

Developing Leaders in Public Affairs and Administration: Incorporating Emotional Intelligence Training into the Core Doctoral Leadership Course

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ABSTRACT

Educators are increasingly aware of the importance of emotional intelligence (EI) in successful leadership. This paper details the implementation of a suite of EI training and assessment tools into a Ph.D.-level leadership class. The suite of EI training and assessment tools includes poetry-reading, an emotional intelligence test, a behavioral-assessment tool and the Multifactor Leadership Questionnaire. Students produce a personal leadership-development plan that incorporates knowledge obtained from the EI tools. The suite of tools is detailed and mapped to Goleman's (2001) framework of emotional intelligence competencies. The paper provides lessons from the experience of the innovation.

"Leadership is as much emotional and subjective as rational and objective in effect."
— Bernard Bass, 1999

It is increasingly apparent that emotional intelligence (EI) is an essential element of both effective leadership and professional success (Goleman, 1998, 2000; Dasborough & Ashkanasy, 2002; Ashkanasy & Tse, 2000; Cherniss & Goleman, 2001; Ashkanasy, Hartel, & Daus, 2002; and Ashkanasy, 2003). Rapid change, increasing complexity and inter-organizational networks all require the emotional awareness and efficacy necessary to maintain effective, healthy and optimistic workplaces. The seeming inevitability of doing more with less reinforces the need for transformational leaders who are capable of building emotionally intelligent and resilient workplaces that achieve high performance under conditions of high stress.

Some educators are beginning to appreciate the importance of EI. The past several years provide evidence that educators are attempting to incorporate EI

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training and understanding into university courses and curricula (Tucker, Sojka, Barone, & McCarthy, 2000; Kaiser & Kaplan, 2006). Furthermore, some business scholars (Kaiser & Kaplan, 2006) now recognize that the traditional focus on cognitive skills, in the standard curriculum, fails to provide students with the interpersonal, intrapersonal and leadership skills requisite for managerial and executive-level success. In fact, one compelling view is that the factors of intrapersonal and interpersonal skills are the EI infrastructure requisite for effectively learning the cognitive and functional components of management and leadership curricula (Kaiser & Kaplan, 2006).

Doctoral programs in Public Affairs and Administration generally prepare students for dual opportunities both in the academy and in the world of practice. Clearly, enhancing the EI of students will benefit them in both of these professional domains. The challenge for Public Affairs and Administration educators is to develop the means for enhancing student EI, which raises student awareness and capabilities, by applying teaching modalities that are relevant to EI enhancement.

This paper details an effort to incorporate EI skills and understanding in a required course in a Ph.D. program in Public Affairs. The course is a core, semester-long class entitled “Leadership of Public and Non-Profit Organizations” and is required of all Ph.D. students in Public Affairs at the University of Texas at Dallas. The course devotes one-third of class sessions to the understanding and development of EI.

The course employs five specific pedagogical tools to develop student EI skills and knowledge. First, students must recite a poem to their classmates. This exercise includes elements of EI, such as eliciting emotions in others and disclosing to others. A second element of the approach requires students to complete an EI instrument. This instrument provides insights into each student’s EI strengths and weaknesses. A third element of the class involves the completion of an additional “life-orientation” instrument that adds understanding about each student’s dominant world view and means of resolving life’s challenges. The poem recitation and life-orientation instrument also incorporate feedback to each student from the other students in the class. The fourth element of the effort requires each student to complete the Multi-Factor Leadership Questionnaire (Mind Garden, Inc., 2007) and to provide feedback to each member of specified class teams. Finally, by using the aforementioned four tools, each student produces a personal leadership-development plan that incorporates insights and areas for personal development. This design of a portfolio of tools and deliverables provides students with a spectrum of methods for enhancing individual EI, while developing an enriched appreciation for their leadership strengths and weaknesses.

This paper consists of five major sections. The first section presents both a review of the literature on EI, and insight into its importance to leadership and public affairs/administration education. The second section of the paper details

Goleman's (2001) EI competency framework that is used as a foundation for the class described herein. The next section explains how the specific course fits into the Ph.D. curriculum, the nature of the program's students, and some of the course logistics. The fourth section details the tools and methods used for the EI education component of the course. This discussion includes an explanation of the implementation process for each tool and offers experiences from these efforts. The fifth section of the paper displays graphically how the EI education proposed in this case maps to Goleman's (2001) "framework of EI competencies." This section of the paper also examines lessons learned from this innovation and explores the expected evolution of the approach.

EMOTIONAL INTELLIGENCE AND DOCTORAL-LEVEL LEADERSHIP TRAINING

Emotional Intelligence (EI) has special significance in the realm of leadership because EI incorporates a vast array of emotional and social knowledge and abilities that guide a person's ability to cope with environmental and contextual demands. Bar-On (1997) identified these arrays as intrapersonal skills, interpersonal skills, adaptability, stress management, and general mood. Salovey and Mayer's (1990, p. 189) model defined EI as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use the information to guide one's thinking and action." This model focused on specific mental aptitudes required for recognizing emotions and acting accordingly. The aptitude for recognizing emotions is highly regarded by various scholars (Goleman, 1998, 2000; George, 2000; Dasborough & Ashkanasy, 2002; Ashkanasy & Tse, 2000; Ashkanasy, Hartel, & Daus, 2002; and Ashkanasy, 2003) who believe that individuals with high EI are more effective in leading people and organizations. In addition, studies find relationships between EI and positive transformational and charismatic leadership (Friedman, Riggio, & Casella, 1988), as well as increased employee job satisfaction (Wong & Law, 2002). Other studies have also discovered positive relationships between organizational hierarchical position and EI levels (Lopes, et al. 2000), and between EI levels and problem-solving skills (Lyons & Schneider, 2005).

EI also represents a set of competencies. Goleman (2001, p. 28) presents such an approach with his "framework of emotional competencies." This framework contains the two general categories of Personal Competence and Social Competence. Personal Competence includes the two concepts of self-awareness and self-management, while Social Competence involves social awareness and relationship management.

EI can be improved and enhanced through training, as it is less genetically determined than Intelligence Quotient (IQ) (Cherniss & Goleman, 2001; Boyatzis, 2001). Educational programs and institutions have primarily focused on cognitive and linguistic intelligence or competencies, and less on other forms of competencies such as intrapersonal or interpersonal skills (Gardner, 1983;

1991). Yet, as stated earlier, these competencies relate consistently with improved management and leadership practices. While comparing star leaders and average performers, Goleman (1998, p. 94) maintained, "... nearly 90 percent of the difference in their profiles was attributable to emotional intelligence factors rather than cognitive abilities."

In current as well as future work environments, irrespective of the sector, individuals in leadership positions will require considerable EI resources. The pace of change, the hollowing of government and the complexities of contemporary public administration further reinforce the need for a strong portfolio of EI assets for leaders in the public realm. Contemporary and future organizations also will require a strong foundation of EI simply to manage the stress placed on public employees and organizations. Without a foundation of EI, knowledge assets will remain underutilized, as motivation declines and individual connections with organizations decrease. Thus, the incorporation of EI into public affairs/administration leadership training at a minimum, and perhaps to all of public affairs/administration training, is essential.

GOLEMAN'S EI COMPETENCIES FRAMEWORK

The EI pedagogy employed at the University of Texas at Dallas is founded on the model of EI competencies developed by Goleman (1998). Goleman's (2001) framework of emotional competencies serves as the model used both to identify course tools and to identify the set of competencies relevant to developing EI. Goleman's (2001, p. 28) framework is detailed in Figure 1. The left-hand column of Figure 1 identifies the EI elements of self- or personal competence, including the capacities for recognition and regulation of these competencies. The right-hand column details the recognition of others' emotions and the regulation of organizational relationships.

Goleman (2001, p. 30) defines self-awareness as "knowing what one feels." Such self-awareness, however, is of little benefit if one cannot regulate these emotions. Emotional self-management then becomes for Goleman (2001, p. 31) "... the ability to regulate distressing affects like anxiety and anger and to inhibit emotional impulsivity." Self-management thus involves the development of competencies that regulate the negative influences of emotions and redirect these emotions to positive organizational attributes. (See Figure 1.)

Social awareness involves sensitivity to the emotions of others, to organizational realities and to a higher-order orientation to service. Relationship management requires the "...ability to attune ourselves to or influence the emotions of another person" (Goleman, 2001, p. 31). In a simplified form, relationship management is a set of other-oriented and uplifting social skills

Space limitations reduce the opportunity to delve more deeply into each of the four basic elements of Goleman's framework. It should be recognized, though, that the framework captures a great portion of the emotional and leadership

Figure 1. Goleman's Framework of Emotional Competencies

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

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challenges that current and future leaders can expect to face. Goleman (2001) also validates his work by using neuroscience and brain studies that distinguish between the emotional components typified in his framework and strictly cognitive functions such as speech or spatial reasoning.

THE LEADERSHIP COURSE: CURRICULUM, STUDENTS AND THE CLASSROOM

The Doctoral program in Public Affairs at the University of Texas at Dallas is quite similar in content and orientation to most Ph.D. programs in Public Administration. While our program has historically used the term “Public Affairs,” the coursework and orientation of faculty are decidedly focused on public administration and public management. The program is cohort-based, and requires all students to complete courses in administrative theory, economic theory, public law, and research methods. The curriculum also requires courses in human resources management, managing change, social policy, negotiations, and decision-making. As with most other doctoral programs in Public Affairs and Administration, the program goal is to produce graduates who can succeed in the academy and at the highest levels in the world of practice.

The initial versions of the Leadership class were required during the second semester of coursework, after completion of “survey of the field” and negotiations classes. Recent curriculum changes require that the Leadership class be completed during the second year of coursework. Students now must complete the theory classes, the public law class, and the research methods noted above prior to enrolling in the Leadership class. This queuing of classes ensures that students have a broad understanding of the field of public affairs/administration, before an in-depth study of leadership theory and practice is presented.

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The need for the Leadership class and the EI component of the course is also supported by the diverse academic backgrounds of the students. Most students do not hold a Master of Public Affairs (a.k.a. Master of Public Administration, or MPA), but instead have master's-level degrees in fields such as economics, education and law enforcement. Given the general lack of a specific semester-long course in Leadership in most professional master's programs, few of these students have ever had a class devoted specifically to the topic of Leadership. The tendency for professional master's programs to focus on cognitive skill-development reinforces the need for students from most of these backgrounds to obtain an increased appreciation and understanding of the value of emotional intelligence and its related skills.

At the time of this writing, the Leadership class had been taught in four separate classes over a three-year period. Each class consisted of between 15 and 23 students. The vast majority of students in the doctoral program were mid-career, and above age 30. Only a small minority of students in the late-20s age group had not yet established relatively substantial work records.

A few details of the Leadership class logistics are required to gain a full appreciation of the intended course dynamics. First, students are placed in permanent groups of five at the beginning of the semester. These groups sit together during each class, engage in group work and present the results to their classmates. Students are assigned to the groups by alphabetical listing, with some exceptions made to ensure gender and ethnic diversity. The EI portion of the course occurs during the final third of the semester, and further provides students an opportunity to understand their peers' behaviors and competencies with some level of depth.

THE ELEMENTS OF THE EI TRAINING MODEL

As noted previously, the model employed for EI training is comprised of the elements of poetry-reading, an EI assessment instrument, a life-orientation assessment instrument, a leadership questionnaire, and peer feedback, as well as a personal leadership-development plan. The following section explains each of these elements with reference to the details of the element, and how it is implemented in the course.

Poetry-Reading, Resonance and Self-Disclosure. Morris, Urbansky, and Fuller (2005) used a series of experiential classroom exercises with creative activities such as visual arts and poetry, in order to increase students' awareness and recognition of emotion. Their assumption was that blending the skills and competencies acquired by liberal arts students with traditional business administration curriculum would further the careers of the business students and enhance their performance. In addition, because individual differences in emotion are related to the interpretation and appreciation of poems (Glicksohn, Tsur, & Goodblatt, 1991), this relationship between emotions and creative pursuits can be significant in training potential leaders.

Poetry-reading to a group is consistent with EI knowledge and training, as it can incorporate many EI competencies. These competencies include emotional self-awareness, self-confidence, and the achievement of gaining empathy from listeners. The ability to capture listeners at an emotional level is also essential for leadership success. Poetry-reading enables people to express themselves in an emotive way that can resonate and induce emotion in listeners. Poetry permits a level of emotional resonance that is at odds with the dry content of traditional, “rational” academic presentations that are expected in most classroom settings.

Poetry-reading to peers also enhances the students’ competence in another area of EI — relationship management. This component of EI includes factors such as influence, visionary leadership, and catalytic change. Appealing to the emotions of others is critical for successful organizational change efforts (Kotter, 2002). Because the way a leader makes people feel is a function of effective leadership (Kouzes & Posner, 2006), it reinforces the need to develop speaking skills that evoke emotions in others. Disclosing one’s feelings to others also generates trust, builds bonds, and engenders attachment. These factors are also key ingredients for leadership success in contemporary organizations (Kouzes & Posner, 2006).

The direct impetus for the use of poetry-reading as an EI developmental tool at the University of Dallas at Texas stems from the work of Ronald Heifetz (Parks, 2005), who has his leadership students at Harvard University read poetry to their peers. Students in the University of Dallas at Texas leadership class select a poem of their choice, with the mandate that the reading must take at least two minutes to complete. Students who speak English as a second language can recite the poem in their native tongue. It is not required that students memorize the poem, because if it was a speech given in an actual work setting, it most likely would not have been memorized.

The poetry readings occur during class sessions in the last third of the course. Generally, five or six poems are read during each of these class periods, which allows time for other class activities. After reading each poem, the presenter receives feedback from his/her peers in both verbal and written form. The reader stands in front of the audience while listening to their verbal feedback. The audience may make comments of any kind — both favorable and critical. Verbal comments often range from observing the relative emotional resonance of the reading, to noting the failure to maintain proper eye contact with the audience. Each member of the audience also completes a standard written feedback form. The form requires each peer to identify three strengths of the poetry reading, and three weaknesses of the presentation. Each poetry reader then receives this form from all of his/her peers, and this feedback becomes a resource for the student to produce a personal leadership-development plan.

The introduction of poetry-reading to the leadership course occurred in spring 2006. Because this was the first time any graduate student in Public Affairs was required to read a poem in class, the assignment was met with surprise, skepti-

cism, and some frustration. The instructor intentionally allowed these student views and feelings to accrue, as he hoped students would self-discover the purpose of the assignment from course readings. Reports from students revealed that most of them could not make this connection, and saw the assignment as an unnecessary throwback to their earlier educational experiences. The fact that the poetry-reading was not graded also confused some students. Non-graded assignments, however, do allow for interesting conversations concerning intrinsic and extrinsic motivation. The professor's eventual decision to inform students of the direct purpose of the assignment clarified most students' concerns and enabled them to set objectives for their readings. The professor now clarifies the purpose of the poetry-reading at the beginning of the class.

Most students approached the assignment with passion. Many students noted that they conducted substantive research on poetry genres and poets, and read many poems in an effort to find one conducive to their interests and goals. Poems varied considerably in terms of themes, genres, historical periods, origins, and lengths. The audiences witnessed a variety of performances and emotions that included the following: femininity and masculinity, plasticity and rigidity, sadness and anger, timidity and boldness, and humor and seriousness. Four students wrote their own poems.

The poem recitation also seemed to expose the very nature of a person. It disclosed deeply hidden emotions and rewinds some memories. Many students felt empowered and able to lead the audience when they read the poem. A somewhat surprising revelation was that several seasoned professionals, quite used to public speaking, were nervous prior to and during their poetry readings. These anecdotes suggest that perhaps the emotional content and intent of poetry-reading is greater than that expected from most professional presentations. This awareness alone created interesting implications for forcing students out of long-held comfort zones.

EI Assessment Instrument. All students in the Leadership class complete the Emotional Intelligence Appraisal Me Edition instrument.¹ The tool consists of four clusters of questions that assess each of the four areas of EI competencies defined by Goleman in Table 1. The Emotional Intelligence Appraisal exists in both self-report, multi-rater, and team formats. The self-report format is used in this course. This provides students a personal baseline and confidential assessment of their EI. Students are asked to answer each question honestly — as they actually behave, rather than as they wish to behave.

Completion of the instrument results in individual scores for each of the four areas of EI competency and a combined total EI score. The instrument thus provides both EI strengths and weaknesses for the student. The instrument uses a normed sample to compare student scores with those of the general population who have completed the instrument. Scores are then ranked, which details a relative level of EI in each area, plus the level and type of action required to improve

weak spots, or to emphasize an area of strength.

The EI instrument serves as a means to either validate or question the remaining class assessment instruments. Because the remaining two instruments in the class EI portfolio provide peer feedback, the EI instrument can serve as a personal and confidential means of determining levels of peer reinforcement or disagreement concerning each student's EI competencies. The instrument also initiates the process of self-reflection that is necessary for improving EI competency.

Life-orientation Instrument – Windows to the World. Another component of the personal-assessment element of the Leadership class is the completion of the Life-orientation (LIFO®) instrument (Atkins, Katcher, & Dahl, 2003)². LIFO is a behavioral instrument designed to provide individuals' insights into their personal "windows to the world" (Atkins, Katcher, & Dahl, 2003, 8). These windows, or guiding philosophies, are the primary orientation or "preferred styles" that individuals employ to manage the challenges of life. The primary goal of LIFO is to provide individuals and groups some enhanced insight into their behavioral strengths, with the intention of improving both individual and group productivity. In short, an increased awareness of one's behavioral strengths and of others' dominant "windows to the world" can increase opportunities for effective work environments, via improved self-knowledge and improved relationships.

The LIFO instrument begins with each student completing the LIFO survey. The instrument consists of 72 questions that require forced responses to sets of preferred behaviors. Instructions direct students to complete the survey from the perspective of how they actually behave at work, rather than how they would like to behave. The result of the instrument is the definition of the student's dominant "window to the world," or preferred style, under both favorable and unfavorable (stress) conditions at work. These preferred styles are (Atkins, et al., 2003) Supporting-Giving, Controlling-Taking, Conserving-Holding, and Adapting-Dealing. Students discover their preferred style under normal conditions, and under conditions of stress at work. Individuals, for example, may show the qualities of Supporting-Giving under normal conditions, but may employ a dominant preference for Controlling-Taking behavior under stress. A benefit of LIFO is that, while it does reveal dominant styles, participants receive a score in each of the four areas. Thus, students can examine the spectrum of their preferred styles from the most- to least-preferred.

Each preferred style defines a distinct philosophy and 10 distinct behavioral strengths that guide behavior. Appendix 1 lists the 10 distinct behavioral strengths associated with each preferred style. Thus, what drives Supporting-Giving-dominant individuals is a philosophy that pursues excellence, combined with behavioral strengths such as cooperation and dedication. Individuals with a preferred style of Controlling-Taking abide by a philosophy that seeks competence and action, along with supportive behavioral strengths of confidence and persuasiveness. Conserving-Holding-dominant individuals value reason and reflection,

and possess behavioral strengths of tenacity and thoroughness. Finally, those with a preferred style of Adapting-Dealing value harmony and pleasing others, and emphasize strengths such as empathy and tact.

After completing the instrument, students place their results on a LIFO wall chart. The chart includes each of the four preferred styles and the list of 10 behavioral descriptors for each style. Each preferred style and its descriptors reside in one quadrant of the wall chart. The chart also includes each student's score on each of the four preferred styles, under both normal and stressful conditions. The charts are taped on the walls around the room, so that all participants can see the results of each other's LIFO instruments. This transparent approach of allowing others to see the results of the LIFO assessment serves as the foundation of a multi-stage self- and peer-assessment process that is both fun and enlightening.

The multi-stage assessment starts with a self-assessment, in which each student identifies what they see on their charts as the behavioral strengths that best describe them. Students identify perceived strengths by placing adhesive, color-coded dots next to their top three picks. Next, members of each student's semester-long work group place a different-colored adhesive dot next to any descriptor on the chart that they see as each group member's dominant behavioral style. A third assessment then requires every student in the class to place colored dots on what they see as the behavioral strengths of all of their peers. Using unique-colored, adhesive dots for each iteration of the assessment creates a record of which group made which assessment of every individual. Group and class members must also include their initials on all dots placed on all charts. This approach maintains a record of which student defined which behavioral strength of each classmate.

The results of this iterative assessment are wall charts with numerous dots, covering multiple descriptors for each student. These results are often quite interesting. Numerous patterns and some surprises emerge. One consistent result from a proportion of students is a lack of continuity as to how they see themselves, relative to their peers' assessments. Quite often individuals may see themselves as helpers with a Supporting-Giving-dominant style, but find that their classmates see them as hard-charging, action-oriented, Controlling-Taking-dominant individuals. Recognition of this lack of agreement between self- and peer-assessment is an important key to developing EI. Without a clear vision of both their own and others' perceptions, leaders are challenged to develop the consistency and trust required for building strong relationships.

Another benefit of LIFO is the transparency of the students' self- and peer-assessments. If authentic (Kets, De Vries & Balazs, 1999) and mature workplaces (Argyris, 2000) are to develop, effective leaders must permit and support the critiques and views of others. This process is enhanced as each group discusses each group member's chart in detail. Students examine both consistencies and inconsistencies in the individual and other assessments. While discussions generally

remain professional and fair, everyone gets an open view into his/her dominant life strategies and how others view him/her.

The group discussions of each other's LIFO charts are a developmental opportunity for each student. Students are asked what they would like to see more of from each of their group members. These conversations are often quite direct, as group members ask their peers to "take charge more," or "listen more actively," or "show some passion." Confronting peers with such direct assessments and suggestions is outside the range of most classroom settings, but provides another opportunity for individuals to respond to comments that engender discomfort or disagreement (Kaiser & Kaplan, 2006).

The final intent of the LIFO instrument is to inform students that, while each of them has strengths, these strengths can become weaknesses when pushed to excess. For example, natural helpers may struggle with martyrdom if they cannot learn to say "no" to an expanding array of requests for assistance. Hard-charging, action-oriented individuals must learn that their desire for rapid accomplishment can be off-putting and appear arrogant to people with other dominant styles. The LIFO instrument offers many more insights than this space enables us to document. It engenders a level of reflective insight that is essential to self-knowledge and sensitivity to others – a required foundation for increased levels of EI.

The Multi-Factor Leadership Questionnaire – Assessing Transformational Leadership Qualities. The current dominance of transformational models (Sashkin, 2004) in leadership literature reinforces the importance of developing EI competence in Public Affairs' students. Effective leaders now must develop and use a means of creating emotional resonance in employees that matches the demand for change and responsiveness required by contemporary public organizations. This knowledge supports the completion of a transformational leadership questionnaire by students in the leadership class at the University of Dallas at Texas. The leadership instrument that students complete is the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1995).

The MLQ is based on the full-range leadership theory developed by Bass (1985). Full-range leadership theory is premised on a spectrum of leadership models, ranging from a transactional laissez-faire model dominated by passive, contingency-reward leadership, to transformational leadership styles resulting in active, effective leadership. Transformational leadership in the full-range model focuses on influencing peers and subordinates to develop an enhanced awareness of the challenges their organization faces, which provides a proactive approach to improving group performance, along with maintaining high levels of ethical standards.

The full-range model identifies four qualities, referred to as the "4 I's," that represent the essential characteristics of transformational leaders (Bass & Avolio, 2003, pp. 4-5). The first I, "idealized influence" includes "attributes and behaviors" that result in developing respect and trust, a commitment to considering

the needs of followers before those of leaders, and modeling ethical and principled behavior. The second element of the full-range transformational model is “inspirational motivation,” which asks leaders to arouse people’s spirits by providing meaningful and challenging work in an optimistic environment that affords followers a personal commitment to the vision of an attractive and desirable future. A third element of the model is “intellectual stimulation,” which asks transformational leaders to create an open environment of “safe” debate that enhances innovation through creative dialogue that includes followers in the process of problem-discovery and solution. The fourth element of the model is “individual consideration;” it asks leaders to serve as mentors that provide new learning opportunities for employees while remaining cognizant of the unique needs of individuals.

The MLQ is a computer-based instrument (Mind Garden, 2007) that requires each student to complete a series of questions on-line. The instrument seeks to identify student scores across the spectrum of transactional to transformational leadership attributes. The MLQ software also allows peers from each student’s group to assess the leadership behavior of each of their peers. The MLQ results in a 45-page report for each student, with an assessment of his/her leadership attributes that includes an aggregation of the assessment by his/her peers.

The MLQ is widely used and well-validated (Antonakis, Avolio, & Sivasubramaniam, 2003). This instrument thus serves as the distinctive leadership-assessment instrument in the portfolio of instruments provided for students. Much like the LIFO instrument, the MLQ provides individuals with an understanding of why there is a lack of consistency between self-ratings and peer assessments. Students, for example, may see themselves as strong in inspirational leadership, only to find that their peers see them as domineering and unwilling to listen to others. On the other hand, continuity in self- and peer-assessment can validate students’ views and reinforce either strengths or the need for change. Students also engage in a dialogue with their peer assessors on the MLQ results.

Personal leadership-development plan. After completing each of the four aforementioned training and assessment tools, each student produces a personal leadership-development plan. The design of the plan uses the information from the poetry-reading, the EI and LIFO instruments, and the MLQ questionnaire to produce a roadmap that students can follow to improve their EI competencies. The plan uses as its information base both personal-assessment information and peer feedback. Personal-assessment data emanates from the EI instrument, LIFO and the MLQ instrument. The peer feedback from the poetry-reading, LIFO and the MLQ all serve as sources of information to complete the personal leadership-development plans.

Each student’s personal leadership-development plan details intended actions to improve in areas of defined need. The activities that arise from these plans range from very active learning interventions such as, “I will join the local chap-

ter of Toastmasters International to improve my public speaking skills,” to more passive interventions such as, “I have already ordered two books to improve my active listening skills – I obviously need more work here.” Each personal leadership-development plan includes a timeline for actions, metrics to measure success, and a budget for expected costs. There are many templates for these leadership development plans available on the Internet. At a minimum, students in the class are expected to provide a personal history and professional goals, results and assessments from the four EI tools, and the detailed action plan described above.

Three obvious benefits accrue from this activity. First, students have an evidenced base for creating a plan of their own personal leadership-development. Second, students now have the experience to develop plans for fellow employees, when needed in the workplace. Perhaps most importantly, students may choose to use these skills as human resource selection mechanisms. There is evidence that using EI competencies as selection criteria for potential employees produces real economic and performance benefits for an organization (Spencer, 2001).

DISCUSSION

One of the obvious results of studying EI is that it includes a complex set of competencies and behaviors. The intent of the portfolio of EI tools described in this work is to capture that complexity. Table 1 maps the tools employed by the class described here, to Goleman’s framework of EI competencies. This mapping shows that it is possible to capture the gamut of EI competencies by using the tools and the personal leadership-development plan described above. While such a mapping is subject to the vagaries of self-serving biases, it does reveal that a broad approach to EI knowledge and development is essential to capturing the range of EI competencies. (See Table 1.)

Clearly, the suite of EI tools described in this paper is just one possible set of tools for capturing and developing EI knowledge and skills. These tools are an attempt to integrate these competencies in a novel way. The LIFO, EI and MLQ instruments are all validated via research. Other faculty may be more comfortable using instruments more widely used in corporate and government settings, such as the Myers-Briggs Personality Type Indicator, the Fundamental Interpersonal Relations Orientation – Behavior (FIRO-B) or the Dominance Influence, Steadiness Conscientiousness test (DISC). Because some of our students have completed the Myers-Briggs instrument in their places of work, we thought that a new instrument, in this case LIFO, would be of value.

There are also other EI-specific instruments, such as the computer-based Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT)³. And there are many leadership instruments — too numerous to identify here — that could supplant the MLQ. In addition, faculty may prefer that students give a heartfelt speech on an area of public policy interest, rather than read a poem. The essential point is that many choices exist for developing a portfolio of tools for EI education and

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Table I. Mapping EI Competencies to Class Activities and Assessment Instruments

	Poetry Reading	LIFO	MLQ	EI	Group Work	Personal Leadership Development Plan
Self-Awareness						
emotional self-awareness	X					
accurate self-assessment		X	X	X		
self-confidence	X					
Self-Management						
emotional self-control	X					
trustworthiness					X	
conscientiousness						X
adaptability						X
achievement drive						X
initiative						X
Social Awareness						
empathy	X					
service orientation		X				
organizational awareness						
Relationship Management						
developing others		X	X			X
influence	X					
communications	X					
conflict management						
visionary leadership	X		X			
catalyzing change	X		X			
building bonds					X	
teamwork and collaboration					X	

development. Experimentation by faculty is likely the best method for defining a suite that meets the needs of students.

It is also worthy of note, which one reviewer of this manuscript quite properly suggested, that the course should include a review of the numerous tools that may be suitable for the EI suite. In the future, the class will include such a review. Students, however, were required to read articles on both EI and the MLQ prior to conducting the in-class assessments. This provides grounding in the theory and practice of EI that is appropriate for Ph.D.-level students.

Obviously, a graduate-level course in leadership must include more than EI elements alone. The Ph.D.-level course discussed in this paper includes a thorough grounding in theories of leadership, methods for studying leadership, and the relationship between democratic theory and theories of leadership. Students are required to produce a research paper on a leadership theory and a philosophical paper on human nature and leadership. Knowledge of theories of leadership is required for students to appreciate the importance of EI, and to link EI to models of transformational leadership. In short, without a sense of contemporary views of leadership and leadership theory, students cannot know how their views

and competencies connect with actual expectations for leaders.

Faculty interested in incorporating pedagogical approaches such as those described in this paper must also recognize that some marketing of the approach to students is necessary. Many students are comfortable only with the typical cognitive and academic elements of coursework. The fact that the EI elements of the class are not graded also raises questions for some students. Naturally, grading the results of such tools is not sensible, although the students' personal leadership-development plans are graded for completeness and creativity. The challenge here is to inform students of the distinction between judging academic skills and employing a developmental model aimed at applied leadership competencies.

One of the lessons learned at this point in the adventure is that students prefer having considerable time to assimilate the information from the EI suite. It therefore is very important to provide adequate time for group discussions and for peer feedback. A minimum of one entire class period, in our case three hours, was necessary to produce a dialogue of value to students. Not only did students get to hear from their peers, but this also afforded them the opportunity to hone their skills in providing advice and feedback to these peers.

Another lesson of value is that there may be a benefit to an initial application of the EI suite at the beginning of the semester, with a follow-up assessment at the end of the semester. This approach may serve as a way to measure improvement of student EI competencies during the semester. This ideal model, however, is subject to the reality of the costs of using the instruments in the EI suite⁴.

One possible critique of this paper is that EI knowledge and training may be better-suited to the practitioner-oriented MPA degree, rather than the research-focused doctoral degree. Clearly, it would be appropriate to include EI training in an MPA course such as organizational behavior. However, the Ph.D. program at the University of Texas at Dallas focuses on the dual effort of producing both scholars and effective practitioners. In such cases, EI training clearly makes sense and is further supported by the diverse backgrounds of students, some of whom may not have had any leadership training. It is also important to remember that both mid-career and senior-level leaders can benefit from developing and enhancing EI competencies. Students choosing to serve in the academy will also find EI competencies of value when navigating a university environment.

Finally, it is important to recognize that the body of knowledge of EI is dynamic. The emergence of positive psychology (Seligman, 1998; Seligman & Csikszentmihalyi, 2000) expedited the more recent emergence of the fields of positive organizational studies (Cameron, Dutton, & Quinn, 2003), and positive organizational behavior (Luthans, 2002). The focus of these emerging areas on "psychological capital" reveals that EI and effective leadership both benefit from the addition of an expanding array of leadership "states" (Luthans, Youssef, & Avolio, 2007). These newly defined states of the psychological capital of leaders include efficacy, hope, optimism and resiliency. Luthans, Youssef and Avolio

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(2007) also see future elements of psychological capital as constructs that include humor, gratitude, spirituality, courage and authenticity. Thus, this expanding set of emotional and psychological states that are necessary for leadership also demands that efforts to develop these attributes in students will require considerable rethinking on the part of all faculty who hope to develop future leaders.

CONCLUSION

The task of incorporating EI knowledge and skills into public affairs/administration curricula requires a rethinking of the teaching project for many faculty. The comfort zones of faculty will require expansion and support for this new challenge. In short, the soft skills are the hard skills to teach.

While many educators may eschew the need for EI training and development in a graduate program, or may simply not find the slack for such material in their curricula, one final reminder is of value. Consider your organizational experience and then please ask yourself, "Would a more emotionally in-tune and emotionally mature workplace engender a happier and more productive environment?" Furthermore, Bernard Bass' comment in the epigraph of this paper should generate emotional resonance in those who admit that the democratic project includes more than a mere cognitive appeal.

We cannot say with complete confidence that the efforts defined in this paper will produce transformational leaders who someday will make us proud. However, sensitizing students to these competencies will, we hope, serve them throughout their careers and lives. Improving one's emotional intelligence and competencies is a long-term project, one that takes a lifetime perhaps. Expanding the faculty role beyond cognitive and academic skill-development may also enhance the psychic, intrinsic rewards of teaching. More importantly, EI competencies may become a foundation for global citizenship and organizational evolution in a complex and turbulent world.

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Appendix I

LIFO	
Defined Strengths of Each Window to the World	
LIFO Preferred Style/ Window to the World	Strengths of Preferred Style
Supporting-Giving	considerate, idealistic, modest, trusting, cooperative, helpful, receptive, responsive, seek excellence, loyal
Conserving-Holding	tenacious, practical, economical, reserved, factual, steadfast, thorough, methodical, detail-oriented, analytical
Adapting-Dealing	flexible, tactful, sociable, empathetic, enthusiastic, adaptable, inspiring, experimental, negotiating, animated
Controlling-Taking	directing, quick to act, confident, seek change, persuasive, forceful, competitive, risk-taking, persistent, urgent

NOTES

- ¹ Emotional Intelligence Appraisal™ Me Edition™ is a trademark of Talentsmart®, Inc. <http://www.talentsmart.com> (accessed June 11, 2007).
- ² LIFO is a copyright of BCon LIFO® International. <http://www.bcon-lifo.com> (accessed June 11, 2007). LIFO can be administered only by a licensed LIFO® trainer.
- ³ MSCEIT is a trademark of Multi-Health Systems. Web site copyright 2005 <http://www.emotion-aliqu.org/MISCEIT-Purchase.htm>. (accessed June 11, 2007).
- ⁴ At the time of this writing, the per-student total cost for the three instruments is \$110.

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