, empathy, judgment, enthusiasm, humility, and imagination (Glanz, 2003), which were analyzed to answer the research questions (Appendix E). An important consequence to embodying leadership virtue is that leaders will be more likely to behave in a moral and ethical manner, which is an essential aspect of leading effectively (Glanz, 2002). Many researchers have indicated a connection between emotional intelligence and effective leadership (Glanz, 2002; Goleman et al., 2013; Nelson & Low, 2003), however there is limited research available to determine
whether leaders also exhibit specific character traits, or leadership virtues, to assist in attaining leadership distinction.

Understanding the significance of emotional intelligence competencies and leadership virtues as key constructs of effective and distinguished leadership was the basis for the primary and secondary research questions that guided this study. Based on a comprehensive review of literature concerning leadership, a hypothesis for this research was that individuals who embody the emotional intelligence competencies and possess leadership virtue provide essential constructs to ensure leadership effectiveness.

**Methodology**

Based upon a social constructivist worldview (Patton, 2015) and the importance individuals have in sharing their experiences to understand complex issues, this was a qualitative research investigation. A qualitative approach is an appropriate method of research “for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (Creswell, 2009, p. 4). To develop a deeper and complex understanding it was important to directly interact with, and gather understanding from, a distinguished leader population, which is a cornerstone of qualitative studies. Leadership is a complex phenomenon with many factors influencing effective outcomes including context, and the individual characteristics, qualities, and values of the leader. Allowing the ideas and opinions from distinguished leaders to emerge in this study, helped to improve the understanding of the factors contributing to leadership effectiveness.

The utilization of a qualitative investigation was appropriate for this study because the research was not designed to determine if the research participants
(distinguished leaders) were emotionally intelligent or virtuous, which would call for a quantitative investigation using statistical measurements. Rather, the researcher was attempting to understand how the utilization of and exhibition of emotional intelligence competencies and leadership virtues may have factored in the research participants (distinguished leaders) leadership practices.

**Phenomenology**

Narrative research, phenomenology, grounded theory, ethnography, and case studies are five types of qualitative research approaches available for researchers to choose (Creswell, 2007). A phenomenological investigation was appropriate for this study in order to effectively answer the research questions from individuals who have experienced the phenomena of being distinguished leaders in their careers.

Fraenkel & Wallen (2003) point out, “phenomenologists generally assume that there is some commonality to the perceptions that human beings have in how they interpret similar experiences, and they seek to identify, understand, and describe these commonalities” (p. 437). As indicated by John Creswell (2007), the phenomenological approach is important in order to identify “what all participants have in common as they experience a phenomenon. The basic purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of the universal essence” (p. 58). Essence refers to the core meaning or fundamental qualities of the research participant experiences. A phenomenological approach to this qualitative research study assisted the researcher in gathering understanding and commonalities from several leaders who have distinguished themselves as effective.
Research Participants

The concept of purposeful/criterion sampling was utilized in this study, in order for the researcher to gain a deeper understanding of the factors that contribute to leadership effectiveness and distinction. According to Creswell (2007), for research quality assurance reasons, purposeful/criterion participant sampling, “works well when all individuals studied represent people who have experienced the phenomenon” (p. 128). The phenomenon being studied was distinguished leadership, and gaining understanding directly from only those individuals who met the criteria for leadership distinction assisted the significance of the research.

For the purpose of the study, identifying the research participants as distinguished leaders consisted of:

- Leaders who have attained prominence as professionals in their careers, including evidence of extraordinary personal and organizational achievement in their field, and over 30 years of leadership experiences
- Leaders who have experienced public or peer recognition of leadership success, achievement, and effectiveness
- Leaders who have made a significant impact to enhance quality educational programming in the state of New Hampshire

Following approval from the Plymouth State University Institutional Review Board (IRB) to carry out this research, four individuals were asked to participate in the study because they met the criteria of being a distinguished leader. (Six potential participants were initially identified by the researcher, because they met the distinguished leader sampling criteria, however two individuals opted not to participate in this
research). Each potential research participant was contacted via telephone to explain the intent of the research, and a meeting was established to review the research design and provide informed consent documentation prior to undertaking any data collection process.

The following distinguished leaders consented to be participants in this research:

**Dr. Virginia Barry**

Dr. Barry is a former teacher, school principal, University Professor of Child Development (1984-1999) and Provost and Vice-President of Academic Affairs at Plymouth State University (1999-2007). She was appointed Commissioner of the New Hampshire State Department of Education (NHDOE) in 2009 by Governor John Lynch, and re-appointed in 2013 by Governor Maggie Hassan. Dr. Barry received her B.S. from Florida State University, M.S. in Child Development from Queens College City University of New York and State University of New York at Stony Brook, and earned a Ph.D. in Education / Human Development from Florida State University. Dr. Barry pursued additional educational opportunities including post-doctoral studies at New York University, Harvard, MIT, and the College of William and Mary, and has published and presented widely on a variety of education topics including working with children with disabilities, teaching effectiveness, and collaborative leadership. Among many accomplishments as Commissioner at the NHDOE, Dr. Barry developed and implemented the NH Comprehensive Education Strategic Plan for the state (2009-15), and NH became the first state in the nation to receive USDOE innovative waiver on performance-based assessment (2015). Among her achievements, Dr. Barry has received the Association for Supervision and Curriculum Development (ASCD) award for
leadership and teaching, the Plymouth State University Harold Hyde award for outstanding leadership, and the Plymouth State University College of Graduate Studies Outstanding Transformational Leadership Award. As Commissioner, the N.H. Department of Education has received the Frank Newman award for outstanding innovation in state education policy in 2011 and 2012. Dr. Barry was also honored because of her outstanding leadership by receiving the New England Superintendent’s President Award in 2014 and the Outstanding Women in Leadership award by the New England Girl Scouts Association in 2010.

Justice William ‘Bill’ Batchelder

Justice Batchelder graduated from the University of New Hampshire in 1949 after serving in the Navy during World War II. He then graduated from Boston University Law School in 1952 and was admitted to the New Hampshire and Massachusetts Bars. Justice Batchelder served as a private practice attorney in Plymouth, N.H. and from 1959-1964 was the prosecuting attorney for Grafton County (N.H.). Judge Batchelder was appointed to New Hampshire Superior Court in 1970 by Republican Governor Walter Peterson, and appointed to the New Hampshire Supreme Court in 1981 by Democratic Governor Hugh Gallen where he served until his retirement in 1996. Throughout his life Judge Batchelder and his wife Betty have been dedicated in promoting and supporting cultural, historical and educational endeavors in the Plymouth area including Pease Public Library, Plymouth Historical Society, Plymouth State University, the creation of the Squam Lakes Science Center in Holderness, N.H. Among his achievements, Justice Batchelder has received the Plymouth State University Granite State Award and Henry Blair Medal for distinguished public service, the Professionalism Award from the New
Hampshire Bar Association, Distinguished Service recognition from the American Bar
Association, the Silver Shingle award from Boston University, and the Bill of Rights
award by the New Hampshire Civil Liberties Association.

Coach Charles ‘Chuck’ Lenahan

Chuck Lenahan is a legendary high school football coach, physical education
Coach Lenahan holds the New Hampshire and New England high school football record
for wins (356-70-1) and championships (20) and his teams have been runner-ups eleven
times in 43 years of coaching. Coach Lenahan is a Hall of Fame Member of New
Hampshire Interscholastic Athletic Association (NHIAA), National High School
Federation (NHFS), New Hampshire Coaches Association, National Football Foundation,
and Plymouth State University. Coach Lenahan is also a five time N.H. athletic director
of the year, and received the Gerald R. Ford All American High School Coach award in
2005. Coach Lenahan graduated from Mechanic Falls High School (Maine) and after
serving the nation in the Vietnam War, received his B.S. degree from Plymouth State
College. Mr. Lenahan also holds Masters Degrees from Plymouth State University and
Central Michigan University.

Mr. Alex Ray

Alex Ray is the owner and founder of The Common Man Family of Restaurants.
The Common Man Family is a thriving hospitality business throughout New Hampshire
including 18 restaurants, two Common Man Inns, a Spa, a company store, and The Flying
Monkey Movie House and Performance Center, which combine to employ more than 800
people. Alex Ray also created the Webster House, a non-profit drug and alcohol
rehabilitation center in Franklin, N.H., as well as the “Common Effort Fund,” which supports diverse charitable efforts including the N.H. Food Bank, and individuals devastated by Hurricane Katrina in New Orleans. Mr. Ray graduated from the Culinary Institute of America, and opened the first Common Man restaurant in Ashland, N.H. in 1971. Alex Ray has received the Plymouth State University Granite State Award for achievement and contribution to New Hampshire, and also received the PSU excellence in Business Leadership and Citizenship award. Under his leadership, The Common Family of restaurants has received the National Humanitarian Award, and was named Business of the Decade by Business New Hampshire Magazine. The Common Man was also named Best Places to work in the food industry by The Griffin Report.

The sphere of professional influence of these distinguished leaders is outlined in Figure 4.1. The sphere of professional influence includes a combination of all four distinguished leaders professions and organizational contexts, as well as their philanthropic and volunteer efforts that contributed to their overall effectiveness and distinction as leaders.

Beyond meeting the criteria established as distinguished leaders, the four participants in this study have each had an impact on a local level (Plymouth, N.H./Grafton County), State Level (New Hampshire), and National Level (U.S.A.). This evidence was found during the document analyses and participant interview process that revealed the participant or their affiliated organization received local, state, and national awards and recognition. Table 3.1 expands distinguished leadership participant criteria.
Figure 4.1 Sphere of Professional Influence

Figure 4.1. Radial cycle graphic displaying the diverse professional fields influenced by distinguished leaders.

**Data Collection**

The data collection mechanisms provided the triangulation of research necessary to ensure different perspectives and viewpoints to be considered. Triangulation is important to assist validating the data. As Creswell (2007) points out, “in triangulation,
researchers make use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence…from different sources to shed light on a theme or perspective” (p. 208). In this qualitative investigation, data was collected from document analyses, face-to-face interviews with the distinguished leaders, email interviews with colleagues of the distinguished leaders, and a leadership survey. The data collection mechanisms utilized in this research (Creswell, 2009; Moustakis, 1994) provided insight, an increased understanding of the experiences of distinguished leaders, and to what extent they utilize emotional intelligence competencies and exhibit leadership virtues.

**Document Analyses**

A document analyses focused on the leadership distinction of the research subjects to highlight individual and organizational achievement, and what others have noted about the distinguished leaders. First and foremost the document analyses were used to determine whether the participants in this study met the criteria to be considered a distinguished leader. Upon meeting the participant criteria, the public documents (including newspaper and magazine articles, internet documents, letters of recommendation and support, and award winning criteria) were closely examined for themes (Creswell, 2009). The documents analyzed provided the written evidence about the distinguished leaders’ accomplishments, insights about what others have commented about their leadership, and a deeper understanding concerning what the research participants value as important to their leadership success.
Face-to-Face Distinguished Leader Interviews

Creswell (2007) points out that, “we conduct qualitative research when we want to empower individuals to share their stories, hear their voices, and minimize the power relationship that often exists between a researcher and the participants in a study” (p. 40). Following IRB approval to conduct original research, the researcher asked for permission to interview each distinguished leader at a home or workplace location with limited distractions. When considering evaluating leadership behavior Glanz (2002) points out “the best advice is to listen to the (individual), ask him questions that would compel him to relate scenarios and experiences” (p.177). The nature of the interview questions were to elicit responses from the participant about what emotional intelligence competencies are utilized and what leadership virtues are exhibited as part of their success as a leader. Key to the validity of the interview process was the terms “emotional intelligence” and “leadership virtues” were not used by the researcher in order to avoid pre-determining or influencing responses and results. The researcher informed each participant (verbally, and stated on the informed consent document) that the purpose of the research was to gather a deeper understanding of the factors contributing to effective leadership. The interview questions for this study are included in Appendix A.

The research followed the interview protocol established by Creswell (2009) by asking open-ended questions, with probes or follow up questions for individuals to explain their ideas about the phenomenon of leadership in greater detail. Questions of an open-ended nature (Patton, 2015) were formulated to align with the conceptual framework of the study and to allow emphasis of the meaningful experiences of the participants (Creswell, 2007; Moustakis, 1994). Supportive responses and feedback were
offered by the researcher in order to affirm the participants’ intentions, and helped the overall clarity and understanding of the interview (Patton, 2015). The 30-60 minute face-to-face interviews were audio recorded, transcribed, and coded to determine trends and understanding to help process the impact emotional intelligence and leadership virtue has on distinguished leadership.

Prior to the face-to-face interview, the distinguished leaders were contacted via telephone to explain the research and gain their permission and willingness to participate in the study. The participants were notified they had been purposefully selected as distinguished leaders, and their desire to articulate details about effective leadership was important to the design of this study. The participants were asked to reflect on their experiences of leadership prior to the interview. Demographic information including educational background, leadership positions, and accomplishments were gathered from the participants at the time of the interview or via their resume.

Setting.

The face-to-face interviews occurred with limited distractions at the workplace setting for three of the distinguished leaders. The interview with Dr. Barry occurred at the New Hampshire Department of Education, Concord, N.H.; the interview with Coach Chuck Lenahan occurred at Plymouth Regional High School, Plymouth, N.H.; and the interview with Alex Ray occurred at Common Man Inn & Spa in Plymouth, N.H. Because Judge Batchelder is retired, the interview occurred at his home in Plymouth, N.H.
Email Interviews with Colleagues of Distinguished Leaders

The distinguished leaders were asked to provide contact information of three workplace colleagues who could confidentially articulate and reflect upon the leadership of the research participant. Each colleague was contacted via telephone and notified how they were identified and how their participation would add value to the research. The colleagues were then emailed an informed consent with attached interview questions (Appendix B) and were asked to return to the researcher. The information gathered assisted the researcher in developing a deeper understanding of the distinguished leaders from the perspectives of professional colleagues who observed leadership in action. Three colleagues completed the email interview for each research participant involved in this study.

Leadership Virtues Survey

A leadership virtue survey based on the work of Jeffrey Glanz (2002) (Appendix C) was administered to each distinguished leader. Dr Glanz granted permission to this researcher to utilize the survey as part of this study. The survey contains 56 true and false statements related to the seven leadership virtues of courage, impartiality, empathy, judgment, enthusiasm, humility, and imagination. The survey (which was completed by each participant after completing the face-to-face interview to avoid pre-determining responses) asked the distinguished leaders to be forthright in their answers, and the responses assisted in corroborating evidence with the other data collection mechanisms utilized in this study.
Data Analysis

According to Fraenkel & Wallen (2003), researchers who conduct phenomenological studies “search for the ‘essential structure’ of a single phenomenon from a number of individuals who experienced the phenomenon…then ‘clusters’ these statements into themes, and integrates the themes into a narrative description of the phenomenon” (p. 438). In order to develop themes, and eventually the fundamental quality of the phenomenon, extensive description of the interpretations is needed to get below the surface and help build a construction of meaning (Eisner, 1998). The coding techniques utilized in this study assisted in the process of discovering the core meanings of the phenomenon of distinguished leadership.

Creswell (2007) outlines the data analysis and representation process of phenomenology, in a manner to describe the experiences of individuals. This process assisted the researcher to synthesize those descriptions into a combined description of what emotional intelligence competencies were utilized, and what leadership virtues were exhibited by the research participants. The following sequential outline was utilized to analyze the data (Creswell, 2007):

- Data managing: Create and organize files for data
- Reading, writing memos: Read through text, make margin notes, form initial codes
- Describing: Describe personal experiences (Epoche)
- Classifying: Develop significant statements, Group statements into meaning units
- Interpreting: Develop a textural description “what happened”, Develop a structural description “how the phenomenon was experienced”, Develop the “essence” or core meaning.

- Representing, visualizing: Present narration of the “essence” of the experience; in tables, figures, or discussion (p. 157).

To assist in validating the results, Eisner (1998) points out the importance of structural corroboration, which “like the process of triangulation, is a means through which multiple types of data are related to each other to support or contradict the interpretation and evaluation of a state of affairs” (p. 110). It was necessary to identify themes of the phenomenon from the data collection mechanisms utilized in this study. According to Moustakas (1994), “from the individual textural-structural descriptions (researchers need to) develop a composite description of the meanings and essences of the experiences, representing the group as a whole” (p. 121). Each data collection mechanism in this study was first coded utilizing the ‘initial coding’ strategy by “breaking down the qualitative data into discrete parts, closely examining them, and comparing them for similarities and differences” (Saldana, 2013, p. 100). Upon reflecting about the initial codes, the researcher then employed the themeing [sic]-the-data coding strategy, “which is appropriate for virtually all qualitative studies, and especially for phenomenology and those exploring a participant’s psychological world of beliefs, constructs, identity development, and emotional experiences” (Saldana, 2013, p. 176). The approaches proved effective for developing a deeper understanding of distinguished leadership and to what extent emotional intelligence competencies and
leadership virtues were utilized and exhibited as factors in the research participant’s overall leadership effectiveness.

During the data analysis phase of this research, including the initial coding phase and themeing [sic]-the-data phase (Saldana, 2013), the emotional intelligence domain and competency guide (Appendix D) and leadership virtues guide (Appendix E) were utilized in determining what EI competencies were utilized and what leadership virtues were exhibited by distinguished leaders. The leadership virtues survey response guide (Appendix F) was applied to interpret survey results to help corroborate findings.

Utilizing the emotional intelligence domain and competency guide and leadership virtue guide combined to create 26 possible codes. During the initial analysis and coding phase of the available qualitative data collected for each participant, (document analyses, transcribed face-to-face participant interview, colleague email interview, and survey), evidence of competency within each emotional intelligence domain (Self-Awareness, Self-Management, Social-Awareness, and Relationship Management) was utilized by the distinguished leaders. Initial coding also revealed evidence of the seven leadership virtues (courage, impartiality, empathy, judgment, enthusiasm, humility, and imagination) were exhibited by the participants.

This unforeseen (however encouraging) situation led the researcher to move to an additional coding strategy. Continuing the analysis from the initial coding phase to the themeing [sic]-the-data (Saldana, 2013) phase process, revealed the emergence of five over arching themes. Important to the strategy of analyzing the data the researcher was “winnowing down of themes to what is essential rather than incidental, the former making the phenomenon what it is and without which the phenomenon could not be what
it is” (Saldana, 2013, p. 176). Each theme “captures and unifies the nature or basis of the experience into a meaningful whole” (Saldana, 2013, p. 176). The analysis process led the researcher to identify themes and emergent elements about the phenomenon of distinguished leadership. The data analysis helped to develop a deeper understanding of whether emotional intelligence competencies were utilized and whether the leadership virtues were exhibited by the research participants.

According to Creswell (2007), phenomenology includes not only a description of the data, “but is also seen as an interpretive process in which the researcher makes an interpretation” (p. 59). The following presentation of data represents five interconnected themes that emerged from the data analysis process. Each interpreted theme includes direct evidence from each participant utilizing the data collection mechanisms employed in this study.

**Presentation of the Data**

According to Saldana (2013), “themeing [sic] the data” (p. 175) is applicable to document analyses, face-to-face participant interviews, colleague email interviews, and leadership survey, which was the basis of this research methodology. The process included “extracting verbatim significant statements from the data, formulate meanings through researcher interpretations and elaborate about the themes in a written description (p. 176). For each interconnected and individual theme, textual descriptions provide direct evidence from the document analyses, face-to-face participant interviews, and colleague interviews utilized in this study to provide an in depth picture of how the participants utilized emotional intelligence competency and exhibited leadership virtue as an important part of their overall effectiveness as a leader. The leadership virtues survey
results (Table 4.1) were utilized to corroborate the overarching themes. Table 4.1 represents the natural leadership virtues of the distinguished leaders based on the results of the leadership survey (Appendix C & F). According to Glanz (2002) individuals naturally possess certain virtues, “however no one assessment can accurately evaluate a person’s inclinations or abilities” (p. 204).

Table 4.1

**Leadership Survey Results**

<table>
<thead>
<tr>
<th>Distinguished Leader</th>
<th>Natural Leadership Virtues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Virginia Barry</td>
<td>Empathy</td>
</tr>
<tr>
<td></td>
<td>Enthusiasm</td>
</tr>
<tr>
<td></td>
<td>Judgment</td>
</tr>
<tr>
<td>Judge Batchelder</td>
<td>Courage</td>
</tr>
<tr>
<td></td>
<td>Empathy</td>
</tr>
<tr>
<td></td>
<td>Enthusiasm</td>
</tr>
<tr>
<td>Coach Lenahan</td>
<td>Empathy</td>
</tr>
<tr>
<td></td>
<td>Judgment</td>
</tr>
<tr>
<td>Alex Ray</td>
<td>Enthusiasm</td>
</tr>
<tr>
<td></td>
<td>Imagination</td>
</tr>
</tbody>
</table>

For this study, the survey results are utilized as corroborating evidence of the interconnected and individual themes discovered during the entire data analysis process. The interconnected and individual themes that exist among the four distinguished leaders represent significant constructs for their overall leadership distinction and effectiveness.
**Five Interconnected Themes**

By closely examining the data, five interconnected themes (Passion, Humility, Empathy, Collaboration, and Mentorship) were identified by the researcher. The themes are reflected in aspects of the constructs of emotional intelligence and leadership virtue utilized in this investigation (Figures 4.2 and 4.3). The themes provide a core understanding of the factors that influence effective leadership, and the phenomenon of distinguished leadership.

*Figure 4.2. Interconnected Themes*

*Figure 4.2. Themes are not only interconnected with one another but also shared amongst distinguished leaders.*
Figure 4.3: Theoretical Underpinnings of Interconnected Themes

Figure 4.3: Process tree model outlining the theoretical underpinnings of leadership virtue (LV), emotional intelligence competency (EIC), and emotional intelligence domain (EID) found within each of the interconnected themes shared amongst distinguished leaders.
Passion

The first interconnected theme is Passion (see Figure 4.4), which includes strong emotion and drive toward something of value for the distinguished leaders. For the purpose of this research, passion is represented by the emotional intelligence competency of Achievement, which is a leader’s drive to improve performance to meet inner standards of excellence. Achievement is within the emotional intelligence domain of self-management (Goleman, et al., 2013). For the purpose of this study, passion also includes the leadership virtue of Enthusiasm, which is a state of being in which a leader exudes fervor about something that is of value or important (Glanz, 2002).

All four distinguished leaders portray evidence of their achievement. In order to be considered for participation in this study, the criteria included: Leaders who have

Figure 4.4: Theme of ‘passion’ deconstructed to show components of leadership virtue (LV), emotional intelligence competency (EIC), and emotional intelligence domain (EID).
attained prominence as professionals in their careers, which includes evidence of extraordinary personal and organizational achievement in their field, and over 30 years of leadership experiences; and leaders who have experienced public or peer recognition of leadership success, achievement, and effectiveness. A key ingredient of achievement is work ethic and dedication toward each participant’s profession.

Beyond achievement, each distinguished leader is enthusiastic about their profession, embodies a love of learning, and is passionate in promoting the importance of their chosen field. Each distinguished leader strives to continually better themselves as individuals, and those who surround them including students, employees, colleagues, friends, or family members. The following descriptions represent examples of how distinguished leaders utilize and exhibit passion as part of their leadership effectiveness.

**Dr. Virginia Barry.**

Dr. Virginia Barry has not only achieved prominence in her career, and been recognized for achievement and effectiveness, she also had the drive to challenge herself to complete a doctorate degree. Dr. Barry is also extremely enthusiastic about her role as an educational leader, and is passionate about how a quality education can impact the lives of children and young adults. This was confirmed when a colleague of Dr. Barry noted, “she has a spark, passion, and awareness for making the lives of our children better. She's really gifted that way. She's also loyal.” On nominating Dr. Barry as Commissioner of Education, N.H. Governor John Lynch wrote,

> Education is the most important investment we make in the future of our state and its economy. Ginny Barry is an exceptional educational leader who has worked at every level of education…She understands the importance of making sure we
offer a high quality education to children from early childhood through college. I look forward to working closely with her as we continue to work to improve education in New Hampshire.

One cannot help but feel the passion from Dr. Barry when she is speaking about educating children, mentoring young professionals, or leading educational organizations.

According to a colleague of Commissioner Barry, “Dr. Barry is an effective teacher and leader, and an academic visionary with intelligence, imagination, resourcefulness, and passion… her unwavering dedication to academic excellence played a key role in the transformation of Plymouth State College to Plymouth State University.”

Justice William Batchelder.

Judge Batchelder has achieved significant prominence in his career and has received recognition throughout his professional life that is represented by serving in the New Hampshire Superior and Supreme Court. Speaking with Judge Batchelder it is evident he is passionate about learning, the law, and role of the judicial branch in our democratic society. He is also enthusiastic about the love learning, and possesses an achievement drive to meet his own inner-standards of excellence. As Justice Batchelder stated,

I think that the well-informed person is a better citizen and it can be fun becoming informed, particularly in areas of local history. You can have a good time and in the process of learning, and the more you learn the better equipped you are to make judgments of one kind or another in the conduct of your affairs and town affairs in the future. An educated person is a great benefit to our society compared to those who don’t have that benefit. It doesn’t mean that they don’t make good
judgments. But the person who has the benefit of an educational background has a broader factual base to drive from in making his judgments or her judgments as the case may be.

Born and raised in Plymouth, as well as raising his own children in Plymouth, Justice Batchelder is committed to volunteer efforts and philanthropic efforts in town. Upon Judge Batchelder winning the Henry Blair Medal at Plymouth State University, President Sarah Jayne Steen stated, “you have been a wise and generous friend, mentor and supporter of PSU…you have been a leader in the town and community, improving social, economic, and cultural bonds. Your leadership in the courts will have a lasting effect on the consciousness of New Hampshire.”

Coach Chuck Lenahan.

Coach Lenahan’s achievement is hard to miss. He holds the New England record for most wins as a football coach, and has won a record setting 20 championships. However, it is his personal drive and enthusiasm for his student athletes that created a successful football program at Plymouth Regional High School. Hanging on his office walls are photographs of teams and team captains for all 43 years of his coaching career, as well as three prominent statements for all to see: “Pride and Tradition”; “Success Belongs To Those Who Prepare For It”; and “Doubt Whom You Will, But Never Doubt Yourself.” He believes in students having pride and self-confidence, as well as working hard and preparing.

A colleague highlighted the theme of passion concerning Coach Lenahan. “Chuck cares deeply about all kids no matter their background and worked tireless hours…he
always made decisions in the best interest of student-athletes.” And another colleague added, “Chuck never gives up on kids, and that is truly inspiring.”

An additional example of Coach Lenahan’s enthusiasm for coaching and helping to develop student/athletes is his continued involvement. After retirement in 2014, Coach Lenahan was asked to return to Plymouth Regional High School (PRHS), in the spring of 2015 to fill in for a teacher on maternity leave. Coach gladly accepted the opportunity to return to school and is currently a volunteer coach for the PRHS Varsity Girls Softball Team, where he continues to teach student/athletes the values of hard work, dedication, and sportsmanship.

Mr. Alex Ray.

Having passion is what Alex Ray is all about. His achievement of founding and owning The Common Man Family of Restaurants (including 18 restaurants, two Common Man Inns, a Spa, a company store, and The Flying Monkey Movie House and Performance Center, which combine to employ more than 800 people) is unmistaken. He has an inner drive to push himself and those around him to work hard and be responsible in the community. He is enthusiastic about assisting others within The Common Family, and has incredible energy to address the needs of his businesses across the state of New Hampshire.

Alex believes it is important to “get up in the morning, go to work and enjoy what you do…be honest, and not greedy; fairness, honesty and lack of greed can make you happier.” A colleague noted that Alex “leads by example, works hard, and has more energy than the Energizer bunny!”
Additional colleagues also reflected about Alex Ray’s leadership. “Alex inspires people by being such a hard worker first and foremost. He certainly doesn’t mind getting his hands dirty!... I think that inspires employees to work harder themselves.” Alex “continually sets the tone for this employees, and instilled in his team a ‘can-do’ attitude and a corporate culture that each restaurant is part of a community and has an important obligation to ‘do good’ and give back.”

Alex articulated his leadership philosophy by stating,

I primarily believe that people you want to lead need to have trust and faith in you. They need to have faith in your honesty, work ethic, and sense of fairness. So number one is to have them trust you and believe in you and hopefully they can see the benefit from working for you. I hope (employees) believe in the place they work.

Additional colleague comments about Alex Ray include he is, “tenacious, hardworking, visionary, passionate, driven, tough minded, risk taker…and “people are drawn to his energy and enthusiasm and want to follow him.”

All four leaders are passionate about their profession and the role they have as leaders. Passion includes the emotional intelligence competency of achievement, which is with the domain of self-management, and includes the leadership virtue of enthusiasm. The leaders all have a great work ethic, are dedicated to their profession, and believe in what they do. Each distinguished leader loves their work, has pride in themselves and their employees, and care deeply about the students, colleagues, employees, or customers they interact with during their professional duties.
The theme of passion is supported with results of the virtues survey that indicate enthusiasm is a natural virtue in which Dr. Barry, Judge Batchelder, and Alex Ray possesses (Table 4.1). According to Glanz (2002), leaders who embody the leadership virtue of enthusiasm, “demonstrates passion for their work. Passionate people enjoy what they do and are often successful…and enthusiastic leaders view difficult situations, not with rose-colored glasses, but with an abiding sense of the positive; that possibilities exist where others see hopelessness.” (p. 122). The leadership survey corroborates evidence that Dr. Barry, Justice Batchelder, and Alex Ray utilize passion to assist in her overall effectiveness as a leader.

**Humility**

Humility (Figure 4.5) is the second interconnected theme and is represented by the emotional intelligence competency of an Accurate Self-Assessment, or a leader knowing one’s strengths and limits. An Accurate Self-Assessment is within the emotional intelligence domain of self-awareness (Goleman et al., 2013).

Humility is also a leadership virtue and represents a leader having the awareness of their limitations while at the same time being cognizant of their abilities (Glanz, 2002). The following represent examples of how the distinguished leaders utilized and exhibited the theme of humility.
All four distinguished leaders are humble about their achievements and recognize that the awards they have received are more about the organizations and people who have supported them—than their own self-importance. Each distinguished leader also recognizes individual imperfections (such as maintaining a balance in one’s personal and professional life), and personifies an accurate self-assessment to continually work on being better human beings and better leaders.

**Dr. Virginia Barry.**

In receiving recognition throughout her career, Dr. Barry stated, “doing some self-reflection (about the recognition) it is really not just about you, it’s about all the other people that are standing with you with that recognition.” Upon receiving the Harold Hyde award for distinguished leadership at Plymouth State University she stated, “I am
deeply touched and humbled to receive this award in recognition of my work in the field of education.”

Dr. Barry also offered, “I can be stubborn if something seems important and in a sense that I don’t give up especially concerning children,” which is an example of having an awareness of her own limits and at the same time being cognizant of her abilities. A colleague noted how Dr. Barry utilizes an accurate self-assessment in her leadership.

Ginny realizes that her family reflects her wellbeing and always puts them first. I've seen her miss so called important events to be with her grand daughters or her son when he was in school. Taking their calls if needed in the middle of meetings. And finding time to spend with trusted friends to self reflect and renew.

**Justice Batchelder.**

Judge Batchelder also has humility and embodies an accurate self-assessment. He was uncomfortable speaking about his own achievements which was highlighted when he stated, “Well, it makes me feel that some of the things that I have done in my profession have been worthwhile and that’s what the profession is all about.” Judge Batchelder also offered, “my job is to get it right. And to the extent that I have been recognized, makes me feel that we are doing a fair job.” When asked what he hoped other would say about him, Judge Batchelder offered, “Oh I think that I had some vision and I worked to foster it, and was honest about it. That’s enough.” Certainly Judge Batchelder does not boast of achievements or display any notion of arrogance, which a key to humility.

Judge Batchelder is also aware of the pressures that came from his work life. “Sometimes the demands of the profession can take up more time than it should.” However, he had self-awareness of how to handle such demands.
I had a big family and I could come home on weekends and we did things. We were outdoors people, we like to hike. All my kids have hiked all over the place. Some have hiked in Alaska, India, and South America and all that. And I think they started hiking here in Plymouth, New Hampshire. We did lot of things outdoors. We had farm animals and we had a very substantial garden. That was a 180-degree shift from the five-day grind and practicing law in court. And finding the balance between family life and professional life, I think I was blessed. Thanks to my family that I could find that balance and I think I did.

A colleague pointed out the care for family and the value he places on humility. Justice Batchelder is clearly committed to and passionate about his family. From the perspective of an outside observer, you could tell that he wanted nothing more from his children than for them to identify and follow their own passions. That is, whatever they identified as right for them, they should pursue it with vigor, while always maintaining a strong sense of humility and respect for others.

**Coach Chuck Lenahan.**

Coach Lenahan also displayed a great deal of humility when discussing the recognition he has received over the years. On personal recognition Coach offered, “I don’t take it as a personal award, it’s a program award about the school, the team…the awards may be in my name, (but it is an achievement) Plymouth High School accomplished and that makes me feel pretty good.” He continued to elaborate, “I hope I put the time and effort in and tried to lead by setting a good example, and I never try to pretend that I am better than anyone.”
Chuck Lenahan’s self-awareness was referenced by a colleague, who reflected about his delegation of coaching responsibilities during his career. “He knew his limitations and would bring on people who could complement his leadership style and strengths.”

Mr. Alex Ray.

Alex Ray is a humble man. This was initially evident when the researcher met with him about participating in this study. Being uncomfortable with being called a distinguished leader, he proceeded to name many other leaders in the community that I should talk with, rather than speaking with him. He then stated, “I honestly don’t think I am (an effective/distinguished leader), so it’s hard to answer this question. I think that I’ve been a successful business person, but I don’t think I’m an effective leader.” Upon his success with The Common Family of restaurants Alex noted,

I don’t really care about that recognition. So I consistently try to have people believe in me—so that I can enjoy walking down Main Street in the town I live in and people can say two things: uh-oh or oh-good! To me that’s the most important thing.

Alex also has an accurate self-assessment, and at times can be tough on himself. His devotion toward work was evident as a colleague noted, “his intensity and lack of patience can be overwhelming to some who cannot handle it.”

All four distinguished leaders personified the interconnected theme of humility as an aspect of leadership effectiveness. Humility includes an accurate self-assessment that is within the emotional intelligence domain of self-awareness, and includes the leadership virtue of humility. By the leaders having awareness of their own strengths and limits
allows them to continually reflect on their own development and have the knowledge to delegate responsibilities to other individuals who have strengths in areas they don’t possess. Humility allows the leaders to have an awareness of their limitations, confidence in their abilities, and the ability to acknowledge the accomplishments and achievements of others.

**Empathy**

Empathy is the third interconnected theme, and represents an emotional intelligence competency within the domain of social awareness (Figure 4.6).

![Figure 4.6: Empathy](image)

*Figure 4.6: Theme of ‘empathy’ deconstructed to show components of leadership virtue (LV), emotional intelligence competency (EIC), and emotional intelligence domain (EID).*

For this research empathy is indicated by a leader sensing other’s emotions, understanding their perspective, and taking active interest in their concerns (Goleman, et
Empathy is also a leadership virtue, and is defined by the extent a leader can sense, identify with, and understand what another person is feeling (Glanz, 2002).

Each distinguished leader displayed the theme of empathy. They all care deeply about the welfare of others, and they work to meet the needs of all individuals they are in contact with including students, colleagues, employees, friends, or family. The following textural descriptions represent key examples of how the distinguished leaders utilize and exhibit empathy as part of their leadership effectiveness.

**Dr. Virginia Barry.**

Examples of how Dr. Barry utilizes and exhibits empathy come from a colleague who noted, “I believe her core value that helps her leadership is seeing the whole person, or seeing the whole child and doing everything in her power to ensure that whatever decisions are made point in that direction.” Another colleague stated that Dr. Barry is effective because she is, “compassionate, and it is important for her to be there for others in need…she values those she serves, especially the children.”

Dr. Barry explained, “I care about all people…I mean the custodian in this building – I treat him just like I do with my chief of staff…I treat everyone with compassion and I always attempt to be fair and genuine.” Upon her appointment as Commissioner of Education, Governor Hassan pointed out, “Commissioner Barry is committed to keeping the best interests of the children of New Hampshire at the forefront.”

**Justice Bill Batchelder.**

Justice Batchelder places value on the leadership virtue and emotional intelligence competency of empathy as indicated by a colleague who stated,
He understood that the folks who worked for him were people first, with real lives and families that meant the world to them. He didn't simply take the time to know the people around him; he made it his concern to support them in every way he could. This is how he lived his own personal life.

On his response about being identified as an effective and distinguished leader, Judge Batchelder offered,

Why I have been an effective leader? I think it has been pretty easy for me to put myself in the position of the person I am evaluating or discussing with. I think I can relate to what my situation would be, if I was in his or her situation. So I think the ability to relate to what is going on in that person’s psyche and mental process at any given time and we can become one.

The theme of empathy continued when it was highlighted as part of the recognition for Justice Batchelder receiving the Bill of Rights award. “Throughout his career, Judge Batchelder was guided by his judicial philosophy that government must never gain the upper hand against the governed, and that every person, no matter how powerless or unpopular, is treated fairly and with dignity.”

A colleague speaking about Judge Batchelder said, “he cares about individuals, and he exhibits this by listening to the concerns of people with cases before the court and of everyone working at the court…(he) embodies the qualities of honesty, fairness, humility, and caring for others.” Another colleague indicated, “Judge Batchelder has the ability to act with grace and dignity, has the ability to listen, analyze options and reach a consensus on any issue; (he uses) empathy, compassion, open mindedness…and has a genuine concern for others.”
Coach Chuck Lenahan.

Coach Lenahan believes in the importance of reaching all student/athletes without regard to their background, or personal circumstance. A colleague stated, “Chuck is truly committed to doing what’s in the best interests of students…As a role model to his coaches he carefully ensures the health, safety, and physical and emotional well-being of all students.”

Coach Lenahan pointed out,

I spend time trying to get to know each student on an individual level…I learned this lesson early on in my career and it has stayed with me. I remember a former captain of a team (in the 1970’s) and had never seen him so nervous… he was really worked up. I asked him what the problem was…he said my father is here and it is the first game he has ever watched me play. I was stunned. Thinking back I can never remember playing a game when my father wasn’t there. This poor kid, the first time (of his father seeing him play). So why didn’t I know that? Why didn’t I get to know this kid better?... I knew this is something I had to do a better job of. Getting down at their level. That is something that has always stuck with me. Kids come from such different backgrounds, and you can’t reach all kids the same way. It’s important to do whatever needs to be done to reach the kids. That is what I have tried to do, and all coaches and teachers better be willing to do it…I cared for them (student/athletes) as a person more than anything else.

A colleague noted, “he coached young men with diverse backgrounds, and his care and sincere interest in the kids in his program is what has ultimately created the pride and tradition at Plymouth Regional High School.”
Alex Ray.

Alex Ray utilizes and exhibits empathy to help cement The Common Man as an effective business model in communities throughout New Hampshire. Alex cares deeply about those who are employed within The Common Man Family, and values a philanthropic culture, which assists in creating an organization that employees are proud to be associated. An employee noted, “The Common Man is all about family. The owner (Alex Ray) cares for all of us and would give his last dime if we needed it…the consideration and concern for all employees follows through to the guests.”

Another colleague noted, “He sometimes quietly and personally helps out an employee or ex-employee financially or otherwise without any fanfare about it.” The type of role modeling has an impact on the culture of the business. “Behind the scenes he always giving and caring about others…He is always there for individuals who are experiencing hardship.”

The following story illustrates the empathy of Alex Ray: Just days after hurricane Katrina struck and caused unbelievable devastation, Alex Ray couldn’t take watching the news reports from home anymore, wondering what he could do to help. He packed up the Common Man company van with cooking supplies, food and clothes, and drove himself down to the stricken areas to speak with people first hand and offer any help he could.

During his two-week stay, he found himself volunteering at the Baton Rouge River Center where he directed kitchen operations to feed more than 2,500 victims who had evacuated and lost their homes, running rescue missions with
SPCA into New Orleans to save pets who had been left behind, and making soup, coffee and other food for volunteers.

Alex Ray also created the Common Effort Fund in wake of hurricane Katrina, and is dedicated to assisting those in need...recipients include the NH food bank, which is battling a critical shortage in food and funds. Alex also renovated the historic Daniel Webster homestead in Franklin, NH, preserving the historic structures and converting them into a non-profit drug and alcohol rehabilitation center.

All four distinguished leaders utilized and exhibited empathy as an important component of their overall effectiveness. Empathy is within the emotional intelligence domain of social-awareness and is also a leadership virtue. By sensing the emotions of others, and understanding what others are feeling, the distinguished leaders are able to build trusting and lasting relationships with others. Having empathy also helped the leaders make decisions and judgments which protect and promote the welfare of others over their own self interests.

According to Glanz (2002), empathy is vital to the overall effectiveness of leaders, “and if you have empathy, you have compassion for others...treating people with compassion encourages them to respond in kind, to you and to others” (p. 109). Corroborating evidence of the interconnected essential element of empathy is found from the leadership virtue survey (Table 4.1). Dr. Barry, Judge Batchelder, and Chuck Lenahan all possess the natural leadership virtue of empathy according the results of the survey.
Collaboration

Collaboration (Figure 4.7) is the fourth interconnected theme of this study, and is represented by the ability of a leader to utilize team building and cooperation as necessary constructs to build organizational cohesion. Teamwork and Collaboration is within the emotional intelligence domain of relationship management (Goleman et al., 2013).

![Figure 4.7 Collaboration](image)

*Figure 4.7: Theme of ‘collaboration’ deconstructed to show components of emotional intelligence competency (EIC) and emotional intelligence domain (EID).*

All four distinguished leaders value the importance of teamwork and collaboration. Each recognizing the success they have experienced is due to not only their hard work and dedication, but also due to the hard work and dedication of others. The following represent examples of how the distinguished leaders utilized and exhibited teamwork and collaboration as part of their leadership effectiveness.
**Dr. Virginia Barry.**

Dr. Barry is extremely passionate about the role of collaboration in leading successful organization. In fact, Dr. Barry taught a required graduate course named Collaborative Leadership at Plymouth State University. This promotes the value of what leadership strategies Dr. Barry considers necessary for developing future educational leaders.

A colleague pointed out, “Dr. Barry is deeply committed to collaborative leadership and works closely with the schools and business communities to create open communication among stakeholders and create a culture of innovation and excellence.”

Dr. Barry articulated her core leadership philosophies at the N.H. Department of Education, which emphasize four ‘C’s’ as being significant to leading effectively. Keeping at forefront the purpose of all the work at the NHDOE is to promote the learning and growth of all children and young adults through working in a collaborative manner.

*Communication:* which is being able and willing to talk with people, being able to constructively confront a problem…being open minded, willing to listen, and being responsive with follow through... *Collaboration:* recognize the value and importance of all the stakeholders parents, policy makers, business people, teachers, unions, colleagues, parents. This goes with communication…all individuals need to listen to what other people are saying…if you are clear on what you are trying to accomplish and what the outcomes are, then you are able to begin to make connections… *Coherent:* we are so over-loaded with the media and opinions (which results in) people having a hard time sorting it all out… but most people want something that makes sense, something that is coherent, something
that they can assimilate with and say that makes sense… clearly that takes a lot of energy, a lot of passion and emotion because you really care about the people,…which is why my staff developed a forth ‘C’-Caring and that is essential, and that is what we are all about.

On working with superintendents Dr. Barry continued, “we talk about ourselves as human beings and what we can do together to make the world better, (and the lives of children better) and that’s the motivation.”

**Justice Batchelder.**

Judge Batchelder values the importance of teamwork and collaboration to achieve important goals.

I try to be extraordinarily fair with whomever I am working with and making sure that we are working towards the same end. The person and I are going to think differently on certain aspects. And I am going to give him every opportunity to express those thoughts that are different from mine, because somewhere along the way through this leadership role we are going to pull this project together and we are going to arrive at a consensus. It may not be what each of us thought we are going to arrive at on the first instance, but we will have a consensus, and then each of us will look at that and say is this what we really want? Is this what we think is right? And then we are on the same page, we are on the same platform, we are on the same footing and we can make the adjustments accordingly thereafter.

Judge Batchelder continued his ideas about the importance of collaboration and teamwork.
I always considered that people worked with me, they did not work for me. You can inspire them to understand that there were goals to be met and that everybody feels better when the goal is met. I think a lot of them actually shared that view, they felt fulfilled knowing that a project was accomplished on a given date when it was promised. And they felt good being part of a process that was producing good results…You have the sense that you are working with people. They are not working for you. That is so important. You are a team, you are doing things together. That has been my view. You are working with people not working as a boss.

**Coach Chuck Lenahan.**

The foundation of Coach Lenahan’s success is the value he places on teamwork. It begins with a premise that what matters most is for the players to work hard for the benefit of one’s teammates, and team success is always recognized above personal or individual awards.

A colleague noted that Coach Lenahan, “has a strong work ethic and is very well organized. He creates a collaborative atmosphere and is able to establish positive working relationships with colleagues and athletes.” Coach Lenahan earned success and respect by emphasizing the concept of teamwork and collaboration. This process was pointed out by a colleague.

He has accomplished this by teaching his athletes the ideals of character, self sacrifice, pride, sportsmanship, being a TEAM, and maintaining an unwavering competitive spirit. Coach has provided many young men with the discipline and structure that helped them become successful on and off the field.
Alex Ray.

Alex Ray also places value on the role of teamwork and collaboration. He stated, "Maybe one way I’ve succeeded in business is by finding and keeping effective leaders that compliment my weaknesses. Does that sound logical? I think I’m an effective businessman. I’ve been effective at attaining and retaining effective leaders under me, and keeping them growing. I guess that is a form of effective leadership.

A colleague pointed out, “Alex has hired an amazing management team and keeping it in place for years is a definite key to his success. He has trusted key people to deal with the everyday details…allowing him the freedom to keep being creative.” Alex helps to establish the business structure of corporate training, working together, sharing ideas, and supporting individuals who are in need of assistance. The value of teamwork and collaboration help to promote the success of The Common Man, and the leadership of Alex Ray.

All four research participants utilized collaboration and teamwork (which is within the emotional intelligence domain of relationship-management) as a strategy to become effective and distinguished leaders. By instilling the value of family, teamwork, and collaboration, the bi-product contributed to the individual and organizational effectiveness of each leader.

Mentorship

The fifth interconnected theme is Mentorship (Figure 4.8), and for this study mentorship combines two emotional intelligence competencies. Developing Others,
which occurs when a leader supports others’ abilities through feedback and guidance. Developing others is within the emotional intelligence domain of relationship management. Mentorship also includes the emotional intelligence competency of Initiative, or a leader’s readiness to act and seize opportunities. Initiative is included with the emotional intelligence domain of self-management (Goleman et al., 2013).

The data analysis process revealed that the mentoring of these individuals began at young ages from supportive parents and continued through their entire professional lives. The distinguished leaders also served as mentors for others throughout their careers. The term “passing it forward” is an accurate depiction of all four distinguished leaders in the manner they continually seek mentee and mentor relationships. Each leader had the initiative to seek and absorb what mentors offered toward their personal
and professional growth, at the same time mentored and supported others (especially younger employees, colleagues, or students) about the professional lessons they have acquired. The following textual descriptions represent examples of how the distinguished leaders utilized and exhibited mentorship as part of their leadership strategies.

**Dr. Virginia Barry.**

Dr. Barry valued the lessons about life she received from mentors at a young age. This aspect of her upbringing was reflected during the face-to-face interview.

I think your values and your principles are set in childhood. I had a very strong childhood…I was the oldest of five, a very religious based family with strong values, strong ethics, high expectations, but a lot of kindness, a lot of family contact, a lot of integration together… I was very active in the Girl Scouts, so there was a lot of collaboration with other young women.

Mentors continued to play an important role in Dr. Barry’s life. As a graduate student, Dr. Barry reflected about the positive role mentors she experienced at Florida State University who encouraged her academic interests and scholarship, and where she ultimately earned her doctorate degree. As a new professor at Plymouth State College, Dr. Barry mentioned former President Kasper Marking who valued her educational vision, and encouraged her scholarship and teaching. Dr. Barry continues to value the role mentors play in her life including school administrators and university faculty, which provide her the opportunity to continually reflect, learn, and grow.

Dr. Barry has taken the important role of mentoring toward the process of developing others, which is recognized by her previous teaching of graduate students at Plymouth State University. At the NH Department of Education she is continually trying
to identify young professionals to encourage and support. “I implemented something that never happened here before (at the NHDOE)...I recruit people now. I recruit and look for smart, kind people...people that see the value of public education...what I want is a staff that cares about the work, cares about children...it is the human capital that makes a difference.”

In her role as Commissioner she also places a value on mentoring teachers. “How can we help teachers be more effective? One way is in the importance of mentoring...to be around other people that have a deeper and better understanding is important to the growth of young teachers.”

**Justice Batchelder.**

Justice Batchelder experienced superb role models and mentors in his childhood and professional life, and he continues to pass his knowledge forward by serving as a mentor to others. Justice Batchelder had loving and supportive parents who valued education. In fact, his mother graduated from Plymouth Normal School (Plymouth, N.H.) in the 1920’s and was an Elementary School Teacher.

On the importance of experiencing positive mentors Judge Batchelder stated, I had good teachers. I had Ms. Flint, who was my Latin teacher and she was excellent...I had Ms. Fry who taught me English in high school and she was a great help and you know there was some inspiration there...And then there came a time when I came out of service (Navy, WW II) and went back to college (University of New Hampshire), I took a course in government from Norman Alexander for whom a university hall is named Alexander. He took three or four of us aside one day and told us that we should go to law school, and I had not
given law school thought one... But he pulled a trigger, and so at his suggestion we took… the LSATs. I can remember taking them at the Harvard Law School and we all applied at Boston University, we were admitted, and we carried on. Thanks to Norman Alexander. I think that was a fascinating shift in my life.

An example of Judge Batchelder mentoring others was indicated by a colleague who stated, “Justice Batchelder worked hard, and inspired others to do so. He recognized when staff members did their job well and expressed his appreciation. Justice Batchelder took an interest in everyone at the Supreme Court, no matter their position, which engendered personal loyalty to him.”…Another colleague noted,

He also engaged his staff in discussions about current topics in the news, making them consider all sides of a particular issue and reach their own conclusion whether or not he agreed with it. He has a can-do attitude that made everyone feel that they could accomplish anything at any given time and the desire to do it.

On the impact of Justice Batchelder, a colleague and current attorney pointed out, “I appreciated his wisdom and caring as much as I did his philosophy of law. He remains my most respected mentor and I do everything I can to bring the values he taught me to my every day life.”

Young attorneys who clerked for or were colleagues of Justice Batchelder indicated the positive influence it had on their personal growth. One example is former Superior Court Justice Walter Murphy who began working for Judge Batchelder immediately after law school in 1962. He noted, “he is an example of what it is that all people should be. He is a man for others. He has conducted his life that way. I could not be more proud to be his friend and his partner.”
Coach Chuck Lenahan.

Coach Lenahan also had positive role models and mentors beginning at a young age, and continued throughout his professional life. In a similar fashion with the other distinguished leaders, mentoring others was an important aspect of his leadership success.

I was really lucky because growing up I always had my father (who was supportive) and who let me know what he expected. Principal George Zoulias was a great man (when I first began teaching and coaching) and other principals I had including Jim Desmarais. I am real lucky that I had some great principals to look up to.

Coach Lenahan offered, “I hope the lessons (of hard work, dedication, teamwork) taught the kids something that they can take for their life and use in different ways, (the kids) know what it is to dedicate to something worthwhile and hopefully apply it to their life.”

A former student /athlete who played for Coach Lenahan in the 1980’s offered, There was a sign that hung on the wall of his office that read, “success belongs to those who prepare for it.” As a young man I often pondered what the quote really meant. As I left high school and began my journey in life it became perfectly clear what it meant. His lessons on the field were not only to win football games, but to prepare you for the trials and tribulations of life. Thousands of young men can thank Coach Lenahan for their success in life after high school. I personally have carried those lesson and values with me in every aspect of my adult life.

Coach Lenahan has also mentored many young coaches throughout the state of New Hampshire. Coach became the “go to guy” when schools were establishing a
football program in their communities. He would present budgets, equipment needs, safety precautions, and program philosophy to school boards, school administrators and coaches, and he was always available with questions about program needs to anyone.

**Alex Ray.**

Alex Ray values the role mentors had in his life, and he loves the role he currently has at The Common Man to mentor others.

My parents were the very first experience (of mentors) and they had influence, on your temperament and your selfless influence…my family was interesting, because my mother was demanding, my father was calming and super humble, honest and had a great work ethic. I take after both of them on the DNA side. And frankly thank my family for it …those affirmation qualities are good character traits that are offered to you too – they’re contributors to my success.

Alex Ray began working in the restaurant and hospitality industry in the North Conway area as a young man, and he received encouragement from supervisors to pursue a career in Culinary Arts. He took the advice and completed a program at the Culinary Institute of American in the mid 1960’s.

Alex has a passion for mentoring others, especially new employees. Teaching people is my highest reward to myself. I don’t know how to articulate that. But it is informal, it is at work. The thing I talk about with every employee…which drives them crazy, is to make people better at their job and more efficient and more valuable to themselves…it is my number one thing, to pass on my thoughts about business to others.
The emphasis Alex places on mentoring others was highlighted by colleague who indicated when “the real story of his giving back and paying it forward- is told, it will make for fascinating reading.”

Each leader utilized mentorship, which includes the emotional intelligence competencies of initiative and developing others, and is within the emotional intelligence domains of self-management and relationship-management, to assist in their effectiveness as leaders. From early stages in life the leaders had parental guidance, role models and mentors to assist in their development, and they continually seek mentors for their professional growth. Each leader also values passing their knowledge forward by mentoring others.

**Summary of Five Interconnected Themes**

The data analysis process revealed five interconnected themes for each distinguished leader. Passion, humility, empathy, collaboration, and mentorship are aspects of emotional intelligence competencies and/or leadership virtues. Each research participant utilized and exhibited the five themes to achieve personal and organization goals, develop team members, and support individuals with whom they lead or mentor. The five themes provide a deeper understanding of the factors influencing effective leadership, which was the focus of this study.

**Individual Themes**

Beyond the common interconnected themes, each leader had individual strengths indicating how they utilized emotional intelligence competencies and exhibited leadership virtues. These individual themes (and qualities) provide a deeper
understanding of how the constructs of emotional intelligence and leadership virtue contribute to effective and distinguished leadership.

The following descriptions represent key emotional intelligence competencies and leadership virtues that emerged from the data from the perspectives of each distinguished leader, and provide additional constructs for their overall effectiveness as a leader.

**Dr. Virginia Barry**

The individual themes for Dr. Barry, Commissioner of the New Hampshire Department of Education, (see Figure 4.9) include Change Catalyst, which is an emotional intelligence competency within the domain of relationship management, and is a leader’s ability to initiate, manage and lead an organization in a new direction.

![Figure 4.9: Themes of emotional intelligence competency (EIC) and emotional intelligence domain (EID) for Dr. Virginia Barry.](image)
The second theme is Optimism, and is an emotional intelligence competency within the self-management domain, and represents a leader seeing the upside or positive nature in events (Goleman et al., 2013).

The following textual descriptions represent how Dr. Barry utilized optimism and competency as a change catalyst to assist her leadership. Examples of Virginia Barry being a change catalyst was offered from a colleague who noted, “Dr. Barry is a visionary, she sees the big picture, and is willing to take unpopular positions for the greater good. (She is) emotionally aware of what is needed.” Simply put, a Plymouth State University colleague noted, “She is a change agent.”

An example of Dr. Barry’s optimistic disposition is articulated with how she deals with (and evaluates) set backs in her life or at the workplace.

This may sound bizarre to you…I ultimately don’t see things as failures, as much as I see them as re-thinking. If something is that important, then I am going to rethink how I can get to where I want to go…If something is that important that you are going to invest time in it, searching for different paths is part of the process, so I am not really ever disappointed.

Dr. Barry truly embraces the belief that there are no setbacks or challenges, only new opportunities.

Beyond the five interconnected themes common to all the research participants in this study, Dr Barry was a change catalyst and exhibited optimism in her professional roles which contribute to her leadership distinction and effectiveness.
Judge William Batchelder

The individual themes for Justice Batchelder, former New Hampshire Supreme Court Justice, include the emotional intelligence competency of Transparency, and the leadership virtues of Judgment and Impartiality (Figure 4.10).

Figure 4.10 Individual Themes for Justice William Batchelder

Figure 4.10: Themes of leadership virtue (LV), emotional intelligence competency (EIC), and emotional intelligence domain (EID) for Judge Batchelder.

Transparency is an emotional intelligence competency within the domain of self-management, and for this research was represented by a leader displaying honesty, integrity, and trustworthiness (Goleman et al., 2013). Judgment is a leadership virtue and requires a leader to have knowledge, reflection in-and-on action, experience, and the ability to consider a wide array of circumstances, often simultaneously and immediately. Impartiality is an additional leadership virtue and for this study represents a leader’s commitment to maintaining a non-partisan position in regards to issue and taking an
active stand against hate, bias, and injustice (Glanz, 2003). The following represent ways Judge Batchelder displayed transparency, judgment, and impartiality.

Upon meeting Judge Batchelder to discuss his potential participation in this research he offered the following enlightening comment. “So you are interested in developing a deeper understanding of the factors contributing to effective leadership? Three words can answer that question, Tell The Truth!” Truly an indication of the value he places on honesty and transparency as it relates to leadership in the justice system.

I was offered a judicial post (NH Superior Court) from Republican Governor Walter Peterson and then later (NH Supreme Court) from Democrat Governor Hugh Gallen, so I felt comfortable that I have been chosen to be a judge by Governors of two different political parties.

Serving as NH Supreme Court Justice led him to hear important cases concerning social justice and the state responsibility to fund public education. These cases provide examples of his judgment, impartiality, and transparency. A colleague, and attorney noted about Justice Batchelder, “He's been ahead of his time in terms of his decisions as a judge (like on gay parents having the right to foster children). He also was the deciding judge in the Claremont decision that has impacted public education for the poor like no other in our history.” Former NH Supreme Court Justice Broderick noted, “He serves as an example to me as to what a judge should be. He is always interested in how to make things better and more just.” The following represent a brief review of the Claremont school funding case. In Claremont I, 1993 the court held that the New Hampshire Constitution “imposes a duty on the State to provide a constitutionally adequate education to every educable child and to guarantee adequate funding” and remanded the
case for trial. The court also noted that the legislature and the governor have the responsibility to define “the specifics of” an adequate education. In *Claremont II*, 1997 the court declared the then current education finance system unconstitutional because it violated the state constitution's requirement that all state taxes be “proportional and reasonable.” Under that system, taxpayers in lower wealth school districts paid as much as four times the local property tax rate of those in higher wealth districts (*Claremont School District v. Governor*). Beyond the five interconnected themes of effective leadership, Justice Batchelder utilized transparency and exhibited judgment and impartiality to assist in his leadership effectiveness.

**Coach Chuck Lenahan**

The individual themes for Coach Chuck Lenahan include the emotional intelligence competency of Self Confidence and the leadership virtue of Courage (Figure 4.11). Self-confidence is an emotional intelligence competency within the EI domain of self-awareness, and for this study was represented by a leader having a sound sense of their self-worth and capabilities (Goleman et al., 2013). Courage is a leadership virtue, and for this research was represented when a leader has the ability to stand behind their principles, thus displaying immense strength of character (Glanz, 2002). The following examples represent how Coach Lenahan utilized and exhibited self-confidence and courage.
Two signs have always hung on the wall in Coach Lenahan’s office: “doubt whom you will, but never doubt yourself,” and “success belongs to those who prepare for it.” Coach’s courage and self-confidence is apparent because he not only preaches those quotes, but practices and role models them daily for his players and fellow colleagues. As Coach indicated, “if you are going to expect the kids and those around you to work hard and be prepared, and follow what you are doing, you better set the example.”

What is also important to Coach Lenahan is his ability to stand behind his principles, especially concerning working hard to promote and protect the best interests of all students. As a colleague noted, Coach continually sets the “important goal to make a significant difference in student lives and to never give up on a student, and he continually urges all members of the school community to never give up a student.”
Beyond the interconnected themes for all the research participants in this study, Coach Lenahan’s self-confidence and courage assisted in his effectiveness as a leader.

**Mr. Alex Ray**

The individual themes for Alex Ray include the emotional intelligence competency of Service and the leadership virtue of Imagination (Figure 4.12). Service is an emotional intelligence competency with the domain of social awareness, and for this study was represented by a leader recognizing and meeting follower, client or customer needs (Goleman et al., 2013). Imagination is a leadership virtue, and for this research represents a leader being creative and having the power to see what others may not (Glanz, 2002).

![Figure 4.12 Individual Themes for Mr. Alex Ray](image)

*Figure 4.12: Themes of leadership virtue (LV), emotional intelligence competency (EIC), and emotional intelligence domain (EID) for Mr. Alex Ray.*
The following represent key examples of how Alex Ray utilized and exhibited service and imagination as part of his effectiveness as a leader. Service is deeply valued as part of the mission of The Common Family. Alex’s mantra for The Common Man Family has always been “do good,” and he encourages all employees to get involved with their local community. He allows employees a paid day off to contribute to a charity of their importance and supports employee efforts to raise funds for local organizations.

The Common Man donated over $50,000.00 to the American Red Cross and Habitat for Humanity to assist with hurricane efforts, and continues to live up to the company mantra of “doing well by doing good.” Upon winning a national humanitarian award, former NH Governor John Lynch stated, “Alex understands his responsibility to the community, and I don’t know anyone in New Hampshire who takes that more seriously than Alex.”

Alex is also blessed with imagination and creativity, which is indicative of the unique themes and aesthetics of The Common Man Family of restaurants. As a young man, Alex had initial professional interest in architecture, which he is able to carry out with his imprint on the designs of his restaurants. Many of The Common Man restaurants replaced the properties of abandoned mill buildings and sites in need of repair, which Alex turned into high quality restaurants, inns, or a performing arts center. As a colleague pointed out, “He has an amazing vision that I have never seen in anyone else.”

Beyond utilizing his imagination to create high quality restaurants, Alex supports the theater arts in the Plymouth N.H. region and performs in many of the productions. A colleague noted,
Alex’s vision and creativity is astounding. He can see what other cannot and goes about making dreams a reality on a daily basis. He has been an amazing advocate for the arts and his support has made all the difference in many of our productions.

Additional corroborating evidence of the value of imagination in Alex’s leadership effectiveness was found from the results of the leadership survey, that indicate he naturally possesses the leadership virtue of imagination (Table 4.1). According to Glanz, “imaginative leaders investigate new ways of doing things…Imaginative and creative leaders encourage others to examine their taken-for-granted ways of doing things, and they upset the proverbial apple cart by being free thinkers” (p. 138). The imagination of Alex Ray has helped to create and maintain the quality of The Common Family over the past 40 years.

Beyond the five interconnected themes among the four research participants, the data analysis process revealed Service and Imagination are two additional keys Alex Ray utilizes toward being an effective and distinguished leader.

**Summary of Chapter Four**

Triangulating the data through the utilization of document analyses, face-to-face interviews, email interviews with colleagues of the distinguished leaders, and the leadership survey provided corroborating evidence that distinguished leaders utilize emotional intelligence competencies and exhibited leadership virtues. The data analysis process revealed five interconnected themes among the research participants including passion, humility, empathy, collaboration, and mentorship. These themes are
combinations of emotional intelligence competencies and/or leadership virtues that have been cited as necessary constructs to lead effectively.

Important to the findings is that many of the emotional intelligence competencies were utilized and many of the leadership virtues were exhibited by the distinguished leaders during the initial coding phase. Through the additional coding process of themeing [sic]-the-data, the interconnected themes represent important findings of the phenomenon of distinguished leadership for this study.

The results of the data indicate that at least one competency within each emotional intelligence domain (self-awareness, self-management, social awareness, and relationship management) were utilized by each distinguished leader. Beyond the five interconnected themes, each distinguished leader utilized and exhibited additional combinations of emotional intelligence competencies and/or leadership virtues that assisted in their individual effectiveness and distinction as leaders (individual themes).

This chapter summarized the purpose and research questions, methodology, data collection and analysis processes that revealed the five interconnected themes of passion, humility, empathy, collaboration, and mentorship. Chapter Five includes a summary of the research findings, interpretations, conclusions, implications, and recommendations for future research.
Chapter Five: Interpretations and Conclusions

Chapter Five presents the findings, interpretations, conclusions, and implications of this study, as well as recommendations for future research based upon the results of this investigation. This phenomenological study investigated the leadership practices of distinguished leaders to determine whether they utilize emotional intelligence competencies and exhibit leadership virtues. This chapter is divided into four general sections. The first section highlights the context of the study by summarizing the design of this research including the purpose and research questions, methodology, research participants, and data collections and analysis processes. The second section provides the findings and conclusions based upon my interpretations of the data from this research and discovered in the literature. Included in the second section is a focus on the themes and essential elements that emerged based upon the data analysis process. The third section focuses on the implications the results of this study has on leadership strategies to enhance personal and organizational achievement and effectiveness. The last section of Chapter Five provides insight toward possible recommendations for future study.

Context of the Research

Purpose of the Research

The purpose of this research was to investigate the leadership practices of distinguished leaders to determine whether they utilize emotional intelligence competencies and exhibit leadership virtues. The review of literature about this topic revealed the positive connection of emotional intelligence competencies and leadership virtues on distinguished leadership. Effective and distinguished leadership, which are interconnected and synonymous terms for this study, assists nations through uncertain
times, helps business industries thrive, and enables educational and other non-profit organizations achieve their missions. Ineffective leadership has the converse effect. Organizations can lose sight of their goals, become irrelevant, and in some cases fail (Mills, 2005).

Many individual and organizational factors contribute to the quality of leadership. According to Yukl (2012) “leaders can enhance the performance of a team, work unit, or organization by using a combination of specific task, relations, change, and external behaviors that are relevant for their situation” (p. 78). For this study distinguished and effective leadership is indicated by contextually relevant task and relationship behaviors that foster a collective sense of goals and objectives and how to go about achieving them; instilling in others dedication and appreciation of the importance of work activities and behaviors; creating and maintaining excitement, enthusiasm, confidence, and optimism in an organization as well as trust and cooperation; encouraging flexibility and input in decision making and change; and establishing and maintaining a meaningful identify for an organization (George, 2000; Mills, 2005; Stogdill & Bass, 1981; Yukl, 2012,2013). Leaders who are able to personify the elements of effectiveness (George, 2000; Yukl, 2013) set the foundation for constructive workplace environments and establish the possibility for organizational and individual achievement.

Distinguished and effective leadership has a significant relationship in the process of developing workplace member dedication and motivation and fostering positive organizational cohesion (Goleman, Boyatzis, & McKee, 2013; Yukl, 2013). Important in the understanding of effectiveness are the character and personal attributes a leader must embody. Leaders face a number of profound challenges on the social, economic,
educational and political front throughout society, and understanding the qualities and characteristics of effective leadership is necessary to help address the unstable times facing organizations and all of humanity (George, 2003). Those individuals who embody specific character and professional attributes of effective leadership, have the potential to positively change individual lives, improve organizational constructs, enhance the quality of society, and distinguish themselves as effective leaders. What attributes do individuals need to embody in order to lead during such tumultuous times? Growing evidence indicates individuals who are emotionally intelligent and embody leadership virtues are well equipped to provide distinguished leadership (Glanz, 2002; Goleman, et al., 2013; Nelson & Low, 2003).

Emotional Intelligence has been cited as a key component of leadership that “represents a critically important competency for effective leadership and team performance in organizations” (Prati et al., 2003, p. 21). According to Boyatzis, et al., (2000), emotional intelligence is observable behavioral displays of “self-awareness, self-management, social awareness, and social skill (relationship management) at appropriate times and ways in sufficient frequency to be effective in the situation” (p. 344). The first two domains, self-awareness and self management determine how well we understand and manage ourselves and our emotions; the second two domains, social awareness and relationship management (social skill) dictate how well individuals recognize and manage the emotions of others, build relationships, and work in complex social systems (Boyatzis & McKee, 2005). Within the four domains, the EI construct includes 19 competencies that create the basis for effective leadership no matter the context of an organization (Goleman et al., 2013).
Beyond emotional intelligence, philosophers and educational research scholars indicate educational leaders who embody the specific virtues of courage, impartiality, empathy, judgment, enthusiasm, humility, and imagination will enhance their overall impact and effectiveness (Glanz, 2002; Hare, 1993). The seven leadership virtues are convictions or character traits that enable individuals to function in ways that develop their highest potential (Glanz, 2003; Hare, 1993; Velasquez et al., 2009). According to Velasquez et al. (2009), virtues are similar to habits in that once they are obtained they become part of an individuals’ character. An important consequence to embodying leadership virtue is that leaders will be more likely to behave in a moral and ethical manner, which is an essential aspect of leading effectively (Glanz, 2002).

This research was encouraged by empirical evidence from three theoretical streams: emotional intelligence (Bar-On, 2010; Cliffe, 2011; Goleman, 1995, 2006; Goleman et al., 2013; Mills, 2009; Nelson & Low, 2003; Salovey & Mayer, 1990), effective leadership (Collins & Porras, 1997; George, 2000; Renz, 2010; Stogdill & Bass, 1981; Yukl, 2013); and educational leadership virtues (Glanz, 2002; Hare, 1993). An important insight to leadership understanding is that individuals who are emotionally intelligent and embody leadership virtue are more likely to be effective leaders and lead successful organizations (Glanz, 2002; Goleman et al., 2013; Prati et al., 2003).

**Research Questions**

Understanding the significance of emotional intelligence and leadership virtue on leadership and to develop a deeper understanding of the factors contributing to effective and distinguished leadership, the following research questions were utilized to guide this investigation. The primary question guiding the study was: What emotional intelligence
competencies are utilized, and what leadership virtues are exhibited by distinguished leaders? The secondary questions guiding this study were: 1) what life factors (experiences) contributed to the development of emotional intelligence competencies and leadership virtues for distinguished leaders? And 2) what emotional intelligence competencies and leadership virtues do distinguished leaders value as being important to leadership success?

Researchers have indicated a connection between emotional intelligence and effective leadership (Glanz, 2002; Goleman et al., 2013; Nelson & Low, 2003), however there is limited research available to determine whether leaders also exhibit specific character traits, or leadership virtues, to assist in attaining leadership effectiveness. Future research to be considered was noted by Mayer et al., (2004) who recommended researchers gather a deeper understanding of “how EI relates to other intelligences and other personality traits, and understanding the processes underlying EI” (p. 211). This research directly addressed that recommendation.

**Research Methodology**

The design of this research followed a qualitative phenomenological approach where data was obtained through the utilization of document analyses, face-to-face interviews, colleague email interviews, and a leadership survey. Qualitative research is a technique for examining and understanding the meanings groups or individuals attribute to a social or human dilemma (Patton, 2015). Researchers who “engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation” (Creswell, 2009, p. 4). Leadership is a complex phenomenon with many factors
influencing effective outcomes including context, and the individual characteristics, qualities, and values of the leader. Allowing the ideas and opinions from distinguished leaders to emerge in this study provided insight on the subject of leadership and improves understanding of the factors contributing to leadership effectiveness.

**Participant selection.**

Four individuals were purposefully selected (Creswell, 2007) as research participants because they met the criteria established by the researcher of being a distinguished leader. The criteria of research participants included:

- Leaders who have attained prominence as professionals in their careers, which includes evidence of extraordinary personal and organizational achievement in their field, and over 30 years of leadership experiences
- Leaders who have experienced public or peer recognition of leadership success, achievement, and effectiveness
- Leaders who have made a significant impact to enhance quality educational programming in the state of New Hampshire

The following individuals participated in this research, and background information is provided in Table 5.1.
**Table 5.1**

*Distinguished Leader Components*

**Dr. Virginia Barry**, (Commissioner of Education, Professor, University Administrator)

<table>
<thead>
<tr>
<th>Elements of Distinguished Leadership</th>
<th>Evidence of Distinguished Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attained unusual prominence as professionals &amp; Extraordinary personal and organizational achievement in career</td>
<td>NH Commissioner of Education 2009, re-appointed 2013 Experience as an educational leader includes roles of Teacher, Principal, tenured university Professor, and Provost and Vice President of Academic Affairs, Plymouth State University (PSU), Plymouth, N.H.</td>
</tr>
<tr>
<td>Public or peer recognition of leadership success and effectiveness</td>
<td>Received PSU Harold Hyde award for outstanding leadership Received Presidents Award from New England Association of Superintendents—which recognizes a person whose career has been dedicated to making the lives of kids better through a commitment to excellence in education and being an advocate for all children. Received ASCD award for leadership and teaching Received PSU Distinguished Teaching Award (1985) Received PSU College of Graduate Studies, Outstanding Transformational Leadership Award Under Dr. Barry’s leadership, the NHDOE received Frank Newman award for outstanding innovation in state education policy (2011 &amp; 2012).</td>
</tr>
<tr>
<td>Significant impact to enhance quality educational programming in N.H.</td>
<td>Over 30 years experience as teacher, leader, tenured university professor, provost, and VP of academic affairs, commissioner Member of University System of New Hampshire Board of Trustees (USNH), Community College System of New Hampshire (CCSNH) Board of Trustees, and the NH Business Round Table. Published and presented widely on working with children with disabilities and on issues such as collaborative leadership</td>
</tr>
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<tr>
<th>Elements of Distinguished Leadership</th>
<th>Evidence of Distinguished Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attained unusual prominence as professionals &amp; Extraordinary personal and organizational achievement in career</td>
<td>Private Practice Attorney, Grafton County (NH) Prosecuting Attorney, Appointed to NH Superior Court in 1970 by Governor Walter Peterson (Republican), Appointed to NH Supreme Court 1981 by Governor Hugh Gallen (Democrat)</td>
</tr>
<tr>
<td>Public or peer recognition of leadership success and effectiveness</td>
<td>Bill of Rights Award, NH Bar Association Granite State Award, PSU Henry Blair Medal for distinguished pubic service, PSU Professionalism Award, NH Bar Association President’s award for Service to the Profession, NH Bar Association Silver Shingle Award, Boston University National recognition from the American Bar Association Distinguished American Award, Joe Yukica National Football Foundation, NH Chapter.</td>
</tr>
</tbody>
</table>
Significant impact to enhance quality educational programming in N.H.  
Numerous philanthropic and volunteer efforts including supporting Plymouth State University, Pease Public Library, Plymouth Historical Society, Squam Lakes Science Center. Justice in NH Supreme Court Case concerning education funding and providing all students an adequate education (Claremont I and II)

**Coach Chuck Lenahan.** (H.S. Football Coach, Teacher, Athletic Director, 1971-2014)

<table>
<thead>
<tr>
<th>Elements of Distinguished Leadership</th>
<th>Evidence of Distinguished Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attained unusual prominence as professionals &amp; Extraordinary personal and organizational achievement in career</td>
<td>Most successful high school football program in New England Record 356-70-1 (Plymouth Regional H.S., Plymouth, N.H. 20 championships in 43 years as coach (NHIAA record), Teams also received 11 Runner-Up awards. HS Athletic program 2 time NHIAA sportsmanship award recipients (established 1992)</td>
</tr>
</tbody>
</table>
| Public or peer recognition of leadership success and effectiveness | Inducted to NH Interscholastic Athletic Association (NHIAA) Hall of Fame  
Inducted to National Federation of State High School Associations (NFHS) Hall of Fame- (Third individual from state of N.H.) Nominees for NFHS must exemplify the highest standards of sportsmanship, ethical conduct, and moral character.  
Inducted to Plymouth State University Athletic Hall of Fame  
Inducted into the NH Coaches Association Hall of Fame  
Inducted to National Football Foundation Hall of Fame  
Multiple award winning Athletic Director of the Year, NH Athletic Director Association (NHADA) |
| Significant impact to enhance quality educational programming in N.H. | Over 40 years of service in state of New Hampshire in roles as physical education teacher, coach, and athletic director at Plymouth Regional High School. |

**Mr. Alex Ray** (Business Owner, Entrepreneur, Philanthropist, 1971-present)

<table>
<thead>
<tr>
<th>Elements of Distinguished Leadership</th>
<th>Evidence of Distinguished Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attained unusual prominence as professionals &amp; Extraordinary personal and organizational achievement in career</td>
<td>Creator, Owner and Founder of the thriving N.H. hospitality business: The Common Man Family (CMF); Includes 18 restaurants, two inns, a spa, a company store, and movie house and performance center. Employing over 1000 individuals. Creator of the ‘Common Effort’ fund to assist individuals and communities in need including hurricane Katrina victims and NH Food Bank. Founder of Webster House, a drug and alcohol rehabilitation center in Franklin, NH.</td>
</tr>
</tbody>
</table>
| Public or peer recognition of leadership success and effectiveness | Recipient of PSU Granite State Award for achievement and contribution to New Hampshire.  
Recipient of PSU Excellence in Business Leadership and Citizenship  
CMF: named Business of the Decade, Business NH Magazine  
CMF: named best places to work in the food industry, The Griffin Report  
CMF: National Humanitarian Award |
Each leader has attained prominence in their career, been recognized for their achievements and effectiveness, and dedicated a significant portion of their livelihood toward improving the educational systems in New Hampshire. The research participants all exemplify the phenomenon of distinguished leadership, and their experiences were utilized to address the purpose and answer the research questions related with this study.

The four distinguished leaders who participated in the research had leadership roles in diverse contexts, and their sphere of influence included the professional fields of hospitality and business management, educational leadership and educational policy, law and justice, coaching and athletic administration, philanthropy and volunteerism (Figure 5.1).

This researcher intentionally evaluated distinguished leaders from diverse professional backgrounds, in order to identify common leadership themes, which are indiscriminate of professional context.
Data collection.

The data collection processes followed the protocol of a qualitative/phenomenological investigation (Creswell, 2007; Patton, 2015) which included utilizing document analyses, face-to-face interviews with the research participants, email interviews with colleagues of the distinguished leaders, and a leadership survey which
allowed the distinguished leaders to share their leadership experiences and corroborate the data through the process of triangulation (Creswell, 2007). Key to the validity of the distinguished leader interview process, the terms “emotional intelligence” or “leadership virtues” were not used by the researcher in order to avoid pre-determining or influencing responses and results. The researcher informed each participant (verbally, and stated on the informed consent document) that the purpose of the research was to gather a deeper understanding of the factors contributing to effective leadership.

**Data analysis.**

Based on the protocol of qualitative phenomenological research (Creswell, 2007; Patton, 2015) the collected data was coded and themed. The analysis process identified themes and emergent elements that provided a deeper understanding of the phenomenon of distinguished leadership as it relates to emotional intelligence competencies and leadership virtues.

Each data collection mechanism in this study was first coded utilizing the initial coding strategy by “breaking down the qualitative data into discrete parts, closely examining them, and comparing them for similarities and differences” (Saldana, 2013, p. 100). Upon reflecting about the initial codes, the researcher then employed the themeing [sic]-the-data coding strategy, “which is appropriate for virtually all qualitative studies, and especially for phenomenology and those exploring a participant’s psychological world of beliefs, constructs, identity development, and emotional experiences” (Saldana, 2013, p. 176). The approaches proved effective for developing a core understanding of distinguished leadership and to what extent emotional intelligence competencies and
leadership virtues were utilized and exhibited as factors in the research participant’s overall leadership effectiveness.

During the data analysis phase of this research, including the initial coding phase and themeing [sic]-the-data phase (Saldana, 2013), the emotional intelligence domain and competency guide (Appendix D) and leadership virtues guide (Appendix E) were utilized in determining what emotional intelligence competencies were utilized and what leadership virtues were exhibited by distinguished leaders. The leadership virtues survey response guide (Appendix F) was applied to interpret survey results to help corroborate findings. The themes and emergent elements are addressed as subheadings in the findings, interpretations, and conclusion section of this chapter.

**Findings, Interpretations and Conclusions**

This section of Chapter Five provides the findings of this research supported by the analysis of the data collected from document analysis, face-to-face interviews with the distinguished leaders, email interviews with colleagues of the distinguished leaders, and a leadership survey. Findings are presented by answering the research questions utilized for this study. The findings include interconnected and individual themes (as presented in Chapter Four), and ultimately lead to the essential emergent elements of distinguished leadership. The interpretations and conclusions are based on evidence from the themes identified during the data analysis process, reviewed literature, and insights of the researcher.

**Findings**

The data analysis processes that were utilized in this study reveal the findings of this research, and answer the primary and secondary research questions that guided the
study. Answers to each research question will be reflected throughout the following presentation of the research findings.

Utilizing the emotional intelligence domain and competencies guide (Appendix D) and leadership virtues guide (Appendix E) combined to create 26 possible codes. During the initial data analysis coding phase, evidence of the distinguished leaders utilizing emotional intelligence competencies within each emotional intelligence domain (self-awareness, self-management, social-awareness, and relationship management) was found. The initial coding also revealed evidence that the distinguished leaders exhibited the seven leadership virtues of courage, impartiality, empathy, judgment, enthusiasm, humility, and imagination.

This unforeseen (however encouraging) situation led the researcher to move to an additional coding strategy. Continuing the analysis from the initial coding phase to a theming [sic]-the-data phase (Saldana, 2013), revealed evidence of five interconnected themes among the four research participants, as well as individual themes unique to each distinguished leader. A theme is an outcome of the initial coding process. The analysis process led this researcher to develop insights of the phenomenon of distinguished leadership and to develop a deeper understanding of whether emotional intelligence competencies were utilized, and whether the leadership virtues were exhibited by the research participants.

**Five Interconnected Themes.**

The theming [sic]-the-data (Saldana, 2013) analysis process revealed five interconnected themes (Passion, Humility, Empathy, Collaboration, and Mentorship) (Figure 5.2). The themes are reflected in aspects of emotional intelligence (Goleman et
al., 2013) and leadership virtues (Glanz, 2002) constructs utilized in this investigation (Figure 5.3). The themes provide an understanding of the factors that influence effective leadership, and about the phenomenon of distinguished leadership. The themes are interconnected because they are shared by all four of the research participants, and represent components of emotional intelligence competencies and leadership virtues, which are needed to lead effectively. The interconnected themes, as outlined in Figure 5.3, provide the theoretical underpinnings of emotional intelligence competencies (EIC), emotional intelligence domains (EID), and leadership virtues (LV). The interconnected themes are comprised of elements of emotional intelligence and/or leadership virtues identified during the data analysis process.
Figure 5.3: Process tree model outlining the theoretical underpinnings of leadership virtue (LV), emotional intelligence competency (EIC), and emotional intelligence domain (EID) found within each of the interconnected themes shared amongst distinguished leaders.
**Passion.**

Passion was the first identified theme common to all four distinguished leaders. Passion includes strong emotion and drive toward something of value for the distinguished leaders. Passion is represented by the leadership virtue of Enthusiasm, which is a state of being in which a leader exudes fervor about something that is of value or important (Glanz, 2002). It is also represented by the emotional intelligence competency of Achievement, which is a leaders drive to improve performance to meet inner standards of excellence. Achievement is within the EI domain of Self-Management (Goleman, et al., 2013).

All four distinguished leaders portrayed evidence of their achievement drive. In order to be considered for participation in this study, the criteria included: Leaders who have attained prominence as professionals in their careers, which includes evidence of extraordinary personal and organizational achievement in their field, and over 30 years of leadership experiences; and leaders who have experienced public or peer recognition of leadership success, achievement, and effectiveness. A key ingredient of passion is work ethic and dedication toward each participant’s profession.

Beyond achievement, each distinguished leader is enthusiastic about their professional associations. The research participants all value lifelong learning, promoting the importance of their chosen field, and striving to continually better themselves as individuals. The participants also promote the welfare of those who surround them including students, employees, colleagues, friends, or family members. Each distinguished leader loves and is passionate about their work, has pride in themselves and
their employees, and care deeply about the individuals they interact with at their respective workplace environments.

**Humility.**

Humility was the second interconnected theme common to all four distinguished leaders. The theme is represented by the leadership virtue of Humility, and is conceptualized by a leader having the awareness of one’s limitations while at the same time cognizant of one’s abilities (Glanz, 2002). The theme is also represented by the emotional intelligence competency of an Accurate Self-Assessment, or a leader knowing one’s strengths and limits. Humility is within emotional intelligence domain of self-awareness (Goleman et al., 2013).

All four leaders are humble about their achievements and recognize that the awards they have received are more about the organization they are involved with and the people who have supported them, rather than their own self-importance. Each participant recognized individual imperfections, and embodies the awareness to continually work on improving their overall effectiveness as leaders.

All four distinguished leaders utilized accurate self-assessment and exhibited humility as an aspect of leadership. The attributes assisted the research participants to have knowledge about their own strengths and limits, reflect on their own development, and have the wisdom to delegate responsibilities to other individuals who have strengths in areas they may not possess. Actualizing the theme of humility also allows followers to see the human side of each leader, which ultimately makes them more appealing to follow.
**Empathy.**

Empathy was the third interconnected theme common to all four distinguished leaders. Empathy is a leadership virtue, and is defined by the extent a leader can sense, identify with, and understand what another person is feeling (Glanz, 2002). Empathy also represents an emotional intelligence competency within the domain of social awareness, and is indicated by a leader sensing other’s emotions, understanding their perspective, and taking active interest in their concerns (Goleman, et al., 2013).

Each distinguished leader displayed the core value of empathy. They each care deeply about the welfare of others, and work to meet the needs of all individuals they are in contact with, including students, colleagues, employees, friends, or family. By sensing the emotions of others, and understanding what others are feeling, the leaders were able to build trusting and lasting relationships with others. Having empathy also helped the leaders make decisions and judgments which protect and promote the value of others over their own self interests.

**Collaboration.**

Collaboration represents the fourth interconnected theme common to the distinguished leaders, and is identified as the ability of a leader to utilize team building and cooperation as necessary constructs to build organizational cohesion. Teamwork and Collaboration is within the emotional intelligence domain of relationship management (Goleman et al., 2013). All four distinguished leaders value the importance of teamwork and collaboration. The research participants recognized the success they have experienced is due to not only their hard work and dedication, but also due to the hard work and dedication of others. By instilling the value of family, teamwork, and
collaboration assisted colleagues, players, students, and employees work together with a common purpose to achieve organizational or team goals.

*Mentorship.*

Mentorship represents the fifth and final interconnected theme common to all four distinguished leaders. For this research mentorship combines the emotional intelligence competency of Developing Others, which occurs when a leader supports others’ abilities through feedback and guidance. Developing others is within the emotional intelligence domain of relationship management. Mentorship also includes the emotional intelligence competency of Initiative that is identified as a leaders’ readiness to act and seize opportunities. Initiative is included with the emotional intelligence domain of self-management (Goleman et al., 2013).

The mentoring of the distinguished leaders began at young age from supportive parents, and continued through their entire professional lives. The distinguished leaders also valued mentoring others throughout their careers. The term “passing it forward” is an accurate depiction of all four distinguished leaders. The research participants had the initiative to seek and absorb what mentors offered, and also developed and supported others (especially younger employees or students). The interconnected theme of mentorship also answers the research question of what life factors (experiences) contributed to the development of emotional intelligence competencies and leadership virtues for distinguished leaders? The development of emotional intelligence competencies and leadership virtues was established at young age, and continued to develop throughout life through the guidance of mentors. Each leader utilized mentorship to assist in their effectiveness as leaders. From early stages in life the leaders had
parental guidance, role models and mentors to assist in their development, and they continually seek mentors for their professional growth. Each leader also values passing their knowledge forward by mentoring others.

The data analysis process revealed five interrelated themes among the distinguished leaders. Passion, humility, empathy, collaboration, and mentorship are aspects of emotional intelligence and/or leadership virtues. Each research participant utilized and exhibited the five interconnected themes to achieve personal and organization goals, and develop and support individuals within their organizations. These interconnected themes provide an understanding of the factors influencing effective leadership and the phenomenon of distinguished leadership.

**Individual Themes.**

Beyond the interconnected themes that existed among the research participants, each leader had individual strengths in how they utilized emotional intelligence competencies and exhibited leadership virtues. The individual themes provide a continued understanding of how the constructs of emotional intelligence and leadership virtue contribute to distinguished leadership. The following examples represent the individual emotional intelligence competencies and leadership virtues that emerged from the perspectives of each distinguished leader during the data analysis process, and provided key constructs for the overall effectiveness as a leader.

**Dr. Virginia Barry.**

The data analysis revealed additional themes for Dr. Barry that includes two emotional intelligence competencies. Change Catalyst is an emotional intelligence competency within the domain of Relationship Management, and is represented by a
leader having the ability to initiate, manage and lead an organization in a new direction.

Dr. Barry also utilized Optimism, which is an emotional intelligence competency within the Self-Management domain, and represents a leader seeing the upside or positive nature in events (Goleman et al., 2013).

**Judge William Batchelder.**

The additional themes for Justice Batchelder are a combination of leadership virtues and emotional intelligence competencies. The first individual theme is Judgment, which is a leadership virtue and requires a leader to have knowledge, reflection in-and-on action, experience, and the ability to consider a wide array of circumstances, often simultaneously and immediately. Impartiality is also a leadership virtue and represents a leaders’ commitment to maintaining a non-partisan position and taking an active stand against hate, bias, and injustice (Glanz, 2003). Transparency is an emotional intelligence competency within the domain of self-management, and is represented by a leader displaying honesty, integrity, and trustworthiness (Goleman et al., 2013).

**Coach Chuck Lenahan.**

Individual themes for Coach Lenahan include a combination of leadership virtues and emotional intelligence competencies. Courage is a leadership virtue that is represented when a leader has the ability to stand behind their principles, thus displaying immense strength of character (Glanz, 2002). Self Confidence is an emotional intelligence competency within the EI domain of self-awareness, and is represented by a leader having a sound sense of their self-worth and capabilities (Goleman et al., 2013).
Mr. Alex Ray.

The data analysis revealed individual themes for Alex Ray that includes leadership virtues and emotional intelligence competencies. Imagination is a leadership virtue that represents a leader being creative and having the power to see what others may not (Glanz, 2002). Service is an emotional intelligence competency within the domain of social awareness, and is represented by a leader recognizing and meeting follower, client or customer needs (Goleman et al., 2013).

Summary of Findings.

The interconnected and individual themes that emerged from the data analysis process answer the research questions of this study, and reveal that at least one competency within each emotional intelligence domain (self-awareness, self-management, social awareness, and relationship management) was utilized by the distinguished leaders. The themes also indicate that three leadership virtues (empathy, humility, and enthusiasm) were commonly exhibited among the four participants. Beyond the five interconnected themes, each distinguished leader utilized and exhibited additional individual combinations of emotional intelligence competencies and/or leadership virtues that assisted in their effectiveness and distinction as leaders.

Research Question Outcomes.

The primary question guiding this study was: What emotional intelligence competencies are utilized, and what leadership virtues are exhibited by distinguished leaders?

The initial coding process revealed evidence that the distinguished leaders utilized emotional intelligence competencies within all four domains of the EI construct. As part
of the EI domain of Self-Awareness, evidence existed that the participants utilized the EI competencies of accurate self-assessment and self-confidence. Within the EI domain of Self-Management, the initial coding revealed the participants utilization of transparency, achievement, initiative, and optimism. Included within the EI domain of Social Awareness, examples existed of the participants utilizing empathy, organizational awareness, and service. Within the EI domain of Relationship Management, the distinguished leaders utilized the EI competencies of developing others, change catalyst, building bonds, and teamwork. In total, the initial coding revealed 13 emotional intelligence competencies were utilized within all four domains of the emotional intelligence construct.

Beyond the utilization of emotional intelligence, the initial coding revealed the distinguished leaders exhibited the seven leadership virtues of courage, impartiality, empathy, judgment, enthusiasm, humility, and imagination. The extensive utilization of emotional intelligence competencies and exhibition of leadership virtues during the initial coding led this researcher to engage in a secondary analysis process to understand if any themes existed among the participants. This process assisted in answering the secondary questions utilized in this research.

The initial secondary question guiding this study was: what emotional intelligence competencies and leadership virtues do distinguished leaders value as being important to leadership success? Through the secondary data analysis process, this researcher identified interconnected and individual themes. These themes provide specific evidence indicating which emotional intelligence competencies and leadership virtues the distinguished leaders valued as being important to their leadership success. The
interconnected elements, as outlined in Figure 5.3, reveal the leaders commonly utilized the EI competencies of accurate self-assessment (Self-Awareness), achievement & initiative (Self-Management), empathy (Social Awareness), and developing others & teamwork and collaboration (Relationship Management). The interconnected themes also reveal the distinguished leaders commonly exhibited the leadership virtues of enthusiasm, humility, and empathy.

Themes also emerged specific for each distinguished leader, and assisted in the understanding of what emotional intelligence competencies and leadership virtues they value. Beyond the interconnected themes, Dr. Barry utilized the EI competency of change catalyst (Relationship Management) and optimism (Self-Management). Justice Batchelder utilized the EI competency of transparency (Self Management), and exhibited the leadership virtues of impartiality and judgment. Coach Lenahan utilized the emotional intelligence competency of self-confidence (Self-Awareness) and exhibited the leadership virtue of courage. Alex Ray utilized the EI competency of service (Social Awareness) and exhibited the leadership virtue of imagination.

The interconnected and individual themes that were discovered during the data analysis process highlight the emotional intelligence competencies and leadership virtues the distinguished leaders value for their overall success as leaders.

The final secondary research question guiding this study was: what life factors (experiences) contributed to the development of emotional intelligence competencies and leadership virtues for distinguished leaders? Over 30 years of effective leadership experiences in the professional contexts of educational leadership (Dr. Barry), law and justice (Judge Batchelder), high school coaching (Chuck Lenahan), and business
ownership (Alex Ray) contributed to their development of emotional intelligence competencies and leadership virtues. Each participant continually developed their awareness and understanding of their own emotions, continually expanded their awareness and understanding of the emotions of others in their workplace setting, and reflected on all their experiences of leadership and life to continually develop leadership virtue.

Highlighted in the interconnected theme of mentorship, the distinguished leaders developed their emotional intelligence competencies and leadership virtues at a young age, and continued their development for the remainder of their careers. Each research participant emphasized strong parental guidance and influence that helped to establish their individual character traits. As young men and women, the leaders also experienced quality teachers and/or supervisors who encouraged their individual professional and leadership pursuits, that aided the development of the qualities and character traits found within the constructs of EI and leadership virtues.

Although never overtly stated, it is worth noting that Justice Batchelder served in WW II and Coach Lenahan served in Vietnam. Dr. Barry also participated in the Girl Scouts throughout her teenage years. These experiences, as well as their roles in parenting children, may have shaped their philosophies and development of EI and leadership virtues, but to what extent is beyond the scope of this research.

Throughout the professional lives of the distinguished leaders, they engaged with mentors and had the initiative to continually pursue professional development opportunities. A foundation of emotional intelligence and leadership virtue was established from their parents, however each participant continually developed their EI
and leadership virtues continuously throughout their lives. It is important to reiterate keys to the validity of this study. Not only was triangulation of the data collections methods incorporated into the methodology, and the themeing [sic]-the-data (Saldana, 2013) analysis process utilized; the terms emotional intelligence or leadership virtue were never conveyed by the researcher to the participants in order to avoid pre-determining or influencing responses and results.

An additional factor to consider in reference to the results of the study is the common interconnected themes and individual themes represent only what stood out as core competencies and virtues through the data analysis process. Indications of the utilization of many more of the emotional intelligence competencies and exhibition of all of leadership virtues were found through the initially coding phase. The data analysis process identified only those themes that were prominent for each of the participants in this research.

**Interpretations**

The following subsection of this chapter interprets the themes that were discovered during the data analysis process. Tying together examples from the distinguished leaders, reviewed literature, and researcher interpretations, essential elements emerged from this research to capture the phenomenon of distinguished leadership.

**Essential Emergent Elements of Distinguished Leadership.**

Through an evaluation of the interconnected and individual themes, three essential elements emerged that represent the phenomenon of distinguished leadership. The emergence of elements, as outlined in Table 5.2, was based upon the continued
synthesis of all the accumulated data about the theoretical constructs utilized in this study: effective/distinguished leadership; emotional intelligence; and leadership virtues.

Table 5.2

*Essential Emergent Elements of Distinguished Leadership*

<table>
<thead>
<tr>
<th>Emergent Elements</th>
<th>Emotional Intelligence (EI) Domains &amp; Competencies</th>
<th>Leadership Virtues</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Related Elements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grit and Passion</td>
<td><strong>EI Domains:</strong> Self-Awareness, Self-Management</td>
<td>Courage</td>
</tr>
<tr>
<td></td>
<td><strong>EI Competencies:</strong> Self-confidence, Achievement, Initiative, Optimism</td>
<td>Judgment, Enthusiasm</td>
</tr>
<tr>
<td>Continuous Self-Reflection &amp; Self-Development</td>
<td><strong>EI Domains:</strong> Self-Awareness, Self-Management</td>
<td>Humility</td>
</tr>
<tr>
<td></td>
<td><strong>EI Competencies:</strong> Accurate Self-Assessment, Transparency, Initiative, Achievement</td>
<td>Imagination</td>
</tr>
<tr>
<td><strong>Relationship Related Element</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitator of Organizational Membership Development</td>
<td><strong>EI Domains:</strong> Social Awareness, Relationship Management</td>
<td>Empathy</td>
</tr>
<tr>
<td></td>
<td><strong>EI Competencies:</strong> Empathy, Service, Developing Others, Teamwork &amp; Collaboration</td>
<td>Impartiality, Judgment, Enthusiasm</td>
</tr>
</tbody>
</table>

The distinguished leaders in this study utilize a powerful combination of self and social awareness, understanding, and action to assist in their overall effectiveness and achievement as leaders. The combination of individual and relationship aptitude is based on the embodiment and actualization of emotional intelligence competencies and
leadership virtues. As outlined in Table 5.2, the essential elements that emerged to conceptualize personal or individual awareness and action are represented by grit and passion, as well as continuous self-reflection and self-development.

The essential emergent element that represents relationship understanding and action is the process of distinguished leaders acting as a facilitator of organizational membership development. The three emergent elements are expanded in this subsection, and are supported by examples from the distinguished leaders, reviewed literature, and researcher interpretations.

**Grit & Passion.**

Grit and Passion, as outlined in Table 5.3, was the first emergent element discovered in the continued synthesis of accumulated data. This element indicates individual strengths necessary for the distinguished leaders to lead effectively. In the context of leadership behavior, grit is having strength of character, a dedicated work ethic, and perseverance. Possessing grit and passion is also characterized as a personal competence within the emotional intelligence domains of self-awareness and self-management, two capabilities that determine how individuals are able to manage themselves (Goleman et al., 2013). The EI competencies of grit and passion include emotional self-awareness, self-confidence, achievement, initiative and optimism. Grit and passion also includes the leadership virtues of courage, judgment and enthusiasm.
Table 5.3

Essential Emergent Element of Grit and Passion

<table>
<thead>
<tr>
<th>Emergent Element</th>
<th>Emotional Intelligence (EI) Domains &amp; Competencies</th>
<th>Leadership Virtues</th>
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</thead>
<tbody>
<tr>
<td>Individual Related Element</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grit and Passion</strong></td>
<td><strong>EI Domain:</strong> Self-Awareness</td>
<td>Courage</td>
</tr>
<tr>
<td></td>
<td><strong>EI Competencies:</strong> Self-confidence</td>
<td>Judgment</td>
</tr>
<tr>
<td></td>
<td><strong>EI Domain:</strong> Self-Management</td>
<td>Enthusiasm</td>
</tr>
<tr>
<td></td>
<td><strong>EI Competencies:</strong> Achievement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Initiative</td>
<td></td>
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<tr>
<td></td>
<td>Optimism</td>
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</tbody>
</table>

The grit and passion of the distinguished leaders first appeared from the document analyses that identified potential participants for this study (Table 5.1). The distinguished leaders have embodied grit and passion throughout their lives to complete challenging educational programs and/or pursue and excel at challenging career ventures, while never wavering from their core identity as individuals or leaders.

Grit and passion assisted Dr. Barry to complete a Ph.D., and excel as an educational leader in roles including Professor and Provost at Plymouth State University and Commissioner of the N.H. Department of Education. Grit and passion helped Justice Batchelder return from WWII, and complete an undergraduate degree at U.N.H., law degree from Boston University, and complete a distinguished career as a N.H. Superior and Supreme Court Justice. Coach Lenahan embodied grit and passion to return from Vietnam and complete an undergraduate and two graduate degrees, and lead the most successful high school football program in New England. Finally it is grit and passion
that assisted Alex Ray to dare to open a restaurant in 1971, which has ultimately led to his ownership of 18 restaurants as part of The Common Man Family throughout the state of New Hampshire. Continued examples of grit are found from each distinguished leader who participated in this research.

*Dr. Virginia Barry.*

The element of grit and passion is found from the experiences of Dr. Barry. Governor Hassan pointed out, “Virginia Barry has demonstrated steadfast dedication to the children of New Hampshire, and leaders across the education community have praised her ability to bring people together to develop solutions for the challenges facing our schools.” One cannot help but feel the passion from Dr. Barry when she is speaking about educating children, mentoring young professionals, or leading educational organizations. Dr. Barry stated, “I’m very passionate, I’m very committed, I really believe in what I do.”

A 2015 Leadership New Hampshire graduate commented after hearing Dr. Barry present for the first time at a seminar about the changing landscape of the N.H. education system.

The first thing I noticed was her genuine enthusiasm. She actually liked what she was doing and I could see how proud she was talking about some of the accomplishments that were taking place in K-12 public schools across the state of N.H.

The embodiment of grit and passion of Dr. Barry was observed by a colleague who noted, she is “fearless in the face of adversity or conflict…and she (Dr. Barry)
would often say, when all is said and done, at the end of the day, we are all here for the students… She has the heart of a true educator.”

*Justice William Batchelder.*

A colleague, speaking about the strength and character of Judge Batchelder and why he is a distinguished leader and esteemed Judge, noted,

In my view, the personal and organizational core values that Justice Batchelder embodies can be generally described as principled and committed. As a Supreme Court Justice, he cared very deeply about the rational and meaningful development of the law and the effect the law would have on the rights and daily lives of New Hampshire citizens. He never wavered from that core idea.

*Coach Chuck Lenahan.*

Coach Lenahan embodies grit and passion, as its noted on his stance about dedicated work ethic.

You need to work hard and be dedicated to what you are doing…without it I don’t think someone will be a great leader. I worked 10-12 hour days on Saturday and Sunday (watching game films and preparing game plans). If you are going to expect those around you to work hard (fellow coaches and players) and want people to follow you, then you better be setting the example. I really value that…if you don’t want the responsibility to work with kids, help shape kids lives,…then you are in the wrong profession.

*Alex Ray.*

The element of grit and passion is evident when Alex Ray articulated his leadership philosophy.
I want to build pride. I call it pride not profit, but I want people who like working for us and I want people to know if we have happy employees (what Alex calls ‘our stars’) we’ll have happy customers, because we have happy employees…. I call it the 360-degree circle, it comes back to you in spades because you will be creating better employees. They’re more interested in staying in place, because you do good things. I don’t want to build personal wealth. That was never an objective. I want to build pride.

Grit and passion emerged as the first essential element of understanding the phenomenon of distinguished leadership. Grit and passion includes attributes such as strength of character, work ethic, and perseverance. The attributes of grit and passion are found in the emotional intelligence domains of self-awareness and self-management, as well as found in the leadership virtues of courage, enthusiasm, and judgment.

**Continuous Self-Reflection and Self-Development.**

The second essential element, as outlined in Table 5.4, that emerged to conceptualize personal or individual awareness and action was continuous self-reflection and self-development. Continuous self-reflection and self-development are characterized as a personal competence within the emotional intelligence domains of self-awareness and self-management, and they include the EI competencies accurate self-assessment, transparency, initiative, and achievement. Continuous self-reflection and self-development is also characterized by the leadership virtues of humility and imagination.

In the *Apology*, Socrates commented, I know nothing except the fact of my own ignorance (Hare, 1993). This philosophical stance is representative of the fact that the leaders continually developed their leadership attributes. Throughout their personal and
professional lives, the distinguished leaders reflected upon and accepted that they were incapable of having answers to all the questions of leadership. They continually sought learning opportunities, identified mentors, and had the courage to question their own assumptions.

Table 5.4

**Essential Emergent Element of Continuous Self-Reflection and Self-Development**

<table>
<thead>
<tr>
<th>Emergent Element</th>
<th>Emotional Intelligence (EI) Domains &amp; Competencies</th>
<th>Leadership Virtues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Related Element</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Continuous Self-Reflection &amp; Self-Development</strong></td>
<td><strong>EI Domain:</strong></td>
<td>Humility</td>
</tr>
<tr>
<td></td>
<td>Self-Awareness</td>
<td>Imagination</td>
</tr>
<tr>
<td></td>
<td><strong>EI Competencies:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accurate Self-Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>EI Domain:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-Management</td>
<td></td>
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<tr>
<td></td>
<td><strong>EI Competencies:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transparency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Initiative</td>
<td></td>
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<tr>
<td></td>
<td>Achievement</td>
<td></td>
</tr>
</tbody>
</table>

Examples of the second emergent element are found from the distinguished leaders, especially when they reflected about how they attempt to balance the demands of leadership with their overall wellbeing. The examples highlight the leaders humility and self-awareness that are keys of the emergent element of continuous self-reflection and self-development.

*Dr. Virginia Barry.*

Dr. Virginia Barry addressed the challenge of balancing the demands of leadership and pointed out,

I try really hard to find balance in my life, but it’s not easy (tough demands and worries are part of my position). I find respite in my home environment where I
find the peace. I love music and a good book. I have close friends and family that help me stay balanced.

Evidence also exists of how Commissioner Barry continued to develop her leadership overtime through the utilization of mentors. Dr. Virginia Barry praised former Plymouth State University President Donald Wharton and pointed out, “he was such a first class person and he was so smart, and I really like to be around smart people- that influences me.”

A colleague also pointed out, Dr. Barry “readily recognized what she didn’t know and made sure to surround herself with a team that did.” This comment is reflective of Dr. Barry’s humility and accurate self-assessment.

*Justice Batchelder.*

Articulating his leadership philosophy, Justice Batchelder gave evidence of the emphasis he places on sound judgment in making decisions. His philosophy underscores the thoughtful reflection needed to be an effective judge, and the time it takes to develop a sound judicial philosophy.

I think you start with a premise that your judgment is never better than your information. So it has been my experience over the years and seeing others as well, that the best offerings you can make in judgmental situations is to make certain that you have the appropriate factual predicate. That is so important, and so many bad judgments can be made when a few facts are missing from a total fact pattern. So, I would offer the view that the factual predicate has to be accurate and as complete as it can be under the circumstances of every situation.
Justice Batchelder also reflected on the importance of colleagues who mentored his development. “I was given lot of encouragement from our very beloved Chief Justice of New Hampshire, Frank Rowe Kenison, a delightful human being, and probably one of the great judges of all time.

Chuck Lenahan.

Coach Lenahan also recognized the difficulty in balancing the demands of leadership with personal wellbeing, which is an indication of the element of continuous self-reflection.

It was tough to balance the demands of my leadership position with my family life. I have a supportive wife and daughter. Probably the best thing I ever did was coach my daughter in softball. I got to spend a lot of time with her and my wife, and was able to get my wife involved in what I was doing. It’s a tough thing to do to have a good balance.

Coach Lenahan was also reflective in his leadership development, especially on understanding the importance of relating with his players. Discussing a moment when he realized a student/athlete was dealing with a personal crisis he was unaware of, Coach reflected,

So why didn’t I know that? Why didn’t I get to know this kid better?... I knew this is something I had to a better job of. Getting down at their level. That is something that has always stuck with me. Kids come from such different backgrounds, and you can’t reach all kids the same way. It’s important to do whatever needs to be done to reach the kids.
Most interesting of how the distinguished leaders continually develop their leadership craft was found in the interview with Coach Lenahan. He notified this researcher that he had recently attended a coaching clinic, not as a presenter—but as a participant. Imagine, a hall of fame coach still acquiring new knowledge to improve his personal performance, through continual self-reflection and self-development.

*Alex Ray.*

Alex Ray supported the concept of continuous self-reflection and offered, I hope others would think that I’m honest. I don’t mind that they think I’m too pushy, too detailed, too passionate, which a lot of people just can’t take too much of that. And I have to reduce my fanaticism sometimes about these things. It can be personally, physically and emotionally tiring to me and other people, and I know it, and yet I can’t seem to learn how to be less demanding…I think those are the biggest values that I learned early in life… I think I’m a little hyper, but I like my work ethic, my honesty, my humility, my sense of fairness, integrity. Those are the things I hang onto.

Alex also articulated his struggle of maintaining a sustainable balance between his work life and personal life.

It was no balance, it was a total focus on work and I wished I learned earlier to relax, read, play and try to teach. You should work to live, not live to work and I didn’t know that. So now at 70 I want more life in my time, not more time in my life. Balance is the key to that…. You need to reflect and I’m trying to spend more time on it.
Alex Ray also used the element of self-reflection and self-development to identify the real passion he now receives from his long career. He enjoys mentoring younger employees with the skills he has acquired in over 40 years in the restaurant and hospitality industry.

I’m thinking that life is an education and I love working on that (for myself and others). Some love it (being mentored), because they’re the ones who want to grow, especially young employees. I enjoy teaching everything in the business world of what I know. I think I’m charged with it.

Continuous self-reflection and self-development are characterized as personal competence within the emotional intelligence domains of self-awareness and self-management, and include the EI competencies accurate self-assessment, transparency, initiative, and achievement. Continuous self-reflection and self-development is also characterized by the leadership virtues of humility and imagination.

**Facilitator of Organizational Membership Development.**

The third essential element that emerged, facilitator of organizational membership development (Table 5.5), is based on social understanding and effectively dealing with relationships in the workplace. Whereas the first two emergent elements indicated a leader’s individual strengths (or skills), this element indicates a leader’s relationship strengths (or skills). This is characterized as leaders having competence in the emotional intelligence domains of social awareness and relationship management. Included within this element are the emotional intelligence competencies of empathy, service, developing others, and teamwork and collaboration. The emergent element of facilitator or
organizational membership development also includes the leadership virtues of empathy, impartiality, judgment, and enthusiasm.

Table 5.5

**Essential Emergent Element of Facilitator of Organizational Membership Development**

<table>
<thead>
<tr>
<th>Emergent Element</th>
<th>Emotional Intelligence (EI) Domains &amp; Competencies</th>
<th>Leadership Virtues</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facilitator of Organizational Membership Development</strong></td>
<td><strong>EI Domain:</strong> Social Awareness <strong>EI Competencies:</strong> Empathy Service <strong>EI Domain:</strong> Relationship Management <strong>EI Competencies:</strong> Developing Others Teamwork &amp; Collaboration</td>
<td>Empathy Impartiality Judgment Enthusiasm</td>
</tr>
</tbody>
</table>

Examples of facilitator of organizational membership development are found from the data analysis of the distinguished leaders.

*Dr. Virginia Barry.*

A colleague of Dr. Barry provided an example of how she treats and values her co-workers. “She sees that her staff are whole people, and thus treats them with great dignity and respect. Seeing that we all have personal lives that struggle at times. She shows great generosity to them, and builds real friendships.”

Another colleague reflected on the leadership of Dr. Barry and offered, “She truly believes in an open door policy…(that includes) being 100% accessible for students, staff, faculty, and parents…(She is) a true collaborator and team player.”
Reflecting the reasons why Justice Batchelder was an effective leader, a colleague offered,

Justice Batchelder built relationships with and motivated his staff through respect. Every employee at the court revered him as a gentle, respectful and kind man. I never saw him unduly agitated or upset at anyone. In turn, those who worked for him were motivated every day to do a good job for him because they appreciated how well he treated them as human beings.

An example of Judge Batchelder mentoring others was indicated by a colleague who stated, “Justice Batchelder worked hard, and inspired others to do so. He recognized when staff members did their job well and expressed his appreciation. Justice Batchelder took an interest in everyone at the Supreme Court, no matter their position, which engendered personal loyalty to him.”

A colleague provided insight about the leadership of Judge Batchelder.

To me, the hallmark of effective leadership is instilling a sense of common purpose in the mission. Respecting the roles that each plays in fulfilling the mission, and understanding the myriad human qualities that each individual brings to the mission. Justice Batchelder did all of that while remaining true to his sense of self.

Another colleague indicated, “Judge Batchelder has the ability to act with grace and dignity, has the ability to listen, analyze options and reach a consensus on any issue; (he uses) empathy, compassion, open mindedness…and has a genuine concern for others.”
Coach Lenahan.

A former principal remarked about Coach,
He has had thousands of student-athletes play under his leadership and it is safe to say they were all better for the experience. Chuck not only possesses the skills to teach the sport of football, he is a person who helps his athletes become better human beings as they prepare for life beyond the playing field.

A former athlete who played for Coach Lenahan highlighted his dedication toward his student-athletes.

Coach Lenahan created a culture built on personal sacrifice, pride, and an unwavering competitive spirit. He believed in tough love and personal accountability. He championed the idea of togetherness and doing your very best for the TEAM. His coaching produced men that have gone on to become great scholars, competitive athletes and coaches, successful businessmen, courageous U.S. servicemen and much more.

Alex Ray.

Alex Ray values the importance of the individuals employed at The Common Man Family of restaurants, and works hard to develop trust and respect.

I primarily believe that people you want to lead need to have trust and faith in you. They need to have faith in your honesty, work ethic, and sense of fairness. So number one is to have them trust you and believe in you and hopefully they can see the benefit from working for you. I hope (employees) believe in the place they work.
A colleague of Alex Ray pointed out the thoughtfulness he embodies toward his employees.

Over the years we have successfully increased our focus on employee education, and benefits for our employees, which cost us very little in time, but go a long way, and make our employees understand we value them not only in the workplace, but as individuals.

A long tenured waitress stated, “We have a 401K! We have the opportunity to get insurance from the company, both I believe are unusual in the restaurant business.”

The third emergent element of distinguished leadership is facilitator of organizational membership development. The emergent element is characterized as leaders having competence in the emotional intelligence domains of social awareness and relationship management. Included within this element are the emotional intelligence competencies of empathy, service, developing others, and teamwork and collaboration. The emergent element of facilitator or organizational membership development also includes the leadership virtues of empathy, impartiality, judgment, and enthusiasm.

Summary of Essential Emergent Elements.

The essential emergent elements of grit and passion, continuous self-reflection and self-development, and facilitator of organizational membership development were uncovered by synthesizing and narrowing the initial themes down to what was essential (Saldana, 2013). The emergent elements indicate that the distinguished leaders utilize and exhibit a potent combination of emotional intelligence competencies and leadership virtues as an integral component of their leadership. The individual and relationship processes involved in the emergent elements include self and social awareness,
understanding, and action that assisted in the research participants overall effectiveness and achievement as distinguished leaders. The essential emergent elements represent a deeper understanding of the phenomenon of distinguished leadership, and provide additional insight regarding the individual and relationship related skills and attributes needed to be distinguished and effective leaders.

Conclusions

This qualitative study focused on the theoretical constructs of emotional intelligence and leadership virtues as a means to develop a deeper understanding of the factors contributing to effective and distinguished leadership. This research provided a unique understanding of effective and distinguished leadership, and addressed a gap in the research, by integrating the theoretical constructs of emotional intelligence competencies and leadership virtues. Previous studies evaluated emotional intelligence and leadership virtues as independent themes relating to quality leadership.

The purpose of this research was to investigate the leadership practices of distinguished leaders to determine whether they utilize emotional intelligence competencies and exhibit leadership virtues. A hypothesis for this research was that individuals who embody emotional intelligence competencies and leadership virtues possess the essential qualities and character attributes to ensure leadership effectiveness.

This researcher confirmed the hypothesis of this research and revealed individual themes that indicated these distinguished leaders relied on certain combinations of emotional intelligence competencies and/or leadership virtues to assist their leadership effectiveness. The results of this research provide confirmation that the research participants are effective and distinguished leaders. According to Goleman et al., (2013),
leaders rarely actualize all the EI competencies, and a specific formula does not exist of which combination of EI competencies will lead to leadership success. However, effective leaders need to exhibit strength in at least one competency from each of the four EI domains, and show competence in at least seven of the emotional intelligence competencies. The essential elements (Figure 5.2) that arose from the data analysis indicated these distinguished leaders commonly utilized 10 emotional intelligence competencies within all four domains of the emotional intelligence construct (self-awareness, self-management, social awareness, and relationship management).

According to Glanz (2002), leaders are most effective when they attempt to demonstrate all the leadership virtues. The emergent elements (Figure 5.2) that arose from the data analysis in this research investigation indicated that these distinguished leaders exhibited all seven leadership virtues (courage, impartiality, empathy, judgment, enthusiasm, humility, and imagination).

This data revealed that these distinguished leaders, who are from differing professional contexts, share common utilizations of emotional intelligence competencies and exhibit shared leadership virtues that promote their overall effectiveness. Effective and distinguished leaders are sensitive to context, but that does not indicate they need to utilize vastly different leadership approaches. Rather, effective leaders will apply contextually relevant combinations of basic leadership practices regardless of the organizational environment (Leithwood et al., 2008). In this study, the distinguished leaders were from the diverse professional contexts of law, educational leadership, coaching, and business, yet they shared many of the same strategies in how they utilized
emotional intelligence competencies and exhibited leadership virtues to increase their overall effectiveness.

The results of the study indicated that the research participants developed and reinforced emotional intelligence competencies and leadership virtues throughout their lives. According to Goleman et al., (2013), emotional intelligence competencies “are not innate talents, but learned abilities, each of which has a unique contribution to making leaders more effective” (p. 38). Glanz (2002) points out, the seven leadership virtues can be strengthened. The research participants provided many examples reflecting how emotional intelligence competencies and leadership virtues were initiated during their childhood from supportive parents and/or teachers. The distinguished leaders also provided examples of how they improved their understanding of themselves and others through continuous self-reflection and self-development, and the utilization of mentor relationships, all of which contributed to their development of emotional intelligence and leadership virtue. Developing the qualities of emotional intelligence and leadership virtue was intentional. The leaders were driven to improve their leadership qualities, and develop their organizational relationships. The continuous development of EI and leadership virtues is significant in the understanding that these leaders were not born with certain traits. The qualities of EI and leadership virtues can be learned and continuously evolve, which is important for individuals who want to improve their performance as leaders.

Understanding, managing, and being intelligent about emotions, and embodying leadership virtues is essential for leadership effectiveness (Glanz, 2002; Goleman et al., 2013) Emotionally intelligent and virtuous leaders realize emotions in the workplace
impact judgment, influence behavior, affect morale, and build teamwork. Leaders who are aware and can manage their own emotions, and are aware and can manage the emotions of others are equipped to effectively lead (George, 2000; Goleman et al., 2013; Ingram & Cangemi, 2012; Prati et al., 2003). The results of this study indicate the research participants utilized emotional intelligence competencies and exhibited leadership virtues to impact their overall effectiveness and distinction as leaders.

It is evident from the data analysis process that the distinguished leaders utilized a powerful combination of emotional intelligence competencies and leadership virtues to assist in their overall effectiveness. The potent integrated application of emotional intelligence competencies and leadership virtues assisted the research participants in developing deep connections with organizational members, and fostered their overall achievement and distinguished status as New Hampshire leaders over the past 40 years.

The distinguished leaders personified the leadership virtues, had awareness and the ability to manage their own emotions, and the capacity to have awareness and manage the emotions of others. The effective embodiment of emotional intelligence competencies and leadership virtues assisted the research participants experience individual and organizational achievement. The achievements include becoming a hall of fame coach (Chuck Lenahan), esteemed judge (Justice William Batchelder), prominent educational leader (Dr. Virginia Barry) and renowned businessman and philanthropist (Alex Ray).

The distinguished leaders were effective in creating cohesion and trust in the workplace through emotional intelligence and leadership virtues. “Fundamentally, leadership is a partnership” (Glanz, 2002, p. 185), and the distinguished leaders who participated in this study created a trusting connected workplace, and constructed the
collaborative framework necessary to maintain a core organizational ideology, while strategically planning for the future. “Effective leadership is a shared activity that taps into the talents, qualities, and virtues of the many” (Glanz, 2002, p. 186). The benefits of fostering positive relationships, which all the distinguished leaders accomplished, improved organizational outcomes and instilled a workplace environment to assist all individuals reach their highest potential (Reynolds & Warfield, 2010). The distinguished leaders had an understanding of how to utilize emotions to motivate themselves and those around them to accomplish goals. They build positive relationships through empathy, trust, and collaboration that were necessary aspects of leadership for their respective organizations to meet their missions.

**Implications**

The implications of this study are presented in this section of Chapter Five. The implications are based upon the results and conclusions of this research that indicated the distinguished leaders utilized a combination of emotional intelligence competencies and leadership virtues to effectively lead. The implications of this research are each related to the processes of effective leadership development, with specific regard to the importance of the emotional intelligence and leadership virtue constructs. Effective leadership practices that utilize the constructs of emotional intelligence and leadership virtues provide the means to develop effective leaders and organizations, indiscriminate of context.
Identifying Leaders

The results of this study indicated the distinguished leaders utilized a powerful combination of emotional intelligence competencies and leadership that assisted their leadership effectiveness. The results underscore the importance of identifying individuals to lead organizations who embody emotional intelligence and leadership virtue, which are keys to overall effectiveness. Emotional intelligence competencies and leadership virtues are definable and identifiable, however they are not easily measured or quantified, (Glanz, 2002). According to Goleman et al., (2013) leaders “manage meanings…and set the emotional standard” (p.9) within the organization. More should be done to identify leaders who are virtuous and understand and know how to manage their emotions and the emotions of others. Leaders face many challenges, and how they respond to those challenges directly impacts how the entire organization will function. Effective leaders have awareness and manage their emotions, and they also have awareness and can manage the emotions of others. Identifying leaders who are emotionally intelligent and possess leadership virtues enhances the overall performance of the leader and the organization.

Ethics.

Identifying individuals to lead who embody emotional intelligence competencies and the leadership virtues is important to address the challenging ethical and moral dilemmas facing all individuals and organizations in the 21st century. According to Glanz (2003) leaders face complicated contextual dilemmas, and effective leaders who personify and exhibit emotional intelligence and the leadership virtues possess the moral character attributes necessary to make just and ethical decisions (Glanz, 2002; Goleman
et al., 2013). Leaders should support and encourage organizational members to contribute to the decision-making process, protect the welfare of students and colleagues, create teamwork, and portray a genuine sense of fairness.

Leaders who focus attention on embodying and exemplifying the emotional intelligence competencies and leadership virtues create positive implications for organizational members to collaboratively pursue and achieve goals, and solve difficult ethical and moral dilemmas. According to Velasquez et al. (2009), virtues are similar to habits in that once they are obtained they become part of an individuals’ character. An important consequence to embodying leadership virtue is that leaders will be more likely to behave in a moral and ethical manner, which is an essential aspect of leading effectively (Glanz, 2002). Our interconnected global society is becoming more diverse, and attention to morality and ethics is important for leadership within every organization and professional context. Leaders who embody emotional intelligence and leadership virtue are better equipped to protect the welfare of organizational members and promote the concept social justice.

Development of Emotional Intelligence and Leadership Virtues

The results of this study indicate the distinguished leaders continually developed and strengthened emotional intelligence competencies and leadership virtues throughout their professional careers. Leaders must continually challenge themselves and their assumptions, and improve their performance through intentional acts of self-development. Intentional practices of self-reflection, professional development, and mentor relationships can strengthen leaders’ emotional intelligence and leadership virtues. Effective and distinguished leaders are not born with natural leadership
attributes. Emotional intelligence competencies and leadership virtues can constantly evolve if individuals embody the desire to improve themselves and overall performance.

**Leadership Training Programs**

This research provides a significant implication that leadership training should never be overly consumed with task or management related processes (in order to gain specific skills for employment), at the expense of self-awareness and relationship related processes. Leadership training programs should introduce and emphasize the concepts of emotional intelligence and leadership virtues, because they are necessary attributes for leaders to embody in order to effectively lead. This implication is highlighted by educational researchers, (Mills, 2009; Munroe, 2009; Wong et al., 2010), who assert that in order to deal with the challenges of educational leadership, the construct of emotional intelligence should be utilized as part of the process to educate and develop effective leaders. Glanz (2002) also suggests that educational leadership training programs need to incorporate a deeper understanding of how to develop and strengthen leadership virtues in order to lead effective educational organizations.

**Mentor Relationships**

The results of this study provide a deeper understanding of the reciprocal role of mentoring relationships as a tool to foster the development of emotional intelligence, leadership virtues, and effective leadership. The distinguished leaders mentioned individuals who mentored their professional and personal development, and they valued the EI concept of developing others that involved mentoring younger (or less experienced) employees, colleagues or students.
This reciprocal mentorship understanding provides leaders with the impetus to identify mentors to assist their own development, and consider implementing mentoring programs within their organizations especially to assist inexperienced employees acclimate to new professional experiences. Mentors help individuals discover their strengths and gaps of performance, and they act as a guide through the intricacies of many organizational work processes (Goleman et al., 2013). Most of all mentors help build positive relationships, connections, and trust.

Create a Culture of Teamwork

This research provided a deeper understanding of the importance of teamwork and collaboration in the workplace. Teamwork and collaboration are keys of effective leadership, emotional intelligence competencies, and assist in developing leadership virtues. According to Prati et al., (2003), EI can help leaders resolve conflicts and build trusting and collaborative relationships with colleagues and organizational members. Leaders who actively create projects where individuals can work together, and where accomplishments are celebrated, help to create a connected atmosphere that builds organizational trust and cohesion.

Beyond establishing teamwork through work projects, leaders should develop alternative means to encourage employees to develop personal relationships. Leaders should encourage volunteer and philanthropic efforts on a local or global scale. The efforts would not only provide a valuable community need, it would also teach important lessons of care, empathy, and humility, all of which are factors of emotional intelligence, leadership virtues, and effective leadership.
Research Limitations

There are structural limitations when conducting any research investigation (Creswell, 2009). Because of the purposeful sampling process used to identify the research participants, discretion and care must be considered when generalizing these results as being applicable to other settings and situations. The sample size of this research illustrates only a small representation of distinguished leaders, and the research participants educational and/or workplace experiences generally occurred in northern New England contexts. Limitations of this study include the research participants’ years of leadership experiences (30), the professional contexts of the distinguished leaders (law, coaching, educational leadership, business ownership), and the workplace setting occurred New Hampshire. The interviews occurred in a moment in time in the lives of the distinguished leaders, and the results reflect the particular leadership contexts of the participants.

Recommendations for Future Research

This research has provided data and findings that describe the importance of the constructs of emotional intelligence and leadership virtues on effective and distinguished leadership. While this research was designed to address a gap in the literature, by integrating the theoretical constructs of EI and leadership virtues to develop a deeper understanding of the factors that contribute to effective leadership, the need for additional studies continues to exist. Future studies are recommended to extend the understanding of the phenomenon of distinguished and effective leadership. As the data collection mechanisms were analyzed and findings and conclusions presented, other areas that
should be examined emerged. Many of the suggested recommendations are directly related to the limitations of this study.

**Location**

The sample size of this research illustrates only a small representation of distinguished leaders, and the research participants’ professional experiences occurred in New Hampshire. A broader understanding of the factors of emotional intelligence and leadership virtue on distinguished leadership could be gained by replicating this study in another part of the world. Identifying similarities and differences of the results through additional studies would help evolve and increase the understanding of effective/distinguished leadership, emotional intelligence, and leadership virtue.

**Leadership Experience**

The limitations of this study include the number of years (30) that the distinguished leaders served in leadership positions. Future studies could examine less experienced leaders to help understand their utilization of emotional intelligence competencies and how they exhibit leadership virtues. This may shed light on whether younger, and/or less experienced leaders value, utilize, and/or exhibit the qualities of emotional intelligence and leadership virtues as part of their leadership and leadership development strategies.

**Professional Contexts**

An additional research recommendation involves the professional contexts of the participants involved in this study. This study included distinguished leaders from the fields of law and justice, high school coaching, educational leadership, and business / hospitality leadership. Further studies including additional professional contexts, for
example distinguished leaders from the professions of healthcare, technology, law enforcement, and politics, could help broaden the understanding of this research and develop a deeper understanding of the qualities and characteristics necessary to lead in diverse professional contexts.

**Utilization of Technology**

Of note in this study the research participants valued and fostered positive relationships. The participants articulated the importance of relationships through face-to-face or group contact, and they did not mention the use of technology as a factor in developing quality relationship or in their overall effectiveness as leaders. Future studies could be utilized to understand how the advances in technology and social media platforms impact individuals and leaders in their overall development and utilization of emotional intelligence competencies and leadership virtues. It would be interesting to discover if platforms such as Facebook and Twitter, or the continued movement toward online education, hinder or assist young leaders to develop quality relationship and the emotional intelligence competencies and leadership virtues to effectively lead in the 21st century.

**Development of Organizational Emotional Intelligence**

Future investigations could also evaluate the utilization of emotional intelligence competencies and leadership virtues of the employees of distinguished leaders. It would be interesting to discover if emotionally intelligent leaders are able to foster an emotionally intelligent organization by role modeling the effective characteristics and qualities in the workplace that emotional intelligence and leadership virtues provide.
Summary of Chapter Five

Chapter Five presented a summary of this study and included interpretations and conclusions of the research findings. This chapter also included implications of the research and recommendations for future studies. The data analysis process revealed the distinguished leaders in this study utilized and exhibited emotional intelligence competencies and leadership virtues, creating a powerful integration of the human qualities necessary to effectively lead. The distinguished leaders utilized the emotional intelligence competencies of accurate self-assessment and self-confidence (self-awareness), transparency, achievement, initiative, and optimism (self-management), empathy and service (social awareness), and developing others, and teamwork & collaboration (relationship management). The research participants also exhibited the leadership virtues of courage, impartiality, judgment, empathy, humility, imagination, and enthusiasm. The combination of emotional intelligence competencies and leadership virtues created an influential integration of the theoretical constructs to assist in the overall effectiveness and distinction as leaders.

The essential elements (of grit and passion, continuous self-reflection and self-development, and facilitator of organizational membership development) emerged as a synthesis of the data analysis themes and further contributed to the understanding of effective and distinguished leadership. The emergent elements represent individual and relationship related processes identified in the constructs of EI and leadership virtues that impact effective leadership.

This study extended research on the impact of emotional intelligence and leadership virtue on leadership without regard to professional context. The qualitative
nature of the investigation provided the opportunity to gain insightful information directly from distinguished leaders about their experiences and overall effectiveness. Findings of this research will be of interest to scholars interested in leadership effectiveness, emotional intelligence and leadership virtues. The research findings will also be of interest to entities, including organizations and higher education institutions that are in the business of training leaders.

The results of this study indicate distinguished leaders who utilize a combination of emotional intelligence competencies and leadership virtues should be sought after to lead. The distinguished leaders embodiment of emotional intelligence competencies and leadership virtues aided their ability to accomplish individual and organizational goals, build trusting and collaborative relationships, increase morale, and to foster the development of organizational members. Most importantly individuals who embody emotional intelligence competencies and leadership virtues will be effective leaders who are able to successfully navigate the demands of leadership indiscriminate of organizational or cultural context.

**Epilogue**

Based on the conclusions of this research, an important question to ask is what are the types of leaders society wants to attract in the future? Do we want leaders who are arrogant, dull, unsympathetic, unethical, or selfish? Or do we want to attract leaders who embody positive personal qualities, attributes and character traits including individuals who are passionate, humble, empathetic, and value collaboration in the workplace? As Glanz (2002) points out, “we often fail to appreciate the practical significance of these (human) qualities in our leaders” (p. 12). This research provides a deeper understanding
of the qualities leaders need to confront organizational dilemmas in diverse professional contexts.

The distinguished leaders in this study provided examples of how the integrated utilization of emotional intelligence competencies and leadership virtues impact successful leadership outcomes. Dr. Virginia Barry, Justice William Batchelder, Coach Chuck Lenahan, and Mr. Alex Ray provide a deep understanding about the leadership attributes that are needed in the 21st century. The research participants act as guides to answer important questions of who should be leading our educational institutions, who should be coaching our kids, who should be leading our court systems, and who should be leading our businesses. The distinguished leaders exemplify the personal attributes and strength of character needed to effectively lead no matter the professional context.
References


Grunes, P., Gudmundsson, A., & Irmer, B. (2014). To what extent is the Mayer and Salovey (1997) model of emotional intelligence a useful predictor of leadership style and perceived leadership outcomes in Australian educational institutions?


Marzano, R.J., Waters, T., & McNulty, B.A. (2005). *School leadership that works; From research to results*. Alexandria, VA: ASCD.


Appendices
Appendix A

Face-to-Face Distinguished Leader Interview Questions

Thank you for agreeing to speak with me about your leadership experiences.

With your permission, this interview will be recorded for the purposes of transcribing and analyzing the date for use in my dissertation. You can stop the interview at any time for any reason.

This research is about understanding the factors contributing to effective leadership from the experiences of distinguished leaders, and I am interested in the leadership practices utilized to assist in your overall effectiveness.

Please describe any core leadership philosophies that you have valued as being essential throughout your professional and personal life?

You have experienced a lot of success in your career and been recognized for your achievements. How does that make you feel?

Tell me why do you think you have been an effective leader?

A significant portion of your life has been related to education. You have worked in education or had a substantial impact on educational related programming including the following ways (List for each participant) and ask if there others ways in which you been involved in education or educational programming? Please explain why you chose to be involved in education?

Can you describe a professional situation when you experienced disappointment or failed to meet a goal? How have you attempted to respond from a setback or disappointment as a leader?

What do you hope people you have led would say about you?

What experiences and/or individuals in your life do you feel are contributing factors to your leadership preparation and success?

Describe how you balance(d) the demands of your leadership position with your personal well-being?
How do (did) you attempt to connect with and inspire / motivate your staff?

Out of everything we have discussed, what was most important?

Is there anything that I did not ask you about that you think has been important for your success as a leader?

Demographic Data Collection:
(Collected at time of interview or through the acquisition of participants resume and/or curriculum vitae-CV)

Name:
Address:
Telephone Number:
Email:
Age:
Leadership Positions:
Accolades / Recognition / Awards:
Educational Background
Current or Prior Community / Civic / Volunteer Involvement
Appendix B

Email Interviews with Colleagues of Distinguished Leaders

Thank you for agreeing to participate in my research and reflect on the leadership of (distinguished leader). A pseudonym will be used, and your individual responses will be kept confidential. With your permission, this email interview will be transcribed and analyzed for use in my dissertation.

This research is about understanding the factors contributing to effective leadership directly from distinguished leaders, and I am interested in your opinions to assist in understanding leadership in greater detail.

How long (and in what professional capacity) have you known (Research Participant)?

Please list words or phrases describing why you believe (Research Participant) is an effective / distinguished leader?

What personal and organizational core values did (Research Participant) embody which helped in their leadership effectiveness?

How did (the Research Participant) build relationships and motivate his/her staff?

Please provide an example when (Research Participant) provided leadership which you feel best represents his/her effectiveness?

Describe how you believe (Research Participant) balanced the demands of leading with his/her own personal well-being?

Is there anything further you would like to articulate about (Research Participant) in terms of being an effective leader?
Appendix C

Leadership Virtues Survey

Research Participant ____

This survey contains 56 statements. Consider each statement and write a T (true) next to it if you think it describes you or the way you think you are. Write an F (false) next to each statement that does not describe you. Some statements may be difficult to classify, but please provide just one answer.

The survey cannot accurately assess leadership attributes without your forthright responses to the various statements. The accuracy of this instrument is dependent both on the truthfulness of responses and the degree to which you are aware that you possess or lack a certain attribute.

___ 1. If an injustice occurred, I would take action to remedy the situation even though such action might negatively affect my reputation in the professional community.

___ 2. I acknowledge another point of view when data indicate that the other position is more accurate.

___ 3. When I hear about another’s suffering I am emotionally moved.

___ 4. I do not have a problem rendering a decision once I have weighed all the facts.

___ 5. I possess above-average levels of competence in almost any endeavor I undertake.

___ 6. I do not flaunt my accomplishments. I do not like to be acknowledged for what I have done. I do not consider myself more competent than other leaders.

___ 7. I easily formulate alternative solutions, think of question, and design new ways of doing things.

___ 8. If I knew that a child (or student) had been tracked in a lower ability group due solely to her ethnicity, I would speak out and attract attention to this injustice.

___ 9. When I make up my mind about an important issue or matter, I easily alter my stance if information is presented contrary to my stance.

___ 10. I demonstrate my compassion toward others (who are not part of my immediate family) by truly offering assistance and going out of my way to do so.
11. One of my major strengths, confirmed by people I know, is that I am a good judge of character.

12. I am a highly motivated, devoted, and ardent individual.

13. I do not deserve recognition or deference from others because of my training, knowledge, and experience.


15. I would speak out against any injustice even though I might face possible dismissal or public revilement.

16. In making decisions, I can absorb varied positions and pieces of evidence and remain neutral until rendering a final decision, even in cases in which I may have vested interests.

17. I often think or meditate about the welfare of others and wish them the best of luck.

18. I value openness to participation, diversity, conflict, and reflection.

19. Strong values and a commitment to actualize them motivate me.

20. I alter my beliefs when evidence is presented to contradict them.

21. I easily think of numerous possibilities or alternatives to problems.

22. A school board (or trustee / board of director) member asks me to hire a member of his family as a new teacher (or employee), but I believe this relative is inferior to another candidate. Despite pressures from the board member, I would decide not to hire the relative regardless of the consequences.

23. Despite natural inclinations, I would not favor someone from my ethnic group in rendering a decision about an educational matter.

24. I would give a friend the shirt off my back.

25. I am committed to consensus building.

26. Although not a fanatic, I have a strong commitment to see things through to the end.

27. I experience feelings of doubt about my job performance.

28. I possess initiative, independence, and creativity.
29. The school board (or trustee) wants to remove Harper Lee’s novel *To Kill a Mockingbird* because the book has received complaints of racism. I feel that the charge of racism is misguided and would therefore decide not to remove the book.

30. I am not stubbornly close-minded even if I believe I am right.

31. I value commitment to the development of the individual within the school or organization and I value treating all individuals as significant stakeholders in the organization.

32. I work hard to develop evaluation criteria to measure attainment of stated objectives.

33. People often tell me that I am passionate in whatever I do as opposed to being laid back.

34. I usually welcome and accept criticism.

35. People often consult me because they think I possess great imagination and creativity.

36. At an important meeting to decide the selection of a new textbook series, my colleagues protest the new textbook. However, I strongly feel that the school or district should adopt the book. Despite counterarguments by the opposing side, which represents an overwhelming majority, I would remain adamant and resist efforts by the opposition.

37. I do not consciously make prejudgments about people.

38. I openly give recognition to people for outstanding professional performance because I sincerely want to acknowledge their contributions.

39. I have no problem delegating authority in areas of responsibility to capable subordinates and then holding them accountable for results.

40. I dislike laziness and procrastination.

41. I usually admit ignorance and say, “I don’t know” when I really don’t know something.

42. Whenever confronted with a problem, I nearly always think ‘outside the box’ initially.
43. I discover that several of the best starters on the school’s basketball team ransacked the girl’s locker room (although no girls were present) and did minor damage. The team is scheduled for the playoffs. I could overlook this infraction, but instead I decide to bench the offenders and thereby likely lose the game despite the protests of the other players, parents, and coaches.

44. I am usually consulted because people consider me fair and nonjudgmental.

45. Others would characterize me as a person who is kind, caring, nurturing, and sensitive.

46. I don’t jump to conclusions and really try to judge everyone favorably.

47. I tend to see the glass half-full instead of half-empty.

48. I have several limitations, but try to accentuate my strengths.

49. When I participate in committee work, I usually come up with innovative suggestions.

50. Fellow leaders request that I represent them in a contractual dispute. However, I feel that their requests are unreasonable and perhaps unethical. I would decide not represent them in negotiations.

51. I value honesty in words and action, and I have an unwavering commitment to ethical conduct.

52. I am responsive and sensitive to the social and economic conditions of students (or employees), as well as to their racial, ethnic, and cultural backgrounds.

53. I am mentally and emotionally centered and can think clearly about the best course of action to take, even in the face of criticism, insults, nagging, or negativity.

54. Others would characterize me as resilient, alert, optimistic, and even, at times, humorous.

55. Without my leadership assistance, things could still get accomplished.

56. When people tell me that something is impossible or unlikely, I immediately proceed to think of successful options.

Thank you for completing the leadership virtue survey (Glanz, 2002). This survey is adapted with permission from Dr. Jeffrey Glanz.
Appendix D

Emotional Intelligence Competency Data Analysis Guide

*Emotional Intelligence Domains and Competencies: The guide will assist in analyzing the data to determine what EI competencies are utilized by distinguished leaders.*

<table>
<thead>
<tr>
<th>Domain</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Awareness</td>
<td>Emotional Self-Awareness: Reading one’s emotions and recognizing their impact; using ‘gut sense’ to guide decisions</td>
</tr>
<tr>
<td></td>
<td>Accurate Self-Assessment: Knowing one’s strengths and limits</td>
</tr>
<tr>
<td></td>
<td>Self Confidence: A sound sense of one’s self-worth and capabilities</td>
</tr>
<tr>
<td>Self-Management</td>
<td>Emotional Self-Control: Keeping disruptive emotions and impulses under control</td>
</tr>
<tr>
<td></td>
<td>Transparency: Displaying honesty and integrity; trustworthiness</td>
</tr>
<tr>
<td></td>
<td>Adaptability: Flexibility in adapting to changing situations or overcoming obstacles</td>
</tr>
<tr>
<td></td>
<td>Achievement: The drive to improve performance to meet inner standards of excellence</td>
</tr>
<tr>
<td></td>
<td>Initiative: Readiness to act and seize opportunities</td>
</tr>
<tr>
<td></td>
<td>Optimism: Seeing the upside in events</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>Empathy: Sensing other’s emotions, understanding their perspective, and taking active interest in their concerns</td>
</tr>
<tr>
<td></td>
<td>Organizational Awareness: Reading the currents, decision networks, and politics at the organizational level</td>
</tr>
<tr>
<td></td>
<td>Service: Recognizing and meeting follower, client or customer needs</td>
</tr>
<tr>
<td>Relationship Management</td>
<td>Developing Others: Bolstering others’ abilities through feedback and guidance</td>
</tr>
<tr>
<td></td>
<td>Inspirational Leadership: Guiding and motivating with a compelling vision</td>
</tr>
<tr>
<td></td>
<td>Change Catalyst: Initiating, managing and leading in a new direction</td>
</tr>
<tr>
<td></td>
<td>Influence: Wielding a range of tactics for persuasion</td>
</tr>
<tr>
<td></td>
<td>Conflict Management: Resolving disagreements</td>
</tr>
<tr>
<td></td>
<td>Building Bonds: Cultivating and maintaining a web of relationships</td>
</tr>
<tr>
<td></td>
<td>Teamwork &amp; Collaboration: Cooperation and team building</td>
</tr>
</tbody>
</table>

Source: Goleman, Boyatzis, & McKee, 2013, p. 39
Appendix E

Leadership Virtues Data Analysis Guide

To assist in the data analysis, the following questions will be reflected upon to help determine what leadership virtues are exhibited by distinguished leaders

- **Courage**: Do distinguished leaders stand behind their principles?
- **Impartiality**: Are distinguished leaders committed to maintaining a nonpartisan position in regard to controversial issues or problems?
- **Empathy**: Can distinguished leaders sense, identify with, and understand what another person is feeling?
- **Judgment**: Are the decisions distinguished leaders make decisive and accurate?
- **Enthusiasm**: Do distinguished leaders exude fervor about what they do?
- **Humility**: Are distinguished leaders aware of their limitations and at the same time cognizant of their strengths?
- **Imagination**: Do distinguished leaders have the ability to see what others can’t?

(Glanz, 2002, p. 178).
Appendix F

Leadership Virtues Survey Response Guide

Participant # ____

Understanding the Survey Responses

The numbers in the table on the answer sheet correspond to the numbers of the survey statements. Marking on the table, circle the numbers of those statements that you recorded as True.

To tabulate the results, count the number of circled responses in each row. Record the number in a fraction of 8.

<table>
<thead>
<tr>
<th>Courage</th>
<th>1</th>
<th>8</th>
<th>15</th>
<th>22</th>
<th>29</th>
<th>36</th>
<th>43</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impartiality</td>
<td>2</td>
<td>9</td>
<td>16</td>
<td>23</td>
<td>30</td>
<td>37</td>
<td>44</td>
<td>51</td>
</tr>
<tr>
<td>Empathy</td>
<td>3</td>
<td>10</td>
<td>17</td>
<td>24</td>
<td>31</td>
<td>38</td>
<td>45</td>
<td>52</td>
</tr>
<tr>
<td>Judgment</td>
<td>4</td>
<td>11</td>
<td>18</td>
<td>25</td>
<td>32</td>
<td>39</td>
<td>46</td>
<td>53</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>5</td>
<td>12</td>
<td>19</td>
<td>26</td>
<td>33</td>
<td>40</td>
<td>47</td>
<td>54</td>
</tr>
<tr>
<td>Humility</td>
<td>6</td>
<td>13</td>
<td>20</td>
<td>27</td>
<td>34</td>
<td>41</td>
<td>48</td>
<td>55</td>
</tr>
<tr>
<td>Imagination</td>
<td>7</td>
<td>14</td>
<td>21</td>
<td>28</td>
<td>35</td>
<td>42</td>
<td>49</td>
<td>56</td>
</tr>
</tbody>
</table>

The extent to which individuals naturally possess certain virtues is found under the category in which the score is of the highest percentage of true responses.

No one assessment can accurately evaluate a person’s inclinations or abilities. This survey is meant to stimulate interest, thought, and discussion for purposes of exploring leadership (Glanz, 2002).