

Spring 6-2009

## **Educational Leaders Perceptions of Emotional Intelligence and How it Effects their Professional Practice**

Yaffa Krugliak Lahat

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**DePaul University  
School of Education  
Educational Leadership**

**EDUCATIONAL LEADERS' PERCEPTIONS OF  
EMOTIONAL INTELLIGENCE AND HOW IT AFFECTS  
THEIR PROFESSIONAL PRACTICE**

A Dissertation in  
Educational Leadership

By  
Yaffa Krugliak Lahat

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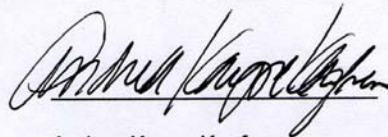
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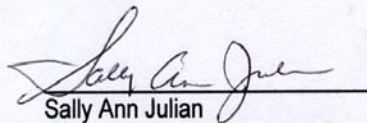
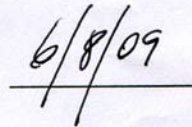
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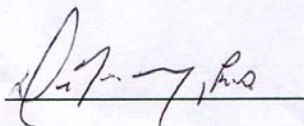
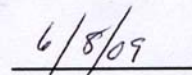
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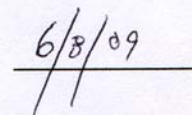
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## ABSTRACT

Researchers argue that Emotional Intelligence (EI) plays a key role in effective and successful leadership (Goleman et al., 2004; Rosete & Ciarrochi, 2005; Chan, 2007). Although, other researchers claimed that these assertions lean "little empirical support" (Ciarrochi, Deane & Anderson, 2002). Goleman, Boyatzis & McKee, (2004) assert that EI is essential for leadership because leaders work through emotions and their primal job is emotional. With most of this research done in the business world, this study focuses on the role of EI in educational leadership.

The purposes of this study are to explore and to construct new knowledge regarding educational leaders' perceptions of EI and how it affects their professional practice. This is a Mixed Method study. The quantitative part of the research uses a Likert scale questionnaire that was sent to 42 educational leaders: 20 in the Midwest of the U.S.A and 22 in Israel. The qualitative part comprised Narrative Inquires of five educational leaders. From my findings I have learned that EI has a meaningful effect on the educational leader's role. The role of the educational is emotional, not only, but mainly because of the stress and pressure that the role contains. Additional findings were that interviewees developed their understanding about EI as the interviews progressed.

The study was summed up by the conclusion that educational leaders do not know enough about EI and by developing their awareness about the importance and knowledge of EI, might give them a professional tool to lead and deal more effectively with the multiple demands that the role contains.

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## ACKNOWLEDGEMENTS

This dissertation manuscript is dedicated to my beloved parents. To my dear father, Abraham Zino, who passed away during my journey toward the doctorate degree. May his dear soul rest in peace. I am grateful and thankful to a father who was and still is my guiding light. I am forever indebted to my dear mother Simcha Zino, who taught me that the joy is in giving and helping.

I am indebted to the members of my dissertation committee, Drs. Andrea Kayne Kaufman, Sally Ann Julian, and Darrick Tovar-Murray, for their expertise and constructive advice in the development of this dissertation.

I thank my best friends Alan Crown and his wife Susie who helped me cross the cultural and linguistic Bridge between the Hebrew and the English languages and culture, safely and firmly. His wisdom opened my mind to a new way of thinking.

I thank my beloved daughters Shiran Rozen, Noa Krugliak and Yuval Lahat who are all students, for their emotional support, for being proud of their mom, and for being so patient and understanding through all this intensive period in a foreign country.

Finally, I express my gratitude to my dearest husband Danny Lahat for his incessant help, for his ideas and inspiring thoughts and for all the tireless support that has made this dissertation possible.

# CHAPTER I

## INTRODUCTION

During the time I was a school principal of the Shazar School in Herzliyah, there was an acute need to help students deal with overwhelming unsettled emotions and fear due to frequent suicide bombings throughout Israel. In response, we developed a new curriculum based on emotional intelligence (EI), entitled "*Binat Halev*," or "*Wisdom of the Heart*." Because of this experience, I have taken a great interest in the role that EI plays in an educational leader's professional practice.

What had started as a focused program, aiming to help the students to deal with overwhelming emotions and fear, ended with great surprise, Shazar School improved beyond all expectations. Improvements occurred in almost every area of the school that one could imagine: students', parents', and teachers' satisfaction increased and were accompanied by pride and the joy of creation. Violence among students was reduced significantly. The relationships among students, teachers and the staff improved as well as student achievement.

The teachers also experienced a major positive change, becoming happier and more productive in their work. As for myself, the school principal, I also went through a meaningful change: In utilizing EI my attitude towards others changed. Implementing EI increased my sensitivity towards others, transformed me from a school principal who concentrated on missions and

goals to be more emotionally oriented, understanding others' needs in addition to the needs of the school.

My most recent experience as a school principal of Shazar School was not the first one I had had involving EI. My previous experience was as a teacher working under a school principal who used a management style of threats and fear. Though, more than fifteen years have passed, I can still remember that her coercive attitude which eventually forced me to leave that school. Her bad attitude was an illustration of what Goleman, Boyatzis & McKee (2004) warn of, "the power of toxic leadership to poison the emotional climate of a workplace." She poisoned my motivation to a level of frustration that drained all my passion and enthusiasm to do my best for the school.

By comparison, my work as a teacher under my next school principal, a kind, caring and pleasant person, filled me with the enthusiasm and zeal to give of my knowledge, and experience, to give of my time and from my heart. Stephen Covey, (1991), would probably say about my last school principal that his way "taps [my] mental capacities to [my] fullest." According to Goleman et al., (2004), that is the manifestation of "Primal Leadership." This motivated me to excel and pushed me to my next role as a school principal.

It is of interest to note that only after my most recent experience as a school principal did I develop awareness of the importance of EI. My new insights create in me the belief that there is a meaningful connection between EI and the effectiveness of the educational leader, something that has been confirmed by many researchers (Goleman et al., 2004; Rosete & Ciarrochi,

2005; Hayashi, 2004; Colleen & Chinowsky, 2006; Chan, 2007; Barbuto & Burbach, 2006).

Although the research regarding EI is relatively new and in a developmental stage, studies have shown that heightened EI plays a key role in leadership success and effectiveness (Daniel Goleman, 2006; Von Johnson, 2005; Sunindijio, Hadikusumo & Oguniana, 2007). Goleman et al., (2004) assert that EI is essential for effective leadership because "great leadership works through the emotions . . . and the primal job of leadership is emotional." Researchers argue that EI provides the basis for competencies important in almost any job and it also plays a major role in life's success (Cherniss, 2000; Sunindijio et al., 2007; Goleman, 2006).

### ***Definition of the Problem***

Studies assert that having highly developed EI is important, in order to promise success in life, to promise greater effectiveness in the workplace and to achieve greater effectiveness in leadership (Goleman, 2006; Von 2005; Sunindijio et al., 2007). Some researchers have argued, however, that these claims lean on "little empirical support" (Ciarrochi, Deane & Anderson, 2002; Akerjordeth & Severinsson, 2007). While there is a need to gain more empirical data to support these assertions, this dissertation hopes to add to the scarcity of professional literature by exploring the relationship between EI and educational leaders since only a few studies have been carried out on this topic (Heiken, 2006).

Besides being scarce, there are additional problems with the literature in this area. Studies about EI and educational leaders that do exist are focused particularly on the business field. (Akerjordet & Severinsson, 2007; Fullan, 2001; Covey, 2004; Hayashi, 2004; Heiken, 2006). Secondly, among the few studies that exist about EI and educational leaders in the business field, there are many repetitive presentations of the same original data (Akerjordet & Severinsson, 2007). Therefore, the necessity of understanding the educational leaders' perspectives as to the role that EI plays in their professional practice can be an important contribution toward revealing new knowledge about their effectiveness in school.

After long years of experience among school leaders and after spending approximately three years at the university among professors and doctorate students, I have observed another problem in regard to educational leaders' perceptions. I often encounter sarcastic reactions when I mention the term EI. This may indicate what Goleman and his colleagues speak of, that people value rational, logical, and cognitive intelligence over EI. Patric Lencioni, who wrote the foreword for the book *The Emotional Intelligence Quick Book*, by Bradberry & Greaves, (2005), confirmed it by asserting: "After all, as a society we continue to focus most of our self-improvement energy in the pursuit of knowledge, experience, intelligence and education, which is fine if we could honestly say we had a full understanding of our emotions, not to say the emotions of others, and how they influence our lives so fundamentally every day" (Bradberry & Greaves, 2005). Patric Lencioni also argues that "people don't understand it [EI]" (Ibid). Unfortunately, educational leaders do

not know enough about the importance of EI, and to what extent the level of EI penetrates their work as administrators and leaders. I believe that this study can contribute to the development of awareness among school leaders as to the important role that EI plays in their daily professional practice.

Based on the characteristics and intensity of the educational leader's job, awareness and the training of EI are essential (Ciarrochi & Mayer, 2007). The educational leader's job is very loaded, demanding, and consists of long, stressful work hours. Educational leaders' work consists of pressure and stress due in large part to the different needs of various stakeholders which sometimes conflict. The school dynamic and the stressful characteristics of the educational leaders' job are described by Catano & Strong (2006), who state that "Contemporary principals and headmasters find themselves juggling competing tasks on a day-to-day basis. This juggling act is the result of efforts to satisfy demands from both internal and external stakeholders of educational organizations. From the national level to the local community, administrators, teachers, parents and community members scrutinize the performance of a school. This scrutiny forces building principals to be responsive to multiple demands." Beyond the multiple demands that sometimes can conflict or even collide, Blasé (1991) adds that most of the time, educational leader's are expected to coordinate, nurture and lead highly diverse students, staff and community groups in politicized climates, which reflect dominant as well as radical forces. Many times this dynamic embodies conflicts and competition among people to achieve what they want, especially cooperation and support among themselves. These dominant situations exert



a lot of power and influence among all the stakeholders (Northouse, 2004; Corbett, 1991; Blasé, 1991). As a result of the loaded characteristics of the job, Gary Bloom (2004) describes "how new principals are often frustrated because they find that they don't have enough time for people."

These stressful and loaded characteristics of the job may be among the causes that distract an educational leader's from being open to learn the values of EI. The tangible - physical needs of the school can be a cause for educational leaders to neglect their own emotional needs and not to refer to the emotional needs of the other stakeholders. As we know, in the era of No Child Left Behind (NCLB) Act of 2001 (2002), the quality of educational leaders is not measured by how they behave or react towards others, but rather on other tangible factors such as students' achievement. According to Kaufman (2005) "NCLB act compels the managers of schools, superintendents and principals, to use hierarchy, competition and fear to motivate their most important employees, the teachers. The consequences . . . are devastating." Goleman et al., (2004) asserts that "managers, management practice and organizations can be characterized as utilizing Primal Leadership strategies or Dissonant Leadership strategies". Broadly, "the different between Primal Leadership and Dissonant Leadership concerns the emotional climate that is created at the organization as a result of management practice. Primal Leadership practice causes "prime good feelings . . . create resonance – a reservoir of positivity that free the best in the people . . . and Dissonant Leadership practice creates bad feelings, driving individuals toward antagonism and hostility" (Kaufman, 2005).

Motivating people through fear according to Goleman et al., (2004) manifests in dissonant leadership, rather than motivating and inspiring people through teamwork and collaboration.

As stated previously, since the studies of EI are relatively new, few and still at the developmental stage (Ashkanasy & Dasborough, 2003; Akerjordeth & Severinsson, 2007), there are naturally many other difficulties that arose with more research needing to be done. For example, Barbuto & Burach, (2006) argue, that there is a need "to test the relationship of EI to other leadership behaviors and to test the relationship in other populations. Research testing the relationship between EI and other leader behaviors such as, influence strategies and tactics, conflict resolution styles, political skills and additional ranges of leadership behavior". Boyatzis, Goleman & Rhee, (2000) also argue that more research is needed to understand how our emotions and capabilities affect our lives and work.

Condemn, Martin & Hutchinson (2006), claim that inquiries into the effect of gender on EI have also been limited and need more research. There is also a lack of emphasis on understanding the emotions (Akerjordet & Severinsson, 2007; Ohrberg, 2005; Barbuto & Burbach, 2006) and according to Mayer, Salovey & David Caruso (2004b) "scientific research rarely begins with fully agreed definitions". The concept of EI persists in being labeled an "elusive concept" (Mayer, Salovey & Caruso, 2004a).

Critical reflection as to research methods and theoretical perspectives also articulate the need for more research. According to Mayer et al., (2004a) there is a need to find consistent empirical evidence for the dimension of EI

and to develop appropriate methods for measuring EI in a valid and beneficial way. Herson & Rossiter (2006) and Boyatzis et al., (2000) addressed the need for conducting further research with comprehensive multi-method designs. Akerjordet & Severinsson, (2007), articulate critical reflection as to the different epistemological perspectives that exist in the research.

Epistemology is the “theory of knowledge embedded in the theoretical perspective and is a way of understanding and explaining how we know what we know” (Crotty, 2004). The epistemological problem that Akerjordet & Severinsson, (2007) spoke about was also described by Chan & Latham, (2004) and associated with applying EI as a dimension that clearly differs from cognitive ability. Chan & Latham (2004) argue that there is no agreement among researchers as to whether EI is an individual ability or a non-cognitive skill, capability or competency that influences a person's competence when coping with environmental demands and pressures.

The scarcity of research done with qualitative methodology is also mentioned in order to explore new ways of thinking in relation to EI, especially within an interpretive paradigm (Akerjordet & Severinsson, 2007; Hayashi, 2005; Ciarochi et al., 2002). Interpretivism entails ontology (science or study of the being) in which social reality is regarded as the product of processes by which social actors together negotiate the meaning for actions and situations (Crotty, 2003). The theoretical perspective that I plan to use in my study is a Narrative Inquiry with self-interpretive paradigm. Enhancing interpretive paradigm, according to Akerjordet & Severinsson, (2007), is necessary and would offer "more openness in attitude, curiosity, authentic communication

and the fusion of horizons leading to the creation of something new.

Interpretive understanding is a process of mutual dialogue, which reveals

what is between and behind an individual's world and experiences."

### ***Rationale***

Understanding educational leader's perspectives as to the role that EI plays in their professional practice can lead to an important contribution towards revealing and constructing new knowledge. This can enrich the literature regarding EI in the setting of educational leadership and can also give an educational leader the tools to cope with their demands and help them develop awareness about the significant substance of emotions.

As previously stated, there have been some researchers who argue that heightened EI can play a key role in leadership success and effectiveness (Goleman, 2006; Von, 2005; sunindijio et al., 2007). On the other hand, other researchers argue that this claim leans on "little empirical support" (Ciarrochi et al., 2002; Akerjordet & Severinsson, 2007). This study will present additional inputs that can strengthen and support the findings of researchers, expand the knowledge that already exists or negate other results.

It is also important to note that most of the studies that were done regarding the effectiveness and the EI of leaders, proclaimed that while talking about EI of business leadership or EI and management in general, it was not talked about in regard to EI and school leaders. As we see above, very little research was done about EI in the educational leadership area and

more research is needed in this area (Kouzes & Posner, 2002; Heiken, 2007).

This argument will naturally raise the question of whether there is any difference between educational leadership and leadership in other fields.

Sergiovanni, (2000) argues that the "demands of education leaders are fundamentally different from those placed on other leaders and that educational leadership must be viewed as distinct and different." This study will construct additional new knowledge to enrich the professional literature on educational leadership and will purposely focus on educational leadership needs, referring to EI and effectiveness.

As was stated above, research with a qualitative method in the interpretive theoretical perspective is also necessary (Akerjordet & Severinsson, 2007). I will conduct a Mixed Method research to include a qualitative method with interpretive theoretical perspective. The value of the self-interpretive paradigm was stated eloquently by Crotty, (2003) who argued: "self- interpretations are embedded in language, skills and practices. No laws, structures, or mechanisms offer higher explanatory principles or greater predictive power than self-interpretations in the form of common meaning, personal concerns and cultural practices." Akerjorodeth & Severinsson, (2007) add that enhancing Interpretiveist Paradigm would offer "more openness in attitude, curiosity, authentic communication and the fusion of horizons leading to the creation of something new. Interpretive understanding is a process of mutual dialogue, which reveals what is between and behind an individual's world and experiences."

An additional point to benefit educational leaders pertains to a problem mentioned above by Patric Lencioni, who asserts that "people don't understand emotions . . . people value more rationality, more logical and cognitive thinking" (Bradbarry & greaves, 2005). Perceptions which believe that cognition or thinking are more important than EI have mistaken origins which create a myth that needs to be broken. I see it as a chicken or the egg question. Rationality, cognition and cognitive thinking are important, but they are all affected by our emotions like a fractal, or like in a domino effect. According to Boyatzis et al., (2000), "neurological and hormonal characteristics predispose, or arouse certain motives of traits, which in turn predispose arouse, or drive competencies within the context of certain philosophical orientations." Philosophical orientation predisposes personal values, which are the foundations of competency that ended with our deeds, reactions and observed or not observed behaviors. Each step is preceded by another step and affects other things; emotions affect our thoughts (Salovey & Mayer, 1990) and according to Bradbarry and Greaves (2005) our emotions are connected to our rationale and even affect our quality of life (Bradbarry & Greaves, 2005). Emotions also affect the way we make our decisions, the quality of the decisions and affect the way we solve problems as well as the quality of our solutions. Emotions actually are the sources of our motivation and strength (Goleman, 2006).

Understanding these processes is imperative for educational leaders since their primary task is to deal with behavioral, emotional and cognitive processes of their students, teachers and their own selves as well. According

to Ciarochi & Mayer (2007), "Interpersonal relationships have been shown to be a prominent determinant of school effectiveness." There is a great chance that educational leader's can express curiosity and self-interest particularly because the study addresses a fundamental part of their professional practice and may address their needs too. Developing understanding as to what extent EI penetrates and to what extent emotions are an integral part of the daily life of every one of their stakeholders is very crucial. This knowledge can lead to understanding the processes that students, teachers and other staff go through; how their decisions are affected, what affects their behavior, and foremost, what disturbs their advancement or why they don't succeed in what they need to accomplish. Widening the self-knowledge of educational leaders as to the importance of EI would also be important in developing awareness among educational leader's, that EI is an essential condition for developing learning competencies and skills.

In light of the stressful characteristics of the educational leader's job, I believe that EI might be the right answer for their needs. As stated above, researchers also relate EI to stress management, not only to skills and competencies that are very important to the leader's professional practice (Boyatzis et al., 2000, Goleman et al., 2004; Akerjordet & Severinsson, 2007; Ciarochi et al., 2002). Heightening their own EI can be a great tool to deal with the stress and to cope with their loaded job.

Most of the time educational leaders work with people and manage relationships and communicate with their stakeholders. Communicating is "not a matter of pushing information to another person. It's creating an experience

to engage their gut – and that's emotional skill" (Goleman, 2006). According to Fullan (2001), "If moral purpose is job one, relationships are job two, as you can't get anywhere without them." Relationships and the way school leaders communicate with their stakeholders make the difference. An important part of communicating and managing relationships is based on how an educational leader is aware and manages his own emotions, how he understands others' emotions and what he does with both sides' emotions. As argued by researchers, EI embraces emotional awareness in relation to self and others, something that can lead to professional efficiency (Goleman et al., 2004; Fullan, 2001; Condren et al., 2006).

In light of the above, I would like to sum up this subchapter by saying that EI for the educational leaders is like the stethoscope of the lung physician. The stethoscope is a very fundamental tool for a lung physician and without it his professional abilities would be very limited. This study can make an important contribution to the developmental stage of the science and enrich the literature that exists. It can especially contribute to the educational leaders, first by helping them understand that emotions are part of their job and are part of the learning and behavioral process of everyone of their stakeholders. EI might be the answer to the school leaders' needs by helping them manage themselves in a controlled manner, leading them to cope with the stressful demands of their professional practice.



### ***Research Questions and Purposes of the Study***

The questions of my study are to discover **what the educational leaders' perceptions of EI are and how it affects their professional practice**. As mentioned above, my questions are prompted by a previous experience that I had, in developing and implementing an EI program, in order to help children to deal with their overwhelming fear of suicide bombers in Israel. The awareness of being a good role model to the students, by demonstrating and utilizing EI tools, brought us successful results in unexpected areas. These results, together with new understandings about the importance of EI, and the need for more research to be done on EI, evoked my curiosity to explore a greater understanding of the role that EI plays in an educational leader's professional practice.

The purposes of my study are:

1. To discover and discuss the meaning of how educational leaders perceive emotional intelligence;
2. To better learn how educational leaders utilize emotional intelligence in their daily practice and how it affects their work.
3. To compare educational leaders' perceptions from the Midwest USA and from Central Israel as to the importance of EI in their professional practice.

I have decided to focus my study on educational leaders, because they are key factors in influencing our society and our future. Effective leadership is a key improvement factor, leading to positive changes in the

school as well as improving students' achievement (Bloom, 1999; Krug, 1993).

I will uncover perceptions of educational leaders about EI and construct new knowledge about how it affects their professional practice. I will do that through a mixed method study. In the quantitative part of the research, data will be collected through a Likert questionnaire with five scale options in order to reflect an educational leader's perceptions about EI. The data will be collected from educational leaders who are studying in the educational doctorate program in one of the big Midwest universities in USA and are currently working as educational leaders. The second group to answer the questionnaires will be current educational leaders in public education in central Israel. A comparison between the answers of the groups will be conducted.

In the qualitative part of the research, I will use a Narrative Inquiry. I will conduct structured and semi-structured interviews using interpretive paradigm in order to negotiate the meaning of EI and to learn more about the role that it plays in a school leader's professional practice. I am interested in self-interpretation of the school leaders and how EI is embedded in their language, in their skills and in their other practices.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### ***Historical Roots of Emotional Intelligence***

Interest in EI has increased substantially over the last decade (Ashkanasy & Dasborough, 2003; Conte & Dean, 2006), with more researchers advocating its importance. Apparently it seems as if EI is something new, but a deeper look will lead us back to the dawn of its history, illustrating that EI already appears in the testaments of the Bible by the Greek philosophers and in the writings of Shakespeare (1564 – 1616), to Thomas Jefferson (1743 – 1826) (Bradbarry & Greaves, 2005) and to the 18<sup>th</sup> century psychologists, who had recognized an influential three-part division of the mind: "cognition (or thought), affect (including emotion) and motivation (or conation)" (Mayer & Salovey, 1997).

In 1872 Charles Robert Darwin (1809 - 1882) asserted to the importance of emotional expressions for survival and adaptation and viewed the outcome of emotionally and socially intelligent behavior in Darwinism terms of Effective Adaptation (Bar-On, 2006). Darwin "led to the universality of emotion and that emotions were part of the natural order of things: biological systems expressed emotion as part of their natural context . . . for Darwin it was enough to describe emotion in this irreducible form, without attending to its antecedents" (Moor & Oaksford, 2002).

At the beginning of the 20<sup>th</sup> century, the psychologist Throndike, described it as a single concept calling it social intelligence. He described

"Social intelligence" as "the ability to understand and manage men and women, boys and girls – to act wisely in human relations" (Von, 2005; Boyatzis, et al., 2000; Heiken, 2006; Bradbarry & Greaves, 2006). In 1935 Edgar Doll, published the first instrument to measure socially intelligent behavior in children and was followed by David Wechsler who included two subscales (comprehension and picture arrangement) in his cognitive intelligence test that appeared to measure aspects of social intelligence. In 1940, Wechsler spoke further about emotions in terms of the influence of non-intellective factors of intelligent behavior (Bar On, 2006; Von, 2005).

Howard Gardner didn't use the term EI, in his famous work, *Multiple Intelligence* (1983), but he conceptualized the idea of EI, two out of seven intelligences; Intrapersonal and Interpersonal intelligence. Gardner argued that the measure of these two factors stood side by side with traditional measures of Intelligent Quotient (IQ). He assigned five key abilities which compose social intelligence: self awareness, managing emotions, motivating oneself, empathy and handling relationships (Von, 2005). In the same year, 1983, Arlie Hochschild introduced the concept of emotional labor and emotional work. Those ideas soon migrated to organizational behavior and identified emotional expression as an important phenomenon in organizational research. Maanen and Kunda (1989) cast organizational life essentially as a process of emotion management and Mumby & Putnam (1992) introduced the idea of "bounded emotionality" as a foil for Simons's (1976) concept of "bounded rationality" (Ashkanasy & Dasborough, 2003).

Reuben Bar-On coined the term "Emotional Quotient" (EQ) in 1988 and analogues it to IQ while Salovey and Mayer (1990) were the first to use the expression Emotional Intelligence (Boyatzis et al., 2000; Ashkanasy & Dasborough, 2003) seeing it as a set of social skills and abilities akin to, but distinct from intellectual intelligence (Leonard & Harvey, 2007). Salovey & Mayer were also first in connecting emotions to thoughts and argued that EI is related to "psychological processes involving the processing of effective information" (Akerjordet & Severinsson, 2007).

In 1994 Damasio reasoned that "reason and emotion go hand in hand; that without one we would not have the other." He also suggests that "this interaction occurs in the frontal lobes, whereas LeDoux (1994) has documented the specific neuroanatomical circuits involved with the representation of fear and has implicated the amygdale" (Moore & Oaksford, 2002). Actually, according to Ashkanasy & Dasborough (2003) Salovey and Mayer, together with LeDoux and Damasio's work, have brought emotion and cognition back together.

The subsequent breakthrough was done by Daniel Goleman, who was the first to enter EI into the business world in 1995, connecting it to the workplace and also to the effectiveness of leadership (Von, 2005; Hernon & Rossiter, 2006). At the same time, 1995, Ashforth and Humphery argued that more attention should be paid to emotions in organizational studies. In 1996 George and Brief introduced the theory of the role of "mood in motivation." Since the beginning of this 21<sup>st</sup> century research productivity on the topic of EI has began to flourish (Ashkanasy & Dasborough, 2003; Akerjordet &

Severinsson, 2007) with a significant increase in 2004, followed by a downward trend from March 2005 (Akerjordet & Severinsson, 2007). However, despite this downward trend, emotions are firmly on the agenda for research in organizational behavior (Ashkanasy & Dasborough, 2003).

### ***What is Emotional Intelligence and how is it Defined?***

As the years went by, the talent that had been required from a leader received varied names. Some called this talent as character; others called it personality, traits, soft skills or competence (Goleman, 2006). According to research there are two general models to measure EI in the literature (Bracket & Katulak, 2007; Matthews, Emo, Roberts, Zeidner, 2006). The first model, a skilled-based model (Bracket & Katulak, 2007) or the Ability based model (Matthews et al., 2006; Conte & Dean, 2006), proposed originally by Mayer, Salovey and Caruso as the MSCEIT, the Mayer-Salovey-Caruso Emotional Intelligence Test (2003). They developed this version after developing the MEIS, the Multifactor Emotional Intelligence Scale model that was developed in 1999. The second model is a variety of "mixed" approaches proposed by a few researchers: By Bar On: the EQ-i - the Emotional Quotient Inventory, 1997; The ECI – the Emotional Competence Inventory, developed in 2001, by Boyatzis and Goleman; The EIS – the Emotional Intelligence Scale, developed by Schutte et al., in 1998; and the TEIqui - the Traits Emotional Intelligence questionnaire, developed by Petrides & Furnham in 2003. (Matthews, et al., 2006).

According to the skilled or ability based model, "EI pertains to an individual's capacity to reason about emotions and to process emotional information to enhance cognitive process and regulate behavior. In other words, it is "a set of aptitudes directly supporting better performance of emotional tasks" (Matthews et al., 2006). The Mixed model, "adds traits that facilitate emotional competence to basic abilities." Bracket & Katulak, (2007) gave an example of the mixed model from Bar-On's model "that includes one's perception of his or her ability of "stress tolerance" and basic personality traits such as "optimism" . . . both perceived abilities and traits are in the conceptual framework. Proponents of the mixed model approach have generally employed self-report measures as opposed to performance measures to assess EI."

Boyatzis, et al., (2000) argue that it is deceptive to define EI as a single construction, suggesting an association with cognitive capability. They add that traditionally it is defined as intelligence or what psychologists often call g. referring to general cognitive ability. However, more recently, psychologists have appreciated its complexity and described it in terms of multiple capabilities (Boyatzis et al., 2000). Goleman (2006) and Boyatzis et al., (2000), who understood these talents as EI, believed that the best focal point to look at it is through competencies or capabilities, which help to organize it in clusters (Boyatzis et al. 2000). Goleman (2006), explains where the focal point of the EI clusters occur and explains that "the great divide in competencies lies between the mind and heart, or more technically, between cognition and emotion. Some of the competences are purely

cognitive, such as analytic reasoning or technical expertise. Others combine thought and feeling; these I call 'emotional competencies'. All emotional competencies involve some degree of skill in the realm of feeling, along with whatever cognitive elements are at play. This stands in sharp contrast to purely cognitive competencies."

Mayer, et al., (2004b) explain what they mean by the term emotions: "(a) each kind of emotion (anger, fear etc.) shares certain essential features that are biologically based, (b) simpler emotions may combine to form more complex emotions, and (c) emotions may be regulated but not fundamentally altered by display rules. Salovey & Mayer claimed that the EI denote the nexus between two fundamental factors of personality: the cognitive and emotional system (George Chipain, 2003). They said that EI "pertains to an individual's capacity to reason about emotions and to process emotional information to enhance cognitive process" (Brackett & Katulac, 2007). Salovey and Mayer define EI as "being able to monitor, discriminate and utilize one's emotions and feelings, as well as others' emotional material to mediate thoughts and behavior" (Boyatzis et al., 2000). They included four skills that "are interrelated as proficiency in one skill influences mastery in other areas, and also cumulative, as mastery on the first three skills culminates in proficiency in the fourth area – management of emotions" (Brackett & Katulac, 2007). The four skills that Mayer and Salovey suggested are: First, perception of emotions – perceived emotions in oneself and others; Second, use of emotion to facilitate thinking. This refers to the ability to use generate emotions to focus attention, communicate feelings or engage in other



cognitive processes such as reasoning, problem solving and decision making; Third, understanding of emotions refers to the ability to understand emotional information, the causes of emotions and how emotions combine, progress and change from one to another and fourth, management of emotions refers to the ability to be open to feelings and to employ effective strategies to promote personal understanding and growth (Brackett & Katulak, 2007; Ashkanasy & Dasborough, 2003).

Goleman Boyatzis and Mckee (2004) presented a model of EI with eighteen competencies arrayed in four clusters. The clusters are: First, Self-Awareness cluster which includes emotional Self-Awareness, accurate Self-Assessment and Self-Confidence. Second, Self-Management Cluster includes Emotional Self-Control, Achievement, Initiative, Transparency, Adaptability and Optimism. Third is the Social Awareness Cluster includes Empathy, Service Orientation and organizational Awareness and the fourth is the Relationship Management cluster includes inspirational leadership, influence, Conflict Management, Change Catalyst, Developing Others, Teamwork and Collaboration.

Goleman and Boyatzis, integrated their work, and offered their following descriptive definition: "EI is observed when a person demonstrates the competencies that constitute self-awareness, self management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation" (Boyatzis et al., 2000). A "Competence" according to Goleman (2006) is a personal trait or set of habits that leads to a more effective or superior job performance." Sternberg (1996)

labeled EI as practical intelligence. Bradbarry and Greaves (2005), define EI as "how we manage behavior, navigate social complexities and make personal decisions that achieve positive results." Like Goleman and Boyatzis, (2001) they also believe that four skills together make up emotional intelligence: "self awareness and self management are more about you . . . social awareness and relationship management, are more about how you are with other people."

Reuven Bar-On (2006) also sees the emotional and social intelligence as connected and calls it emotional-social intelligence. He defines it as "a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands." Bar-On states that "from Darwin to the present, most descriptions, definitions and conceptualizations of emotional-social intelligence have included one or more of the four following key components: First, the ability to recognize, understand and express emotions and feelings; The ability to understand how others feel and relate with them; the ability to manage and control emotions; The ability to manage change, adapt and solve problems of a personal and interpersonal nature; And the ability to generate a positive effect and to be self-motivated .

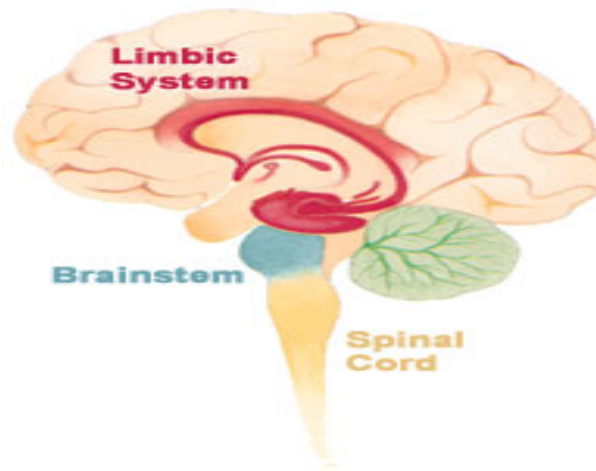
It is important to note that our emotions are with us everywhere and all the time. Bradbarry & Greaves claim that "we bring our feelings to work each day, whether we pay attention to them or not. Emotions are present in every conversation we have, every phone call we take, and every decision we

make.' They also asserted that EI tends to increase with age and people in their fifties, on average, score 25 percent higher than those in their twenties. EI is influenced by significant life circumstances and fluctuates in response to major life events such as: losing a job, getting a divorce or even due to being unexpectedly promoted (Bradbarry & Greaves, 2005).

### ***The Physical Source of Emotional Intelligence***

Since all our actions and behavior goes through the brain, it is important to understand how the neurosciences of emotions work. It is also important to understand the emotional centers' locus and how they affect each other, according to Goleman (2006), such as people that live together or next to each other, emotional centers, have interrelations and influence each other. Understanding the neuroscience of the emotions is "crystal clear why emotional Intelligence matters so much" (Goleman, 2006).

Each of us takes information from the surrounding world, through the five senses. Everything that we see, smell, hear, taste and touch travels through the body in a form of electric signals. These senses or electric signals pass from cell to cell until they reach the brain, at the back side to the spinal cord (Bradbarry & Graveas, 2005). Then they travel all the way across, to the prefrontal area, which is called by Goleman (2006), the executive center, where the complex, rational thinking happens. In between the prefrontal area and the back, lies the limbic system (Bradbarry & Graveas, 2005; Goleman, 2006).



## The Limbic System

From BrainInfo: A Portal to Neuroanatomy on the Website, University of Washington

The Limbic system is a term for a set brain structure that supports a variety of functions including emotion, behavior and long term memory. "The limbic system wraps around the brainstem and this is the major center of emotions formation and processing of learning, and memory. The limbic system contains a band of cortex that runs from the prefrontal of the brain to the back including the hippocampus and amygdale . . . . The hippocampus is involved in memory storage as well as emotions formation and is involved in complex cognitive processing. In the middle of the limbic area, behind our eyes, are two amygdales. Recent neurological research has shown that these almond-shaped organs receive and send all emotional messages (Goleman, 2006). Goleman (2006) adds that "Every experience that we have an emotional reaction to, no matter how subtle, seems to be encoded in the amygdale . . . . It is associated with forming complex emotional responses."

Goleman (2006) also describes what happens to our body and brain in a stress situation. He explains that the amygdale hits the brain panic button that induces the releasing of the hormone known as CRE (Corticotrophin Releasing Factor Hormone) and ends with a flood of stress hormones, mainly Cortisol. Once the hormone has been released, it stays in the body for hours and if we experience successive stressed situations, more stressed hormone is released, resulting in a buildup that can make the amygdale a hair trigger, ready to hijack us into anger or panic on at least provocation. When the stress hormones flow in the blood the heart rate shoots up, blood is shunted away from the brain's higher cognitive centers to other sites more essential for emergency mobilization. Levels of blood sugar jump, body functions slow down and the heart rate climbs to prepare the body to fight or run. Goleman (2006) adds that the brain functions to enforce the primitive strategy for survival: heightening the senses and dulling the mind. High levels of Cristol hormone steal energy resources from the working memory. People in this situation commit more errors; are more distracted and can't even remember something they have just recently read. If the stress continues, shrinkage of the hippocampus can occur as well (Goleman, 2006).

Goleman also speaks about "good" stress, Eustress, a healthy stress, referring to the pressure that mobilizes us to take an action. When we are positively engaged by a challenge, our brain is being soaked in chemical substances such as Catecholamines and others. This chemical primes the brain to stay attentive, interested and even fascinated and energized (Goleman, 2006). Zull (2004) explains that for any learning process, there is a

need for emotional chemicals to be produced in the brain. In addition to the Adrenalin hormone that Zull speaks about, he adds the Dopamine that causes reward feelings, the Serotonin that causes a feeling of calmness and peace and is secreted when we sleep. A every motive involves differing or mixes of brain chemicals. The amygdale is part of a "neural doorway" – through whatever motivates us – enters and is weighed in terms of its value as an incentive. The amygdale houses the general brain circuitry that undergirds motivation. The emotional learning that predisposes someone to take pleasure in one set of activities rather than another, as well as the repertoire of memory, feelings and habits associated with those activities that are stored in the emotional memory banks of the amygdale and its related circuits. (Goleman, 2006).

As described above and argued by Goleman (2006), Bradbarry & Greaves (2005), every sense or event that occurs to us goes first through the limbic system, creating an emotional reaction to events, and only then goes to the prefrontal side of the brain. That means that we first feel and then, subsequently, think about the event. The prefrontal areas can't stop emotion in the limbic system, instead the two areas communicate constantly. This process of communication is the physical source of emotional intelligence, which teaches us, that our brains are wired to make us emotional creatures (Bradbarry & Greaves, 2005).

The brain is plastic. "Plasticity" is the term neurologists use to describe the brain's ability to adjust to changing pressure; its cells have the flexibility to adjust to influences from the outside world (Zull, 2004; Bradbarry & Greaves,

2005). According to Bradbarry & Greaves, for decades the world held the mistaken belief that the adult brain is "frozen" and unable to change. This myth was debunked by revealing that learning leaves a physical mark on the brain at any age. The brain can't swell either, since it's confined by the skull; rather, the brain cells develop new connections to speed up the efficiency of thoughts without increasing its size. Each brain's 100 Billion cells communicate by the branching of small "arms" like a tree, to reach out to other cells. A single cell can grow 15,000 connections with its neighbors. While developing a new skill, the cells in the affected area branch out in a chain reaction of growth (Bradbarry & Greaves, 2005). EI is a product of the amount of communication between the rational and emotional centers of the brain. When someone practices his EI skills, he strengthens this pathway. His cells literally branch out and grow connections between feelings and thoughts (Bradbarry & Greaves, 2005).

These connections between the branches appear as clusters of competencies and can't work alone. For example, let's see how competency couldn't work alone, but rather could work only as a cluster: for Building Bonds in an organization, we can't look at this competence by itself. It should be used together with other competencies such as: Change Catalyst, Conflict Management, Teamwork and Collaboration (from the Emotional Competence Inventory (ECI) of Boyatzis et al., 2000). In order to see the connection, we must expand the competency to a cluster of competencies such as social skills. (Boyatzis et al., 2000). Another example offered by Boyatzis et al., (2000) is a cluster of competencies, which would predicts and establish

multiple levels of connections: neurological and hormonal characteristics predispose or arouse certain motives or traits such as Motivational Trait, which in turn predisposes, arouses, or drives competencies within the context of certain philosophical orientations leading to the observed competencies (Boyatzis et al. 2000). Another example is to identify a cluster of competencies, rather than separate individual competencies as "a link between high resting levels of epinephrine [hormone] secretion and a high need for power motives . . . and other such links among hormonal levels and unconscious motive" (Boyatzis et al., 2000).

In summing up this subchapter, in light of the description above about the neuroscience limbic system and its mechanism, we can better understand how our emotions are work and are affected. This summation will lead us to the following understanding pertaining to EI:

- Our brains are wired to make us emotional creatures;
- The limbic system never works alone it is always connected to other centers;
- The senses and feelings are always travel to the executive center, the rational and thoughts center in the prefrontal area;
- Emotions are always connected to thoughts;
- Emotions go hand in hand with reasons;
- Emotions are connected to learning and memory centers;
- The brain is flexible, like plastic that demonstrates development through making new connections, by sending new "arms" or works like a fractal (Boyatzis et al. 2000);



- In an emergency or in stress situation, a stress hormone is secreted (Cristol).
- In a "good" healthy stress, Eustress, other chemicals are secreted, that keeps us motivated.

### ***The Importance of Emotional Intelligence***

The importance of developing emotional intelligence has been advocated by researchers who demonstrated its positive influence on many domains, in personal and in professional life. They endorse its contribution on professional merits and on leadership effectiveness. They demonstrated an interrelation between EI and cognition and approved its affect on the thoughts and reasons. They also proved its positive influence on happiness and health and demonstrated that EI competences are learned habits and are possible to develop.

### ***The Influence of EI on Professional Merits and on Leadership Effectiveness***

Being an effective educational leader has been acknowledged by researchers who claimed its importance and explained that the success of a school depends on the effectiveness of the educational leader (Bloom, 1999; Harris, Day & Hadfield, 2003; Cheng, 2004; Northouse, 2004; Green, 2006). Samuel Krug (1993) wrote in Phi Delta Kappa that having an effective educational leader is "a key factor for improvement, leading changes and

improving students' achievements . . . [its] promise of turning our education system around."

"Success and effectiveness go hand in hand" (Abrahams, 2007), however, it takes "more than intellectual excellence or technical prowess" Maulding, (2002), asked an interesting question pertaining to the factors that affect the effectiveness and success of the school leader: "What factors are at play for example, when people of high IQ flounder, and those of modest IQ do surprisingly well"? According to Goleman (1995), "these factors are attributed to abilities called EI." EI factors have a meaningful influence on professional merits in various occupations with a primary emphasis on managers and leaders (Bradbarry & Greaves, 2005; Goleman, 2006). Goleman (2006) also asserts that "EI considers being the new yardstick for professional life . . . . We are being judged not only by how smart we are, or by our training and expertise, but also by how well we handle ourselves and each other." He further argues that "no matter what field we work in currently, they measure the traits that are crucial to our marketability for future jobs."

Researchers argue that to be successful in a job people need to feel they belong there, are accepted, valued and respected. It encourages in them inner sources that are needed to achieve the best and become creative, loyal and even prosper while giving the best performance (Goleman, 2006; Yoder, 2005; Maulding, 2002; Stefano & Wasylyshyn, 2005). All of these feelings have their origins in the emotional realm. Boyatzis et al., (2000) denote a stream of researchers who focused on explaining how highly developed EI is extremely important for success and leadership effectiveness. They explained

that EI is also associated with success in many areas of life (Boyatzis et al., 2000; Goleman 2006; Bar On, 2006; Goleman et al. 2004; Heiken, 2006; Sunindijo et al. 2007; Bradbarry & Greaves, 2005; Bracket & katulak, 2007; Von, 2005).

It is of interest to mention how researchers value the importance EI as mostly critical: Bradbarry & Greaves (2005) asserted that the whole person contains three equal parts: the personality, the EI, and the IQ, while each of the parts partially overlaps as three rings, one into the other. Meaning that, the EI is embedded partially as part of the personality and as part of the IQ. It is also interesting to mention how Mayer (2007) defined the term personality, and see that according to him, personality is almost equivalent to EI:

"Personality can be defined as the global function of an individual's major psychological subsystems: motivation and emotion, knowledge, the self and social action." Except for the knowledge, the entire component that Mayer included for defining personality embraced terms from the EI researchers' definition. Accepting Bradbarry and Greaves assertion and Mayer's personality definition would be reinforcement for the importance of EI and teaches us that the boundaries of EI might be more than a clear definition.

It is also relevant to see how researchers evaluate the qualities of EI in percentages. Bradbarry & Greaves (2005) see EI as responsible for enhancing work performance and successes: "You can use your EI to boost your job performance in a variety of ways. It is so critical to success that it accounts for 60 percent of performance in all types of jobs . . . of all the people we've studied at work; we have found that 90 percent of high

performers are also high in EI. On the flip side, just 20 percent of low performers are high in EI." Pool (1997) who argues for similar values, indicates that "a person's IQ predicts only a small part of career performance, ranging from 4 to 20 percent and recent studies have shown that EI predicts about 80 percent of a person's success in life" (Pool, 1997; Colleen & Chinowsky, 2006). Goleman (1998) argues that EI matters twice as much as the IQ. He explains that "hundreds and thousands of workers, from clerks to top executives, in organizations as vast as the USA governments and AT&T and as tiny as a one person enterprise. In all the findings a common core of personal and social abilities has proven to be the key ingredient in people's success: EI."

Goleman (2006) additionally describes a study that was done by the University of California at Berkeley and started in the 1950s, with eighty PhD students in science. The students went through an intensive battery of IQ and personality tests, as well as extensive interviews with psychologists who evaluated them on qualities such as emotional balance and maturity, integrity and interpersonal effectiveness. Forty years later, researchers tracked them again and estimates were made of each person's career success on the basis of resumes, evaluations by experts in their own field, and sources like American men and women of Science. In their results, they found that "EI abilities were about four times more important than IQ in determining professional success.

It is also relevant to have a deeper look of how EI was defined by researches and see that the motive of "effectiveness" is already constructed

as part of the definition's meaning. For example Goleman (2006) and Boyatzis et al., (2000) who have observed EI as clusters of competences explained competence as "a personal trait or set of habits that leads to more *effective* or superior job performance." Bar On (2006) explains the interrelation of emotional and social competencies, as how *effectively* we understand and express ourselves, understand others and how *effectively* we relate with them, and cope with daily demands. Thordike (1920) didn't use the term effective but used a similar term and defined it as "the ability to understand men and women, girls and boys – to act *wisely* in human relation." Boyatzis defined EI competencies as "the underlying characteristics of a person that lead to or cause *effective* and outstanding performance" (Boyatzis, 2007).

Not only is the motive effective part of the EI definitions, it is also described as an integral part of the characteristics of the leader's job. In their book *Primal Leadership*, Goleman, Boyatzis and McKee (2004) explained why EI plays a key role in leadership success and see the utilization of the emotions as part of the job by saying that "the emotional task of the leader is primal – that is first – in two senses: it is both the original and most important act of leadership." Meaning that, if EI competencies are the most important act of leadership, and one doesn't have it, he doesn't have the qualifications that are needed to be a leader. Researchers assert that when leaders drive emotions from a positive frame of mind, they tend to bring out the best in everybody (Goleman et al., 2004; Covey, 2004; Sunindijo et al., 2007). Goleman et al. (2004) call this leadership attitude "Resonance Leadership." If

the drive of the leader is from a negative position, he can undermine the organizations emotional foundations. This attitude they call "Dissonance Leadership." According to Goleman (2006) common sense would conclude that the positively charged environment has a greater chance for success (Goleman et al., 2004). Goleman (2006) further explains that "The emotional tone set by the leader ripples downward with remarkable precision." He adds that "the most effective leaders [are] warm and outgoing, emotionally expressive, democratic and trusting . . . . They walk around and strike up conversations with their staff, asking about their families and other personal matters . . . creating an atmosphere of openness that makes it easier for communication to take place" (Goleman, 2006).

Good communication, in and out of the school, is a key factor for enhancing good relationships, for creating an atmosphere of openness and collaboration. Good communication, collaboration and good relationships are all a product of EI. Communication as explained by Boyatzis et al., (2000) and Goleman et al., (2004) is a product of Relationship Management, which is the highest level of possessing EI competencies that builds one on top of the other. The Fundamental basic of EI begins from the "self" and goes upwards from the "self" towards the "other", a higher function of EI skills. For instance: the first and most basic skill is Self-Awareness. Based on Self-Awareness and only after mastering it, will one possess the second EI cluster, Self-Management, and only after possessing the Self-Management can one be able to possess the Social-Awareness competencies. Above it, the highest level of EI is the Relationship Management. In other words, Relationship

Management is a product of the first three EI clusters: Self-Awareness, Self-Management and Social-Awareness. One, who masters the cluster of Relationship Management, is a person who is able to lead toward teamwork and is able to contribute to collaboration and inspire others. He can influence and develop others and manage conflict effectively, as a product of mastering all the skills of the four EI clusters.

Relationships in the workplace are an important foundation, mostly in a job where the leader is largely interacting with people. Educational leaders also interact constantly with stakeholders, therefore EI competencies are very important for them. Sunindijo et al., (2007) who studies relationships among project managers and engineers argue that in reality, about 88% of project managers spend more than half of their working time interacting with others. This high level of interaction demands . . . to lead effectively and to manage conflicts continuously in order to build good relationships and ensure the success of their project." They concluded their study by saying that "open communication is a key factor in organizational success as it opens up the possibility of getting the best from people."

Fullan (2001) who considers the moral purposes of the leader as the most important job argues: "if moral purpose is job one, relationship is job two, as you can't get anywhere without them . . . relationships that make the difference." Fullan adds that "moral purpose, relationships and the organizations success are closely interrelated . . . relationships among its agents are the organizing principle."

Managing relationships is complicated and difficult (Fullan, 2001; Goleman, 2006) and even required "genuinely" according to Fullan who adds that "Genuine relationships based on authenticity and care." Goleman (2006) further argue that communication "is an art." Bradbarry & Greaves, (2005) and Golemam (2006) also speak about the importance of understanding people and taking care of them. It is "the bond you build with others over time . . . [and] the result of how you understand people; how you treat them and the history you share with them" (Bradbarry & Greaves, 2005).

Covey (2004) explains that whenever we attempt to serve human needs, "our relationships improve and deepen" It is most interesting to see the analogy that Covey expressed between communication skills and an iceberg, as he explained it in his the book *The 8<sup>th</sup> Habit* (2004): "We might look at the communication skill as we would at an iceberg-at two levels. The small visible part of the iceberg is the observed skill level of communication. The great mass of the iceberg, silent and unseen beneath the surface, represents the deeper level – the attitudinal, motivational level. Let's call it one's security base. To make any significant long-term improvement in our communication abilities requires us to work at two levels, skills and security."

An important part of the Relationship Management is the ability to understand the emotions and what triggers them. Ciarrochi and Mayer (2007) explain that "The ability to understand the triggers of emotions and to communicate about them is essential to the success of all professional and personal relationships." Understanding emotions also has to do with emotional expression as well. Elfenbein, Foo, White, Tan and Alk (2007)



assert that "the emotional expressions of others provide information that we can use to make social interaction more predictable and easier to manage . . . . Expressive behavior serves as a window into reactions, intention and likely future behaviors."

Brackett & Katulak (2007) and Goleman (2006) speak about the importance of encouraging and enhancing emotional vocabulary as well. Brackett & Katulak (2007) add that it is extremely important to be able "to articulate a full range of emotions when describing . . . feelings. These skills are particularly relevant in professions . . . which require constant interaction with others." They also assert that enriching emotional vocabulary can help to improve communication, but it comes only through understanding emotions and using emotional vocabulary. Using emotional vocabulary can also create critical thinking, creative writing and problem solving skills as well as, self- and social awareness. Enhancing emotional vocabulary can also be essential to the success of all professional and personal relationship (Brackett & Katulak, 2007).

Highly expressive people, communicate not only through verbal communication, but also through non verbal communication; through their facial expression, their voice, their gestures and their whole body. (Goleman, 2006; Brackett & Katulak, 2007). The ability to "recognize one's own emotions and identify how others are feeling requires attention . . . . Devoting adequate time and attention to fostering such emotional awareness, is extremely important in optimizing . . . effectiveness in multiple domains" (Brackett and

Katulak 2007). It also "allows them to move, inspire and captivate others" (Goleman, 2006).

A complimentary task for enhancing emotional vocabulary and an important skill for recognizing how others feel should be done also through listening. The way we listen to the other is a fundamental component that could be crucial to the outcomes of relationships and communication. The ability to listen and sense subtle communications, verbal or non verbal, is also a result of mastering Relationship Managements. "Listening" according to Goleman (2006) "is an art." It is an integral part of the social awareness and encompasses the ability to create an organizational awareness, to create an environment that fosters . . . care and attention" (Heiken, 2006). Sharon Todd (2003) and Goleman (2006) gave an interesting meaning to the term listening. They display listening as a mode of relationality, which creates the possibility of being open to change and to learn from the other by listening to them. Todd, (2003) adds that in listening attentively, "one can hear more than is being said." This kind of listening is beyond the regular dialogue task of "getting to know the other". Rather, it is to learn from the other and be changed by learning from him. For Goleman (2006) active listening should be done by "restating . . . one's own words that you hear to be sure you understand. This is "active" listening." Bradberry and Greaves (2005) recommend learning to listen like "Anthropologists [who] make their living watching others in their natural state without letting their own thoughts and feelings disturb the observation."

Active listening to subtle communications is a manifestation of being empathic as well. Empathy is a fundamental people's skill that cannot exist without mastering a high level of EI competencies and the manifestation of Management Relationships as well (Hernon, 2006; Brackett & Katulak, 2007; Abrahams, 2007). Being empathic has been associated with interpersonal effectiveness (Barbuto & Burbach 2006). According to Goleman (2006), "Empathy, is our social radar". Having empathy means to have the ability to sense and understand what others feel without saying so, (Covey, 2004; Goleman 2006; Abrahams, 2007). This is the ability to read the other's tone of voice, facial expression or other nonverbal acts. At the highest levels, empathy understands the issues of concerns and taking "an active interest in their concerns; service orientation – anticipating, recognizing and meeting customers' needs; developing others – sensing others' development needs and bolstering their abilities; Leveraging diversity – cultivating opportunities through diverse people; and political awareness – reading the political and social currents in an organization" (Goleman, 2006).

Addressing these needs according to Covey (2004), not only improves and fosters the deepening relationships, but also contributes towards motivating people and motivation according to Goleman, "is an emotional craft" (2006). Motivating people is among the most crucial job of the educational leader. It is the internal drive which leads powerfully to achieving what we desire, including success in the workplace (Bradbarry & Greaves, 2005; Barbuto & Burbach, 2006; Heiken, 2006; Goleman, 2006). Without motivation the way to reach our goals is futile. Leaders with emphatic qualities

"inspire greater depth of self-exploration in followers and the supportive interpersonal orientation increases followers' positive perceptions about the leader's feelings and job satisfaction (Barbuto & Burbach 2006). Such leaders according to Covey (2004) and Goleman et al., (2004) inspire and empower people rather than require.

It is of interest to mention that the terms "Motive" and "Emotion" share the same Latino root, moter, "to move" emotions are literally, what move us to pursue our goals; they fuel our motivations and our motives in turn drive our perceptions and shape our actions" (Goleman, 2006). To recall what was stated previously about the physical source of the limbic system in the brain. Eustress is the good stress and refers to the pressure that mobilizes us to action. When we are positively engaged by a challenge, our brain is being soaked in a bath of a chemical substance such as Catecholamine that is triggered by the adrenal system, to be motivated. "Intense motivation is, literally an "adrenaline rush" (Goleman, 2006). Another motivating substance is the Dopamine that motivates as by giving the feeling of being rewarded for something that we did or Serotonin, that lets us feel at peace (Zull, 2004). Goleman, (2006) further adds that "the amygdale houses the general brain circuitry that undergirds motivation . . . . People, who suffer from brain diseases or trauma that deprives them of their amygdale, suffer from a disorder of motivation. They are unable to distinguish between what matters most to them . . . what moves them and what leaves them cold." The best leadership, entails exciting people's imaginations and inspiring them to move in a desire direction as John Kotter, a Harvard Business School Leadership

expert says: "Motivation and inspiration energize people, not by pushing them in the right direction as control mechanisms, but by satisfying basic human needs for achievement, a sense of belonging, a feeling of control, over one's life, and the ability to live up to one's ideals. Such feelings touch us deeply and elicit a powerful response." According to Goleman (2006), "leadership of this kind . . . is an emotional craft."

Other important manifestations of understanding others, has also to do with the way a educational leader makes decisions, solves problems and conflicts, themes that are an inevitable part of the leadership job . Leaders need to be aware of everything that is going on at the school and to tack care of every problem that occurs at the school. Ignoring problems are not healthy, and "being blind to a problem can put our career at risk" (Goleman, 2006) and as we know, not all problems are easy to solve; sometimes leadership demands "tough decision making" and good decisions according to Sunindijo et al., (2007) "require far more than factual knowledge . . . they require highly developed EI." Whether we think about appealing to our emotions or not, while managing conflicts, solving problems or making decisions, we engage our emotions as part of the process or as a tool to reach our goals. David Chan (2007) conveyed how we facilitate our emotions in situations of decision making and problem solving : "Using emotions involves skills employed in redirecting attention to . . . facilitate decision making, using mood changes to consider multiple points of view and using different emotions to encourage varied approaches to problem solving." Boyatzis et al., (2000) asserted, these competences are not independent competences. "They are parts of a whole

cluster.” For example solving problem is part of the Self Management cluster and one might need to use Analytic Reasoning cluster too or even need to use System Thinking or Pattern Recognition. Emotions could provide ideas for what to do in order to solve a problem (Boyatzis et al., 2000). Colleen & Chinowsky, (2006) reminded us that managing conflicts, solving problems or making decisions, are also a manifestation of Self-Confidence, a derivation of the Self -Awareness cluster as well.

It is most interesting to mention that Goleman (2006) and Bradbarry & Greaves (2005) assert on connecting our "gut feelings" in decision making and problem solving. They actually encourage us to use our intuitive sense when we think about what is right and wrong and to be connected to the "gut feelings" that are parts of our emotions too. Bradbarry & Greaves, (2005) mention a study about the decision making process of three thousand executives, demonstrating that those at the top, in a wide range of fields, were most adept at utilizing intuition in reaching their decisions. Goleman (2006) explains what the sources of the gut feelings are and where they reside: “Hunches start much deeper in the brain and are a function of the emotional centers that ring the brain stem atop the spinal cord – most particularly an almond-shaped structure called the amygdale and it is connected neural circuitry. This web of connectivity, sometimes called the extended amygdale stretches up to the brain's executive center in the prefrontal lobes, just behind the forehead . . . the amygdale, the repository for everything we feel about what we experience . . . whenever we have a preference of any kind . . . that

is the message from the amygdale. And via the amygdale . . . we have a somatic response – literally, a gut feeling."

In addition to being part of the communication and Management-Relationship, decision making is connected to emotional expression and to listening and that influences the way we negotiate as well. Elfenbein et al., (2007) asserted that "negotiation can be a highly emotional arena . . . . Negotiation is an environment in which success often depends on the ability to communicate, exchange information and make accurate social judgments." Sunindijo et al., (2007) who focused in his study on investigating the benefits of EI to project management in terms of leadership styles also found a connection between EI and better communication between teams, something that was also confirmed by Ashkanasy & Dasborough (2003). Sunindijo et al., (2007) further assert that project managers with higher EI tend to use more open communication, which leads to opening up the possibilities of getting the best from people. Their other findings also included a positive correlation between leadership behaviors and the possession of EI. Heiken (2006) argues that "leaders demonstrating strength in the competency of Relationship Management are able to inspire and influence others; they are also skillful in conflict management, building teams and collaboration within an organization and focus on the development of others."

The description as to Relationship Management was expanded to include the outcome of mastering the first three EI clusters: Self-Awareness, Self- Management and Social Awareness. As stated above, the most fundamental EI starts with the *self* particularly with the Self-Awareness.

Without possessing Self-Awareness, one can never possess any of the other EI competencies. According to Goleman et al., (2004) Self-Awareness competency contains the Self- Awareness skill, accurate Self-Assessment and Self-Confidence. Covey (2004) describes Self-Awareness as "the ability to reflect one's own life, grow in self-knowledge and use that knowledge to improve oneself and either overcome or compensate for weaknesses." Abrahams, (2007) describes the Self-Awareness "an individual's ability to understand his feelings, even as they change from moment to moment . . . . [it] is an essential building block for managing emotions [that] allows the individual to regulate his action if he needs to." Abrahams (2007) explains: "only by recognizing [his] anger, can a leader begin to control it."

It is interesting to mention that Self Awareness is not a modern discovery. A deeper look at ancient literature, from the sixteenth century, can lead us to the findings that Self-Awareness was already considered by the early Jesuits to be an important component for success. They considered Self-Awareness as first among the four pillars of success: Self-Awareness; Ingenuity; love and Heroism. Chris Lowney (2005) speaks about the link that the early Jesuits advocated between Self-Awareness and leadership. They believed that "Leaders thrive by understanding who they are and what they value, by becoming aware of unhealthy blind spots or weaknesses that can derail them and by cultivating the habit of continuous self reflection and learning." The early Jesuits also invented an array of "tools and practices to mold self-aware recruits. Cut off for a month from work, friends', news and even casual conversation, Jesuit trainees dedicated all their energy to



searching for Self-Awareness." Goleman (2006) also asserts that Self Awareness can be cultivated, and according to the Jesuits "Self-Awareness is never a finished product . . . [its] accommodated change by instilling in recruits the habit of continuous learning . . . . Self-Awareness is a key to successful living" (Lowney, 2005).

### ***Emotional Intelligence and Cognition***

As we saw above, it is agreed among researchers that emotions and cognition are not separated systems and have a strong interrelationship between them (Boyatzis et al., 2000). Salovey and Mayer (1990) who were first to use the expression Emotional Intelligence (Boyatzis et al., 2000; Ashkanasy & Dasborough, 2003) explained it as set of social skills and abilities akin to, but distinct from intellectual intelligence (Leonard, 2007). They were also first to connect emotions to thoughts and argued that EI is related to "psychological processes involving the processing of affective information" (Akerjordet & Severinsson, 2007). It also "assists thought[s] . . . and promotes intellectual growth" ( Ashkanasy & Dasborough, 2003). In 1994 Damasio further adds that "reason and emotion go hand in hand . . . . Without one we would not have the other." He also suggests "this interaction occurs in the frontal lobes," the area where the complex, rational thinking happens. Goleman adds (2006), that the prefrontal areas, the executive center, where the complex, rational thinking happens, can't stop the emotion in the limbic system, instead the two areas communicate constantly. This process of

communication is the physical source of EI that teaches us, that our brains are wired to make us emotional creatures (Bradbarry & Greaves, 2005).

Zull (2004), who examine the changes of the brain while learning, illustrate how emotions take part in the learning process and how it affects the changes in the brain. In order to see the changes in the brain that are equivalent to the learning process, we need the involvement of three things: we need to practice, we need to have the synapses process and we need emotions that are triggered by chemicals. "Neurons, or the cells of the brain possess biochemical pathways that make them grow and reach out to other neurons whenever they are active. When we practice something, the neurons that control and drive that action fires repeatedly. If a neuron fires frequently, it grows and extends itself out towards other neurons, much like the branches . . . particularly in the cortex, [outer layer of the brain] neurons that fire more frequently, will also reach out more frequently. . . . They [the branches] actually connect . . . [and] send signals to one another . . . . These signaling connections are the famous synapses. Synapses convert the isolated neurons into a buzzing network or neurons. The bushes begin to talk to one another. In place of individual bushes, we have an entire hedge of neurons sending signals back and forth through millions of synapses. These networks are the physical equivalent of knowledge and the change in the connections that make up the network is learning . . . . To create and change this buzzing network, we need more than just activity – we need emotion. And for the brain, emotion means chemicals such as Adrenalin (fight or flight), Dopamine (reward) or even Serotonin (sleep and peace). When our network connections

are awash with emotional chemicals, synapse strength is modified and the responsiveness of neurons networks can be dramatically changed . . . . This emotion connection has an implication for student motivation" (Zull, 2004).

Like Salovey and Mayer (1990) Goleman (2006) also connected the emotions to the cognition but asserted that "Some of the competences are purely cognitive, such as analytic reasoning or technical expertise. Others combine thought and feeling . . . . All emotional competencies involve some degree of skill in the realm of feeling, along with whatever cognitive elements are at play." Zull (2004) connected the emotions to the body and uses the term somatic markers for specific body feelings that go with specific cognitive experiences. For example, when we solve a problem, we have feelings of pleasure and satisfaction. Or when we cannot understand a calculus or biochemistry text, we have feelings of frustration and despair.

Goleman broadens further by explaining the neuroscience of the limbic system and its contents. From his explanations we can learn of the role of the hippocampus, involves in memory storage . . . in emotions formation . . . and in complex cognitive processing" (Goleman, 2006). The meaning of this is that if the sources of emotional formation and complex cognitive processing occur at the same place, there is a strong supposition to believe that there is a strong interrelationship between them and they probably influence each other, as stated by Goleman (2006): "like neighbors that live next to each other and influence each other."

### ***The Influence of EI on Happiness and Health***

Researchers such as Covey (2004) and Goleman (2006) speak about the importance of health and its connection to effectiveness at work.

Neglecting our health and body can cause us "lose not only our health, but mentally; we can also lose our focus, our creativity, our endurance, our toughness, our courage, our leaning capacity, our retention" (Covey, 2004).

Studies also demonstrate a linkage between EI to happiness, (Bradbarry & Greaves, 2005) and to life's success in any domain of life, whether in romantic and intimate relationships, or in organizational politics or for dealing with stress and mental health as well (Ciarrochi et al., 2002). Ciarrochi et al., (2002) and Rosete & Ciarrochi (2005) demonstrated that EI is important to understand the link between stress and mental health. They found that emotionally perceptive people appear to be more strongly impacted by stress than their less perceptive counterparts, expressing higher levels of depression, hopelessness and suicidal ideation. These claims were confirmed by Bradbarry, & Greaves (2005) as well, who claimed that higher EI helps make stress more manageable by enabling one to tackle tough situations before they become unmanageable. Bradbarry, & Greaves (2005) add that those who fail to use their EI, are more likely to be less effective. They also argue that EI has a tremendous impact on a person's happiness and contentment. People who have high EI tend to be more at ease with their surroundings and more comfortable in their own skin and well being.

Bradbarry & Greaves (2005) note a link between EI and a susceptibility to diseases: stress, anxiety and depression suppress the immune system,

which causes to everything from the common cold to cancer. In a medical long term study, from 1968 to 1991, researchers tracked the degree to which women experience tension, fear, anxiety and sleep disturbance, all resulting from conflict at work and home. They found that women, who experienced higher levels of stress during this twenty-four-year period, were twice as likely to develop breast cancer. EI can also speed the body's recovery from disease (Bradbarry & Greaves, 2005). Research presented to the American Heart Association revealed a similar outcome for men and women taught EI skills while recovering from a heart attack. The physical impact of EI is so strong that studies at the Harvard Medical School have actually mapped physical differences in the brain based on changes in EI. In this study the amount of "traffic" flowing between the rational and emotional centers of the brain was found to have a real impact on its size and structure (Bradbarry & Greaves 2005).

### ***Understanding and Managing Emotions***

Understanding emotions is a fundamental act and it is necessary in order to manage them. According to Ciarrochi and Mayer (2007) understanding emotions are a condition for success in any relationship. They explain that "The ability to understand the triggers of emotions and to communicate about them is essential to the success of all professional and personal relationships." We first need to be aware to them, "to keep an eye on them and use them to [our] benefit"(Bradbarry & Greaves, 2005). As mentioned above, it is important to know that feelings are with us all the time

and everywhere, whether we pay attention to them or not. They present in every conversation and in every decision (Bradbarry & Greaves, 2005).

Bradbarry & Greaves, (2005) further explained that every time that we enticed into adopting a new behavior, we do so because we are motivated by the effects of emotion." Behaving the same way "a few months in a row, it's likely that [the] brain will adjust and new neural pathways would form to support the behavior . . . . Emotions that we feel, serve a purpose. They motivate us to think and take action . . . . The real trick is to understand emotions, and then they can help one to know if one is heading in the right direction. Understanding and managing emotions is the only way to get the most from each day and to head where you want to go in your career" (Bradbarry & Greaves, 2005). Goleman (2006), adds that "awareness – of how our emotions affect what we are doing – is the fundamental emotional competences . . . [it] is our guide to fine-tuning on-the-job performance of every kind, managing our unruly feelings, keeping ourselves motivated, tuning in with accuracy to the feelings of those around us and developing good work-related social skills, including those essential for leadership and teamwork . . . . Emotions serve purposes, they motivate us to think and take action. The better we understood our emotions, the easier it was to move through the problem" (Goleman, 2006).

### ***Deterioration of Emotional Intelligence and its Consequences***

The standardized tests together with the “No Child Left behind” Act that was legislated in 2002, illustrates the preference of the American government:

grades and achievements. Personally, I don't see providing this priority as negative, unless it is at the expense of other important educational and developmental elements such as EI. Although he doesn't speak on tests and achievements, Goleman (2006), speaks about the growing IQ of the generations and he attributes it to factors such as: better nutrition, more schooling, computers, games and puzzles that help the students achieve higher IQ scores. He also warns that the EI of this generation is in deterioration. Goleman notes studies that were done in the 1970's with a comparison study in the 1980's. These studies indicate EI competencies deterioration worldwide. He also argues that the generations who are falling behind emotionally, are supposed to be in today's workforce.

Researchers argue that people who are unable to know their feelings are at a tremendous disadvantage and the result of it could be damaging (Yoder, 2005; Bradberry & Greaves, 2005; Goleman, 2006). Goleman calls people who are unable to know their feeling as "tone deafness". They respond in obliviousness to messages that were sent to them by their bodies which then come back to them in the form of chronic headaches, lower back pain, stress, anxiety attacks and uncomfortable sensations of tension (Goleman, 2006; Bradberry & Greaves, 2005; Covey, 2004). Bradberry & Greaves (2005) argue that "people who fail to use their EI skills are more likely to turn to other less effective means of managing their moods. They are twice as likely to experience anxiety, depression, substance abuse and even thoughts of suicide." When we are in an anxiety situation, "our brain activity is

diffused; the brain itself is in a high level of activation, albeit poorly focused" (Goleman, 2006).

When we are not able to understand or neglect our emotions our immune system is weakened, mostly because of unresolved stress anxiety and depression. (Covey, 2004; Bradberry & Greaves, 2006). In these situations "Our body [is] flooded with tension or distress, it signals the body to decrease energy it expends to fight the disease" (Bradberry & Greaves, 2005). A study that was done at Ohio State University of note about "227 women diagnosed with breast cancer and saw remarkable effects from teaching EI skills during recovery . . . . They reduced levels of stress, kept to a better diet and developed a stronger immune system. Research presented to the American Heart Association revealed a similar outcome for men and women who were taught EI skills while recovering from heart attack" (Bradberry & Greaves, 2006). Goleman (2006) mentions a study that was done in Latin America by Laudio Fernandez-Araoz, who "compared 227 highly successful executives with 23 managers who failed in their jobs. He found that the managers who failed were almost always high in expertise and IQ. In every case their fatal weakness was in emotional intelligence – arrogance, over reliance on brainpower, inability to adapt to the occasionally disorienting economic shifts in that region and disdain for collaboration or teamwork." Two other studies were done in Germany and Japan. Those who failed had their largest deficit in the EI competencies and their failure came despite strength in cognitive abilities and expertise. In Germany; three quarters of failed managers showed a major deficit in EI and in Japan a little than half did so.



At the other extreme are those with alexithymia, a psychiatric term for people with a confused awareness of their own feeling. They have difficulties in recognizing, verbalizing and understanding feelings (Matthews et al., 2006) and blurred distinction of benign or unpleasant emotions. The outer world for them is more clearly detailed than their own inner universe (Goleman, 2006).

### ***Development of Emotional Intelligence***

After acknowledging the value and importance of EI, its deterioration through this generation and its effect on a leaders' professional practice, it is important to talk about the possibilities of developing EI. First it is important to know that all workplace competencies are learned habits which are possible to develop. (Goleman, 2006; Bradbarry & Greaves, 2005; Von, 2005). "There appears to be consensus that EI develops naturally through age" (Von, 2005; Bradbarry and Greaves, 2005). However, the biggest problem according to Goleman (2006) is the lack of Self-Awareness as to the fact that lacking EI competencies are damaging and poison our relationships. So, the first step to develop these competencies is by being aware of the need to learn them. Bradbarry and Greaves (2005) asserts that EI is a "flexible skill that is readily learned. While it is true that some people are naturally more emotionally intelligent than others, a high EQ can be developed even if you aren't born with it."

Ashkanasy and Dasborough (2003) argue the importance of teaching EI for leaders. In their study they demonstrated that teaching about emotions and EI in leadership courses can "affect team performance." They also view

that "emotions play a potentially important role in the understanding of organization." According to Cherniss (1998) the vital competencies that school leaders need to strengthen are: Self-Confidence and Self-Awareness, Self-Control and Self-Motivation, Empathy and Social skills. Cherniss (1998) note an example of a training program whose starting point was to help managers improve their personal and interpersonal abilities, "such as active listening, giving corrective feedback, and involving employees in problem solving and using positive reinforcement . . . . [After a] six-hour session for seven weeks, the results were impressive. Compared to a control group, the supervisors who participated in the training increased their use of all the skills – and recorded significant declines in turnover and absenteeism among their workers."

### ***Critique of Emotional Intelligence***

A critical reflection that has been published recently among researchers demonstrates that there is a controversial debate on EI constructs and the way to a consensus on this theme, is still in front of us. Critical reflections were mainly aroused around three prominent components. The first prominent component revolved around the meaning of EI and the way that EI was defined. The second prominent critical reflection was aroused in regard to the measurement of EI and we can actually learn that there is a critical reflection about all of the EI tests that were developed. The third critical component was to what extent EI is really important.

The first, critical reflection refers to the question whether EI is really something new or "simply a new name for an existing construct?" (Cleveland & Fleishman, 2006) EI skeptical researchers such as Matthews, Emo, Roberts and Zeidner (2006), assert that EI is not a new or different construct. It is "old wine in new bottles," that was poorly defined, poorly measured, and the benefits of EI and EI intervention are sometimes exaggerated. Murphy & Sideman, (2006) state that "EI has been fueled by unrealistic expectations about the importance and meaning of this construct" Matthews et al., (2006) claim that there is a great deal of hype surrounding the utility of EI in a variety of settings: many workplaces are becoming more "Emotionally Intelligent" corporations are selecting managers based on their EI, and seminars are promise to increase EI and guarantee best results. However, Matthews et al., in addition (2006) argue that they are "unaware that the scientific footing they are resting on may be less than [a] solid

A major concern also evolved over the different ideas about what exactly EI really means and over the definition of EI (Cleveland & Fleishman, 2006; Conte & Dean, 2006). There is no one appropriate scientific definition and those that were constructed by now are "too broad and too fuzzy to be useful" (Murphy, 2006). Matthews et al. (2006) explain that the contemporary scientific accounts are more "suggestive, but not definitive." The clearest definition according to Matthews et al., (2006) is of Mayer et al., (2000b) because they "encompassing emotion identification, assimilating emotions into thought, understanding emotion and emotion management." However, it still raises several difficulties asserted Matthews et al., (2006). First, several

qualities attributed to EI are excluded such as: emotional expressiveness, empathy, perspective taking and self control. There exist no explicit criteria as to which qualities belong to EI and which don't. Second, the definition refers to function and not to processes. Thus, emotion identification may be controlled by multiple processes ranging from low-level subcortical pattern matching to high-level cognitive evaluation of multiple cues to emotion. Third, the definition ignores the role of contextual information in emotional processing and judgment. For example EI may reside less in an accurate reading of facial emotions than integrating multiple sources of information within a given context.

Moreover, measures of EI overlap with personality factors as well (Matthew et al., 2006; Murphy & Sideman, 2006; Conte & Dean, 2006). Matthew et al., (2006) and Murphy & Sideman demonstrated two studies that showed that EI is correlated with all of the dimensions of normal personality that characterize the widely used Big Five factor-model: Agreeableness, Conscientiousness, Emotional stability, Extraversion and Openness to Experience. Alternatively, Conte & Dean (2006), argue that the ability based EI models, the MEIS and the MSCEIT (see further explanations) are more distinct from the Big Five personality dimensions.

Another criticism evolved around the way that EI was measured. (Cleveland & Fleishman, 2006; Conte & Dean, 2006). Murphy & Sideman (2006), argue that "all measures of EI are problematic in various ways . . . . None of the available measures provides a reliable and valid assessment of EI." Matthews et al., (2006) assert that a measurement of EI construct should

start through "creation of an acceptable theoretically defensible definition." As to the existing studies, the "available evidence, appears hollow and to lack a solid scientific basis." Conte & Dean (2006) add that the validity evidence for EI measurement ranges from weak to moderate in all the six prominent EI models that were developed in the last decade.

The six prominent EI measures are:

1. The Emotional Competence Inventory – ECI, developed by Goleman, Boyatzis & Rhee (2000);
2. The Emotional Quotient Inventory – EQ-i model that was developed by Bar On, in 1997;
3. The Emotional Intelligence Scale - EIS that was developed by Schutte et al. in 1998;
4. The Wang, Law and Song EI Scale – WLEIS, that was developed by Wang, Law and Song in 2004;
5. The Multifactor Emotional Intelligence Scale - MEIS, that was developed by Mayer Salovey and Caruso in 1999; and
6. The Mayer, Salovey, Caruso Emotional Intelligence Test - MSCEIT, that was developed by Mayer Salovey, Caruso and Lopes in 2003 as a second version (V.2) of the MEIS model. (The Ability model).

Except for the fifth and the sixth models, all the others are self models. However, the ECI contains two parts: self and peers models: after finishing the self report part, it also has 360 degree assessment techniques that

include peer and supervisor ratings of emotional competencies (Conte & Dean, 2006).

Conte & Dean, (2006) analyze the sixth EI tests and reflected their critiques about each of them. As to the ECI, they argue that "all the empirical criterion related validity studies cited are unpublished technical reports, working papers, online articles or dissertations. No empirical, peer-reviewed journal articles are presented to support the validity of ECI." Therefore, Conte & Dean, (2006) like Matthews et al., (2006) stress that ECI does not deserve serious consideration until peer-reviewed empirical studies. The EQ-i was also found to have no adequately empirical support or analyses (Conte & Dean, 2006). As to the WLEIS, this measure holds some promise in terms of providing incremental validity evidence. Nevertheless, it includes the limitations of personality-based and self reported EI that will be discussed later on. The limitations of the EIS are having low correlations with SAT score and the limitations of a personality-based test.

The MEIS was the first test that was developed by Mayer, Salovey, and Caruso in 1999. They developed and updated it to the V.2 Model, the MSCEIT model and improved some of the problems that had in the MEIS. In the MSCEIT, they decided to use a different approach (from the MEIS) to identify the correct answers, by including consensus scoring and expert scoring. Consensus scoring involves determining the correct answer to a test item by pooling the judgments of hundreds of peoples correct answers in order, to assess the majority opinion. Expert scoring involves determining the correct answer by pooling the judgments of researchers who have expertise in

emotions (Conte & Dean, 2006). Matthews et al., (2006) reflected their criticism about this method by asking how we know if the answer to a test item is right or wrong. With a complex construct such as EI, it is difficult to create a set of appropriate rules that specify which responses are highly emotionally and which are not. They added that the MSCEIT formulation is linked with conceptions of intelligence and an ability-based model, that are accepted by mainstream psychologists, however, they were concerned about the absence of scientific standards for determining the accuracy of consensus and expert scores (Conte & Dean, 2006; Matthews et al., 2006).

Matthews et al., (2006) and Conte & Dean, (2006) reflected their critique about the self reported Models as well (e.g., ECI, EQ-i, EIS, WLEIS). Conte & Dean, (2006) asserted that the self reported models do not assess the construct intelligence. They also assert that nearly all self-report EI scales relate to well-established personality dimensions while the MEIS and the MSCEIT, ability models, are more distinct from the Big Five personality dimensions and have higher correlations with general mental ability. The self report EI measures do not have correlation with cognitive ability. Matthews et al., (2006) articulate their concern about contamination of self-report by self-enhancing response style. They believe that there is a paradox inherent in expecting people with a low EI to have insights into their own emotional functioning and thus rate their capabilities accurately.

The popularity of the EI construct appears also to be problematic has been a target for disagreement among researchers (Cleveland & Fleishman, 2006; Matthews et al., 2006). EI has gained popularity because it is thought to

be Intelligence that anyone can have. Matthew et al., (2006) criticizing the tendency for suffixing a construct with "intelligence" as a promotional device such as: "sexual intelligence", "entrepreneurial intelligence", "spiritual intelligence", something that should make us more wary. Another construct that appears to be a critical assertion refers to the term EQ that is sometimes used for EI, as an analogy with IQ, something that also has to do with gaining more popularity for EI.

Matthews et al., (2006) and Conte & Dean, (2006) also speak about inflated claims made about the importance of EI as a predictor of job performance, merits and academic success. They note a study that was done by Zeidner, Matthews & Roberts (2004), who reviewed empirical research on the validity of EI in an occupational setting and concluded their study by stating that "the various scale for EI are, at best, weak predictors of job performance, although EI may be rather more predictive of job satisfaction." Conte & Dean (2006), argue that the EQ-i assesses students' ability to cope with environmental demands, and Goleman (1995, 1998) similarly proposed that EI could predict success both in school and at work. A study by Newsome et al., (2000) concluded that EI did not have a strong relationship with GPA.

Another myth according to researchers refers to the view that EI is as important as IQ, is also in disagreement. The expansive definition of EI presented by Goleman that claim that EI might be as important as IQ (Goleman 1995), or that it might in some cases be twice as important as IQ (Goleman 1998) lean on insufficient support for this claim (Matthew et al., 2006; Murphy & Sideman, 2006; Conte & Dean, 2006). Conte & Dean, 2006



assert that by this determination, Goleman ignores 85 years of personnel selection research. Murphy & Sideman, (2006) reason that Goleman do not openly dispute the findings from 59 studies, rather "they dismiss them as being if not irrelevant, at least uninteresting and prefer to draw on qualitative reports from top managers and senior leaders to support their contention that EI is more important than IQ."

It is also troubling that so little is known about the basis for correlations between EI and Well-Being (Matthews et al., 2006). Well-Being provides the most robust validity evidence from an EI test according to Matthews et al., (2006). On the contrary, they note a study of 290 workers in the United Kingdom focused on the connection between EI and well-being. The results of the study showed that "EI did not significantly predict any of the well-being outcomes, including job satisfaction."

In conclusion, concerns remain for both personality-based and ability-based models. In short, we can say that there is a struggle between the science and the marketing of EI in particular; measurement issues and considerations seem to be heavily affected by the scientific or marketing orientation of those evaluating EI measures.

## **CHAPTER III**

### **METHODOLOGY**

#### ***Research Design***

This study utilizes a Mixed Method design.

The purposes of my study are:

1. To discover and discuss the meaning of how educational leaders perceive emotional intelligence;
2. To better learn how educational leaders utilize emotional intelligence in their daily practice and how it affects their work.
3. To compare the perceptions of educational leaders' from the Midwest USA and from Central Israel as to the importance of EI in their professional practice.

The Quantitative part of the research uses a five scale Likert questionnaire which is: 1 - Strongly Disagree; 2 – Disagree; 3 – No Opinion; 4 – Agree; and 5 – Strongly Agree. The questionnaire has 19 questions. The first 18 questions are constructed from 18 indicators of EI competence that are taken from the Emotional Competence Inventory (ECI) and developed by Boyatzis and Goleman (Boyatzis & Goleman, 2001). This inventory comprises the work of Boyatzis & Goleman and Hay Group. ([http://ei.haygroup.com/proceducts\\_and\\_service/](http://ei.haygroup.com/proceducts_and_service/)). Question number 19 is an open ended question, allowing the participants to describe their perception about the connection between the 18 competencies and EI.

The 18 competencies of the ECI are organized in a hierarchical order of four clusters that appear in the following sequence: Self-Awareness; Self-Management; Social-Awareness and Relationship-Management. Under each cluster there are descriptions of the competencies that are a derivative of each cluster. In order to prevent contamination of the study, two changes were done in the questionnaire: The names of the four clusters were omitted from the questionnaire because the competencies that appear under the title of each cluster are detailing and sometimes are an additional explanation for the meaning of the cluster. The second change was done in the original succession of the competencies. The original order of the competencies was mixed to prevent a situation that would give the participants any clue about the possibilities of having any common denominator between the competencies or having an option of being clustered.

The questionnaire was sent to forty two educational leaders: School principals, educational directors or superintendents. The questionnaire was sent to them via email or fax. The completed questionnaires were sent back the same way, via email, or fax. Completing each questionnaire took approximately 10 minutes. The data from the questionnaires was collected from July to December 2008.

The Qualitative part of the research comprises an interview with five educational leaders who were randomly selected from the Midwest USA group. I contacted the interviewees through phone or email. I used Narrative Inquiry to do these interviews. Narrative Inquiry focuses on the way in which

people "produce, represent and contextualize experience and personal knowledge through narratives" (Schram, 2006).

I conducted a structured and semi structured interview within an Interpretive Paradigm. The value of the Self-Interpretive paradigm was stated by Crotty (2003) who argues: "Self- interpretations are embedded in language, skills and practices. No laws, structures, or mechanisms offer higher explanatory principles or greater predictive power than self-interpretations in the form of common meaning, personal concerns and cultural practices." Akerjorodeth & Severinsson (2007) add that enhancing interpretive paradigm would offer "more openness in attitude, curiosity, authentic communication and the fusion of horizons leading to the creation of something new."

Each interview took approximately 2 hours and took place in a convenient location for the participants. The data was gathered by digital tape recorder, transcribed, coded and analyzed.

### ***Participants***

For the quantitative part of the research, the questionnaires were filled out by forty two educational leaders: School principals, educational directors or superintendents. Twenty two of them were Israeli educational leaders from the Ministry of Education, from one of the biggest districts in the central of Israel. The other twenty participants were Doctoral Students from an educational leadership program at the school of education from a big Midwest

university in the USA and are currently serving as educational leaders. All the participants' ages ranged from the late 20s to the late 60s.

The rationale of choosing school leaders for the study was because they are considered a key factor in improving student achievement and school effectiveness (Krug, 1993; Bloom, 1999; Harris et al., 2003; Cheng, 2004; Northouse, 2004; Green, 2006). Another rationale is due to the intensity and the stress involved in the position of the educational leader (Blasé, 1991; Cantano & Strong, 2006; Ciarochi & Mayer, 2007). EI can be an important tool in helping them deal with the stress and lead effectively. The rationale behind choosing doctoral students from the educational leadership program is because they are currently my classmates in the educational doctorate program and prepare themselves to serve as school leaders. The rationale of choosing educational leaders from the ministry of education in Israel is because they are my colleagues that work with me in the same district as educational leaders and it is interest to learn about their perceptions and to compare their perceptions of EI to those of the educational leaders in the Midwest USA. The data collected through the questionnaires was from July through December 2008.

The participants in the interviews were five educational leaders, two men and three women. All five interviewees were from a Midwest metropolis of USA. They were randomly selected and were very experienced leaders in the educational field. One of the males has a doctorate degree and all the other four are currently working on their doctorate degree. Two of the female interviewees are African American and the other three are Caucasians. Three

of them have a minimum of 20 years experience; one of them has a minimum of 30 years experience and one of them has at least 40 years experience. Two of the interviewees are male superintendents. The first one is in his forties and the second one is an emeritus superintendent in his late sixties. Among the other three female interviewees, two of them are directors. The first is a director of a big department in a large university and the second is a director of special education of a large area. The fifth interviewee is also a well experienced female, teaching informal education in a culinary school. The interviews took place in July, 2008 in a place convenient for the participants.

### ***Data Analysis***

Descriptions of the interviews were transcribed, coded and analyzed. The data that was collected through the questioners was analyzed by excel software, using basic descriptive statistics such as means and percentages. The analyzed data was also displayed in tables and graphs along with descriptive analysis. Counts were used to describe the participants' answers to the open-ended question. Discrepancy scores were calculated to determine the similarities and differences between the school leaders' answers in the questionnaires from Israel and from USA.

All results are reported in Chapter IV and discussed in Chapter V along with implications for further research to be designed.

## CHAPTER IV

### RESULTS

#### *Introduction*

The results of this study on educational leaders' perceptions of Emotional Intelligence and how it affects their professional practice are respectively reported in this chapter. The research questions posed in this study were as follows: What are the educational leaders' perceptions of Emotional Intelligence are and how does it affect their professional practice.

The purposes of my study are:

1. To discover and discuss the meaning of how educational leaders perceive emotional intelligence.
2. To better learn how educational leaders utilize emotional intelligence in their daily practice and how it affects their work.
3. To compare educational leaders' perceptions from the Midwest USA and from Central Israel as to the importance of EI in their professional practice.

All the Narrative Inquiries descriptions were transcribed, coded and analyzed. The research questions were answered in this chapter and described in the following subchapters: The stress that the educational leaders profession posses; Evolvement of the understanding of EI; What is EI? Emotions and cognition; The affects of EI on the professional practice of

the educational Leader; The emotional role of the educational leader and Developing EI of the educational leader.

All the statistical procedures of the questionnaires were completed using excel software and displayed after the qualitative part and along the outcomes, when it was needed. The whole relevant accounts of the interviewees about EI and educational leadership were displayed with pseudonyms.

The outcomes of the narrators are discussed first, because they constitute a meaningful foundation in the essence of the educational leaders' job. In general, it was demonstrated that the educational leaders' job is emotional and has a meaningful effect on professional practice. These determinations will be described and discussed along the following outcomes.

### ***Participants***

Two groups of educational leaders participated in this study. The first group included five educational leaders (n=5) from Midwest USA, who were interviewed to describe their narratives about their perceptions. In the second group there were 42 participants who completed a questionnaire. Among them were 22 (n=22) Israeli educational leaders; school principals and superintendents and 20 (n=20) educational doctorate students, who currently serve as educational leaders, from the Midwest USA. The two groups were separated in order to compare their results.



Analyzing the outcomes demonstrated that there was a clear difference between their active and their passive knowledge of EI. Active knowledge means that the interviewees had to narrate and describe their perceptions. Passive knowledge means that the participants were given the ECI of Goleman and Boyatzis (2001), and the term EI wasn't mentioned in it. The participants were asked to mark their opinion about the importance of each competence.

As you will further see, at the beginning, the narrations about EI were limited to a description of basic emotions and with a lack or self confidence. However, it was interesting to discover, that as the conversation continued and as much as the questions were more focused on terms from the EI world, the narrators had a kind of self illumination and discovered more insights about it. Discovering these insights was demonstrated from their answers that were evolved and built up in a graded manner.

As to passive knowledge, in the questionnaire that was given to the interviewees, EI terms from the ECI were displayed. However, the term EI wasn't mentioned there. Both groups related a high degree of importance to the competencies: The average grade that was given to the competencies by the USA group was 4.46 which were 89.27 % and by the Israeli group 4.54 which were 90.90%. That means that the Israeli group considered the EI competences as more important than the American group to a discrepancy of 0.082 which was 1.63%. The average grade of each cluster given by both groups was also high, and all were above 4.35. Despite the small discrepancies between the clusters I will record the grades. The highest

cluster average grade was Relationship Management obtained by the Israeli group with 4.66 scores while the highest cluster of the USA group was Self Awareness with a 4.58 average grade.

### ***The Stress Possessed in the Educational Leaders' Role***

The most noticeable theme that was raised by four of the interviewees, Naly, Jafy, Kany and Fely, was the pressure, the intensity and the stressful characteristics of the educational leader's role. However, despite four of them talking about it, there was a clear difference between the stressful characteristics demonstrated by Fely, as a director of admission and student advice, who works in a university, with adult students, to those articulated by the other three educational leaders: the two superintendents, Naly and Jafy and the director of special education Kany. As you will see in pursuance, the intensity and the stress of the job were articulated much more strongly by the last three interviewees who work in a school, with young children, than those described by Fely who works with adults.

The stressful characteristics of the educational leaders' job described previously by Catano & Strong (2006), by Chiarrochi & Mayer (2007), and by Blasé (1991). It seems that working with adults such as, at the university where Fely works, consist of a different kind of stress that contains much less intensity, less unpredictability with much more defined borders. In Fely's work, the stressful times are expected and concentrated mainly during the registration and advising period, before each semester. While the role of an educational leader who works in a school, with young students, is very wide

with unclear boundaries and strongly articulated by Jafy, Kany and Naly. They "wear many hats" said Kany and Jafy. There are many unexpected constant things together with many other difficulties, as you will see below. These results demonstrated from this study are an additional reinforcement to the claim made by Sergiovanni (2000) who argued that the "demands of educational leaders are fundamentally different from those placed on other leaders and that educational leaders must be viewed as distinct and different."

I would like to suggest as one of the conclusions of this study that even amongst educational leaders, there is a supposition of an additional distinction between an educational leader who works with adults and an educational leader who works in a school with young students. As it can further be learned from this study, there is no doubt about the differences. The stress, the pressure and the intensity of the educational leader in school are much more noticeable and constant than those of the educational leader who works in a university or with adults.

Naly's Kany's and Jafy's narratives emphasized the pressure and the intensity of their job. According to Naly: "The job is very stressful from a point of view of a superintendent . . . [there is a] tremendous amount of stress that the educational leader has to deal with . . . and comes from wide angles."

Jafy also agreed that the stress comes from varied places. He explained that "the stress [was caused] because of a lot of things . . . the varied stakeholders and the 'many hats' that a school leader has to wear."

According to Kany the hardest part of the job is not the management of the

department' but because of the unexpected things that she can't control: "I can do this job with my eyes closed. It is not the stress that lies in [the job]. My stress is in all these other situations that I know I cannot control but I have to deal with." When Kany was asked to expand a little bit about what makes her job so stressful, it was needless to add. Just from looking at her, one could imagine how stressful her job was. She took a deep breath then exhaled, groaning the term 'oh man' while her body looked for a better position, like asking without words where to start from, or like saying "I am already tired just from thinking of the pressure that the role consists of."

As stated above by Naly and Jafy, one of the reasons that causes the stressful characteristics of the educational leader's job, mainly results from the many stakeholders that the educational leader has to satisfy. It has been explained by Catano & Strong (2006), who state that "contemporary principals and headmasters find themselves juggling competing tasks on a day-to-day basis. This juggling act is the result of efforts to satisfy demands from both internal and external stakeholders of educational organizations. From the national level to the local community, administrators, teachers, parents and community members scrutinize the performance of a school. This scrutiny forces building principals to be responsive to multiple demands."

### ***Dealing with Various Stakeholders: The Board of Education***

Three participants talked about various stakeholders that they needed to work and cooperate with. One could feel the stress contained in the job

from Naly's description about working with so many stakeholders: "You work with the board of education; you work with your administrators' team . . . you work under a constant screw of the public. I have working relationships with school principals, teachers, the bus drivers, the custodians . . . all the employers of the districts and to be able to appreciate the roles that everybody plays."

Only by concentrating on working with the educational board, can one feel the pressure as presented by Naly: "You try to work carefully with your board. The board is seven individuals with different personalities, different needs, and different backgrounds . . . depending if the board is working cohesively or the board is fragmented because of personality or political views . . . . That adds a tremendous amount of stress."

Jafy also talked about the difficulties that he needs to handle with the board members. He mainly talked about dealing with the board members' mood and behavior and how his position is different from time to time when working with the board: "It is different every minute. Sometimes I am a ruler, sometimes I am a slave, and sometimes I am a cruise director . . . . There are seven of them, so it is sometimes a circus. Sometimes two of them are in a good mood and two of them are in a bad mood and three of them we don't notice . . . [and] it dominates what is going on in the room . . . . Some board members are educated, experienced, [and] mature . . . [and] when it comes to educational issues and they may take a more clinical approach to the topics whereas others . . . don't have that sophisticated understanding of the topics. As a result, they take it in more, how do I feel in this kind of position . . . .

Having that combination of different people . . . sometimes . . . is not easy at all . . . . Some of the people are taking [a concrete] look at things and other people are taking an emotional look at things and that combination in the room, is all about their different habits. Sometimes we [are] the head of a referee . . . . [Sometimes] I have to rough some of the relationships or interactions between board members because my direction is determined by the will of the whole board. It doesn't need to be anonymous, but I am constantly assessing the board's will as a body. So if one board member stops or restricts another board member that affects my understanding of the whole board's will. So I have to make sure that there is an environment where all seven board members are free . . . [and] really confined their ability to lead effectively." To be conducted in these situations "are not easy at all" argued Jafy.

Naly narrated the difficulties in dealing with the board members' behavior and mood, which causes a lot of stress too: "You have this monthly public meeting and at those meetings you would like the board to act in a dignified . . . manner . . . to reflect well for the school system. [However] it doesn't always happen . . . . But you can't tell the board how to do things; you can only encourage them . . . how [to] best behave and function in a way that brings respect and confidence to them." Naly recalled an example that occurred amongst a couple of his board members: "Seven board members thought that giving anger at each other in public was good because it demonstrated that they care and . . . that they were doing their job and I had to change that mindset . . . . They yelled at each other and . . . [I] got them to

understand that it would not be healthy . . . to yell at each other in a public meeting. Express[ing] disagreement with each other was fine, but yelling at each other in a public meeting was not an appropriate way . . . . It took me like a year of working with the board and particularly a couple of members . . . to get them to stop yelling at each other in a public meeting . . . . If they had a disagreement there was a more appropriate [way] to express their disagreement . . . and if they expressed it properly, the public would still know that they were doing their job . . . . They could demonstrate to the public that they care without having to yell to each other."

Political issues by itself within the board of education are another issue that the educational leader has to deal with and is mentioned by Joseph Blase (1991) extensively. As well, we can learn from Naly's narrative, about political issues that lead to a lot of stress: "In the board of education you can have members [with] different points of view on different issues . . . sometimes some of the members operate in a political fashion, meaning they try to line up votes . . . you know, side deals before the meeting and stuff like that . . . . So you are trying to . . . overcome those issues . . . [that] exist between the members of the board." Naly illustrated the example of dealing with a political theme: "One of the examples that demonstrate the politics issues relates to severe financial problems . . . we were on the road to bankruptcy [and] had to go through cutting the budget. The teachers in the districts represent about 75% or 80% of the whole budget. So . . . you have to cut staff . . . . Everybody has a point of view and usually at cutting, nobody wants to cut the program of his children [therefore, they recommend] cut other programs. We run a very

creative gifted program . . . . I suggested reducing [the program] by 50% [and] board members who had children in the program were very upset by that . . . . We had a meeting with 150 parents . . . and former students showed up to say [to cut] other programs [and not the gifted program] . . . . It was conceptually a good idea; politically it was not going to happen. I was responsible to give the board a long list of things [to cut] . . . . [At] the end the board had to make politically unpopular decisions . . . after hearing from all these people, the board just said, 'o.k. we will cut, but not this.' So . . . that is very emotional, it is very stressful for everybody, not just [for] me, but for the board members as well as for the community."

### ***Dealing with Various Stakeholders: Parents and Community***

Other stakeholders that the educational leaders need to work with are the parents and the community that nowadays is considered to be, to say the least, not an easy stakeholder. As we can see from Naly's narrative, working with them demands a tremendous amount of time and stress. He recalled a situation about a couple of parents that he had to deal with, which consumed time, stress and energy: "In a district like mine, parents would come to the superintendent sometimes to complain about the principal . . . about the teacher or . . . about other parents . . . either, related to the school or not . . . . So you had to be a good listener and try to provide advice and . . . if what they were talking about [is] something that seems to be a reasonable issue to deal with, then you have to figure out how to follow up and deal with the issue . . . . I had a situation when we had two parents who were very angry



at other people of the community and they were taking their anger out by yelling at the children of these [parents], by going to the employers of these parents and trying to say bad things to these other people's employers . . . by doing many . . . mean things . . . . We had a very complex situation because of this couple . . . . [It] was very scary because they potentially posed a security problem to kids, to school, to other people . . . the security issues were very significant and we had to worry about school safety; the principals were worried [about] their personal safety. Other parents worried about their personal safety [too] . . . so it impacted a great deal on the school. We did different things: we had to create certain safety procedures related to this couple . . . to make sure that our staff was safe, make sure that our students were safe and we had to make sure that their children would be treated safely and appropriately."

Additional examples of dealing with parents were articulated by Naly and later on with Kany: "We had parents who went crazy and we had to deal with [them] . . . . I had to suspend [these] two parents from attending after school sports events because their behavior was so bad. We had the legal right to do that and we had a hearing. It was 2 or 3 days with lawyers, you know a tremendous amount of stressful things." Dealing with parents is also considered to be not easy according to Kany. Therefore she believes that the teachers need to be discharged from dealing with them, mainly because she wants to protect the teachers. She tells her teachers that "If parents want to meet you . . . tell them to meet me. Tell them you have done all you can do in

this situation . . . . I show teachers I am totally supportive of them . . . I need . . . to protect them from parents."

### ***Dealing with Various Stakeholders: Working with Teachers***

Working with teachers is a very important theme by itself. It constitutes many difficult situations and demands a lot of help from the educational leader. As described in the last paragraph, we saw how Kany protects and supports her teachers. Another example that was described by Kany demonstrate how she cares about them, something that by itself involves a lot of energy and stress too: "We had a seizure disorder [of] a kindergarten student and we almost ended the school year without him. The teacher had gone to training . . . for seizure disorder. We had done . . . everything we needed to do [with him] . . . . So, I [went to] . . . check on my teacher . . . . You can read about it, you can hear about it, but until you actually witnessed it for yourself, it is a very scary thing . . . . Once I made sure that the student was o.k. my focus shifted to this teacher . . . . I ask[ed] her how she was doing and she said . . . 'I did everything that they said in the training . . . I did everything' and I said to her again, but how are YOU doing? And then . . . she burst into tears . . . and then . . . she kind of laughed because she just needed . . . relief . . . and she said: 'I was praying the whole time . . . I know I am not supposed to pray at school, but . . . my hands were shaking and I was just praying the whole time'."

Kany believes that it is her job to lessen as much as possible the stress that lies on the teachers shoulders: " I know that my teachers . . . deal with

some stuff every day, so what I keep trying to focus on is what I can do to lessen their load . . . . [There are] situations that are just out of their control [and it] just drains [them too] much." From one side Kany articulated how she protects her teachers and supports them. But on the other hand Kany stresses and seems to be very strict with her thoughts and attitude about the seriousness that she expects from the teachers: "[we] have to be serious about what [we] are doing every single day. That is the intensity that I give to my teachers, that this is serious . . . this is not a game, this is life or death."

### ***Dealing with Various Stakeholders: Working with kids***

It is most interesting to note a metaphor that Kany uses with her teachers for working with kids from special education: "Working with kids is like working in an emergency room . . . this is a life or death situation and you have to make a quick life saving response . . . . In special education I deal with a lot of children who have mental health issues. Most of them are on medication for various reasons and teaching these kids is not just as simple as an opening a book and . . . reading from page to page . . . . There are so many layers, so many other things that you are dealing with that are really life or death [situations] and you have to know how to recognize them and to be on top of them. You have to model what is appropriate behavior and [to] understand the kids . . . . Understanding those layers [is] my personal connection with the kids [and] is conditional for learning for the kids, that's the life saving." She points to an envelope that she takes out of her drawer and says: "Look at this handwriting, you would not think that this is the writing of

someone twenty three [years old]. You think it would be the writing of a child. That's what I say death. . . . If we do not teach kids to read . . . [and] write and how to function in society, what are the choices? The choices are death."

Kany emphasized the consistency and intensity of unexpected difficulties that she and her teachers need do deal with because of crises with kids: "Some other things with the kids . . . it is very difficult. These difficulties are just day after day after day. I have got to deal with it. If we have a very emotional charged day like the day that our eighth grader went into labor. I have to be the one [to deal with it because] I know that my staff is very emotionally charged with other stuff . . . . Even though it may have [make] me nervous . . . I have to be the one to say 'Hey, we [have] got things [to do] in this room. Everybody relax, everybody has to breathe and . . . this is what works . . . and here are some suggestions of how we can address those things' . . . and I am open to suggestions. This works always together."

Understanding kids' moods and needs are very important in order to ensure their availability to learn and function as students. Sometimes according to Kany: "They need just to process some things that happened at home . . . [or] happened on the way to school and [you need] a lot of time to deal with kids' emotions. We do what is called a readiness check. We have some kids . . . [that are] emotionally charged. . . . [Therefore] we do the readiness check and what does readiness means? If you know that one of the kids is a very emotional charged kid, you need to catch [him] at the start of the day, before even coming into the building. Catch him on the playground, catch him when he gets out of the bus . . . and he is . . . angry over something that

has happened on the bus. It sometimes could be something as simple as the bus driver just didn't let him on [to the bus] with chips. [So with the] readiness check . . . I need to spend some time . . . . We don't even have to talk about the incident . . . [we] may . . . need 10 minutes, just to process it." Another example that Kany described was about another emotionally charged kid who needed the readiness check [and] lived in a shelter . . . . [He] didn't like living in a shelter and . . . [for him] everything associated with it. [Usually] somebody from my staff would meet [him] in the morning at the front door when the cab dropped [him] off . . . and the [kids] were so used to someone meeting them every morning, then no one met them this particular day and a lot of chaos went on in this building, juice, things were thrown and more and more confrontations . . . . We ended up [with this kid] going to intervention, in a behavioral school, for being out of control and all because someone didn't team [up] with [him the same morning]."

It was very moving for me to hear from Kany about the special relationships that she has with four of her former students that have lasted five years after graduating from her school. It was most interesting to learn about her commitment to them, although she is not obligated to take care of them anymore, this is not part of her job anymore, she feels a moral commitment towards them only because they need her help. These special relationships demonstrated more than a thousand words the big framed banner that hung on a front wall in her office and which was impossible to ignore: "Somebody needs you! On your worst day on the job, you are still some child's best hope" Larry Ber. "I have four students; twenty two or twenty

three years old that are incarcerated and I feel a personal commitment as I read their letters and I keep everyone of them . . . . Each of these students did something bad. "Each of them writes to her and each of them has a different life story: "One of them suffers from mental health issues, some genetic problems within the family. He is heavily medicated for . . . various different things and he didn't have the guidance that he needed. His parents love him, but they had mental challenges of their own and his mental capacity, cannot process that. You cannot be a certain age and take a girl of a lower age even if her parents say o.k. society says that is not ok . . . [but] cognitively, [he] just could not put this together." The second student "[was] raised in a house where his father went in and out of jail and who is in jail now . . . . This is something that he was born around and raised around and just does not know anything different." The third student is "a young man in the church, a choir [member], a musician . . . . He was raised in the church . . . and he said to me that there is a lot of pressure when you are raised in the church. People expect you to always do well . . . . The fourth student is doing a life sentence for a murder. None of us believe that he committed [a murder]. At the time that he was arrested, they found no murder weapon. The ballistics came back and saw no gun powder or anything on his hand, on his clothes. [He has a] low mental [ability] functioning. They told him if he didn't confess . . . 'we are not going to let you call your mother'. So for four days, they would not allow him to call home . . . . His IQ was retarded. They forced him to confess . . . . So, there is an advocacy group right now that has picked up his case because it turned out that the arresting officer is now being indicted for taking money

from a drug dealer . . . . It helped my student . . . that maybe he did not do this." This commitment is time and emotion consuming according to Kany. She points to the framed banner and says: "That is my focus piece . . . to help and support everyone who needs me."

### ***Dealing with Crises and Unexpected Events***

Unpredictable things at school happen all the time. Naly Jafy and Kany narrated from their experience. Naly started with his unexpected experience by telling: "Stress is a constant part of the job, [although] there is reasonable stress all the time and there is a great deal of stress . . . at certain critical junctions. Sometimes unexpected crises just happen . . . . We had a group of seven grade students who were on a field trip to Springfield . . . after a long day of sightseeing; they had a little relaxation at the hotel. The hotel had a swimming pool [and] a child drowned . You can only imagine what a crisis that was for us, for the family, for the school system, for all the children who were there, who witnessed the incident . . . . I got the call at one o'clock at night that a student had drowned. They tried to resuscitate him and they took him to intensive care in a hospital. Well, I had to . . . talk to my board president and explain to him what had happened, I had to call my principals, and I had to call my emergencies response team because by the next morning the whole parents' community is going to know about this. We had to have a plan of how to help those kids who walked into the school [and] heard about [it]. They would have to deal with it. We had children in Springfield who worry . . . overwhelmed with emotions and . . . to create a

game plan for helping the kids and the teachers who were in Springfield. We had to create a legal response to the parents of the child who was in intensive care . . . we had to create an action plan for the kids and the teachers coming the next day. [We had to think] how to discuss this with the children . . . our teachers had to be able to discuss rumors and realities . . . Many of the kids, knew this child . . . So, we needed the counselor . . . and grief counseling. My responsibility as a school leader was to lead the board, the emergencies response team in making decisions how to help . . . to deal with the press and with lawyers, all of these things. And, in doing so . . . I was also responding with emotional shock like everybody else, but I had to raise above that to help myself make good decisions and to help everybody else make good decisions. You have hundreds and thousands of children and parents in the community and it is not unusual that there are individual crises that occur . . . So you have a reasonable amount of stress all the time and there are junctions where you have a tremendous amount of stress and sometimes an extreme amount of stress . . . [that] could [lead to] very difficult decisions."

Kany recalls the unpredictable things that she and her staff deal with day by day, but talks mainly on the situations that she can't control: "My stress is in all these other situations that I know I cannot control but I have to deal with and even if I don't want to deal with them, there are always some other things with the kid . . . It is very difficult. These difficulties are just day after day after day." Kany states about the importance of being predictable with the teachers mainly because so many things in school are unexpected:



"Because so many things are unpredictable in the classroom, I need to be predictable." Within the same sentence that Kany articulated how she helps her teachers to deal with unpredictable things, she adds: "I am worried [about other things with the kids such as] some of our girls coming to graduation [with] a huge stomach or having the baby a few days before the graduation or dealing with parents in the community, just a multitude of things that I know I cannot control . . . [such as] a lot of kids here who are homeless . . . . I had a staff member who called me up and told me not to bring the children on a bus today, because there was nobody to take care of them . . . their mother is mentally knocked [she was] taken to a mental hospital . . . and his aunt . . . said 'I could not take the children because I was homeless myself' . . . . So that was turned to the social worker and I [was] just working with this intensity on being calm . . . I got to keep my people calm. I got to keep them rationally thinking and that is difficult. [We are] dealing with so much emotions."

Experiencing unexpected things were described by Jafy as well who experienced a huge crisis when finding his district being wrongly accused all over the newspapers: "I am experiencing unusual high stress recently because of things that we described earlier about the administration team [terminating 3 of his administrators] and because of a newspaper article that accuses us of things that I don't believe are true and other things." It is important to point out that the stress that drains Jafy, does not affect him only in his professional life, but also in his personal life: "So when you see my body language change about the negative things, it is . . . phenomena

that are causing the additional stress in my life right now, my personal life . . . [and] my professional life."

### **Dealing with Stress from Wide Angles**

Students crises within themselves and amongst them is another common cause that leads to a tremendous amount of stress, such as those crises that were demonstrated in special education and were mentioned by Kany and those crises that were mentioned by Naly and Jafy and there are other more countless situations that could lead to crises. This intense and loaded job was stated by researchers such as Chiarroch & Mayer (2007) who argue that the school dynamic is very intense and stressful and the educational leaders as illustrated by Catano & Stron (2006), "find themselves juggling competing tasks on a day-to-day basis."

Following are a few examples that demonstrated the varied issues that they need to deal with and which may lead to crises, articulated by Naly: There are "the special education issues, there are stealing issues, learning issues, student discipline issues, parents custody issues, constant deadline issues. . . . You might be involved in intense collective bargaining negotiations . . . . There are all kinds of things . . . . The position is very stressful . . . [and] the stress comes from wide angles." Jafy adds some other aspects that the leader needs to take care of and demonstrated the tremendous amount of tasks that the leader has to deal with and may lead to crises and bring additional stress to the leaders job. Among the other issues are: "curriculum, tests, budgeting, equipment, cleaning and many other

subjects. Anyone of these aspects can cause pressure and stress in the job." As you will see further I will exemplify additional examples by Kany, but for now, I will mention that she summed up by saying: "Oh man, there is so much to do; there is so much to do."

Budgeting and financial problems are additional issues that need to be considered when we are talking about the stressfulness of the educational leaders' job. Naly mentioned it when he talked about his district almost declaring bankruptcy. Being on an edge of almost declaring bankruptcy is a very difficult situation by itself. It contains a lot of pressure and responsibility and may cause too many other troubles around it such as political issues and side votes among the board members and the community, as mentioned above. The Budgeting theme was also mentioned by Kany. Although, it wasn't mentioned as severely as it was by Naly, Kany notes: "that is stressful." She adds: "I know that I cannot be [ready with the budget plan] on time because things are always moving at work."

Time management is another fundamental thing that an educational leader needs to take care of wisely. According to Jafy, part of the pressure is because of time issues and for him "finding time is always a problem." Kany adds that for her time management is crucial for her success: "time management is crucial to my success . . . and you need to have an excellent supportive system [to manage time effectively]. I do not make my own appointments. Someone else does, because 20 or 30 people try to meet with me in a day, look on how much time is spent on the phone or on appointments with people. That is not a good use of my time. I need to use

my time to be in classrooms, I need my time to meet with staff, to meet with parents . . . that time management is very critical . . . for me moving the program forward [is] so important [and] . . . I have so many other issues that I deal with everyday. The eighth grader, who had the baby, was one issue among many other things that I got to worry about or a kid with medical issues . . . it is all under me . . . [We need] to talk about the service plan [for those kids and] what the service plan is going to look like . . . [and between those things, you need] to move the [schools] program forward . . . There is so much on, there is so much to focus on, where is the time? Where is the time?"

Terminating a person's job is a very emotional and stressful act for a leader who needs to use a great deal of thoughtfulness and care. Jafy argues that "because of the seriousness . . . [that these] things are going to impact . . . on the people who [are] involved and when it comes to a building principal for example, it is not just going to impact on that building principal forever, but also [on] all of the other stakeholders within that school: all of the teachers . . . the students . . . the parents . . . the people who are expecting to see one face on the first day of school, who will see a . . . different face . . . We affect a lot of people's lives, so I am not intimidated by that . . . I am aware of that, and as a result, I want to get it right . . . We have to use a great deal of thoughtfulness and care and process and . . . understand that a mistake . . . or [giving] . . . a wrong order, impacts on so many people, so seriously, that puts a lot of pressure on me . . . [I need] to get those things right."

Like in any other organization, making decisions are an integral part of the leaders' job. However, the frequency of making decisions in a school, mostly because of unexpected problems that the educational leader needs to deal with, along with his many tasks and the varied stakeholders magnify the extent of the problems and make the difference between the educational leader and other types of leadership. Making decisions can not only be a day-to-day task, but also from moment to moment and many times consist of a lot of emotion and stress. The fundamental difference between the role of an educational leader and leadership in other fields was mentioned above, by Sergiovanni (2000) who argued that "educational leadership must be viewed as distinct and different." Beyond terminating people's job, Jafy and Naly, narrate about the difficulties of kicking a kid out of school. Jafy says: "When you have a critical decision to make, decisions that are going to literally make or break the lives of others [such as] kicking a kid out of school, or firing a principal you have to be thoughtful about those things . . . . One moment in time can literally make or break the rest of somebody's life. That is a lot of pressure and that is the negative part of the job."

No child left behind (NCLB) are high stakes that have been added to the educational system since 2002 and are an additional reason for the stress that already exists within the life of the educational leader. This theme was raised already by Andrea Kaufman (2005) who argues against NCLB as motivating people through fear instead of motivating them through teamwork and collaboration. Indeed, as we can learn from Kany, Naly and Jafy's narrations, NCLB causes a lot of stress because you have to be so focused

on standards and benchmarks while so many other things as described above are happening and can't be postponed or put aside. "The results" because of the stress that NCLB adds to the educational leaders, according to Goleman et al., (2004) "are devastating." Kany asserts that NCLB "is affecting all the staff and is very stressful and doesn't leave much time for emotions and other important things that are part of the kids' lives." Naly also argued, about the additional stress that NCLB causes to the system: "It is very stressful because you have these arbitrary standards. If your school doesn't reach these standards . . . you are called the failing school and then that brings more pressure . . . Administrators are under pressure to turn the school around, the teachers are under pressure . . . the kids begin to feel the pressure and it doesn't help them [to] learn better . . . I think that NCLB has caused a tremendous amount of stress within our school system and [it is] not necessary positive stress."

When Jafy was asked to talk about NCLB, he automatically raised the subject of confidentiality, a fact that by itself demonstrated how NCLB is a sensitive theme and how critical it is for him. He added: "My biggest challenge is to think that my principals are not too affected by it and I think that is very unusual. I think that most superintendents are forcing their principals to be affected by it and insisting on results . . . to protect the organization from NCLB. They put pressure on principals to perform this test so that they are sanctioned by NCLB . . . My biggest challenge is to keep the principals focused on the quality of learning and not necessarily the quality of high stake

performing . . . . The high stakes and NCLB is in only one emotional stressful theme, among many others."

Since it was noted above that there is a distinction between the different stress that Kany, Naly and Jafy experience to the stress that Fely experiences, I will focus now on how Fely deals with stress at her work. As it was articulated above the pressure that was described by Fely's narrative is pressure that the workers can be prepared for, something that by itself can lessen the stress and help one to deal with it. Fely describes: "There are times where things get tense, but we use our staff meeting to talk about those times and say, 'Hey in two weeks, you know what is going to happen. So . . . don't be sensitive and upset if somebody should say something.' . . . . We are trying to manage it by making them [the staff] aware of what things are coming up on the calendar. There could . . . be problems or stressful periods for the entire office . . . . [But] you need the ability to hold yourself, maintain, and be able to also do your job in pressured times . . . . The numbers of our enrollment is important to our university, how many people we can actually get registered . . . this is one of the major revenue generating colleges for the university . . . . How many hours they register for is really important and the staff is traced [monitored]. . . . They [the university administrators] set enrollment goals of large numbers and we have to reach them. It is pretty stressful. It happened to us that we didn't reach the goals when graduate level education dropped because the economy dropped and people had lost their jobs. There were a couple of years, maybe 3, that we did not make it . . . and there was a great deal of pressure . . . for the other quarters [also] . . . so

we had to try and make up those enrolment numbers the rest of the year. . . . So you know it is stressful for my boss, for the assistant dean, also for the dean of the college . . . . He is the one who has to answer to the president. My boss then puts pressure on me and the other directors of admissions . . . and that is a lot of pressure. I have to get myself ready . . . every half an hour from the time I get here 10:30 to the time I leave at 6:00 o'clock. My last appointment is at 5:30 . . . . We admit 700 people in the fall. That is a lot of people for 7 people to register and it [requires] a lot of responsibility to do it. [Working like that] for 3 or 4 weeks, full day meetings with people, working through the program, showing them how to use the campus connection and faculty register for class, and setting them up to get their ID . . . that is a lot . . . . When it is not the registration period, there is still so much to do . . . a lot of preparations."

An additional stressful issue that was raised by Fely and which is a great challenge for her is being a female managing director in a male manager directors' surrounding. Fely adds that: "In some way, you have to be feminine, but also masculine in your thinking. [If you want] to be respected . . . you can't cry . . . . Being strong belonged to the masculinity . . . because in an environment of men I couldn't solve any problems by crying . . . . [You have] to come up with a plan and state it in strong words . . . you have got to be a hard worker . . . you can't be asking . . . males to do things for you . . . You have to hold your own . . . . You have to . . . get your hands dirty doing some math theory without crying."



In summing up this subchapter I would like to conclude in emphasizing the stress dominant characteristics of the educational leader. The intensity and the loaded job of the educational leader, along with the stress that the role contains were expressed by interviewees. The causes for the pressure are varied for many reasons. Among the reasons are the leading various stakeholders in and out the school. The needs and demands of each of the stakeholders are different and they sometimes even collide. The job is complicated, with many unexpected situations and crises that come into the school from without the school and can potentially arise from each of the stakeholders. The crises that were demonstrated above such as the drowned student or the pregnant girl, or parents who quarrel between themselves can be situations that demand many stressful hours and a lot of pressure that lies on the educational leader and his team. Even an incident such as not letting a student get onto a bus with chips can lead to serious situations of violence and even chaos in class or among the students.

Beyond crises and unexpected situations there is also the loaded and pressurized job of the leader who needs to be aware of everything that happens in school. The responsibility that lies on the leaders' shoulders is great and over and above the regular routine job that by itself contains many things to do and a lot of stress; Managing meetings, making decisions with relevant teams after discussing each situation, contemplating the possibilities of solving problems, considering the special needs of special students or teachers or situations. Finding time to handle and manage all the other issues such as budgeting, staff development and equipment, cleaning and paying

bills, computers and many other routine things and making sure that all the programs at school are carried out. In between the intensity and the pressure on the educational leader, he needs to find time to see the "people behind the faces; to take care of the teachers' requests, to listen attentively to their needs and problems, to make sure that they feel respected and their opinions are considered and beyond all feel that they love their job and love to come to work.

The stressed characteristics of the job were also described by researchers (Santano & Stron, 2007; Blasle, 1991; Corbet, 1991; and Bloom, 2004). These articulations emphasize that the leaders' job contains a lot of emotions and emotional involvement is part of the job. In light of these characteristics of the educational leaders' job, I believe that EI might be the right answer to the educational leader's needs. This was confirmed too by Ciarrochi & Mayer (2007), who argued that "EI awareness and training are essential for them [educational leaders]."

### ***Evolvement of the Understanding of EI as the Discussion Progressed***

Studies stated that EI is still in a developmental stage (Ashkanazy & Dasborough, 2003; Akerjordeth & Severinsson, 2007) and argued that we don't know enough about it (Bradberry & Greaves, 2006). These assertions were among the reasons for choosing the purpose of the study: Learning about educational leaders' perception of EI, and how it affects their professional practice. It was only obvious to ask the participants what in their perception EI is. As far as it is possible to trace, an interesting knowledge

evolution process was discovered and was perceived during the interviewees' narrations.

At the beginning of the narrations, the participants were hesitant, with a lack of self confidence and described basic emotions. When they were asked to explain what EI is, the difficulty to do so was noticeable. For example, illustrations of answers given were: By Fely: "I have a limited knowledge about it." By Jafy: "I have read not more that twelve pages about it." By Naly: "I don't pretend to be an expert." I had to repeat more than once and explain to Jafy and mostly to Naly that one of the purposes of the study was to construct new knowledge of educational leaders' perceptions and time and again I was asked by Naly, to define EI for him. The hesitancy was very perceptible at the beginning of the four narrations. Their responses to the question of what EI was, were limited to answers such as being sensitive (given by Fely); Being kind and nice (given by Jafy); Being angry and nervous, crying and screaming (given by Saty); Being in a good mood or understanding others (given by Naly).

Most noticeable was how the interviewees' understanding of EI developed throughout their narratives. As the narration moved along, it was possible to track and hear how the perceived knowledge of Saty, Naly, Fely and Jafy increased. However, it was most noticeable in the narration of Saty. As more of the questions were focused on terms from the EI world, they had a kind of self illumination. They discovered more insights and the answers given were articulated with more confidence and assurance. Discovering these

insights was also demonstrated from their answers that were evolved and built up in a graded manner. For example, their answers changed from "I don't know" (Fely, Jafy and Naly) at the beginning of the interview, to "I think so" (Fely, Naly, Jafy, Saty). All the narrators summed up their narrations with answers such as "EI is certainly important" or "EI is definitely important" for a school leader and have a meaningful affect on their professional practice.

This study demonstrates that devoting time to think, to contemplate and focus on the EI theme fostered the emotional Self awareness of the participants that led to a better understanding of it and to the development of more knowledge about it. The ability of evolving self awareness and knowledge about emotions was raised by Barcket & Katulak, (2007) and can be an additional support to this conclusion. Although Barcket & Katulak talked about teachers, the main idea of fostering awareness of EI was raised by them and could also apply to educational leaders. They argued that: "Devoting adequate time and attention to fostering such emotional awareness is extremely important to optimizing teacher effectiveness in multiple domains." In light of the description that was articulated above and in light of the detailed example that will be demonstrated further from Saty's narration, I think that the conclusion of devoting adequate time to answer the question of what EI is, and how it affects the professional practice of an educational leader, leads the narrators to develop their self awareness about it and to its importance for an educational leader.

Let's focus on Saty's narration and trace her evolved understanding about EI and about it's important to an educational leader. For the illustration I

will mention again that she started her narrative by relating the importance of being logical and less importance for EI as she argued: "I feel like I am writing with my left hand and I am right handed if I am emotional about things . . . . My plans would always stay logical. I feel better with logical people . . . I can't help it." In her first explanation to what EI is; Saty connected EI to a basic level of a person's common feelings and to vocal reactions such as: "You are not as emotional as crying or screaming or happy." Saty demonstrated her thoughts through tangible illustrations such as: "You have to . . . take your EI step away . . . [and] think through emotions . . . . For example, if somebody forgets my birthday . . . I don't just say . . . I hate you . . . you hurt my feelings . . . . I try to be logical, kind of manipulate [my feelings]." I understand the term "manipulate feelings" as to manage feelings and if it is correct, so managing emotions is considered to be an important ability to who has EI. Further evolvement of her knowledge was also demonstrated in her next explanation about EI: "having EI doesn't necessarily mean you are all emotional and nothing else." This statement could be explained as someone who has EI, beyond being emotional about things, can have more abilities such as controlling and channeling his emotions toward expected needs.

Saty's next explanation about an effective leader, illustrated again a kind of regression in the tendency to move forward with her explanations. She argued that: "[a] leader needs more than EI . . . someone who is more interested in process, problem solving . . . thinking critically . . . working together." This statement by Saty, demonstrated that an effective leader is more rational and more logical and the issue of emotions is not considered an

important skill that the leader needs to have and control. It is important to note that the skills that she mentioned: "problem solving, thinking critically and working together" are considered to be a derivative of EI according to Goleman et al., (2004). But for Saty, these skills were considered to be above and more important than having EI and still, at that time EI was not considered to be as important as logic.

In her two next illustrations about her life, Saty again demonstrated an evolvement of her knowledge about EI. She explained how she was able to overcome a crisis that she had had as a teenager. She then described how she manipulated her environment to do things and summed up by saying: "To me, this is EI." To manipulate her environment to do things as she wanted, demonstrates having the ability to influence others, or being able to inspire others or to make a change. These three competencies: influence, inspiration and change catalyst are described by Goleman et al., (2004) as a manifestation of the highest competence Relationship Management. This illustration is an articulation of EI. Although in the quality of her answer she didn't demonstrate using terms from the EI world. But she demonstrated an evolvement of her understanding about EI.

The second example that Saty narrated was also from her life experience as she overcame her shyness and quietness and became energetic, dynamic, having the ability to express herself as a noticeable person. According to Saty "I think this is EI." Overcoming crises as was demonstrated from her last two examples and as stated above about the first illustration is indeed an articulation of E but only partially. Goleman et al.,

(2004) characterized somebody that has EI as someone who controls and manages four clusters which contain 18 competences (see on pg 26 - 27). The four clusters in a hierarchical order from the first to the fourth. Self-awareness, Self-management, Social-awareness and the highest level is Relationship-management. In order to be able to fulfill each stage, one must first fulfill the previous stage. So in Saty's last example she demonstrated her ability to be self-aware about her crises and was able to overcome it through managing herself and manipulating her environment. Meaning that she was able to manage relationships with others and reach her goals maybe by inspiring them or having an influence on them and making and maintaining a change. Although there are no details of the process of how she did it, that indeed demonstrated the improvement of her understanding of what EI is.

After these examples Saty displayed a few competencies as part of EI. Although she didn't mention all of the competencies, the quality of her answers was much more convincing, beyond a description of acts or a description of emotions such as crying and screaming. Among the competencies that she mentioned were: Will power, self confidence, courage, motivation and risk taking. Saty also connected Gut feelings as emotional competency." Toward the end of the interview, she demonstrated how she was encouraging openness with her students by talking with them about her personal life experience. Saty believes that telling them from her personal life experience, is a good strategy for loosening them up, for creating good relationships and above all an emotional bond between people. She added that the emotional bond would also occur because of the way the leader

approaches them and because of the relationships that they will develop. Goleman (2006) and Bradberry & Greaves, (2005) also speak about the importance of understanding people as something that contributes to create the bond between people.

At the end of the narratives, after more than two hours, Saty said: "I am working with more emotions with more openness towards them. I invite them to be more emotional." She summed up her narrative by saying that "Some people will say 'It is your job, you have to keep emotions out of that' I never felt like that way. You can't. I can't separate them. I can't think that you can cut emotions out of anything. EI is like all wrapped up with everything . . . and when we get older, you have more tools to deal with emotions." These last statements teach us about the meaningful evolution that occurred to Saty and are opposed to her first statement. I will restate it to emphasize the differences between her perceptions. At the beginning of the interview she said "I feel like I am writing with my left hand and I am right handed if I am emotional about things. . . . My plans would always stay logical. I feel better with logical people . . . I can't help it." The first statement was: "I can't think that you can cut emotions out of anything. EI is like all wrapped up with everything." The discrepancies between Saty's statements at the beginning of her narrative and at the end of her narratives express an evolution of her understanding through her words. As long as she talked, a development of understanding about EI occurred. Her time devoted to contemplating the EI theme raised her self-awareness about EI. As stated above, an additional support to this conclusion was demonstrated by the explanation of Barckert &



Katulak (2007) who talked about the idea of fostering awareness to EI by devoting time to think about and contemplate on EI.

In light of the description that was articulated above and in light of the detailed example that was demonstrated from Saty's narration, the conclusion of devoting adequate time to answering the question of what EI is, and how it affects the professional practice of an educational leader, leads the narrators to develop their self awareness about it and to its importance for an educational leader.

Beyond the evolvement of the knowledge that occurred to Saty, it is worthwhile to focus deeper on Saty's following last statements that can lead this study to additional conclusions. Saty said: "Some people will say 'It is your job, you have to keep the emotions out of that' I never felt that way. You can't. I can't separate them. I can't think that you can cut emotions out of anything. EI is like all wrapped up with everything . . . and when we get older, you have more tools to deal with emotions." Lets first refer to her last idea of "When we get older, you get more tools to deal with emotions." The possibilities to develop EI were articulated previously by Von (2005) and Bradbary & Greaves (2005). Bradbary & Greaves (2005) assert that "There appears to be a consensus that EI develops naturally through age." But, according to Goleman (2006) the big problem "is the lack of self-awareness of the fact that lacking EI competencies are damaging and poison our relationships. So the first step to develop these competencies is by being aware of the need to learn them." The evolvement of knowledge that happened to the narrators during the narrations is a demonstration that we do

not necessarily need to be aware of the need to learn them. It will be enough to devote time to contemplate the EI theme and to discuss it in order to develop awareness about its importance and in order to develop one's knowledge about it.

### ***Emotions are wrapped up with Every Experience***

An additional important statement that was raised by Saty and needed to be considered refers to the following statement: "You can't separate emotions out of anything. EI is like all wrapped up with everything." Not only is this statement a further reinforcement of the importance of having EI, but it also leads to the conclusion that everything that we experience in our life is wrapped up with emotions. Or on the other hand, emotions are an integral part of everything that we experience in our life. In order to support this claim we will refer again to the subchapter that deals with the neuroscience of the brain, "The physical source of the brain" of this study (see page 28). It was explained there that each of us takes information from the surrounding world, through the five senses. Everything we see, smell, hear, taste and touch travels through the body in a form of electric signals and passes from cell to cell until they reach the brain, at the back side to the spinal cord (Bradbarry & Graveas, 2005). Then they travel all the way across, to the prefrontal area, which is called by Goleman (2006), the executive center, where the complex, rational thinking happens. In between the prefrontal area and the backside of the spinal cord, lays the limbic system (Bradbarry & Graveas, 2005; Goleman, 2006) that contains a band of cortex that runs from the prefrontal of the brain

to the back including the hippocampus and amygdale ...The hippocampus is involved in memory storage and emotions formation as well as being involved in complex cognitive processing. (Goleman, 2006).

In order to support the claim that everything that we experience in our life is wrapped up with emotions, let's also recall the important determinations that were argued in professional literature: the limbic system never works alone (Bradbarry & Greaves, 2005). Everything that we experience starts from the senses, passes from cell to cell then reach the brain at the back side and goes to the prefrontal area through the limbic system. Then they travel all the way across to the prefrontal area, where the rational thinking happens. In between the prefrontal area and the backside of the spinal cord, lies the limbic system (Bradbarry & Greaves, 2005; Goleman, 2006). This description explained that every experience that we have goes from the senses, through the limbic system to the forehead. The limbic system wraps around the brainstem where the senses are, and this is the major center of emotions formation and the processing of learning and memory as well, in the hippocampus. The hippocampus is involved in memory storage as well as emotions formation and is also involved in complex cognitive processing. So emotions take place in every experience that we have as human beings because as explained every experience goes from the senses to the forehead through the limbic system. That brings me to the conclusion that emotions are an integral part of everything that happens to us. It was also argued previously, that emotions are connected and assist thoughts to promote intellectual growth (Salovey & Mayer, 1990; Ashkanasy & Dasborough, 2003)

it involves the processing of effective information (Akerjordet & Severinsson, 2007). Emotions take part in the learning process (Zull, 2004), emotions and cognition are not separated systems (Boyatzis et al, 2000), reasons and emotions go hand in hand, and without one we would not have the other and emotions affect our behavior and reactions (Covey, 2004; Goleman, 2006).

In light of the descriptions above and in light of Saty's determination this subchapter is an additional reinforcement that EI is wrapped up in everything that we do and experience. Emotions are not only "like neighbors that live next to each other and influence each other as stated by Goleman (2006). Emotions take place in every experience that we have as human beings and emotions are an integral part of everything that happens to us.

Let's emphasize again that the hippocampus and amygdale, parts of the limbic system take part in memory storage and emotions formation as well and are involved in complex cognitive processing. That's means that every event that we experience, either if it is noticed or not, either if it is followed by our consciousness or not, gets its impression in a form of emotions. The forehead, the executive center of the rational or the cognition center evaluate or judge the experience on the rational side and the limbic system, stores the impression in a form of emotions. The cognitive possess will judge the experience to be good or bad and the limbic systems will dip the experience with emotions.

As was demonstrated above and as will be discussed further, I came to two conclusions in this subchapter. The first, it is not necessary need to be

aware of the need to learn EI in order to develop EI. Even just by devoting time, talking and discussing the EI theme, can people develop their understanding about EI and its importance. I also believe that the moment a person recognizes that an importance is imbedded in any idea; he will find the way to explain and justify it and will find the ability to construct new knowledge about it. Meaning that, a prerequisite to find justification for an idea a person first needs to have the enlightenment of seeing the importance that the idea contains. That it is actually an articulation of the constructionism theory as explained by Crroty (2005 ) who argue that constructionism "view that all knowledge and therefore all meaningful reality as such, is contingent upon human practice, being constructed in and out of interaction between human beings and their world, and is developed and transmitted within an essentially social context . . . . In the constructionist view, as the world suggests, meaning is not discovered but constructed. Meaning does not inhere in the object, merely waiting for someone to come upon it. As writers like Merleau-Ponty have pointed out very tellingly, the world and objects in the world are indeterminate. They may be pregnant with potential meaning, but actual meaning emerge only when consciousness engages with them."

The second conclusion as stated above with more details was that emotions are not only "like neighbors that live next to each other and influence each other as stated by Goleman (2006). Emotions take place in every experience that we have as human beings and emotions are an integral part of everything that happens to us.

### ***What is Emotional Intelligence?***

The theme of Emotional intelligence, its meaning and its importance is still considered to be in a developmental stage (Ashkanasy & Dashborough, 2003; Akerjordeth & Severinsson, 2007) and naturally still leads to criticism, concerns and disagreement amongst researchers (Cleveland & Fisheman, 2006; Conty & Dean, 2006; Murphy, 2006; Matthews et al., 2006). These needs lead to discover the perceptions of educational leaders and to construct new knowledge about it. Although the perceptions of educational leaders will be demonstrated through all the subchapters, in this subchapter I will focus on the question of what EI means to the narrators

Emotional Intelligence according to Jafy means "to be aware and understand [one's] own emotions and the emotions of others . . . [and] to manage ourselves accordingly." Attention-grabbing was the next statement that was made by Jafy: "Educational leaders utilize EI more than they think they do." This statement fitted suitably with the outcomes that were demonstrated by educational leaders who ranked the competencies in the questionnaires. I want to remind you that the participants received a list of competencies and were asked to mark the importance of each competence for an educational leader. The term EI wasn't mentioned at all. On the next page the participants were asked an open-ended question that asked them if there is a connection between these competencies and EI. The participants ranked the competencies as very important with 4.48 grades out of a 5 but only 5 people (11.9%) out of 42 participants knew that these competencies are the EI and only 28 participants (66.66%) thought that there was a

connection between these competencies and EI. These outcomes illustrate the argument that educational leaders know more than they think they know about it and utilize it in their work more than they think. But since they don't know enough about EI, they didn't connect these competencies to EI.

It should be mentioned that in part of Jafy's description about what is EI he had an interweaving between the term EI and the role of the leader. It occurred to him time and again, without him noticing it. This interweaving that happened to Jafy between the EI and the leaders' role is not surprising. Although this interweaving was raised by Matthews et al., (2006) as a criticism that needed to be considered, I did not necessarily agree with it. That could be a supplementary reinforcement of a natural characteristic of the leaders' role and it could easily happen because of the strong connection that exists between both of them. I see this interweaving as part of the evolvement that happened to Jafy while describing his opinion about what EI is. He was on the right path to articulate what EI is. It is also important to mention that in the ECI's chapter that was written by Goleman et al., (2004), the main title of the chapter was called Emotional Intelligence and the secondary title was Leadership Competencies. So, this emergence along with Goleman's et al., (2004) titles could be an additional explanation that the leadership competencies are emotional and the role of the leader is emotional.

Kany's explanation to what EI is was connected to the ability of the leader to assure that the kids feel safe at school: "the safe feelings . . . that kids want to be connected to. A place where they feel confidence . . . . [The] positive emotions that [one] attached to what a classroom is. The feelings are

the emotional connection to school . . . . [Kids] need to feel that they are worthy of what you are trying to give them. So before you teach them, you have to make sure they understand that they feel they are worthy of being here [otherwise] they will resist [to learn]."

When Fely was asked to describe what in her perception EI means the first thing to note is that she a religious person. She also argues that she believes that praying is emotional. Her faith is emotional and is the source of her strength and motivation. She explained: "I am a religious person and taking a moment to sit down . . . think [and] pray about things before I do them . . . . [It] is a very emotional [way] to start [the day] and be connected . . . . The prayers are just . . . guidance for understanding, for wisdom . . . to how I should . . . serve things . . . and I go by my gut . . . . Praying is an emotional thing [and] when you pray you are connected to emotions I think that our being is spiritual . . . . I just feel that he [the G-d] provides my inner feelings . . . that this is the right thing to do. . . . It gives [me] strength, motivation [and] understanding."

Admitting mistakes being honest, being trusted, being a moral and ethic person are also articulations and sources of her religion according to Fely: "I think as you mature as a manager, you are better able to do it and to say 'I made a mistake.' I noticed over the years, that I am better at saying that it was my fault. I made the wrong decision . . . with the students . . . advising them something [wrong] . . . it is easier to pick up the phone and [say], 'you know, I told you wrong. I made a mistake' . . . . I feel better now that I can correct it . . . . I think that admitting mistakes is connected to my spirituality



and I believe that you have to be honest with yourself as well as [with] the other person to connect with . . . and to get [him] to trust you . . . . So when I make a mistake . . . I don't feel right until [I] correct it . . . . I believe that it comes from the moral part of me . . . . [It also makes me] be more ethical . . . . [and] that [is] an emotion [too]. This [ethics] is emotional because [of] the inner spiritual part of me. I have got to be honest for [with] myself and I have got to be honest [with] other people."

The culture of the organization is a determination of the educational leader and should be articulated according to Fely's sensitivity and good relationships among people: "I think that culture just comes from . . . the leadership position. A lot of times . . . if you have no sensitivity for people below, you create a culture of people that are robots [that] are not sensitive and they only do what the rules say . . . . I think [that the right culture is supposed to be where people are communicating . . . having mutual respect for each other. Somebody gets married here and . . . everybody hits the reception . . . or party outside of work . . . people go and gather there . . . and I certainly think that this contributes to doing a better job . . . . There is a closeness that comes with communicating with everybody from every level."

Towards the end of the interview Fely expanded her thoughts about opening a charter school in the neighborhood where she grew up, mainly because she wants to give the students what she didn't get as a child; to bring about a better education for the kids. She argues that she wants them to be self aware and have self confidence in their life: "self awareness" adds Fely, "is certainly EI."

### ***Emotions and Cognition***

While trying to explain what EI is Kany, Fely and Jasy raised interesting arguments that illustrated how emotions, cognition and thoughts are connected. Kany asserted that: "The feelings are the emotional connection to school. Feelings are part of the thoughts and part of the process of what the kids do [in school]. Because, if kids don't feel that they are doing worthy things or [if they don't feel] that they are worthy of what you are trying to give them they will resist [to study]. So before you teach them, you have to make sure they understand that they feel they are worthy of being here [otherwise] they will resist."

Fely connected cognition to emotions as she argues that education is also an emotional act. From one side she articulated the hardship that goes with learning and from the other side this hardship or satisfaction of understanding that as a student you got over all the hardship and accomplished everything that was needed in order to arrive at the desired moment, the graduation. The graduation is a combination of an emotional and cognitive summit according to Fely: "Education is an important thing and . . . this is an emotional thing for me . . . [just think of] the various emotions that you go through as a student . . . . And then, afterward, to see them when they walk across the stage in the graduation, how happy they are, satisfied that they reached their goals. That is a cool thing. That is all emotions."

An additional interesting point was advocated by Fely as she argued that praying is an emotional thing and when you pray you are not only connected to your emotions, but also to your thoughts as part of the process:

"I think that our being is spiritual . . . . My connection is with G-d. I just feel that he provides my inner feelings . . . and I think that this is the right thing to do. It just feels right, and for me that is an emotional thing and a spiritual thing . . . . It gives [me] strength, motivation [and] understanding. This motivation comes from the knowledge that what you are doing is a divine order and that is the purpose for being here. [It] is a very emotional [way] to start and be connected."

Jafy also articulated an interesting argument about the relationship between emotions and music. He argued that playing an instrument is a combination of emotions and rationality. He said that: "when I was a teacher . . . I was a high school band [member] . . . and I had a hundred students . . . . I had a moment where I would show emotion . . . [of] joy because they played . . . so wonderfully, you could see the impact that it had on them. The emotional response of a positive reaction that they got from someone that they admire [and] care about [them] . . . . I believe that their positive reaction occurred because playing an instrument so wonderfully is . . . a rational task . . . . I believe that it is a marriage of both [rational and emotional task] . . . . You can do all those things . . . perfectly well, where you play all the . . . notes technically correct with good technique and a good pedagogic but you do not create good music at all without an emotional connection because so much value of what is produced through music is the emotional response that they get from the performer for the audience, for the conductor, for everybody who is listening."

Playing an instrument argued Jafy is not only an emotional and rational task but it is also an articulation of a science and art creation. Metaphorically he resembled science to the cognition act and the art side of it, to the emotional act: "Playing an instrument is a good model [where] there is the idea that it is science and art. You have all the rational things: Interpreting the language of music like reading the notes, there is the physics of sounds . . . [when] a player pushed down a button, it opens up a tube which essentially extends the length of the instrument which causes the sound to resonate at a lower frequency and it causes a lower pitch [to be] created. There [is also]. . . science of the distances between notes, not just the physical distance between a high and a low note . . . that the brain interprets . . . otherwise he will not do a good job . . . . The beauty of the art . . . . That [lies] somewhere between the perfection of the science, how well the performers demonstrate the science part, [the cognitional] part of it and where that connects with what all of that means to the performer: Sometimes it is joy, sometimes it is sadness, sometimes it is not a textbook, and it is simply the uniqueness or the specialness of the composition of the work, the uniqueness of the composition itself. Other times it is the facility of the performer. It is just a clear demonstration of quality, of prowess of mastery and other times it creates combinations of sounds that listeners [have] or haven't heard before and are associated with something positive or negative, or happy or sad. Other times, it is jealousy and longing for the ability to produce those things yourself. You know, the listener hears a performer and [is] . . . able to feel those types of emotions. Other times it's the exact opposite, it is arrogance; it is the listeners'

confidence that . . . [has] produced sounds so beautifully . . . . Other times, you feel like you are looking into the writer's soul when you hear a performer . . . . I have seen people who I think are extraordinary musicians playing what I consider to be not a very extraordinary work and I feel like I add an emotional response because of how wonderfully the performers do it. Other times, I have heard really average performers performing masterpieces by composers that I really respect, Bach or Beethoven or Mozart, that even though, the performance may not be extraordinary . . . . I have an emotional connection to it."

Jafy resembled that act of teaching in class to playing an instrument. He asserted that both are a "combination of rationality and emotion . . . . This is the art and the science, how you think about it and how you feel about it at the same time . . . . Music is the most obvious example for me because that's what I do in the classroom, that's what I was doing with students when their faces were lit up. But I think that a math teacher, teaching students math, would describe it very similarly. Certainly, if I were a teacher of math, I would describe it very similarly. [As a] teacher, [you are] all the time talking about that moment when you're students face light up . . . or that moment when you see the light bulb turn on. . . . That moment is not only that they master the subject matter, but they also get some type of personal reward that was expressed in some emotional response to the success of that learning and they share that same moment with the teacher, who in turn has the same response because they know that they fulfilled their mission . . . they fulfilled their desire . . . . They both [the student and the teacher] demonstrate this

emotional response to [the success]. So I would say absolutely without a doubt, the good stuff is a combination of emotional . . . and rational moments . . . . You can be a really good technical teacher and lack the emotional ingredient and be largely ineffective in results . . . . You can [also] be all emotion and no pedagogy or no science and lack what's necessary to be an extraordinary teacher . . . . [Therefore teachers who don't have the emotional ingredient as part of the pedagogical material] fail to meet their students' needs as a result." It is interesting to recall what Zull (2004) explained about learning process. He argued that there is a need for emotional chemicals to be produced in the brain in order to process learning. In addition to the Adrenalin hormone that Zull speaks about, he adds that Dopamine causes feelings of reward.

Gut feelings were described by Fely Saty and Jafy as an emotional act. They all advocated its importance for the educational leader as an emotional ingredient, playing an important role in decision making. Gut feelings are described in the literature by Goleman (2006) and by Bradbarry & Greaves (2005) as an emotional ingredient that is important for decision making and problem solving. They actually encourage us to use our gut feelings. Relying on her gut feelings is something that Fely does quite often when she needs to make decisions: "Recently we had to hire a couple of people . . . one advisor and one graduate [student] . . . . We interviewed everybody for what had come down to my decision. It was my guts that told me who I should pick. The guts are the emotional part of you . . . . They guide you and lead you to choose the person that is best suited for the position based on what they

show in their resume and how they present themselves during the interview . . . . Personally, I tend to operate from my guts. I operate after prayer and ask for guidance, for wisdom, for knowledge, how to approach a particular thing and I don't only do it in work, I do it in my personal life [too]. It has become a custom now, to stop for a minute and try to just take a moment, to just be silent and to try to hear and to feel which way I am supposed to go [and I listen to my faith and to my guts]. I think that it is all connected to my emotions. My guts . . . I believe are the psyche and the emotions. It helps me to make decisions and [to] behave in a particular way."

Saty also argued that gut feelings are also a part of emotion and there are leaders who are instructed by them: "I am kind of following the gut feelings which . . . I think is related also to EI . . . . How many times have you heard someone say I knew it wasn't the right move, but they didn't have the emotional support to really take the risk of following their gut [feeling] . . . and for me when I have gut feelings it is almost always right."

Jafy described how they assess teachers using gut feelings: "We have measures that we use . . . for assessing the quality of their education . . . their teaching skills . . . . We almost arbitrarily make a judgment about their ability to make . . . those emotional connections with kids . . . . There are some educational leaders who use all those measures . . . [but] at the end we rely solely on gut [feelings]. Part of it is [because of] lacking a good measure to assess the candidate's capacity for understanding EI."

In summing up this subchapter that was narrated by Kany, Fely and Jafy, and was an illustration of how emotions and cognition are connected to

each other. Kany illustrated the connection of her students to school and learning through emotions. Fely articulated that education and religion are not only cognition but also emotional acts. And Jafy illustrated how creating music or playing an instrument is exactly like teaching students. In order to do an effective job, one needs to use emotions and cognitions as well.

In order to come to a conclusion about the importance of EI, lets first recall with important determinations that have been argued in the professional literature: Emotions never work alone (Bradbery & Greaves, 2005), emotions are connected and assist thoughts and promote intellectual growth (Salovey & Mayer, 1990; Ashkanasy & Dasborough, 2003), it involves the processing of effective information (Akerjordet & Severinsson, 2007), emotions are taking part in the learning process (Zull, 2004) emotions and cognition are not separated systems (Boyatzis et al., 2000) reasons and emotions go hand in hand, and without one we would not have the other, emotions affect our behavior and reactions (Covey, 2004; Goleman, 2006) and the hippocampus and the amygdale (parts of the limbic systems) are important for the formation and storing of new memories and emotions.

In light of the descriptions above and in light of Saty's determination this subchapter is an additional reinforcement that EI is wrapped up in everything that we do and experience. Emotions are not only "like neighbors that live next to each other and influence each other" (Goleman, 2006), emotions take place in every experience that we have as human beings and are an integral part of everything that happens to us.



***The Affects of EI on the Professional Practice of the Educational Leader***

The interviewees' narratives demonstrate that EI has a significant effect on the professional practice of the educational leader and are considered to be very important. The significant importance was raised by each of the five narrators Naly, Kany Fely, Jafy and Saty who articulated their perceptions through their stories and experiences. Segments of competencies of EI were illustrated through their perception of how EI affects their professional practice. Most of the competencies that were demonstrated were related to building respected and trusted relationships and relationships that demonstrate appreciation, honesty, sensitivity and care toward followers. According to the narrators, these relationships among all the stakeholders are imperative for promising the best outcome, something that was also confirmed by researchers who asserted that when leaders drive emotions from a positive frame of mind, they tend to bring out our best in everybody (Goleman et al., 2004; Covey, 2004; Sunindijo et al., 2007).

As mentioned above, EI according to Goleman, et al., (2004) contains 4 clusters that contain 18 competencies. Analyzing these competencies, to behaviors as explained by Goleman, et al., (2004) leads 99 expected behaviors. (See table number 13 at the end of this subchapter). That means that a leader who has EI has to muster the 4 clusters with 18 competencies and muster 99 expected behaviors. The narrators didn't note all the 99 behaviors. However, most of the behaviors that they articulated were manifestations of Social Awareness and parts of Relationship Management

(Goleman, et al., 2004). Someone who masters Social Awareness also masters Self awareness and Self\_Management, the lower clusters. And a person who masters Relationships Management, the highest level of the four clusters, which constitute mastering the three lower clusters of EI: Self-Awareness, Self- Management and Social Awareness. Heiken (2006) argues that "leaders demonstrating strength in the competency of Relationship Management are able to inspire and influence others; they are also skillful in conflict management, building teams and collaboration within an organization and focus on the development of others."

However, as you will further see in the following description and in table number 13, although participants used terms that sometimes describe utilizing the highest clusters, it does not necessarily demonstrate that they master all the clusters. Although some of the competencies in the clusters were described by the participants as important, it doesn't necessarily mean that they knew that these competencies were EI. They may recognize this term, or competencies from the leadership world, from their professional terms that they acquired during their years of experience.

It is most interesting to open with the descriptions of Jafy's narration, who argued that educational leaders utilize EI more than they think they do. He also argues that:"it [EI] plays in large part of our practice more than most people know. It is clear to me that every conversation that I have at work, I am utilizing EI and I believe that the other person is too. We just don't know it by definition. We are constantly trying to determine what the other person thinks about . . . . We [are] constantly trying to phrase things in a way that will invoke

a certain response from the listener . . . to validate what the other person is saying to us through our body language and the way we respond . . . . Those are all . . . related to EI but we may not even know the term EI and we would still be doing that." Bradbarry & Greaves (2005) also claim that our emotions are with us everywhere and every time: "we bring our feelings to work each day, whether we pay attention to them or not. Emotions are present in every conversation we have, every phone call we take, and every decision we make."

The ability to understand the feelings of his coworkers is very important and has a strong effect on how Jafy runs the meetings, how his coworkers react to him, how they all behave and how it impacts on decisions that they make. Although it was mentioned above, it is interesting to note again that as Jafy moved on with his narration and tried to demonstrate his opinion about EI; his opinions were interwoven with the role of the leader. He also explained: "Certainly, my ability or inability to understand the feeling [and] needs [of] my coworkers, has a lot to do with the way I run a meeting or the flow of a conversation or the steps that we will take in making decision for kids . . . . In our professional partnerships in our schools, we are constantly assessing [informally] each other's emotions . . . . We are constantly examining people's reactions to our statement, how it [is] affecting them and how they feel about what we are saying . . . . I think it is important because if we truly value our coworkers and the people that we trust and . . . respect . . . our disposition . . . impacts [on] how we behave. [For example], if I said something in a form of [an] administrative team and I got . . . a negative

emotional response from them, either body language or facial expression, I would immediately interpret that and it [would] affect . . . what I say next. Well, EI is so important, because we are constantly going to be assessing other people's feelings and understandings about our stance, our position [about] different things."

Having EI has a lot to do with creating a good environment in the organization. That depends mostly on trust and honesty that we have toward our followers. It also depends on how the educational leader listens to his coworkers and the comfortable attitude that he gives them. Jafy narrated: "We try in creating an environment with our leadership team, where we close the doors; we trust each other . . . [and] want each other to feel free to be authentic and to be real about the discussion. Maybe we have to say something because we think we believe [it], but through listening to our colleagues [we are] learning more . . . [and] maybe only a few minutes later, we may feel completely different about it [something that was discussed] because it is something that we don't have a great deal of experience with. We want everyone to have comfort and trust to go through the process honestly without being judged. So if . . . we encounter a ridiculous example just because I can't pick up a good one . . . [or] if we are a bunch of Caucasian leaders sitting around the table and we [are] going to start discussing race in school for the first time in our district while we are an entirely Caucasian district and we had our first African American student moved into the district . . . we want that to be a real honest authentic discussion. We would want each other to feel comfortable saying . . . [our]

feelings based on our experience level, because we are going to be gathering that [for] learning together. We are going to be sharing our understanding together and eventually that would be informative and affect the way we feel and [react accordingly] about it." Researchers argue that to be successful in a job, people need to feel they belong there, accepted, valued and respected. It encourages in them inner sources that are needed to achieve the best and become creative, loyal and even prosper while giving the best performance (Maulding, 2002; Stefano & Wasylyshyn, 2005; Yoder, 2005; Goleman, 2006). All of these feelings have their origins in the emotional realm.

Being a good listener not only maintains good relationships but it is also a demonstration of EI. The importance of being a good listener was advocated by many researchers and it is interesting to mention: "Listening" according to Goleman (2006) "is an art." It is an integral part of the social awareness and encompasses the ability to create an organizational awareness. Through listening we can create an environment that fosters . . . care and attention" as well argues Heiken (2006). Sharon Todd (2003) gave an interesting meaning to the term listening. She displayed listening as a mode of relationality, which creates the possibility of being open to be changed and learn from the other by listening to them. Todd (2003) adds that in listening attentively, "one can hear more than is being said." This kind of listening is beyond the regular dialogue task of "getting to know the other". Rather, it is to learn from the other and be changed by learning from him.

The importance of listening was advocated by Goleman (2006) and Bradberry and Greaves (2005) as well. Goleman (2006) talked about active

listening that should be done by "restating . . . one's own words what you hear to be sure you understand. This according to Goleman (2006) is "active listening." Bradberry and Greaves (2005) recommend learning to listen like "Anthropologists [who] make their living watching others in their natural state without letting their own thoughts and feelings disturb the observation." The significance of listening was also demonstrated in Kany, Fely, and Saty's narratives as important and which affects the practices of the educational leader. According to Fely a leader needs to "make a moment . . . and talk to people. Hear them, hear what they are saying to you and then help them to work through it." Kany adds that "people appreciate that you are listening to what they have to say and that you are genuinely concerned." Saty who also advocated the importance of being a good listener argued that as we get older "[we] listen better and have more flexibility. An additional idea about listening was narrated by Jafy and Saty. They both stated that a good leader at school seeks first to understand the other before seeking to be understood. This idea of seeking first to understand others before seeking to be understood was also advocated by Covey (2001). Covey explained what happens when you truly listen to another person; "Someone started listening to me . . . . They didn't agree or disagree, they just were listening and I felt as if they were seeing how I saw the world. And in that process, I found myself listening to myself. I started to feel a worth in myself."

Managing and controlling emotions is another manifestation of EI and has a meaningful affect on the leaders' practice. Jafy argued that "people are entitled to feel about their environment whatever they feel about it. I don't like

[it] when people try to limit other people's response, but there is a line too . . . .

We need to have a certain degree of refinement where we can manage ourselves in a way that [our decisions are] not going to be terminated to the students or our organization, or to the credibility of our community . . . . So, there is probably going to be times when an educational leader will say to another: 'Hey, before you walk out of this office . . . you have to represent yourself, [think] how you manage yourself' . . . . I would never want to tell a coworker that they are not entitled to feel the way they feel about certain things. But they are not always entitled to lay the entire thing out there for all to see. For example, [if] a principal in one of our buildings was very upset about something, we wouldn't want to hand her the microphone and send her in front of a group of three hundred parents . . . . That doesn't mean she is not entitled to that statement. It just means that she needs . . . to speak as a professional person . . . . This principal . . . when she is frustrated [her] ability to manage herself . . . [Her] manifestations . . . are impacted by the intensity of those emotions or maybe . . . [it] is affected by her awareness or her practice in emotion. Our business manager . . . may sometimes have an emotional response of anger. Part of it I think, he . . . [brought] from a professional environment where that was the norm where bosses would show anger verbally toward their subordinates . . . . So, I think that part of . . . professional instincts [of] showing . . . anger . . . is bad."

Naly and Fely also believed that relationships between stakeholders and understanding their emotions are affected by the emotional factors of the leader and affect the outcome of the work with the various stakeholders.

Sunindijo et al., (2007) who studies relationships among project managers and engineers argue that in reality, about 88% of project managers spend more than half of their working time interacting with others. They concluded their study by saying that "open communication is a key factor in organizational success as it opens up the possibility of getting the best from people." Naly argued that: "all these relationships that we have in school, the emotional factor, influence the professional practice of an educational leader . . . . An educational leader, who understands emotional issues, can promote healthy emotional responses; diminish unhealthy emotional responses and reactions for the sake of their jobs. Fely added that through relationships with people that she knows in the university, she can also do and achieve more: "Strong relationships with [the] faculty and with different partners . . . help me to do my job better . . . . I know so many people through the university . . . [and] if I need something . . . I know the person to contact to get it done."

The key to building good relationships argued Fely, requires basic respect and a need to remember where a leader comes from. That helps the leader to better understand mistakes of his followers: "Having basic respect and remembering where you came from [are very important] . . . . Even though I have been promoted to a director, I never forget where I came from . . . because when you forget . . . you start to think you are more than what you should be." According to Fely building good relationships are based on a culture that contains sensitivity and which was built by the leader. Without having this sensitivity adds Fely, workers work like robots that follow rules: "I think that culture just comes from . . . the leadership position. A lot of times . .



. if you have no sensitivity for people below you, you create a culture of people that are robots [that] are not sensitive and they only do what the rules say . . . . I think [the culture] is supposed to be where people are communicating . . . having mutual respect for each other, [celebrating] and gathering [together]. So I certainly think that this contributes to doing a better job . . . . There is a closeness that comes with communicating with everybody from every level."

Another way to maintain good relationships is by helping her staff to do the work when there is a need for that. Helping workers is an attitude that was advocated by Fely and Kany and demonstrated respect and support toward the workers and a reduction of their stress. Fely narrated: "I have to get my hands dirty with the staff if we have a big mailing to do . . . . [I have to] get out and do it because I feel that I am a part of them. So I have a great deal of respect for them." Kany added from her experience: "I say to my staff [that] I am going to support them as long as they follow the law . . . . [I tell them] don't worry about parents, let me worry about that. That is what I am here for . . . I will lessen the stress from them as much as possible. So . . . they can just focus on teaching."

Assuring effectiveness of the teachers is based on the attitude and the openness that the leader demonstrates towards them and the relationships that demonstrates integrity: Kany asserted: "I have to stay focused on what is best for [the] kids . . . [and] I use the same method with my staff . . . . When you genuinely love what you are doing, you can bring people to your side . . . . [And] your staff is what you do to focus . . . I can't do that by myself. So, I

have . . . my staff . . . [and I have to] treat them like decent human beings. People get in this position, and they abuse power . . . well, that is not my leadership style. My door is always open, my staff calls me . . . on my cell phone, sometimes they call me at home, they don't abuse it, and they email me. I need to be strong as a leader, but I need to also let my staff see my human side and it is so important because my human side shows . . . how much I love doing what I am doing . . . they need to see that. I respect their opinions, I respect everybody . . . I have to be open to my staff. They can come to me and say . . . I can think of a way a little different from what you are saying . . . and I am open to this. I am going to . . . listen and the main thing [is] . . . you have to [have] integrity. I cannot say one thing and do something else." The leaders' attitude and the behavior that was described by Kany and Fely can be translated to part of the competencies that Goleman talks about in his ECI. For example: Treat them like decent human beings, be open to other opinions, have a strong connection, respect them and their opinions, listen to them, have integrity, be honest and support their needs."

Understanding the emotions of people in her community is another issue that an educational leader needs to be concerned with and was advocated by Kany as helping to be more effective with kids: "The community of special education is dealing with a lot of emotional baggage and in order to be effective, I have to always tie it in to the emotional side of what I do . . . . I have always to think about the emotional side and what the involvement is." Kany demonstrated her argument by an example: "I have a parent who phoned [me and was] yelling and screaming about something. I have to be

able to process it and say, o.k. is he yelling and screaming because he is angry with me or is it the situation? A lot of what I do here is emotional charge. You have to be a peoples's person [no matter if you are] a teacher or administrator . . . . You have to put the kids' needs before yours a hundred and ten percent, even if you feel like I am tired; it just reminds me that it can never be about me. It has to be about the kids even on my worst day."

As much as the leader is more aware of the others emotions he increases his attention to their needs and increases his ability to be more aware of the other's needs. That leads him to more effective responses and reactions. Brackett & Katulak (2007) advocate the importance of having the ability to understand the emotions of others which leads to the effectiveness of the educational leader: "The ability to recognize one's emotions and identify how others are feeling requires attention to multiple internal and external cues and the analysis of both verbal and nonverbal communication in oneself and others." Kany argued that a genuine connection between the educational leader and his students based mostly on the emotional connection that the students have with school and staff will also lead to the effectiveness of the leader: "I tell my teachers . . . that once a kid is connected emotionally, and they know that you have their best interests at heart, they will walk on water for you!!! I never have discipline problems, never . . . even once. They know for sure in their heart that you genuinely love them . . . . You can never treat them like second class [people]. They remember everything about you, things that you said, little phrases; they remember all of this stuff . . . ten years later, they will still remember

everything about you, even down to the way you walk, the way you talk, they will remember every essence about you." These genuine relationships that Fely talks about, reminds us of the bonds with people that was mentioned by Saty. Those bonds, or those relationships according to Saty, lead to trust and when "they start to trust you and trust is emotions . . . it seems that teaching just became for granted."

Understanding students' emotions is an imperative condition for students to be able to learn. According to Kany the effectiveness of the educational leader must start from understanding their emotions otherwise he will resist learning. Kany argued that: "[working with] these kids are not just as simple as an open [the] book and . . . read from page to page . . . . There are so many layers, so many other things that you are dealing with that they are really life or death [situations] and you have to know [how] to recognize them and to be on top of them. You have to model what is appropriate behavior and understanding the kids, that's what makes it so personal. Understanding those layers [is] my personal connection with the kids [and] is conditional for learning of the kids, that's the life saving."

Emotional Intelligence can also have important effects on the climate of the school. It is interesting to mention that Naly connected teaching EI with good schools. He argued that schools that are considered to be good schools teach EI, but labeling these programs with names other than EI. Naly explained that good schools teach students to deal with emotional elements of which a lot is about solving problems and social conflict.

An educational leader who has EI has better results with his followers, than a school leader who doesn't have EI. Boyatzis (2007); Goleman et al., (2004) and Bradberry & Greaves (2005) talked broadly about the connection of EI and its effectiveness which is mentioned above. Naly added his contribution about this issue: "[Having] EI affects the results of the school principal . . . there is a direct relationship [between the EI of the educational leader and the results that] he expects [to have] . . . your self-confidence, your ability to be at ease with other people, your ability to have your emotions under control and the ability to help understand and listen to other people, that sets the tone for everybody. Your personality and your way of reacting totally set the tone of the organization for better or worse."

Gut feelings as mentioned above in the subchapter of what is EI, were advocated by Jafy, Saty Fely and Saty as emotional competencies which plays an important role in the educational position. I will not repeat what has been said already about gut feelings and emotions, but I will emphasize that gut feelings as argued by the narrators was considered to mostly affect decision making and was mentioned as something that they very often rely on when they need to make decisions.

There is no doubt that having EI as an educational leader helps for excellence in the job: "In large, it certainly helps." Argued Jafy, but he is not the only one. "My growth in that area is largely responsible for my improvement in leadership . . . . I remember [being] interviewed for this job a little over a year ago, and I [was asked] what are the most important categories at school [for successful as a leader] and I answered that . . . some

people will say [that the] most important categories at school are keeping your financial house in order . . . or curriculum is most important or relationships are most important and . . . there is a dozen or more of those categories when somebody in education believes that this is the ticket [to success as a leader] . . . . I didn't believe that . . . in order to be a really exceptional school organizer; you need to be good at all of them. . . . You don't need to be an expert in all of them . . . [only] good at all of them . . . . I said that my strength lies in any of those areas . . . [and] to help others, to identify and manifest what their strength is. So if we can effectively utilize each other's strength, certainly we have all of those categories covered together. . . . [The] only chance to be good at all of them is by combining ourselves together and utilizing each other's strengths in order to meet all those needs effectively."

### ***The Emotional Role of the Educational Leader***

During the interviews, the educational leader's job was described as an emotional job. This claim was noticeable from the descriptions that were given by all the interviewees and was described in the subchapter: The stress possessed in the educational leader's role and also in the subchapter the affects of EI on the professional practice of the educational leader. The constant pressure that the educational leaders are under during their work was described by the narrators in a broad manner and was emphasized. Being under pressure is an articulation of an emotional situation and it is all the more so when the pressure is constant.

The subchapter that affects EI on the professional practice of the educational leader is an additional demonstration and could be by itself a confirmation that the role is an emotional role. All the five interviewees described situations in their professional experience where EI affected their practice, and despite the hesitations at their beginning of the narrations they all summed up by saying that their job is an emotional job. Let's focus on the narrations of each of the interviewees in order to illustrate the emotional role of the leader.

I prefer to open with Jafy's narration, because his narration demonstrated an interesting point that he wasn't aware of. After stating: "the job of the school leader is certainly an emotional Job" Jafy tried to demonstrate his opinion about EI. The following description can demonstrate it crystal clearly: "Certainly, my ability or inability to understand the feeling needs [of] my coworkers, has a lot to do with the way I run a meeting or the flow of a conversation or the steps that we will take in making decision for kids . . . . In our professional partnerships . . . we are constantly assessing [informally] each other's emotions . . . . We are constantly examining people's reactions to our statement, how it [is] affecting them and how they feel about what we are saying . . . . I think it is important because if we truly value our coworkers and the people that we trust and the people that we respect . . . our disposition . . . impacts [on] how we behave. [For example], if I said something in a form of administrative team and I got . . . a negative emotional response from them, either body or language or facial expression, I would immediately interpret that and it [would] affect . . . what I say next. Well, if it is an important

process for us, EI is so important, because we are constantly going to be assessing other people's feelings and understandings about our stance, our position [about] different things."

The merging that Jafy did between the roles of the educational leader with what EI is was mentioned as a criticism that needed to be considered by Matthews et al., (2006). But in my opinion this could be an additional reinforcement of natural contextual information of the leadership position and it could easily happen because of the strong connection that exists between the role of the leader and the meaning of EI. That was an additional involvement that Jafy did with himself when he described his perceptions of what EI is. He was on the right path to articulate what EI is. It is also important to mention that in the ECIs' chapter that was written by Goleman et al., (2004), the main title of the chapter was called Emotional Intelligence and the secondary title was Leadership Competencies. So, this emergence along with the Goleman's et al., (2004) titles could be an additional explanation that the leadership competencies are emotional and the role of the leader is emotional.

For Jafy EI was considered as much more important than the other tasks that the role contains. He explained that "those types of things are much less significant or important than the more global emotional type of things that we do. The task process type of things that I do is important because . . . it just keeps us afloat, it keeps the money coming in and going out properly. It keeps the classroom to be led, it keeps the books arriving, it keeps the staff, the classroom stuffed, it keeps the computers turned on [and] it keeps the



board informed. But [the] other emotional stuff . . . the way we feel about [it] are much [more] important . . . . Those moments are maybe 25 percent of my time or less, but they are 90 percent of how the school district or the organization will look differently a year from now."

The personality of the leader is guided by his emotions and effective leaders are guided by their emotions as well argued Jafy: "I think that personality is guided by practical and emotional [scenarios] and the . . . mix of those two things will demonstrate what will happen next in a person's behavior . . . . There are . . . effective principals who are emotional all over the place, and you think that they couldn't keep two rational things straight . . . but, they are so caring and feeling and everybody knows them so well and there is such a personal connection in so many meanings for relationships and they are . . . so . . . effective. We have a principal at a middle school that shed tears at a graduation, during the ceremony and [it] absolutely blew my mind because I thought . . . the guy was a machine before. He was so . . . professional and unemotional about everything that he did. [He] looks unemotional and behaved unemotionally and [his] decision making and everything [looks so] unemotional, just Even Stevens. [You] never get [him] excited, never get him sad, never get him angry, never get him happy. You can never read the guy, nothing, just plain all the time. So I thought the guy is very unemotional. Well he got chocked up at the graduation and everybody was like what?! Where [does] it come from? And on the other hand we have a principal who is just all emotion. And it is ra ra ra, go go go team and other times . . . she is so sad . . . or . . . so angry and she is completely an effective

wonderful principal. Her staff loves her and she cares about [the] kids and she may miss a deadline. She may not turn in her stuff on time . . . . [She] cares about kids and [I] can [be] tolerant . . . . I have really no problem at all with her missing a deadline or being late for a meeting because what I really care about is how they care about the kids and how effective they are for [the] students learning and she is wonderful. Now there is another guy . . . would never be late for a meeting, would never miss a deadline, is early for everything and does a really nice job too, but in just a very different way . . . . I would say that the defining factor is Self-Awareness. [Self-Awareness] is the emotional principles that I described and makes people do better work and they lead [by] that."

Fely also believed that emotions play a central role in the leaders' job: "Certainly, I do think that emotions are part of the leaders' job. You have got to believe in what you do. You can't be an academic advisor if you didn't believe that you can have some impact on peoples' lives . . . that you are capable [of] listening to other people and what their issues are. You can hardly understand somebody if you don't listen . . . . Just recently, there was a woman that got married and was trying to make up her mind whether to go for a degree in the fall . . . . So I encouraged the woman . . . [to] do it since it is going to be better for her family in a long run . . . . The leaders' job is not only part of my professional life, it is a part of my whole life and it has many emotional parts that I take with me wherever I go, not only at work. I enjoy it because [I] had a part . . . in each student's path through the program and they are doing it with the mind, with the body, with the soul, with the spirit and

we are motivating them and seeing them until the end . . . . It is an honor, really and it is all emotions."

According to Fely, for an educational leader there is no clear division between the emotional and rational aspects of their job, as the two are often at times combined: "I certainly think it is an emotional job. I think self-awareness is emotional, self-esteem is emotional because how you make your decisions, how you go about doing the actual work is . . . based on a good instinct or internal thought patterns that you have as an individual. And how you see the world, in my opinion, includes your morality. It includes . . . faith . . . . That's how I base my decisions of my own life . . . it involves all of the emotional things as well as rational thoughts. To me, it is a combination of what your psyche and your head tells you. To me, it is the connection between your heart and mind . . . . It is like somebody on the street . . . comes . . . and asks you for money. First thing I think about is suppose I was there . . . and I had that happen. Once I lost my bus token and I had to be on the street for an hour to get on a train. So I knew the feeling and when you look at that person, he looks like a totally healthy person. [He] could probably work. That is what your mind tells you, but your heart tells you he could have lost the bus token like you did . . . and you reach into your pocket and give him [the money]. What makes you do that? So the emotional [and the rational], the two are tied. I don't think you can be a human being without the two being tied."

Emotional aspects of the educational leaders' job also take place in the ability to influence others according to Jafy and Fely, something that was

confirmed by Goleman et al., (2004) as an emotional component. Influencing others can also bring about feelings of reward according to the interviewees and Jafy tells how his ability to influence other brings about feelings of reward: "Affecting the lives of many kids . . . and so many adults . . . . There are 170 people working for the organization and there are 1700 pairs of parents and . . . . 5.000 to 8.000 community members who don't have children [at school] and . . . . get affected . . . in a positive way . . . every day of their lives and it is [a] very rewarding [feeling]. When I get into the job, I ask the secretary to give me a box of blank cards that have the district logo on the front and when you open it, it is blank and [has] an envelope that matches, because I like to write a couple of . . . notes to people every day. Such as: 'I walked by your class and just noticed how engaged your students were. That's wonderful. I hope to get to speak to you soon. Jafy.' This card goes . . . to people . . . [and] receiving a card from me is so important to them . . . . The idea . . . that something from me [the superintendent] was sent to them would have an impact on them [and it] is very moving to me." He gave another example: "When my wife found a picture in our newspaper in a town, 30 minutes from here . . . of one of our teachers in this district [who was] engaged to a man who is from our town . . . . Their engagement picture was in our newspaper . . . . [and my wife] cut it out and I put it in the card and just said to this woman who works in our district that I have never met before, 'I saw it in our newspaper, I am sure you have thousands of copies of it, but here is one more. Congratulations to you and your fiancé and many more years together in our school districts. Congratulations. Jafy.' And you would have thought that

I had given her the world. It was just so meaningful to her that I send her this. I did it because I think it is important to be nice . . . . Peoples' happiness . . . is important to me . . . . I think that we do a better job for kids when we like where we work, when we have a positive feeling about the people that we partner with. So I want people to constantly think of this place and its leadership as nice caring people . . . mainly, I just want to be nice. And the impact that it has on them. I remember getting a note from my principal and my superintendent and just thought I would always think: Man, that busy guy or that busy woman took the time to right me a note. That's so generous of them or that's so giving of them, or it is nice to know that they care about me . . . they know who I am in this big organization. So I assumed it had that [same] type of effect on her." This leadership style according to Jafy "is absolutely connected to EI"

### ***Developing Emotional Intelligence in the Educational Leader***

The emotional intelligence of the educational leader is very important. The role of the educational leader as described above is an emotional role which has a strong affect on the leaders' professional practice. Having EI makes a big contribution to being an effective leader. As it was demonstrated above, educational leaders don't know enough about EI. This argument was confirmed by the questionnaires. Although the participants scored the ECI inventory with high scores of 4.48 which were 89.65%, only 11.9 % of the participants knew that these competencies were the EI and only 66.66% of the participants thought that these competencies had a connection to EI. That

was also demonstrated by the interviewees, who even though have an average of 20 years experience, don't know enough about EI. The opportunity to be interviewed for this study raised their awareness about the importance of EI and helped them develop their knowledge. However, without having had this opportunity, they would probably have stayed at the same level that they were at when we started the narrations. Fely also claimed what was claimed by Braddbary & Greaves (2005): "I imagine that teachers . . . probably don't understand that issue of EI. I believe that teachers need to understand all the issues of EI." As it was further stated, she explained that teachers need to know more about EI, since the emotional side of the children highly influences their well being: "Most of the studies that are coming though now [argue that] if you are not a happy person and you are not satisfied emotionally . . . then you get sick . . . . If you are a positive person, more than likely, you are a very healthy person . . . . If you are under a lot of stress, you tend to be ill, and if you are not a positive thinking person, you stay ill."

It was advocated by all of the interviewees and by researchers as well, that EI can be developed (Goleman et al., 2004; Boyatzis, 2007). Ashkanasy and Dasborough (2003) argue for the importance of teaching EI for leaders. They demonstrated that teaching about emotions and EI in leadership courses can affect team performance. Fely planned in her future school to have staff development of EI for her staff because she believed that it has an impact on the climate of the school: "In my future school, I am going to build it [EI] up . . . from teaching staff to janitor staff [and] for the office staff . . . because the climate of your school is going to be a reflection of what people

individually believe and I think it is important to keep that service mindset . . . . I want people to always consent to the fact that the best way to interact with people . . . in a positive way . . . to be respectful, to be honest . . . and people that can't meet those qualifications will have to go because that is not the type of school I want." Fely's perceptions about EI and the type of her teachers are also considered by Colleen & Chinowsky, (2006) who argue that EI should be amongst the criteria for selecting an educational leader and should be part of the curriculum for preparing the next generations of Educational leaders.

Naly also explained why educational leaders need to develop their EI: "To be emotionally stable and to be intelligent about understanding emotions and dealing with emotions is [something] that the educational leader needs to develop . . . . That develops skills [for] effective relationships. Part of understanding emotions is, coping with them, interpreting them and helping others [to] overcome emotional situations that are affecting their job performance . . . . Developing this set of skills is very important to a good leader."

Jafy admitted modestly that although he had never learned enough about EI, just by talking about it was enough for him to raise his awareness about the importance of EI: "It raised my awareness. I don't know how much it all [will] impact on the next conversation that I had about school leadership [but] . . . it may."

Limited time and other priorities are among the reasons why educational leaders and teachers do not learn EI in staff development. Dealing with other urgent things rejects the staff development of EI to be their

first priority, and as expected, there is no time for EI. These arguments were strongly stated by Kany who said: "There is so much on, there is so much to focus on, where is the time? Where is the time? You have to do all the staff developments on things that help you have tested grades. So when do you have time . . . unfortunately, there is no time to do that."



## Advocated Competencies

The following table describes the ECI of Goleman and Boyatzis (2001) with the four clusters together with a detailed explanation of each competency. As mentioned above, each of the interviewees advocated the importance influence that EI had on the practice of the educational leader. The table below illustrates each interviewee's name, with the behavior that they advocated marked with X. These advocated competencies were not necessarily recognized as EI, but illustrated as leadership skills.

**Table 1**

	Kany	Fely	Naly	Jafy	Saty
<b>1. Self Awareness</b>					
<b>a. Emotional Awareness</b>					
i. Recognizes feelings	X	X	X	X	x
ii. Attunes to guide values					
iii. Has intuition		X	X	X	X
iv. Authentic					
v. Speaks openly about emotions and vision	X	X		X	X
<b>b. Accurate Self - Assessment</b>					
i. Knows limitations and strength	X			X	
ii. Exhibits a sense of humor					
iii. Exhibits gracefulness in learning where need to improve					
iv. Welcomes constructive criticism and feedback	X			X	
v. Asks for help	X	X		X	
vi. Cultivates new leadership strength	X	X	X	X	
<b>c. Self Confidence</b>					
i. Demonstrates self confidence	X	X		X	
ii. Knows their abilities to play their strengths	X	X		X	
iii. Welcomes difficult assignment					
iv. Has a sense of presence	X			X	
v. Has self assurance	X			X	
<b>2. Self Management</b>					
<b>a. Self Control</b>					
i. Leads with self control and manages emotions and impulses	X	X	X	X	
ii. Channels emotions in useful way	X		X	X	
iii. Stays calm and clear headed under high stress and crises	X		X	X	
	<b>Kany</b>	<b>Fely</b>	<b>Naly</b>	<b>Jafy</b>	<b>Saty</b>

<b>b. Transparency</b>					
i. Lives their values	X			X	X
ii. Being authentic and open about feelings, beliefs and actions	X	X		X	x
iii. Demonstrates integrity				X	
iv. Admits mistakes	X	X			
v. Controls unethical behavior	X	X			
<b>c. Adaptability</b>					
i. Can juggle multiple demands without losing focus and energy	X		X	X	
ii. Is comfortable with ambiguity				X	
iii. Can be flexible in adapting to new challenges	X				
iv. Nimble in adjusting to fluid change	X				
v. Limber in their thinking in facing new data or realities	X		X	X	
<b>d. Achievement</b>					
i. Has high personal standards	X	X	X	X	
ii. Seeks constantly for improvements (in himself & those he leads)	X			X	
iii. Pragmatic	X	X	X	X	
iv. Sets measurable and challenging goals that are attainable					
v. Able to calculate risks	X		X	X	
vi. Is continually learning and teaching ways to do better	X				
<b>e. Initiative</b>					
i. Has a sense of efficacy	X			X	
ii. Can control their destiny					
iii. Excels in initiative	X			X	X
iv. Seizes opportunities or create them					
v. Cuts through red tape					
vi. Bends rules when necessary				X	
vii. Creates better possibilities for the future	X			X	X
<b>f. Optimism</b>					
i. Can roll with the punches					
ii. Sees the opportunities rather than threats.	X				
iii. Sees others positively, expects the best of them	X	X		X	X
iv. Changes in the future will be for the better					
	<b>Kany</b>	<b>Fely</b>	<b>Naly</b>	<b>Jafy</b>	<b>Saty</b>

<b>3. Social Awareness</b>					
<b>a. Empathy</b>					
i. Able to attune to a wide range of emotional signals	X			X	X
ii. Listens attentively	X	X	X	X	
iii. Grasps the other person's perspective	X			X	
iv. Gets along well with people of diverse backgrounds & cultures	X			X	X
<b>b. Organizational Awareness</b>					
i. With keen social awareness	X			X	X
ii. Can be politically astute	X	X	X	X	
iii. Able to detect crucial social networks					
iv. Reads key power relationships	X	X	X	X	
v. Can understand the political forces		X	X	X	
vi. Guides unspoken rules and values	X	X			
<b>c. Service</b>					
i. Fosters an emotional climate	X	X	X	X	X
ii. Keeps relationships on the right track	X	X			X
iii. Ensures customer or client satisfaction	X	X		X	X
iv. Makes themselves available as needed	X	X			X
<b>4. Relationship Management</b>					
<b>a. Inspiration</b>					
i. Creates resonance and move people with shared mission	X	X			
ii. Embodies what they ask of others	X	X			
iii. Shares mission in a way that inspires others to follow	X	X			
iv. Offers common purpose	X	X			
v. Makes work exciting					
<b>b. Influence</b>					
i. Finds the right appeal for a given listener	X	X	X	X	X
ii. Builds a network of support for an initiative	X	X			X
iii. Persuasive and engaging when they address a group	X			X	X
	<b>Kany</b>	<b>Fely</b>	<b>Naly</b>	<b>Jafy</b>	<b>Saty</b>
<b>c. Developing Others</b>					

i. Shows a genuine interest in those they are helping	X	X		X	
ii. Gives simple and constructive feedback	X	X		x	
iii. Natural mentor or coach	X				
<b>d. Change Catalyst</b>					
i. Able to read the need for change					
ii. Challenges the status quo and champion the new order					
iii. Is a strong advocate for change even in the face of opposition					
iv. Makes the argument for change compellingly					
v. Finds practical ways to overcome barriers to change	X	X	X		
<b>e. Conflict Management</b>					
i. Able to draw out all parties					
ii. Can understand different perspectives and find common ideals					
iii. Able to surface the conflict	X	X	X	X	
iv. Acknowledges the feelings and view of all sides	X				
v. Can direct energy towards a shared ideal	X	X	X	X	X
<b>f. Teamwork and Collaboration</b>					
i. Generates an atmosphere of friendship and collegiality	X	X			
ii. Is a model of respect, helpfulness and cooperation	X	X	X	X	X
iii. Draws others into active enthusiastic commitment	X	X			
iv. Builds a spirit of identity	X			X	
v. Spends time forging and cementing close relationships beyond commitment.		X			

***The Competencies as Ranked by the***

### ***American and Israeli Educational Leaders***

The research also utilized a five scale Likert questionnaire with 19 questions. The first 18 questions were constructed from 18 indicators of EI competences that were taken from the Emotional Competence Inventory (ECI) and developed by Boyatzis and Goleman (2001). The instruction in the questionnaire was: Please mark your opinion about the competencies you think are important for a school leader. Question number 19 was open-ended, allowing the participants to describe their perception about the connection between the 18 competencies and EI. (See appendix B for the questionnaire that was written to the USA group and appendix C for the questionnaire that was written to the Israeli group).

The 18 competencies of the ECI were organized in four clusters in the following sequence and competencies. In parenthesis on the right hand side of each competence was the number of the question as it appeared in the questionnaires that were completed by the participants:

1. Self-Awareness;
  - a. Emotional self-awareness (question number 18)
  - b. Accurate self-assessment ( question number 13)
  - c. Self-confidence (question number 10)
2. Self-Management;
  - a. Self-control (question number 5)
  - b. Transparency (question number 2)
  - c. Adaptability (question number 9)
  - d. Achievement (question number 6)

- e. Initiative (question number 8 )
  - f. Optimism (question number 7)
3. Social-Awareness;
- a. Empathy (question number 4)
  - b. Organizational awareness(question number 3)
  - c. Service orientation (question number 15)
4. Relationship-Management
- a. Inspiration (question number 1)
  - b. Influence (question number 12)
  - c. Developing others (question number 14)
  - d. Change catalyst (question number 16)
  - e. Conflict management (question number 11)
  - f. Teamwork and collaboration (question number 17).

Table number 2 below, demonstrates the grades that were given by the 20 participants in the USA, as it appeared in the sequence of the questionnaire. This table encompasses the scores that the educational leaders scored for each competence and shows the descriptive score of 4.46 out of 5, which is 89.27 %.

Table number 3 below, demonstrates the grades that were given by the 22 participants in Israel, as it appeared in the sequence of the questionnaire. This table encompasses the scores that the educational leaders scored for each competence and shows a descriptive score of 4.54, which is 90.90 %. The discrepancy between the two groups is small. The Israeli educational

leaders' score as it appears from their counterparts in USA is higher by 0.0815 points, which is 1.63 %.

**Table 2: The Grades Given by the Participants in the Questionnaire Sequence in the USA**

Participant	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	4	4	5	4	5	4	4	4	5	3	4	4	5	4	3	4	5	4
2	5	4	5	4	5	5	5	4	5	5	5	4	5	5	5	5	5	5
3	4	4	5	3	3	4	5	5	4	5	5	4	5	5	5	4	5	5
4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5
5	4	5	4	4	5	4	5	4	5	4	5	4	5	4	4	4	5	5
6	5	3	5	3	4	5	4	5	5	5	4	5	5	3	5	5	4	5
7	4	4	5	4	4	4	4	4	5	5	5	5	4	4	4	3	4	4
8	4	4	4	5	5	4	5	4	5	4	5	4	5	5	5	4	5	4
9	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
10	4	3	5	4	4	4	4	3	4	5	4	5	4	5	4	4	5	4
11	5	3	4	4	5	4	5	4	5	5	5	4	5	4	4	4	5	5
12	4	3	5	4	4	4	4	4	5	4	4	4	4	4	4	5	5	5
13	4	5	5	5	4	4	5	5	5	5	5	4	4	5	4	3	4	3
14	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
15	4	3	5	5	5	4	5	3	5	4	5	3	5	5	4	3	5	4
16	5	4	4	5	5	4	5	5	4	5	5	4	5	4	5	5	5	5
17	5	4	5	4	5	4	5	5	4	5	5	5	5	5	5	5	5	5
18	4	5	4	4	5	4	4	5	5	4	4	3	4	5	3	4	5	3
19	5	5	3	3	3	3	4	4	5	5	4	4	4	5	4	3	5	3
20	4	3	4	5	4	5	4	5	5	5	3	3	4	5	4	5	5	5
	4.45	3.95	4.6	4.25	4.5	4.25	4.6	4.4	4.8	4.65	4.6	4.2	4.65	4.6	4.35	4.2	4.85	4.45
	4.46389																	

**Table 3: The grades Given by the Participants in the Questionnaire Sequence in Israel**

Participant	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
21	4	5	5	5	5	5	4	5	5	5	5	5	4	5	5	5	5	4
22	4	5	5	4	4	4	5	5	4	3	5	4	3	4	4	4	5	4
23	2	5	5	5	5	5	4	5	3	5	4	5	3	5	4	5	5	5
24	3	5	5	5	5	4	4	5	4	4	5	5	3	5	2	5	5	3
25	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
26	4	4	5	4	5	5	5	5	5	5	5	5	5	5	3	5	5	5
27	4	5	5	5	4	4	5	5	4	5	5	4	4	5	5	5	5	4
28	5	4	4	5	4	3	3	4	2	4	3	3	2	4	3	4	5	2
29	4	5	5	5	5	4	5	5	5	4	5	5	5	5	5	5	5	5
30	5	4	4	4	4	4	5	5	4	4	5	4	4	5	4	5	5	5
31	4	4	4	3	5	4	4	5	3	4	5	5	4	5	4	5	5	5
32	5	4	5	4	5	5	5	5	4	5	5	5	4	4	4	5	5	5
33	3	5	5	5	5	4	5	4	4	5	5	5	3	5	5	5	5	5
34	4	4	5	5	4	4	4	5	4	5	4	5	4	4	4	5	5	5
35	5	4	4	4	5	5	4	5	5	5	5	5	4	5	4	5	5	5
36	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
37	4	5	5	4	4	4	3	4	4	4	5	4	4	3	4	5	5	5
38	5	5	5	4	5	5	5	5	2	5	5	5	5	5	5	5	5	5
39	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5
40	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5
41	5	3	4	4	5	5	5	5	4	5	5	3	5	4	5	3	4	3
42	5	4	5	4	4	5	5	5	3	4	4	4	4	5	4	4	4	4
	4.32	4.55	4.7	4.5	4.7	4.5	4.5	4.9	4	4.59	4.8	4.6	4.05	4.7	4.23	4.8	4.91	4.5
	4.54545																	



Table 4

Distribution of Average Scores in the USA (1) and in Israel (2)

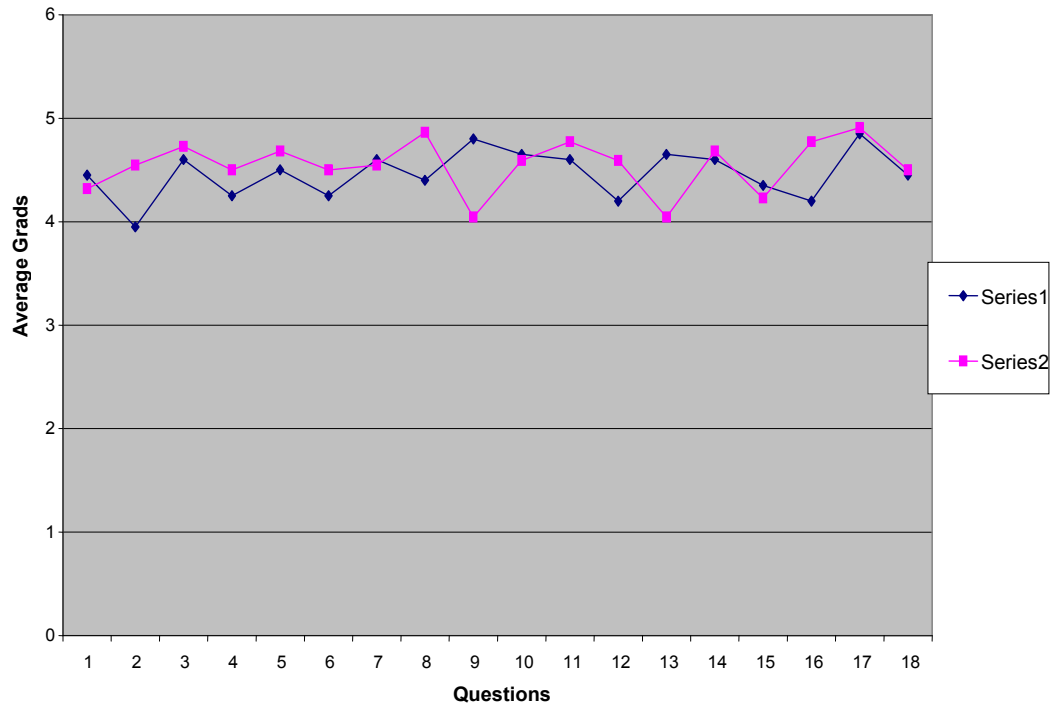


Table 4 demonstrated the distribution of scores from table 2 and table 3 that were given to each competence in both groups, in Israel and USA. In general, the graphs demonstrated high scores in both groups: The scores that were given to the competencies in the USA are 4.46 which are 89.27 % and the scores that were given to the competencies in the Israeli group are 4.54 which are 90.90%. The scores of the both groups are 4.48 which are 89.65 %. That means that the Israeli group considered EI competencies as more important than the American group by small discrepancy of 0.082 scores which is 1.63%.

The lowest score was 3.95 in question number 2, transparency, was given by the USA group to demonstrate that transparency is the least important of all the competencies and the highest score of 4.91 in question number 17, teamwork and collaboration, was given by the Israeli group. That means that the Israeli educational leaders consider teamwork and collaboration as the most important competence for an educational leader.

The three highest grades that were given in the USA group were:

- Teamwork and collaboration was advocated as the most important competence with 4.85 grades point in question 17. As you will see below, both groups thought that teamwork and collaboration is the most important competence, but the Israeli group grades it 4.91 and the American group with 4.85 grades points.
- Adaptability in question 9 was advocated as the second most important EI competence with 4.80 grade points.
- Accurate self-assessment in question 13 and self confidence in question 10 were advocated as the third most important EI competence, both with 4.65 grade points.

The three highest grades that were given in the Israeli group are:

- Teamwork and collaboration was advocated as the most important EI competencies with 4.91 grade points in question 17.
- Initiative in question 8 was advocated as the second most important EI competence with 4.90 grade points.

- Conflict management in question 11 and Change catalyst in question 16 were advocated as the third most important EI competencies, both with 4.80 grade points.

The three lowest grades that were given in the USA group were:

- Transparency was advocated as the least important EI competence with 3.95 grade points in question 2.
- Change catalyst in question 16 and Influence in question 12 were advocated as the second least important EI competencies with 4.20 grade points.
- Empathy in question 4 and Achievement in question 6 were advocated as the third least important EI competencies, both with 4.25 grade points.

The three lowest grades that were given in the Israeli group were:

- Adaptability in question 9 was advocated as the least important EI competence with 4.00 grade points.
- Service oriented in question 15 was advocated as the second least important EI competence with 4.23 grade points.
- Inspiration in question 1 was advocated as the third least important EI competence with 4.32 grade points.

**Table 5: Self Awareness Cluster's Evaluation in USA**

Participant	E. self	Self	Self	
	awareness	confidence	assessment	
1	4	3	5	
2	5	5	5	
3	5	5	5	
4	5	5	5	
5	5	4	5	
6	5	5	5	
7	4	5	4	
8	4	4	5	
9	5	5	5	
10	4	5	4	
11	5	5	5	
12	5	4	4	
13	3	5	4	
14	5	5	5	
15	4	4	5	
16	5	5	5	
17	5	5	5	
18	3	4	4	
19	3	5	4	
20	5	5	4	
<b>Average</b>	<b>4.45</b>	<b>4.65</b>	<b>4.65</b>	<b>4.583333333</b>
<b>%</b>	<b>89</b>	<b>93</b>	<b>93</b>	<b>91.666666</b>

**Table 6: Self Awareness Cluster's Evaluation in Israel**

Participant	E. self	Self	Self	
	awareness	confidence	assessment	
21	4	5	4	
22	4	3	3	
23	5	5	3	
24	3	4	3	
25	5	5	5	
26	5	5	5	
27	4	5	4	
28	2	4	2	
29	5	4	5	
30	5	4	4	
31	5	4	4	
32	5	5	4	
33	5	5	3	
34	5	4	5	
35	5	4	5	
36	5	5	5	
37	4	4	5	
38	5	5	5	
39	5	4	5	
40	5	5	5	
41	5	5	3	
42	4	4	4	
<b>Average</b>	<b>4.54545455</b>	<b>4.45454545</b>	<b>4.136363636</b>	<b>4.378787879</b>
<b>%</b>	<b>90.909091</b>	<b>89.090909</b>	<b>82.727272</b>	<b>87.57575758</b>

**Table 7: Self Management Cluster's Evaluation in USA**

Participant	Self						
	Transparency	Control	Achievement	Optimism	Initiative	Adaptability	
1	4	5	4	4	4	5	
2	4	5	5	5	4	5	
3	4	3	4	5	5	4	
4	4	5	5	5	5	5	
5	5	5	4	5	4	5	
6	3	4	5	4	5	5	
7	4	4	4	4	3	5	
8	4	5	4	5	4	5	
9	4	5	5	5	5	5	
10	3	4	4	4	3	4	
11	3	5	4	5	4	5	
12	3	4	4	4	4	5	
13	5	4	4	5	5	5	
14	5	5	5	5	5	5	
15	3	5	4	5	3	5	
16	4	5	4	5	5	4	
17	4	5	4	5	5	4	
18	5	5	4	4	5	5	
19	5	3	3	4	4	5	
20	3	4	5	4	5	5	
<b>Average</b>	<b>3.95</b>	<b>4.5</b>	<b>4.25</b>	<b>4.6</b>	<b>4</b>	<b>4.8</b>	<b>4.35</b>
<b>%</b>	<b>79</b>	<b>90</b>	<b>85</b>	<b>92</b>	<b>80</b>	<b>96</b>	<b>87</b>

**Table 8: Self Management Cluster's Evaluation in Israel**

Participant	Self						
	Transparency	Control	Achievement	Optimism	Initiative	Adaptability	
21	5	5	5	4	5	5	
22	5	4	4	5	5	4	
23	5	5	5	4	5	3	
24	5	5	4	4	5	4	
25	5	5	5	5	5	5	
26	4	5	5	5	5	5	
27	5	4	4	5	5	4	
28	4	4	3	3	4	2	
29	5	5	4	5	5	5	
30	4	4	4	5	5	4	
31	4	5	4	4	5	3	
32	4	5	5	5	5	4	
33	5	5	4	5	4	4	
34	4	4	4	4	5	4	
35	4	5	5	4	5	5	
36	5	5	5	5	5	5	
37	5	4	4	3	4	4	
38	5	5	5	5	5	2	
39	5	5	5	5	5	5	
40	5	5	5	5	5	5	
41	3	5	5	5	5	4	
42	4	4	5	5	5	3	
<b>Average</b>	<b>4.545454545</b>	<b>4.681818</b>	<b>4.5</b>	<b>4.5454545</b>	<b>4.86364</b>	<b>4.045454545</b>	<b>4.53030303</b>
<b>%</b>	<b>90.9090909</b>	<b>93.63636</b>	<b>90</b>	<b>90.9090909</b>	<b>97.2728</b>	<b>80.9090909</b>	<b>90.6060606</b>

**Table 9: Social Awareness Cluster's Evaluation in USA**

<b>Participant</b>	Organizational	Empathy	Service	
	awareness		Orientation	
1	5	4	3	
2	5	4	5	
3	5	3	5	
4	5	5	5	
5	4	4	4	
6	5	3	5	
7	5	4	4	
8	4	5	5	
9	5	5	5	
10	5	4	4	
11	4	4	4	
12	5	4	4	
13	5	4	4	
14	5	5	5	
15	5	5	4	
16	4	5	5	
17	5	4	5	
18	4	4	3	
19	3	3	4	
20	4	5	4	
<b>Average</b>	<b>4.6</b>	<b>4.2</b>	<b>4.35</b>	<b>4.383333333</b>
<b>%</b>	<b>92</b>	<b>84</b>	<b>87</b>	<b>87.6666666</b>

**Table 10: Social Awareness Cluster's Evaluation in Israel**

<b>Participant</b>	Organizational	Empathy	Service	
	awareness		Orientation	
21	5	5	5	
22	5	4	4	
23	5	5	4	
24	5	5	2	
25	5	5	5	
26	5	4	3	
27	5	5	5	
28	4	5	3	
29	5	5	5	
30	4	4	4	
31	4	3	4	
32	5	4	4	
33	5	5	5	
34	5	5	4	
35	4	4	4	
36	4	5	5	
37	5	4	4	
38	5	4	5	
39	5	5	5	
40	5	5	4	
41	4	4	5	
42	5	4	4	
<b>Average</b>	<b>4.727272727</b>	<b>4.5</b>	<b>4.227272727</b>	<b>4.484848485</b>
<b>%</b>	<b>94.54545454</b>	<b>90</b>	<b>94.54545454</b>	<b>89.6969697</b>

**Table 11: Relationship Management Cluster's Evaluation in USA**

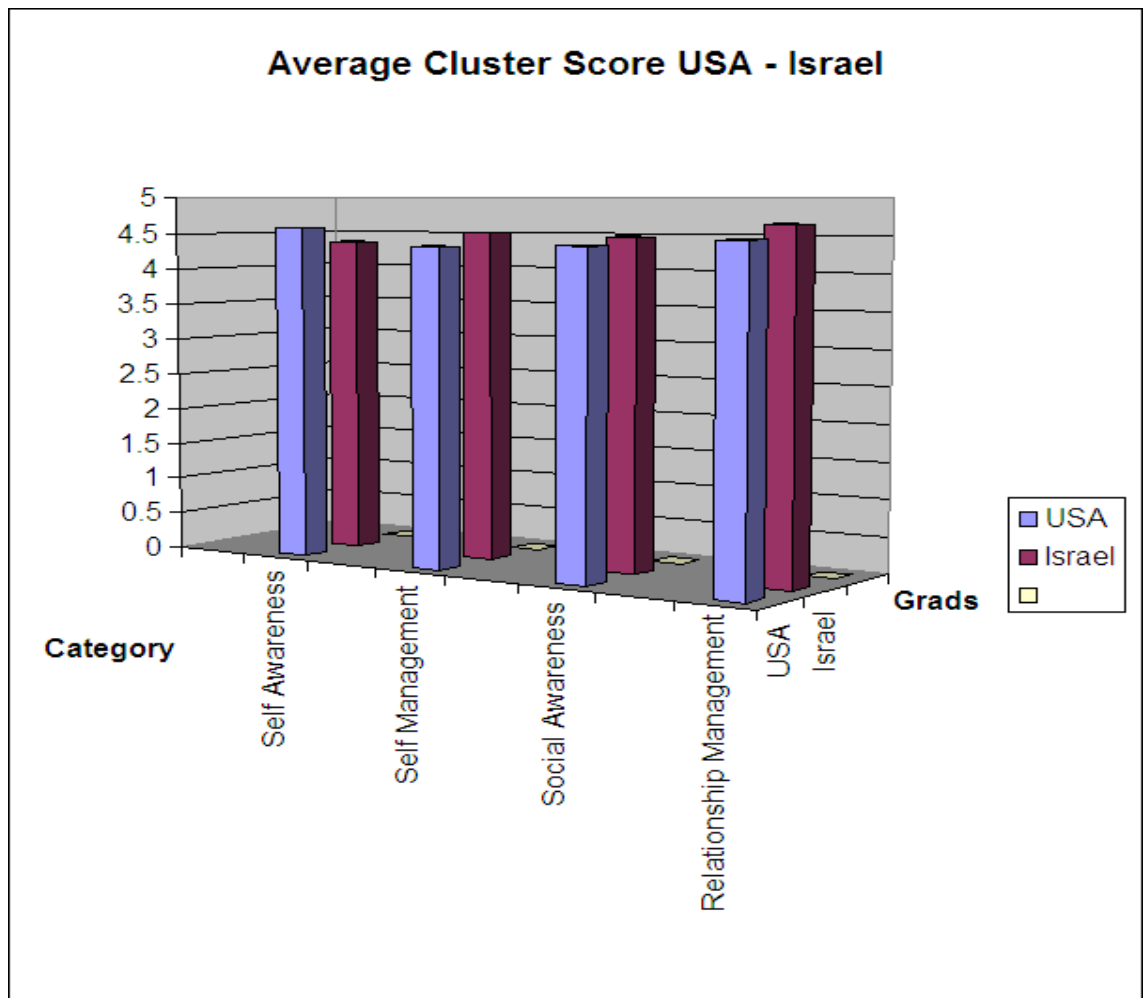
<b>Participant</b>	Inspiration	Conflict Management	Influence	Developing Others	Change Catalyst	Teamwork and Collaboration	
1	4	4	4	4	4	5	
2	5	5	4	5	5	5	
3	4	5	4	5	4	5	
4	5	5	5	5	4	5	
5	4	5	4	4	4	5	
6	5	4	5	3	5	4	
7	4	5	5	4	3	4	
8	4	5	4	5	4	5	
9	5	5	5	5	5	5	
10	4	4	5	5	4	5	
11	5	5	4	4	4	5	
12	4	4	4	4	5	5	
13	4	5	4	5	3	4	
14	5	5	5	5	5	5	
15	4	5	3	5	3	5	
16	5	5	4	4	5	5	
17	5	5	5	5	5	5	
18	4	4	3	5	4	5	
19	5	4	4	5	3	5	
20	4	3	3	5	5	5	
<b>Average</b>	<b>4.45</b>	<b>4.6</b>	<b>4.2</b>	<b>4.6</b>	<b>4.2</b>	<b>4.85</b>	<b>4.4833333</b>
<b>%</b>	<b>89</b>	<b>92</b>	<b>84</b>	<b>92</b>	<b>84</b>	<b>97</b>	<b>89.666666</b>

**Table 12: Relationship Management Cluster's Evaluation in Israel**

<b>Participant</b>	Inspiration	Conflict Management	Influence	Developing Others	Change Catalyst	Teamwork and Collaboration	
21	4	5	5	5	5	5	
22	4	3	5	4	4	5	
23	2	4	5	5	5	5	
24	3	5	5	5	5	5	
25	5	5	5	5	5	5	
26	4	5	5	5	5	5	
27	4	5	4	5	5	5	
28	5	3	3	4	4	5	
29	4	5	5	5	5	5	
30	5	5	4	5	5	5	
31	4	5	5	5	5	5	
32	5	5	5	4	5	5	
33	3	5	5	5	5	5	
34	4	4	5	4	5	5	
35	5	5	5	5	5	5	
36	5	5	5	5	5	5	
37	4	5	4	3	5	5	
38	5	5	5	5	5	5	
39	5	5	5	5	5	5	
40	5	5	5	5	5	5	
41	5	5	3	4	3	4	
42	5	4	4	5	4	4	
<b>Average</b>	<b>4.31818182</b>	<b>4.681818182</b>	<b>4.6363636</b>	<b>4.68181818</b>	<b>4.772727</b>	<b>4.909090909</b>	<b>4.6666667</b>
<b>%</b>	<b>86.3636364</b>	<b>93.6363634</b>	<b>92.727272</b>	<b>93.6363636</b>	<b>95.45454</b>	<b>98.18181818</b>	<b>93.333334h</b>

**Table 13**

	<b>USA</b>	<b>Israel</b>	
<b>Self Awareness</b>	<b>4.58333</b>	<b>4.3787879</b>	<b>0</b>
<b>Self Management</b>	<b>4.35</b>	<b>4.530303</b>	<b>0</b>
<b>Social Awareness</b>	<b>4.38333</b>	<b>4.4848485</b>	<b>0</b>
<b>Relationship Management</b>	<b>4.48333</b>	<b>4.6666667</b>	<b>0</b>





The scores of all the clusters that were given by both groups were very high, and all were above 4.35 scores. Despite the small grade discrepancies between the clusters, I will note the grades. The highest cluster was Relationship Management, scored by the Israeli group with a score of 4.66, while the highest cluster of the American group was Self Awareness with a score of 4.58.

The lowest cluster was Self Management, scored by the American group with a 4.35 score while the lowest cluster of the Israeli group was Self Awareness with a 4.37 score. Meaning that Self Awareness was considered as the most important cluster for the American group and for the Israeli group it was considered as the least important cluster.

**Table 14:**  
**Distribution of question 19, an Open Ended Question**

**In question 19, participants were asked if there was a connection between the competencies in the questionnaires and EI.**

	ISRAEL	%	USA	%	USA & ISRAEL	%
Completed questionnaires	22	100	20	100	42	100
Ignored question 19	2	9.09	7	35	9	21.42
There is a connection*	19	86.36	9	45	28	66.66
Explained their answer**	14	63.63	5	25	19	45.23
Answered that these competencies are Emotional Intelligence	3	13.63	2	10	5	11.9

\* Argued that there is a connection between the competencies and EI.

\*\* Wrote yes, there is a connection between the competencies and EI but didn't explain beyond saying yes.

In the open ended question, the participants were asked to write their opinion whether there is a connection between the competencies that were described in the questionnaire and EI. Among the 42 participants, only 33 who were 78.57% of the participants replied that there is a connection between these competencies and EI. All the others, 9 participants, who were 21.42 %, ignored this question. Only 13 participants out of 20, of the USA group, which are 65%, replied with a positive answer. Seven USA participants ignored this

question. From the Israeli group only 20 participants out of 22 which were 90.9 % replied with a positive answer. The two other participants ignored this question.

Among the 42 participants, only 5 people which are 11.9% replied that this competencies' list was a description of Emotional Intelligence. 3 of them were Israeli participants, which were 13.63 % and 2 Americans which was 10%. All the other 28 participants, which are 66.66%, answered that there was a connection between these competences and EI. Among the 28 participants 9 (5 Israeli and 4 Americans) didn't expand their answer beyond replying yes.

All the 28 participants who replied with a positive answer and advocated that there was a connection between these competencies and EI, replied with the following explanation of the connection between the two:

- This list is perceived as related to the variety of leadership tasks and a leader who passes those competences is the most effective.
- I believe to manage emotions decreases our level of intelligence. When we act on our emotions, it takes away our ability to think rationally and the ability to think rationally causes us to misunderstand the situation and causes ineffective decision making.
- This list supports the ability to be self aware of one's emotion and its impact on the environment in which you serve. In addition, it is a key to understanding other people's emotion.

This understanding helps to assess what motivates them to contribute their best in a learning environment.

- In order to work with others, leaders need to be aware of their own strengths and weaknesses. To work collaboratively, a leader must know when to delegate and trust others . . . I think that the most important competency is inspiration . . . Perhaps you could add faith to your list of competencies.
- A school leader is obligated to teamwork and collaboration. Most of the competences are imperative for the fulfillment of EI.
- These are the emotional intelligence competencies.
- This is emotional intelligence.
- A combination of some of these competencies will lead to the success of the educational leader and are imperative for the educational leader.
- As much as the EI of the school leader is higher, he is able to help others, develop and be empathetic towards them. He is more service oriented as well.
- The school leaders' personal characteristics such as reliability, honesty and sensitivity are imperative for the success of the school leader.
- Most of the competences that we were asked were about a school leaders' key to success. However, there is no doubt that the key for change also exists in an emotional experience and has a lot of influence on our life. Emotion design decisions are

consciously and unconsciously a central pivot in our personal and professional life. But, when we as leaders recognize rational or emotional parts of our lives, an attentive part of us evolves and we become more mature, with more empathy towards others and with a combination of self awareness and deliberation.

- All these competences have a strong relationship to five components of EI.

## **CHAPTER V**

### **DISCUSSION**

#### ***Findings***

This study explored the educational leaders' perceptions of Emotional Intelligence and how it affects their professional practice. Two research questions were posed in this study and answered in chapter IV. Data analysis comprises descriptions of five educational leaders who narrated their perceptions about EI and how it affects their professional practice and 42 educational leaders, 22 Israelis and 20 American, filled out a questionnaire. They received questionnaires with the ECI of Goleman & Boyatzis (2001), without mentioning the term EI. They had to rank, in their opinion the importance of competencies for an educational leader.

Overall, the finding of this study displayed the educational leaders' perceptions of EI and demonstrated that EI has a significant effect on their professional practice. These effects found expression in many domains of the leaders' position. In essence, the educational leaders' job is emotional and this is demonstrated in the way that he, behaves, thinks, talks and reacts. His job contains a lot of stress and pressure and the manner that he manages himself and communicates with his surrounding stakeholders is very important and could be crucial for his success.

As followed, additional findings were found from analyzing the educational leaders' perceptions: First, evolution of the understanding of what EI means to the narrators grew and was displayed as the discussion progressed. The more the interviewees talked about EI, the more they

developed their understanding. Second, emotions were found to be an integral part of everything that happens to us and take place in every experience that we, as human beings have. This study was summed up by saying that educational leaders don't know enough about EI. In light of this and mostly because of the intensity and the stress that his role contains, mastering EI can be an essential tool for him to lead and to do his job effectively. Therefore, mastering EI is not an option for an educational leader it is compulsory for his effectiveness and his ability to lead successfully.

### ***The Stressful Characteristics of an Educational Leader's Job***

The most noticeable subject that was extensively described by four of the narrators: Naly, kany, Jafy and Fely, was related to the stressful characteristics of the educational leaders' job. The position involves great stress and a lot of pressure and the educational leader need to deal with multiple demands simultaneously and to cooperate with expected and unexpected demands in an intensive manner. The volume of these difficulties was demonstrated in a large part of their narrations and had a significant place in their daily professional life. Nevertheless, in this study, there is a need to make a distinction between an educational leader who works with adults and an educational leader who works in a school with young students. This distinction was requested due to the differences that were articulated in the special characteristics of the job. The pressure and the intensity of the educational leader who needs to work with young students were emphasized

much more and were more noticeable than those articulated by the educational leader who works with adults or in a university.

The reasons for this stress are many and the most discernible reason is the various stakeholders that the leaders need to work with and involves: board members, administrators, superintendents, parents, school principals, teachers, workers, students, instructors and more. Each of the stakeholders in this list symbolizes a sector of workers and contains many people that most of the time the educational leader needs to give special attention to. The educational leader needs to instruct, to listen to their needs and to lead them to expected results. This was strongly articulated by Naly and Kany who described their stressful school environment metaphorically. Naly described it as a pressure cooker and Kany described it as an emergency room. Catano & Strong (2006) also discussed the stressful demands that educational leaders need to deal with. They argued that "contemporary principals . . . find themselves . . . competing tasks on a day-to-day basis. This juggling act is the result of efforts to satisfy demands from both, internal and external stakeholders of educational organizations. From the national level to the local community, administrators, teachers and community members scrutinize the performance of the school. This scrutiny forces building principals to be responsive to multiple demands." To these descriptions adds Joseph Blase (1991) who claimed that: "Beyond multiple demands that can sometimes conflict or even collide, most of the time school leaders are expected to coordinate, nurture and lead highly diverse students, staff and community groups in politicized climates which reflect dominant as well as radical forces."



The multiple demands are not only manifestations of internal and external forces amongst the groups of stakeholders that sometimes can collide, but it can also be articulated between the people in the same group. Good examples that demonstrated the multiple demands in the same group were mentioned by Jafy and Naly who described how hard is it to work with the seven board members. Dealing with each of them, with his mood, with his needs, with his behavior and understanding, is not easy at all. As a leader you need to lead them to decisions despite their differences and opposing opinions. That was a demonstration about how hard it could be to work with the board members, but the same could easily be when working with teachers or parents or students. Sometimes, there are students that consume much more time and attention than others as was described extensively by Kany, who talked about her pregnant student or her four incarcerated students or the other students whom she called emotional charged students. Despite all the stressful situations and causes, as an educational leader, you have to keep working and progress with programs, tests, curriculum, staff development, parents and many other issues as required by the job and at the same time deal and give special attention to the students or parents who need you.

As we saw above, the hardest part of the job articulated by the interviewees is not the actual work of leading and managing a school. The hardest part of the job is to lead and manage while dealing with crises in the school or with unexpected events that refer to a person's needs and behavior; the tough situations that kids, teachers, parents and other

stakeholders bring with them from outside or from their personal world into the school and have to be taken care of by the educational leader and at the same time do the routine tasks. At the same time to manage good relationships, lead to expected results by inspiring others, by influencing them, by having the tools to manage conflicts effectively and to make sure that the staff are working collaboratively and as a team. Mastering EI is actually an important articulation of all these competencies and is requested in order to lead successfully.

Additional issues that cause stress in school are almost countless and were described strongly by Naly, Jafy and Kany. Naly said that the stress comes from wide angles and issues such as: "the special education issues, there are stealing issues, learning issues, student discipline issues, parents' custody issues, constant deadline issues. . . . You might be involved in intense collective bargaining negotiations . . . there are all kinds of things . . . . The position is very stressful . . . [and] the stress comes from wide angles." Other aspects were raised by Jafy who added more issues such as: "curriculum, tests, budgeting, equipment, cleaning and many other subjects. Any one of these aspects can cause pressure and stress in the job." More reasons that caused stress were budgeting and financial problems, terminating a person's job and kicking a child out of school. Every one of these subjects could be a reason for stress and pressure.

The high stakes act of NCLB is an additional theme that adds a tremendous amount of stress to the educational leaders and to the school. The stress that comes from NCLB was extensively articulated by Naly, Kany

and Jafy and described as devastating for the school, for the teachers, for the principals, for superintendents and also for the students. Andrea Kaufman (2005) argues against the NCLB act because as she believes, it motivates people through fear instead of through teamwork and collaboration and according to Goleman et al., (2004) "The stress that NCLB adds to the educational leaders is devastating." Kany argued that it "is affecting all the staff. [It] is very stressful and doesn't leave much time for emotions and other important things that are part of the kids' lives." Naly added: "It is very stressful because . . . if your school doesn't reach these arbitrary standards . . . you are called the failing school and that brings more pressure . . . .

Administrators are under pressure to turn the school around, the teachers are under pressure . . . the kids begin to feel the pressure and it doesn't help them [to] learn better. . . . I think that NCLB has caused a tremendous amount of stress within our school system and [it is] not necessary positive stress."

Jafy's reaction to the NCLB act was surprising and demonstrated how NCLB is a sensitive and critical theme for him; he automatically raised the subject of confidentiality and argued: "My biggest challenge is to think that my principals are not too affected by it and I think that is very unusual. I think that most superintendents are forcing their principals to be affected by it and insisting on results . . . to protect the organization from NCLB. Dealing or failing to deal with stress and pressure in and out of the school are a manifestation of having or not having EI as it was demonstrated in the ECI (Goleman et al., 2004). Not only that, but beyond being a manifestation of EI, learning and mastering EI,

can give tools to educational leaders' to deal and cope with their stressful demands and the stressful characteristics of their role.

### ***Additional Affects of EI on the Educational Leaders Practice***

Besides dealing with stress and pressure that by themselves are crucial to the success of the leader in his job, the core of the educational leaders' role is based mainly on his leadership skills and working with people, managing and maintaining good relationships. According to the interviewees the affect of EI on the professional practice of the educational leader were illustrated mostly through building respected and trusted relationships, through appreciation, sensitivity and care toward the followers. These relationships among all the stakeholders are imperative in order to promise effective leadership and the best outcome.

The importance of maintaining good relationships were described above in the research (Covey, 2001; Fullan, 2001; Goleman et al., 2004; Goleman, 2006). Fullan argued: "If moral purpose is job one, relationships is job two, as you can't get anywhere without them." Although Covey (2001) and Goleman (2006) articulated it differently, they both discussed the same ideas but dressed the same lady in different clothes: Covey (2001), in his idea of "seven habits of highly effective people" starts with the first habit, *To Be Proactive* that it's an endowment of self awareness and in his sixth habit, *Synergize*, he mainly talks about getting into synergic communication of creating win-win situations. In the ECI Goleman et al., (2004) also started from self awareness, as the most basic cluster and that only after mastering

it can one master the second and the third and the fourth cluster, Relationships Management, the highest level of EI.

EI according to Goleman, et al., (2004) contains four clusters that contain 18 competencies. Analyzing these competencies, to behaviors as explained by Goleman, et al., (2004) constructed in this study, leads to 99 expected behaviors. (See above table number 13). That means according to Goleman, et al., (2004) the leader who has EI has to master the four clusters with 18 competencies and 99 expected behaviors. The interviewees didn't note all the 99 behaviors. Most of the behaviors that the interviewees articulated were manifestations of segments from Social Awareness and parts of Relationship Management. However, as you can see in table number 13, although participants used terms that sometimes described utilizing the highest clusters of EI, it does not necessarily demonstrate that they mastered all the clusters. Although some of the competencies in the clusters were described by the participants as important, it doesn't necessarily mean that they knew that these competencies were EI. They may have recognized these terms from the leadership world, from their professional terms that they built up during their years of experience. This conclusion was demonstrated not only from the narrations of the participants but also from analyzing the questionnaires of the other group. There, the participants ranked the competencies with a high grade but only 5 participants (11.9 %) knew that these competencies were EI and only 66.66% of the participants thought that these competencies had any connection to EI.

It doesn't matter how we look at it, from the angle of the stressful job of the leader or from the angle of wearing many hats or the angle of good working relationships with people. In all the cases, EI is imperative for an effective and efficient leader. In light of these characteristics of the educational leaders' job, I believe that EI might be the right answer to the educational leader's needs. Mastering EI is not only a recommended quality for educational leaders; it is essential for their success. This idea was confirmed also by Ciarrochi & Mayer (2007), who argued that "EI awareness and training are essential for them [educational leaders]."

Understanding the feelings of coworkers is also part of managing relationships, the fourth cluster. It is very important and has strong effect on many aspects of the job. According to Jafy it affects the way he runs the meetings, how his coworkers react towards him, how they all behave and how it impacts on decision they make. Jafy also argued that: "Every conversation that I have at work, I am utilizing EI and I believe that the other person is too. We just don't know it by definition. We are constantly trying to determine what the other person thinks. . . . We [are] constantly trying to phrase things in a way that will invoke a certain response from the listener . . . to validate what the other person is saying to us through our body language and the way we respond . . . . Those are all . . . related to EI but we may not even know the term EI and we would still be doing that." Another example was given by Jafy who said that "If I said something in a forum of an administrative team and I got . . . a negative emotional response from them, either body or language or facial expression, I would immediately interpret that and it [would] affect . . .

what I say next. Well . . . EI is so important, because we are constantly going to be assessing other people's feelings and understandings about our stance, our position [about] different things."

An educational leader who has EI has better results with his followers, than an educational leader who doesn't have EI. Boyatzis (2007); Goleman et al., (2004) and Bradberry & Greaves (2005) talked broadly about the connection of EI and the effectiveness and are mentioned above. Having EI also has a lot to do with creating a good environment in the organization and that depends mostly on trust, honesty and a comfortable attitude of the educational leaders toward the followers. It also depends on the ability of the leader to listen to his colleagues and to go honestly through the processes. Naly added his contribution and said that "[Having] EI affects the results of the school principal . . . there is a direct relationship [between the EI of the educational leader and the results that] he expects [to have] . . . your self-confidence, your ability to be at ease with other people, your ability to have your emotions under control and the ability to help understand and listen to other people, that sets the tone for everybody. Your personality and your way of reacting totally set the tone of the organization for better or worse."

Analyzing the perceptions of educational leaders about EI also led to the following outcomes: Evolvement of the understanding of what EI means to the narrators grew and was displayed as the discussion progressed. The more the interviewees talked about EI, the more they developed an understanding; Emotions are an integral part of everything that happens to us and take place in every experience that we as human beings have.

### ***Evolution of the Understanding of EI as the Narration progressed***

An interesting finding was articulated by the narrators. The more they talked about EI, the more they developed their understanding. As we saw in chapter IV, an interesting knowledge evolution process was discovered and was perceived during the interviewees' narrations. At the beginning of the narrations, Fely, Jafy, Naly and Saty were hesitant, with a lack of self confidence and utilized a description of basic emotions. Most noticeable was how the interviewees' understanding of EI developed throughout their narratives. As the narration moved along, they discovered more insights in a graded manner and spoke with more confidence and assurance.

This study demonstrates that devoting time to think, to contemplate and focus on the EI theme fostered the emotional Self awareness of the participants. That led them to have a better understanding and the development of more insight and knowledge about it. The ability of evolving self awareness and knowledge about emotions was raised by Barcket & Katulak, (2007). As mentioned above, although they talked about teachers, the main idea of fostering awareness of EI was raised by them and could also be applied to educational leaders. They argued that: "Devoting adequate time and attention to fostering such emotional awareness is extremely important to optimizing teacher effectiveness in multiple domains." Barcket & Katulak, (2007), can be an additional support to this conclusion. Devoting adequate time to answering the question of what EI is, and how it affects the



professional practice of an educational leader, leads the narrators to develop their self awareness about it and to its importance for an educational leader.

The importance of developing EI amongst educational leaders was articulated by all the five interviewees and was also argued in the research previously by Von (2005) and Bradbary & Greaves (2005). Bradbary & Greaves (2005) assert that "There appears to be a consensus that EI develops naturally through age." But, according to Goleman (2006) the big problem "is the lack of self-awareness of the fact that lacking EI competencies are damaging and poisoning our relationships. So the first step to develop these competencies is by being aware of the need to learn them." The evolvment of knowledge that happened to the interviewees during the interview is a demonstration that we do not necessarily need to be aware of the need to learn them in order to develop EI. It will be enough to devote time to contemplate the EI theme and to discuss it. The discussion and the contemplation will lead to self awareness about its importance and to develop ones knowledge about it. I also believe that the moment a person recognizes that an importance is imbedded in any idea; he will find the way to explain and justify it and will find the ability to construct new knowledge about it. That means that as a prerequisite to finding justification for an idea a person needs first to have the enlightenment of seeing the importance of the idea. That it is actually an articulation of the constructionism theory as explained by Crroty (2005 ) who argued that constructionism "view that all knowledge and therefore all meaningful reality as such, is contingent upon human practice, being constructed in and out of interaction between human beings and their

world, and developed and transmitted within an essentially social context . . . .

In the constructionist view, as the word suggests, meaning is not discovered but constructed. Meaning does not inhere in the object, merely waiting for someone to come upon it. As writers like Merleau-Ponty have pointed out very tellingly, the world and objects in the world are indeterminate. They may be pregnant with potential meaning, but actual meaning emerge only when consciousness engages with them."

### ***Emotions are Part of Everything That we Experience***

An additional interesting finding from this study leads to the conclusion that everything that we experience in our life is wrapped up with emotions; In order to support this claim, let's first recall a subchapter in this study that deals with "The physical source of EI." This subchapter described how emotions are being created, what the roles of the limbic system are and how the limbic system is connected to the executive center (Bradbarry & Graveas, 2005; Goleman, 2006). It was explained there that everything that we experience in our life starts from the senses; passes from cell to cell until it reaches the brain at the back side and goes to the prefrontal area through the band of the limbic system that goes from the back side of the brain to the prefrontal head. The hippocampus and amygdale, part of the limbic system, participate in memory storage and are involved in a complex cognitive process as well (Goleman, 2006). If this is the natural path of the emotions and if everything that is experienced goes through the limbic system that means that the limbic system participates in every process that we experience. If it is does not wrap

up the experience with emotions it does at least engrave the experience with emotions. That means that every event that we experience, either noticed or not, either if it is followed by our consciousness or not, gets its impression in a form of emotions. The executive center in the forehead, evaluate the quality of the experience if it is good, bad or in between on the succession line and the limbic system stores the impression in a form of emotions and presents the extent of our satisfaction in the same way.

In order to support the claim that everything we experience in our life is wrapped up with emotions, we should emphasize what was claimed in the literature of the researchers: The limbic system never works alone (Bradbarry & Greaves, 2005). Everything that we experience starts from the senses, passes from cell to cell until they reach the brain at the back side and goes to the prefrontal area through the limbic system (Goleman, 2006), emotions are connected and assist thoughts and promote intellectual growth (Salovey & Mayer, 1990; Ashkanasy & Dasborough, 2003), it involves the processing of effective information (Akerjordet & Severinsson, 2007), emotions take part in the learning process (Zull, 2004) emotions and cognition are not separate systems (Boyatzis et al., 2000) reasons and emotions go hand in hand, and without one we would not have the other and emotions affect our behavior and reactions (Covey, 2004; Goleman, 2006).

In light of the descriptions above and in light of Saty's and the others interviewees determination in chapter IV, it seems that EI is wrapped up in everything we do and experience. Emotions are not only "like neighbors that live next to each other and influence each other as stated by Goleman (2006),

emotions take place in every experience that we have as human beings and emotions are an integral part of everything that happens to us.

### ***Educational Leaders Utilize EI More Than They Know***

Attention-grabbing was the next statement that was made by Jafy: "Educational leaders utilize EI more than they think they do." This statement fitted comfortably with the outcomes that were demonstrated by educational leaders who ranked the competences in the questionnaires. I want to restate that the participants received the ECI (Goleman & Boyatzis, 2001) that was described as a list of competencies and were asked to mark the importance of each competence for an educational leader. The term EI wasn't mentioned at all. On the second page of the questionnaire question number 19, was an open-ended question. The participants were asked if there was a connection between these competencies and EI. They ranked the competencies as very important with a 4.48 GPA out of a 5 grade but only 5 people out of 42 participants, (11.9%) knew that these competencies were the EI inventory and only 28 participants (66.66%) of them thought that there was a connection between these competencies and EI. These outcomes illustrate the argument that educational leaders know more than they know about EI, but still don't know that this is EI and still don't know enough about it.

### ***Conclusion***

In light of the above, I would like to sum up this chapter by saying that EI has a meaningful effect on the educational leaders' job and on the

surrounding of the school. In essence the job of the leader is an emotional job and contains a lot of pressure. The causes of the pressure are varied for many reasons. Among the reasons are the various stakeholders in and out of the school. The needs and demands of each of the stakeholders are different and sometimes even collide. The job is complicated with many unexpected situations and crises that come into the school from without and can potentially arise from each of the stakeholders. The crises that were demonstrated above can be situations that demand many stressful hours and a lot of pressure from the educational leader and his team. Even an incident such as not letting a student get on to a bus with chips can lead to serious situations of violence and even chaos in class or among the students.

Articulation of the emotional job of the leader and how EI affects our practices as leaders is not only an issue of leading through pressure or crises but also through the whole leadership skills that are needed in order to lead effectively. We utilize EI in every one of our reactions or conversations, even if we realize it or not. We are constantly assessing each other's response or what they think or feel and that invokes our response accordingly. Assessing and managing our own emotions and the emotions of others, has a lot of influence on the decisions that we make or what our tendencies will be. Even body language broadcasts feelings, that will probably lead to reactions on the other side or if I feel that I can't trust one of my stakeholders it will impact on the way that I behave or act and will impact on what I say next. Managing good relationships is also articulation of EI and in order to lead to expected results EI is needed in order to be able to inspire

others, to be able to influence them, to be able to manage conflicts effectively. Mastering EI is actually an important articulation of all these competencies and is requested in order to lead effectively and successfully.

Additional findings demonstrated in this study were that educational leaders don't know enough about EI. That was demonstrated from the narrations of the interviewees in chapter IV and in the in table number 13, although participants used terms that sometimes described utilizing the highest clusters of EI, it did not necessarily demonstrate that they mastered all the clusters. Although some of the competencies in the clusters were described by the participants as important, it doesn't necessarily mean that they knew that these competencies were EI. They may have recognized those terms from the leadership world, from their professional terms that they built up during their years of experience. We can also further support this conclusion by analyzing the questionnaires. Despite the fact that most of the participants in the questionnaires rated the ECI as important for an educational leader with 4.48 grades (89.65 %), only 11.9 % of the participants knew that these competencies were the EI inventory and only 66.6 % of the participants argued that these competencies had a connection to EI.

These finding demonstrated that EI has meaningful effect on the professional practice of the educational leader; therefore, it is very important that educational leaders understand and be aware of the importance of mastering EI in order to be more efficient and effective with their stakeholders

### ***Limitations of the Study***

The small size of this study group: five interviews and 42 participants who answered the questionnaires, 22 from Israel and 20 from USA, is one of the limitations. Small sample populations significantly affect the capability to generalize findings. Therefore all these findings are pertinent and applicable mostly in regard to educational leaders such as school principals, superintendents or educational managers.

There is an inherent challenge to conducting research on a wide topic such as an educational leader' perceptions of EI. Since the EI theme is still considered to be in a developmental stage and there has only been a little research on EI that focuses on educational leaders, this study could serve as an additional support for the studies that have been done but is limited only to educational leaders.

Because the principal researcher is also an educational doctorate student with the five interviewees from the USA and an educational leader with the Israeli participants where this study took place (Israel and USA), there is another possible limitation. Special attention was given to these facts in order to reduce any possible effect of this; however, this might still have affected their participation in the study and may have affected their narrations or responses.

### ***Implications***

This study is the first research that has been done about EI in concerning educational leaders and focuses on the effects that EI has on their

professional practice. The research about EI that was done up to now, has dealt mostly on EI in the setting of leadership in general (Boyatzis et al., 2000; Goleman et al., 2004; Bradbarry and Greaves, 2005; Rosete & Chiarochi, 2005; Chan, 2007). The only study that was done about educational leaders and EI was done by rating the EI of five educational administrators and their professional practices from three angles: By themselves, by their supervisors and by the professional staff of teachers who work for them (Heiken, 2006). In addition there are publications that have dealt with a description of a school-based EI intervention (Brackett and Katulack, 2007) but as stated above, other than Heiken, no research about educational leaders and EI has been done.

This study demonstrates that EI has a meaningful effect on the professional practice of an educational leader. As described above, people do not know enough about the importance of EI. People, including educational leaders value more logics over emotions, something that was demonstrated above, as wrong and which gets additional support from Bradbarry & Greaves (2005). Educational leaders need to know and be aware of the fact that their role as educational leaders in its essence is emotional. This determination finds expression first by understanding that educational skills and the learning process consist of emotions and emotional hormones and secondly by knowing that skills that are considered as leadership's skills in the leadership world, have been considered over the last decade as emotional intelligence competencies, supported by Goleman, (1998) Boyatzis et al., (2000), Goleman et al., (2004) and Goleman (2006). Mastering or not mastering EI



affects the personal and interpersonal skills of the educational leader and affects the performance not only of the leader, but also his followers and even his students. Understanding these facts will help educational leaders to better understand their role and to better attune themselves to the needs of their profession.

As part of their professional subject matter, educational leaders need to know that emotions have important effects also on the ability to learn and to develop. Emotions affect the ability and motivation of a student or discourage the students to learn. It was described broadly by Jafy, that the learning process is a combination of emotions and cognition. He demonstrated his argument by describing how playing a musical instrument contains emotions and cognition. He also resembled the act of playing an instrument to the act of teaching Maths in a class and asserted that both are a "combination of rationality and emotions." He argued that "as a teacher you are all the time talking about the moment when the student's face lights up, that moment is not only that they master the subject matter, but they also get some type of personal reward that has an emotional response to the success of learning." Jaffy's arguments were also supported by Zull (2004) who argued that emotions and cognition are connected. He demonstrated it by saying that when a student learns to solve a Mathematics problem, the moment of understanding the material is the enlightening moment when his face shines or alternatively, when a student can't solve the problem he expresses his frustration or dissatisfaction. Zull also argued that in order to process learning,

there is a need for emotional chemicals such as the Adrenalin hormone and Dopamine to be produced in the brain.

Understanding the emotions of students as articulated above are important not only for understanding its importance on the learning process, it also has implications on the behavior of students and on the climate of the school. It is needless to repeat, but only to recall Kany's words that how not letting a student get on a bus with chips can cause chaos in school and also sever behavioral problems. So understanding the emotions of students cannot only remain a recommendation for educational leaders, rather it is essential for their professional practice.

Understanding that the role of the educational leader is emotional, will also help to better appreciate the importance of the emotional world as an integral part of everything that we do and experience no matter if we are young people or adults. Emotions affect our tendencies, affect the way we behave, and react toward others, control our emotions and manage ourselves. Emotions are an integral part of how we make our decisions, choose our preferences or take action.

EI also has implications also on how we manage ourselves in relation to others and our relationships with our stakeholders. We constantly take our emotions with us where ever we go and act and our acts and behavior are models for our coworkers and followers and set the tone of the school and its climate. Fely described how having EI helps her to admit mistakes in front of her students or workers. She described how being honest, moral and ethical allowed her workers to trust her. Jafy described how understanding the

feelings of coworkers affects the way he runs his meetings, how his coworkers react to him, and how their behavior impacts on the decisions that he and they make. He adds "we are constantly assessing [informally] each other's emotions." For example "If I say something . . . and I got . . . a negative emotional response . . . I immediately interpret that and it [would] affect what I say next."

It is also important to recall that the characteristics' of the leaders' job is very stressful and contains a lot of pressure. Taking this in consideration in advance together with mastering EI can be an important tool in dealing with the stress; it can help educational leaders to manage themselves more properly and respectfully. Leaders as argued by Jaft Naly, and Fely, set the tone of the school and determine how the culture of the school will look. If a school leader has no sensitivity towards his people below him, they will also behave with no sensitivity towards others and act like a robot. Respect of the leader towards his workers will invite respect and loyalty towards the leader, towards the people around him and towards the school. It sets the whole ambiance and climate of the school. Mastering EI can also help educational leaders to manage good relationships that lead to effectiveness and to more efficient management and leadership.

That corresponds to assertions that EI is important for the educational leader in order to promise greater effectiveness in his workplace (Goleman, 2006; Von 2005; Sunindijio et al., 2007). The findings of this study are also an answer to the researchers who were against the conclusion that having EI promises greater effectiveness. They argued that this conclusion leans on

"little empirical support" (Ciarrochi Joseph, Deane & Anderson, 2002; Akerjordeth & Severinsson, 2007). Matthews et al., (2006) even argue that there is a great deal of hype surrounding the utility of EI. The findings in this study strengthen the claim that EI is important for the effectiveness of the educational leader.

In summing up the implications, I believe that this study can enrich the professional literature regarding EI in the field of educational leadership and can develop the educational leaders' awareness about the significant substance of emotions and about the important of being intelligent about emotions. It also leads to the assertion that a heightened EI can play a key role in their success and effectiveness (Goleman, 2006; Von, 2005; sunindijio et al., 2007). As was demonstrated above in this study, developing awareness to the importance of EI and mastering it can lead to efficiency and effectiveness of the leader and his stakeholders

In light of the description above, this study leads one to recommend that policy makers and staff development trainers include an EI curriculum in the educational leaders training. I believe that everyone who works with people, but mainly with children needs of be aware to the importance of EI and needs to be trained as to its meaning, its values and implications on the development of students and its effects on the workers. Teacher colleges and schools of education in every university need to add the subject of EI as part of the curriculum as well and educational leaders must assure that their staff masters it. As stated above, in order to do a meaningful job, EI for educational leaders is not a recommendation it is a necessity. Learning and mastering EI

in this era of endless competition, achievement, grades and NCLB is emphasizes more than any word for that need.

### ***Recommendations for Further Research***

The finding of this study revealed that EI is very important for educational leaders and has a meaningful effect on the educational leaders' job. This claim was argued by all the five interviewees. However, this study illustrated the need for further research about the meaning of EI. It is important to discuss the meaning of EI and to check its definition. The term EI still suffers from being a description that is too wide and fuzzy (Murphy & Sideman, 2006) and describes more characteristics of the educational leader's job, rather than defining the term EI.

Further research might also be conducted on the distinction between an educational leader who works with adults and an educational leader who works in a school with young students in relation to EI. This distinction was requested due to the differences that were articulated in the special characteristics of the educational leaders' job. The pressure and the intensity of the educational leader who needs to teach or deal with young students are much more emphasized and were more noticeable than those that were articulated from the educational leader who works with adults or in a university or in informal education. Additional research could also scrutinize the effect of EI on each sector separately and may reveal other outcomes.

Further study is recommended regarding findings that were found in this study about the evolvement of the understanding of what EI means to

the narrators. This study demonstrated that the perceptions of educational leaders changed and increased as the discussion progressed. The more the interviewees talked about EI, the more they developed their understanding. This finding was supported by the explanation of Barcket & Katulack (2007), who talked about the idea of fostering an awareness of EI by devoting time to think about it. Since this determination is new, additional study to examine this argument can lead to support or to negate this outcome.

An additional study is further recommended in order to reevaluate one of the conclusions of this study, which refers to the role that emotions play in our life namely that EI is wrapped up in everything that we do and experience. Emotions are not only like neighbors that live next to each other and influence each other as stated by Goleman (2006). Emotions take place in every experience that we have as human beings and emotions are an integral part of everything that happens to us.

The findings of this study suggested a meaningful connection between the EI of the educational leader and his professional practice. Although the success of the educational leader is proved to be based on the leaders' EI, scientific insight into this statement will help researchers and educational leaders develop their knowledge about EI and contribute to their effectiveness and to their professional practice.

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Appendix A.

## **Educational Leaders' perceptions of Emotional Intelligence and how it affects their Professional Practice**

### **Interview Guide**

#### **First part of the interview - Life History and General Context**

1. Can you tell me about yourself?
2. How would you describe yourself as a person and a school leader?
3. Tell me about your relationships with teachers, staff, parents, and students.
4. What would be the difference between a school leader that has emotional intelligence and a school leader that does not have emotional intelligence? How does emotional intelligence influence one's work?
5. Describe a typical day in your work life.
6. How do you describe your role as a school leader?
7. How do you describe leadership?
8. What is your style as a leader?
9. What are some challenges that you have as a leader?
10. What are some of the positive aspects of your experience as a school leader?
11. What are some of the negative aspects of your experience as a school leader?
12. What do you think about NCLB?

**Second part of the interview – The Details of Experience**

In this interview we will concentrate on the concrete details of your experience in light of the topic:

13. What are emotions?
14. What is your perception of emotional intelligence?
15. Is there any connection between emotional intelligence and motivation?
16. Is there any connection between emotional intelligence and trust?
17. Is there any connection between emotional intelligence and the sense of well being?
18. Is there any connection between strategic planning and emotional intelligence?
19. Is there any connection between emotional intelligence and curiosity?
20. Is there any connection between emotional intelligence of the school leaders and the staff's work/ products?
21. Is there any connection between a school leader who has highly developed emotional intelligence and the effectiveness of the school leader?
22. Is there any connection between personality and emotional intelligence?

Thank you!



## Appendix B.

**Questionnaire**

Please mark your opinion about the competencies you think are important for school leader.

	<b>Competence</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>No Opinion</b>	<b>Agree</b>	<b>Strongly Agree</b>
1	<b>Inspiration</b>	1	2	3	4	5
2	<b>Transparency</b>	1	2	3	4	5
3	<b>Organizational awareness</b>	1	2	3	4	5
4	<b>Empathy</b>	1	2	3	4	5
5	<b>Self control</b>	1	2	3	4	5
6	<b>Achievement</b>	1	2	3	4	5
7	<b>Optimism</b>	1	2	3	4	5
8	<b>Initiate</b>	1	2	3	4	5
9	<b>Adaptability</b>	1	2	3	4	5
10	<b>Self confidence</b>	1	2	3	4	5
11	<b>Conflict management</b>	1	2	3	4	5
12	<b>Influence</b>	1	2	3	4	5
13	<b>Accurate self-assessment</b>	1	2	3	4	5
14	<b>Developing others</b>	1	2	3	4	5
15	<b>Service orientation</b>	1	2	3	4	5
16	<b>Change Catalyst</b>	1	2	3	4	5
17	<b>Teamwork and Collaboration</b>	1	2	3	4	5
18	<b>Emotional self awareness</b>	1	2	3	4	5

The competencies were taken from: Goleman, D., Boyatzis, R. & Mckee, A. (2004). Primal Leadership: learning to lead with emotional intelligence, Boston: Harvard Business school press.

Is it your opinion there is a connection between these competencies and emotional intelligence? Please explain.

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Please email the filled questionnaire to the following addresses:

[ykruglia@students.depaul.edu](mailto:ykruglia@students.depaul.edu)

Thank you very much.

Sincerely yours,

Yaffa Krugliak Lahat

## Appendix C.

**שאלון - Questionnaire**

Please mark your opinion about the competencies you think are important for school leader.

אנא חווה דעתך, באיזו מידה יכולות אלו חשובות למנהיג החינוכי.

Competence היכולת	Strongly Disagree מאוד לא מסכים 1	Disagree לא מסכים 2	No Opinion אין לי דעה 3	Agree מסכים 4	Strongly Agree מאוד מסכים 5
1 Inspiration השראה	1	2	3	4	5
2 Transparency שקיפות	1	2	3	4	5
3 Organizational awareness מודעות אירגונית	1	2	3	4	5
4 Empathy אמפתיה	1	2	3	4	5
5 Self control שליטה עצמית	1	2	3	4	5
6 Achievement השגיות	1	2	3	4	5
7 Optimism אופטימיות	1	2	3	4	5
8 Initiate יוזמה	1	2	3	4	5
9 Adaptability סתגלות	1	2	3	4	5
10 Self confidence בטחון עצמי	1	2	3	4	5
11 Conflict management ניהול קונפליקטים	1	2	3	4	5
12 Influence השפעה	1	2	3	4	5
13 Accurate self-assessment הערכה עצמית מדויקת	1	2	3	4	5
14 Developing others פיתוח האחר	1	2	3	4	5
15 Service orientation אוריינטציה של נתינת שירות	1	2	3	4	5
16 Change Catalyst הובלת שינויים	1	2	3	4	5
17 Teamwork and Collaboration שיתוף פעולה ועבודת צוות	1	2	3	4	5
18 Emotional self awareness מודעות עצמית רגשית	1	2	3	4	5

The competencies were taken from: Goleman, D., Boyatzis, R. & Mckee, A. (2004). Primal Leadership: learning to lead with emotional intelligence, Boston: Harvard Business school press.

Is it your opinion there is a connection between these competencies and emotional intelligence? Please explain.

האם לדעתך יש קשר בין יכולות אלו לבין אינטליגנציה רגשית? נא הסברך.

תודה.

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Please email the filled questionnaire to the following addresses:

אפשר לשלוח את השאלון לאחת הכתובות הבאות:

[yaffalahat@gmail.com](mailto:yaffalahat@gmail.com)

[ykruglia@students.depaul.edu](mailto:ykruglia@students.depaul.edu)

בתודה ובברכה,

יפה קרוגליאק להט