4-5-2024

A Qualitative Case Study of an Ultra-Brief Trait Emotional Intelligence Intervention for University Student Leaders

Britne K. Bacca-Haupt
University of Missouri-St. Louis, bbacca@umsl.edu

Melinda R. Dilley
University of Missouri-St. Louis, dilleym@umsl.edu

Fletcher J. Ferguson
University of Missouri-St. Louis, fjfxht@umsl.edu

Lisa C. Gillis-Davis
University of Missouri-St. Louis, lchad8@umsl.edu

Jacqueline M. Schneller
University of Missouri-St. Louis, schnellerjm@missouri.edu

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Britne K Bacca-Haupt
M.A., Higher Education Administration, West Virginia University, 2013
B.A., Psychology and Human Services, Davis & Elkins College, 2011

Melinda (Mindy) R. Dilley
M.S., Student Affairs, Missouri State University, 2013
B.S., Communication with an emphasis in Ethical Leadership, Missouri State University 2011

Fletcher J. Ferguson
M.S., Leadership and Policy Studies, University of Memphis, 2011
B.A., Psychology, Rhodes College, 2010

Lisa C. Gillis-Davis
M.Ed., Higher Education Administration, University of Missouri–St. Louis, 2003
B.A., Secondary Education, University of Northern Iowa, 1998

Jacqueline M. Schneller
Master of Social Work, University of Arkansas, 2007
B.A., History, University of Arkansas, 2002

A Co-Authored Dissertation submitted to The Graduate School at the University of Missouri-St. Louis, in partial fulfillment of the requirements for the degree Doctor of Education with an emphasis in Educational Practice

May 2024

Dissertation Committee
Kenton Mershon, PhD
Chairperson

Shawn Woodhouse, PhD

Gretchen Fricke, EdD

Abstract

Emotional intelligence gained interest in the early 1990s from researchers in hopes of assessing how understanding and developing emotions can help individuals be “healthy, rich, successful, loved, and happy” (Mayer et al., 2001, p. xi). Because of the expanded interest, increasing implications began occurring at the postsecondary level of education (Petrides et al., 2018). Trait emotional intelligence focuses on perceptions of oneself and others, illustrating how we regulate our emotions and recognize them in others. This qualitative study aimed to explore the impact of an ultra-brief intervention on the trait emotional intelligence development of university student leaders and how they perceived the effectiveness of the intervention. The study also looked to find how students specifically used the sociability factor in their roles as student leaders. The researchers conducted interviews followed by thematic analysis to reveal reoccurring codes, themes, and patterns that emerged from the data set. The findings suggest that students perceive the ultra-brief intervention as effective while engaging elements of the sociability factor of trait emotional intelligence.

Acknowledgments
Britne Bacca-Haupt

First, I would like to thank and acknowledge my wife, Olivia. You constantly support me and continually encourage me to be my best self. I would not have wanted to do this with anyone else by my side. I would also like to thank my dissertation teammates – the Fab Five – you all are the best! Mindy, Fletcher, Lisa, and Jackie – you all feel like family, and I could not have gotten through this without you!

Thank you to Drs. Kenton Mershon, Gretchen Fricke, and Shawn Woodhouse for all your support and guidance over the past three years. Many questions and clarifications were needed, but you were always there to keep us on the right track. Thank you to the College Access, Career Readiness, and Student Services in Higher Education cohort, better known as CASHE. The mentors and other doctoral students helped guide the path and offered support throughout the program.

Thank you to my UMSL colleagues and support system! A special thanks to two mentors who have been there for me from the start of my UMSL journey – Drs. Natissia Small and Maya Scruggs Hicks. You have been there for me personally, professionally, and academically, and I appreciate you both!

I would also like to thank those I've had connections with from the past who also helped push me toward a doctoral degree, even when I was not ready then. Finally, I would like to thank my immediate family – Mom, Dad, Kortne, Glenda – my in-law family, and my extended family for your love, support, and guidance throughout the years; it continues to mean a lot to have you all by my side.

Acknowledgments
Melinda (Mindy) Dilley

I have a dynamite support system who have encouraged me along the way. Thank you to my parents, Jeff and Kathy, and my Grandpa Malir for ensuring that finances would never get in the way of my educational goals and always motivating me to pursue my dreams. I also need to thank the Sigma Kappa Foundation and the St. Louis Alumnae Panhellenic for providing scholarships throughout my doctoral journey.

To my partner, Raymond, for listening to me vent my frustrations and giving the best hugs when I needed them. To some of my best friends, Lindsey, Kala, Jessica B., Jessica M. (I have a lot of Jessicas), Brian, and Mary, who never let me forget to celebrate my accomplishments and were some of the first people to call me Dr. Dilley. To my UMSL colleagues for inspiring me to achieve this milestone and reassuring me along the way, especially Dr. Long-Pease and Michaela Wells.

I also want to thank our mentors from the College of Education, Drs. Kenton Mershon, Gretchen Fricke, and Shawn Woodhouse. They read numerous versions of our writing and constantly provided critical feedback to get us to the finish line. Another thank you to our classmates in the College Access, Career Readiness, and Student Services in Higher Education cohort. We were all on this quest together!

And finally, my FAB FIVE teammates, Britne, Fletcher, Jackie, and Lisa, deserve the most gratitude. We have been one unit this entire journey, and I have never felt more supported and encouraged than I have with you all. It is weird to think that we have only ever been physically together a handful of times – but we are now family. WE DID IT.

Acknowledgments
Fletcher Ferguson

First, I would like to thank God. This process can be demanding and take much out of you. I know if not for God and His grace, I would not be at this point. To God Be the Glory.

I want to thank my parents, Debra and Fletcher, for all they have done for me. They instilled the importance of education in me at a young age. I hope my work on this dissertation and in the field of education show my appreciation. To my son, Zaire- you push me to be better. I hope I have and continue to be the father you love and someone you look up to. I want to thank the mother of my child, Deanna, for always being supportive and being understanding through this process. To my siblings- I hope I have made y'all proud. Thanks for all the encouragement. Thank you, Grandma, for all the prayers through this process. Thank you to Terry Lewis, Uncle Ron, Snoopy, Rickey, Darius, and Curtis for always supporting me.

I want to thank my Community for always being there for me: Ashley, Lerone, Shannon and Lisa, Demarcus Asa, Brandon, CJ, Turner, Beth, Larry, Marrissa, Sabrina, Rob, Jamese, Jameson, Kesha, and any others that gave support. Y'all, know I always got you. Thank you to my colleagues at Webster University who supported me these past three years. Especially Buck, Colette, Ali, Rachael, and Andrea.

Thank you to Drs. Kenton Mershon, Gretchen Fricke, and Shawn Woodhouse for all your support and guidance throughout this process. Thank you to the CASHE Cohort for the camaraderie and encouragement during this process. And to my squad, Britne, Mindy, Lisa, and Jackie- thank you! I would not want to go through this journey with anyone else. We are forever the Fab Five!

Memphis Raised Me!

Acknowledgments
Lisa Gillis-Davis

My greatest and most heartfelt thanks go to Britne, Mindy, Fletcher, and Jackie, who welcomed me late onto their team and seamlessly merged my talents with theirs. You four made this program achievable, enjoyable, and full of growth. You provided me with personal support, appreciation, and laughs every time I needed it. I hope in the future to work with you and watch you do fantastic things in higher education.

I come from a long line of female educators and family leaders. One of my greatest supporters is my grandmother, who turns 101 this month. A longtime teacher, she now has students in their 80s and 90s who thank her for her work. I can only hope to have such a long-lasting impact on students. Love also to my mother, who took me to the library every three weeks from preschool until I went to college, modeled being a working mom while also being a college student, and who supports me always.

Our mentor team of Drs. Woodhouse, Mershon, and Fricke have been tremendously enthusiastic about us as individuals and have championed our success from the beginning. Thank you to all three for a critical eye on our writing, a supportive ear for our questions, and an empathetic understanding on our tired evenings.

Finally, a note to my sons Owen, Alex, Ben, and Jack, who ate many a Monday night supper with the laptop open on the table and me engaged in a class Zoom. You have sacrificed time with Mom, but you have also witnessed the value our house places on education, commitment, teamwork, self-improvement, and achieving goals. I look forward to attending your many college graduations in the future!

Acknowledgments
Jacqueline Schneller

To my wife, Emily, thank you for going on this wild journey with me. Your love, support, and patience sustained me through extremely difficult times in this program. Thank you for taking on extra even when your plate was also full. I could not have done this without you, I love you.

To my son, Lucas, if my process has taught you anything, it is that you can do hard things. The hard makes it great and will shape you into a stronger person. Never stop dreaming and striving for great things; nothing can hold you back once you put your mind to it. I love you so much.

To my sister Heather, thank you for leading the way in breaking cycles and showing that education can lead to generational change. Your mentorship and support have shaped me into the person I am today.

To my Fab Five Family- Britne, Mindy, Fletcher, and Lisa, we did it! You all are now my family, and I could not have done this without you all. I am so proud of the work we accomplished.

Thank you to our CASHE mentors, Dr. Kenton Mershon, Dr. Shawn Woodhouse, and Dr. Gretchen Fricke. We appreciate your guidance and patience with our group's many questions. Your support and encouragement kept the wheels going.

This dissertation is dedicated to the women who have shaped me into who I am today. I feel their spirit with me always. This is for my grandmother Helen, my homebase; my grandmother Willie, my inspiration to keep learning; and my mother-in-law Linda, the illustration of being a family's heartbeat.

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Problem of Practice

The introduction of the term emotional intelligence in mainstream media during the early 1990s garnered significant interest from psychological researchers to scientifically evaluate how understanding and developing emotions can make us "healthy, rich, successful, loved, and happy" (Mayer et al., 2001, p. xi). As a research team, we want to know how developing emotional intelligence in college students can impact their holistic college experience. This study focused on the development of trait emotional intelligence and its impact on the holistic college experiences of university student leaders who participate in an ultra-brief trait emotional intelligence intervention and how their participation in the intervention impacted the development of their trait emotional intelligence.

Background of the Problem

This section will discuss the background of the problem as it relates to emotional intelligence and trait emotional intelligence. There are several essential pieces pertaining to emotional and trait emotional intelligence. Those pieces include the historical perspective, social and cultural perspectives, social justice implications, local contextual perspective, and our perspective.

Historical Perspective

Psychologists John Mayer and Peter Salovey are credited with launching the field of emotional intelligence in 1990, building on the earlier work of Gardner (1983) and others who promoted multiple intelligences, including social, interpersonal, and

intrapersonal intelligence (Salovey & Mayer, 1990). At the time, Mayer and Salovey were professors of psychology who centered their research on cognition and emotion to understand the complexities of human interaction (Salovey & Mayer, 1990). They published the central claim that smart decision-making required more than intellect as measured by traditional IQ (Salovey & Mayer, 1990). Salovey and Mayer's (1990) inaugural definition of emotional intelligence involved "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p. 189).

In the 1995 bestselling book *Emotional intelligence: Why it can matter more than IQ*, Goleman shared how he became interested in emotional intelligence. While working as a science reporter with The New York Times, Goleman discovered Salovey and Mayer's 1990 publication in an obscure and now extinct psychology journal. Goleman expanded the work of Salovey and Mayer, and the 1995 book popularized the subject of emotional intelligence around the globe. Goleman's book spent over a year on national and international bestseller lists, has been translated into over 40 languages, and has more than 5,000,000 copies in print worldwide.

Goleman (1995) named five domains of emotional intelligence: self-awareness, self-regulation, internal or intrinsic motivation, empathy, and social skills. Since 1994, Goleman has reduced the five domains to four: self-awareness, self-management, social awareness, and relationship management. Within these four domains, 12 critical emotional intelligence competencies allow one to become a supportive, empathetic, effective, and emotionally healthy person (Goleman, 2020).

The fields of business, psychology, social work, and education, among others, have been directly impacted, changed, and influenced by the popularization and understanding of emotional intelligence (Goleman, 1995; Mayer, 2001; Petrides, 2010; Romanelli et al., 2006; Salovey & Mayer, 1990; Suleman et al., 2019; Uhrich et al., 2021; Wolfe, 2019). Many of the 12 emotional intelligence competencies that Goleman (2020) identified have inspired others and introduced emotional intelligence to a larger audience using new names and expanded theories. Goleman (2020) stated that "positivity has been called 'growth mindset,' achievement 'grit,' adaptability 'agility,' and emotional regulation 'resilience'" (p. xi) when studied by subsequent researchers.

Social and Cultural Perspectives

Emotional intelligence has direct application across many human social interactions, from business to education to prisons to military organizations to marriages, because these interactions will always be comprised of individuals with their internal emotional dialogue (Goleman, 1995; Parker et al., 2021). Complex messages are sent, received, interpreted, and adjusted as humans interact (Mayer, 2001). There is room for applying self-awareness, empathy, and self-management in nearly all daily interactions with others (Brackett, 2020; Mayer, 2001; Smith et al., 2008). Therefore, emotional intelligence remains an important and relevant subject to study, teach, and improve. This is particularly true for the business world and educational arena, two areas with some of the most frequent and lasting influences on human lives (Ashforth & Humphrey, 1995; Cherniss, 2000; Goleman, 1995; Romanelli et al., 2006).

Emotional Intelligence and the Business World

Emotional intelligence has widespread application and use in business for creating influential leaders and hiring, training, and retaining employees (Abraham, 2005; Goleman, 1998, 2000). Goleman focused considerable time on the application of emotional intelligence to the business world, specifically regarding the topic of leadership. Goleman's subsequent publications, *Working with emotional intelligence* (1998), *Primal leadership: Unleashing the power of emotional intelligence* (2002), and *Focus*: *The hidden driver of excellence* (2013), were best sellers and applied the emotional intelligence framework specifically to the world of business.

Goleman (1998) explained that emotional intelligence distinguishes great leaders from merely good leaders. Having studied nearly 200 companies, Goleman revealed that four critical components of emotional intelligence (i.e., self-awareness, self-regulation, empathy, and social skills) directly apply to business leaders when building, challenging, and inspiring teams.

When business leaders engage in strong self-awareness, they recognize how their feelings affect themselves and those around them (i.e., such as clients), have clarity regarding their personal and professional goals, act with self-confidence, and speak with candor, all of which can result in respect and admiration from others (Goleman, 1998). Leaders with strong self-regulation find useful ways to channel emotional impulses. For example, a business with an orientation in emotional intelligence will examine defeat from all angles, take responsibility, and choose a different approach next time. Empathy in the business world would include thoughtful consideration of employees' feelings

while making decisions and understanding the viewpoints of team members, both of which can enhance morale, collaboration, and employee retention. The fourth main component of emotional intelligence, social skill, concerns a leader's ability to manage relationships with others, such as building networks through individual rapport. Goleman explained that social skill in business is friendliness with a purpose: moving people in a direction you desire.

Goleman (2020) determined that companies that hired workers with elevated emotional intelligence levels reported better productivity, higher employee satisfaction, and fewer defections. Executives were encouraged to use this practice and provided feedback to strengthen their skills in emotional intelligence (Goleman, 1998).

Emotional Intelligence and the Educational Arena

Emotional intelligence has direct and widespread application in the educational arena for academic leaders, teachers, and students. In the K–12 arena, emotional intelligence is known as social and emotional learning (SEL). In 1994, Goleman cofounded the Collaborative for Academic, Social, and Emotional Learning (CASEL) which has as an emphasis pedological guidance for teachers who will educate K–12 students regarding the four emotional intelligence domains (i.e., self-awareness, self-management, social awareness, and relationship skills). A fifth domain, sound decision-making, was added in 2020 to provide guidance for youth during childhood and adolescence (Goleman, 2020). All states have adopted pre-K SEL competencies, and 27 have adopted K–12 SEL competencies (Collaborative for Academic, Social, and Emotional Learning [CASEL], n.d.-a). Additionally, SEL programs have been

implemented in thousands of schools in the United States and abroad (Humphrey, 2013; Weissberg & Cascarino, 2013).

CASEL thrives today by offering workshops for schoolwide reform in SEL, conducting meta-analyses of schools and students participating in SEL, and advocating for SEL policy implementation at the state and federal levels (CASEL, n.d.-b). Research from 213 studies that involved more than 270,000 students indicated that SEL enabled school-improved academic outcomes and behaviors, increased ability to manage stress and depression, and equipped students with social and emotional skills that will improve life outcomes (CASEL, n.d.-c).

Social Justice Implications

Social justice includes the goals of fair and equal treatment, fair and equal access, and fair and equal distribution of resources in a society that is physically safe, psychologically safe, and free of oppression (Chakraborty & Chlup, 2016). In recent years, Chakraborty and Chlup explored the role that emotional intelligence has in one's ability to foster self-reflection and awareness as it relates to social justice issues such as racism, sexism, heterosexism, ableism, and religious intolerance. Goleman, responsible for popularizing the theory of emotional intelligence, believed that the application of emotional intelligence is crucial to address problems worldwide. Goleman (2005), as cited in Freedman, claimed, "My wish is that we care more about what is going on in the world at large and use EQ [emotional intelligence] to address the problems in front of us" (para. 31).

The application of emotional intelligence domains such as self-awareness, self-management, social awareness, and relationship management can be helpful in a social justice context to support others in becoming allies of social justice. Emotional self-awareness can engage people to understand their actions that oppress others and those that foster improvements in the broader community (Chakraborty & Chlup, 2016). Chakraborty and Chlup explained that emotional self-awareness compels individuals to examine their privilege, biases, and role in speaking up for others.

Chakraborty and Chlup (2016) focused on emotional self-management and how it enables others to reflect on their actions and its effect on others. Individuals can concentrate their energy on improving relationships and participating in social causes. In addition to creating awareness, reflection, and change in dominant cultures, emotional intelligence work can help those who are oppressed. Injustice affects the emotional and physical well-being of others, the self-management traits of emotional balance, and adaptability can help provide a space for healing.

Social awareness is a domain of emotional intelligence that looks beyond self-interest and instead engages in broader societal issues (Goleman, 1995). Empathy is relevant to the emotional intelligence domain of social awareness. The presence and guidance of empathy can initiate the favorable treatment of others, while a lack of empathy can cause dehumanizing and disrespectful language, decisions, and behaviors.

The emotional intelligence domain of relationship management can create authentic partnerships that focus on belonging and engagement (Chakraborty & Chlup, 2016). Respect, empathy, and affirmation foster trust and allow for collaborative,

supportive relationships that grow.

Local Contextual Perspective

As Brackett (2020) said, “Almost all the essential ingredients for success arise from emotion skills” (p. 66). Emotional intelligence is a critical trait that is important for students, and we believe it will be valuable for this research site. The current study was conducted at a 4-year medium-sized metropolitan public land grant research institution in the Midwest that is characterized by a high number of transfer students (American Council on Education, n.d.; referred to as Midwest Public Institution [MPI]). As of Fall 2022, enrollment at this MPI was more than 15,000 students, with 5,600 undergraduate degree-seeking students. During Fall 2022, women comprised 58% of the student population, men accounted for 41%, and nonbinary/prefer not to disclose gender was 1%. The on-campus minority enrollment was 33%, and during Fall 2020, the average undergraduate student was 25 years old. During Fall 2021, 7.6% of students, around 1,000, transferred to this MPI, making it a high student transfer-in institution.

This study focused on student leaders. It is essential to recognize that emotional intelligence is integral, as it can impact academic success (Garg et al., 2016; Parker et al., 2006; Shafait et al., 2021; Suleman et al., 2019) and career achievement (Abraham, 2005; Uhrich et al., 2021). Students who were enrolled at this MPI, including many student leaders, usually reside in the region following degree completion and can subsequently use the skills and knowledge they gained from this trait emotional intelligence intervention to impact the surrounding area directly. This substantial alumni base has around 80,0000 alumni who live and work in the region of this MPI. As of Fall 2022,

there were 86 student organizations at this MPI, and each organization required at least three officer positions: president, treasurer, and student government representative. This MPI aimed to “inform, prepare, challenge and inspire” their students through education; it is pertinent that their student leaders rise to remarkable success and endeavors. When individuals “are given the permission to feel all emotions and learn how to manage them, it opens doors to collaboration, relationship building, improved decision-making and performance, and greater well-being” (Brackett, 2020, p. 66).

Furthermore, the K–12 educational system that is in the same state as this MPI already used an SEL initiative across the state that included a curriculum with lessons focused on “social/emotional, academic, and career development” (Missouri Department of Elementary and Secondary Education, n.d., para. 1). The higher education curriculum should build upon the SEL curriculum presented to students in the K–12 system. Environments that foster social–emotional and emotional intelligence skills and knowledge throughout a child’s academic years provide them with a better understanding of their own and others’ emotions and how to manage and regulate them. A representative from the Department of Elementary and Secondary Education stated, “That's not just the concepts we learned about reading, math, science, and social studies, but also how to get along with other people, how to navigate conflict, how to work with others who aren't like you” (Maggio, 2023, para. 11). Continuing the Social and Emotional Learning (SEL) curriculum into higher education will enable more significant development of students and student leaders at this MPI and throughout the region. As stated by the Department of Elementary and Secondary Education representative,

students "gain the skills to be able to persist throughout and engage in difficult challenges" (Maggio, 2023, para. 9).

Candidates' Perspective

Our research team has approximately 40 years of combined experience in higher education. In that time, we have celebrated students at their highest and supported them at their lowest. When students begin college, they experience a variety of changes in a short span of time. Students are used to having their classes and extracurriculars planned for them, but now they have the freedom of choice. Personal choice and change can be challenging for everyone. The accumulation of these difficulties is even more challenging if students already experience mental health barriers and residual trauma from the effects of a global pandemic. Students' daily stressors are so overwhelming that they find it difficult to cope with them (Rim, 2022). Rim noted that 68% of students surveyed from a sample of 2,000 college students across the United States had never used on-campus mental health services. Furthermore, 57% of students had difficulty maintaining coursework expectations, and 47% felt pressured to do well academically. In another study mentioned by Rim, one-third of students who dropped out of college reported mental health issues as one of the reasons that they stopped out (Sallie Mae, 2022). According to these statistics, students' psychological, emotional, and mental health outside the classroom is intricately linked to what occurs in the classroom.

The emotional needs of students are interconnected with their physical, social, and academic requirements. Academic growth involves not only the intellect but also the body, the mind, and the emotions (Rim, 2022). When these facets of identity are deemed

separate, it places undue pressure on students to compartmentalize their emotional needs in the face of rigorous academic requirements. Rim states that universities must provide their communities, including their faculty, with the resources for emotionally intelligent teaching and learning to combat the sharp rise in mental health issues among college students.

Although implementation of more emotionally intelligent teaching could result in a significant positive change for students and communities, emotional intelligence is only one component of the vast and complex nexus of solutions needed to assist college students from the impact of the COVID-19 global pandemic and find health and support while dealing with mental health issues (Rim, 2022). Therefore, universities can better address college mental health issues by equipping students with the tools to develop their intellectual and emotional selves in and out of the classroom.

Specific Problem of Practice

This section will discuss the specific problem of practice as it relates to the topic. There are several considerations related to the stressors of college students. The considerations include the statement of the problem, the statement of purpose, and the statement of significance.

Statement of Problem

College students typically encounter stressors that include learning new course content, paying for tuition, potentially living separately from family for the first time, attempting to manage a heavier academic workload than required in high school, and making decisions independently, all while trying to connect socially with an entirely new

group of students (Bar-On, 2006). Emotional intelligence can aid in the successful navigation of these stressors. The field of emotional intelligence has existed for approximately 20 years and applies to many aspects of life, including workplace performance, personal satisfaction, leadership skills, and education (Srivastava, 2013). Emotional intelligence, specifically social–emotional learning, has increasing implications at all levels of education, from preschool to secondary, postsecondary, professional, and continuing education programs (Petrides et al., 2018).

Advocates of emotional intelligence research suggested that how people identify, understand, regulate, and repair their own emotions and the emotions of others determine coping behaviors and adaptive outcomes (Zeidner & Matthews, 2018). Zeidner and Matthews illustrated the unresolved emotional intelligence issues as an intervention for coping. Zeidner and Matthews pointed to the complicated relationship between specific coping skills and outcomes. There were no established standards for grading the outcomes of events regarding overall adaptation success or failure since the body of evidence does not support the idea of a continuum of adaptive competence. Zeidner and Matthews suggested steps for future research, including a strong focus on situational moderators of emotional intelligence and coping effects and an emphasis on building causal models that employ data from experimental and longitudinal studies.

Student development theory established the foundation and provided evidence that emotional intelligence is paramount to success in college (Romanelli et al., 2006). Institutions of higher education must expand their focus beyond cognitive skill development to dedicate time and resources to the emotional development of students.

Further research needs to be conducted to inform colleges and universities to develop more effective and robust opportunities, in and out of the classroom, to assist students during their journey of emotional development.

Statement of Purpose

This qualitative study aimed to explore the impact of an ultra-brief intervention on the trait emotional intelligence development of university student leaders. This study was designed to enhance the understanding of student development staff regarding the potential impact of incorporating trait emotional intelligence into leadership training activities, as this practice may contribute to the development of emotional intelligence among student leaders.

Statement of Significance

Emotional intelligence training for university student leaders is essential because emotional intelligence is a driving force behind motivation, leadership, and group commitment (Ashforth & Humphrey, 1995). College student development theory emphasizes the importance of educating the whole student, including academic and psychosocial development (Chickering & Reisser, 1993). Emotional intelligence is a crucial area of study concerning psychosocial development. Additionally, emotional intelligence is one factor that prepares students for workplace success (Goleman, 1998).

This study focused on the experiences of university student leaders who participated in an ultra-brief trait emotional intelligence intervention and how their participation in the intervention impacted their emotional intelligence development. As a research team, we believe that the student affairs staff is responsible for student

leadership development and should practice effective strategies that empower students regarding emotional intelligence and increase student self-awareness of emotional intelligence. This practice ensures that student leaders are well-equipped to enter the workplace as leaders and team players.

Research Questions

The research was designed to address the following research questions:

1. What are student leader participant perceptions regarding the effectiveness of an ultra-brief trait emotional intelligence intervention?
2. How do students use the sociability factor within trait emotional intelligence in their role as student leaders?

Definitions of Terms

For this research, we used the following definitions:

Emotional Intelligence – The ability to understand and manage one's own emotions, as well as recognize and influence the emotions of others (Mayer, 2001; Petrides, 2009).

Emotionally Intelligent Leadership – Theory developed by Allen et al. (2012) that combined perspectives from existing theories of emotional intelligence, leadership, and higher education. It considers primary influences in interpersonal dynamics to be leaders, followers, and context. Secondary influences include five aspects of emotional intelligence: emotional self-perception, emotional self-control, flexibility, optimism, and empathy.

Recognized Student Organization – A recognized student organization (RSO) is a group of undergraduate or graduate students who unite to promote or celebrate a common interest (The University of the South, n.d.).

Student Leader*:* A student in a position to influence, motivate, and guide others toward achieving a goal (Claflin University, n.d.).

Trait Emotional Intelligence – Trait emotional intelligence focuses on perceptions of oneself and others through self-reported measures and considers emotional intelligence a personality trait instead of a cognitive ability (Petrides, 2001).

Ultra-Brief Intervention – A training or workshop designed to take place in an hour or less to provide the audience with a quick understanding of a topic (Mansell et al., 2020; Puffer et al., 2021).

Underrepresented college student populations – Students whose parents both have had no postsecondary education experience and have a high school education or a lower level of educational attainment (first-generation), students from families that earn less than $50,000 per year (low-income backgrounds), or students who are non-white (minority students) (Babineau, 2018).

Review of Knowledge for Action

Emotional intelligence is a concept that emphasizes one's emotions and the regulation of those emotions and is divided into three models: ability (Mayer, 2001), mixed (Goleman, 1995), and trait (Petrides, 2001). Emotional intelligence influences academic success (Parker et al., 2006; Shafait et al., 2021; Suleman et al., 2019), academic retention (Buvoltz et al., 2008; Parker et al., 2006), and workplace preparation

(Abraham, 2005; Allen et al., 2016; Ashforth & Humphrey, 1995; Cherniss, 2000; Goleman, 2000). Emotional intelligence also affects underrepresented student populations and impacts some groups of students differently (Ali et al., 2021; Fida et al., 2018; Guastello & Guastello, 2003; Jones et al., 2020; Makvana, 2014; Meshkat & Nejati, 2017; Sergi et al., 2021; Watson & Hernandez, 2020; Watson & Watson, 2016). Brackett (2020) noted, "Research has also linked emotional intelligence to important health and workplace outcomes, including less anxiety, depression, stress, and burnout and greater performance and leadership ability" (p. 64). More specifically, trait emotional intelligence illustrates how we regulate our emotions and recognize them in others. A review of the literature revealed that trait emotional intelligence is connected to personality and impacts career performance (Di Fabio & Saklofske, 2014; Uhrich et al., 2021), relationship satisfaction (Parker et al., 2021; Smith et al., 2008), academic retention (Fiorilli et al., 2020; Keefer et al., 2012), happiness (Badri et al., 2021; Furnham & Petrides, 2003) life satisfaction (Prado et al., 2018; Zhao et al., 2021), and overall well-being (Brown & Schutte, 2006; Slizik et al., 2020; Summerfeldt et al., 2006). Leadership and academic success are attributed to more than one's IQ. Finally, the need for ultra-brief interventions has increased, proving beneficial, especially for general well-being and stress management.

Origin and Models of Emotional Intelligence

While emotional intelligence is a complex field in psychological research, the term can be described as how well individuals handle themselves and their emotions (Petrides, 2010; Salovey & Mayer, 1990). In a more descriptive sense, emotional

intelligence refers to the ability to identify and regulate our own emotions, to recognize the emotions of other people and feel empathy toward them, and to use these abilities to communicate effectively and build healthy and productive relationships with others (Psychology Today, n.d.). Emotional intelligence is the bridge between our emotional and rational brains. Its presence and influence suggest that success in academics and careers is not solely tied to levels of intelligence (Bradberry & Greaves, 2009).

While Darwin laid the foundation for emotional intelligence in the early 1900s with his work in emotions research, the first definitive review of emotional intelligence appeared in a series of articles published between 1990 and 1993 by Mayer and Salovey (Mayer, 2001). However, Goleman's 1995 book *Emotional intelligence* popularized the concept in mainstream research. At that time, emotional intelligence was considered the best predictor of success in life, was accessible by virtually anyone, and was like one's "character" (Goleman, 1995, p. 285).

Three models of emotional intelligence dominate the literature: the ability model (Mayer, 2001), the mixed model (Goleman, 1995), and the trait model (Petrides, 2001). All three models have various constructs of emotional intelligence and have developed multiple instruments for assessment.

Salovey and Mayer developed the ability model of emotional intelligence as their definition of emotional intelligence evolved into the capacity to reason regarding emotions and the use of emotions to enhance thinking (Neubauer et al., 2005). The ability model of emotional intelligence divides emotional intelligence into four areas: the ability of emotional perception and expression, the ability to use emotions to facilitate thought,

the ability to understand emotions and their meaning, and the ability to manage emotions (Mayer, 2001). Salovey and Mayer's model uses ability tests such as the Multifactor Emotional Intelligence Scale (MEIS) or the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) as measurement tools and is based on a series of emotional-based problem-solving items (Perez et al., 2005).

The mixed model of emotional intelligence outlines five main domains of emotional intelligence and is the model introduced by Goleman (1995). The five domains include knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships. Goleman theorized that emotional intelligence is full of learned capabilities that can be developed and improved throughout life. The mixed model uses the Emotional and Social Competencies Inventory (ESCI) and the Emotional Intelligence Appraisal as measurement tools and is by far the most used and referenced model of emotional intelligence (Bradberry & Greaves, 2009).

The trait model of emotional intelligence was proposed by Petrides in 2001 and is the only emotional intelligence framework that offers a scientific structure to interpret the diverse results of independent empirical research (Petrides et al., 2018). The trait model describes individual perceptions of oneself and others in terms of understanding and implementing emotions (Petrides et al., 2018). It considers emotional intelligence as a personality trait rather than a cognitive ability. This model of emotional intelligence encompasses one's understanding and perception of emotions while using self-report measures of emotional intelligence. Those self-report measures include the Emotional Quotient Inventory (EQ-i 2.0), the Trait Emotional Intelligence Questionnaire (TEIQue),

the Trait Meta Mood Scale (TMMS), the Schutte Emotional Intelligence Scales (SEIS), and the Emotional Competence Inventory (ECI; Perez et al., 2005).

Impact of Emotional Intelligence

The primary areas of influence in emotional intelligence have been in the arena of education. Emotional intelligence, specifically social–learning, has increasing implications at all levels of education, from preschool to secondary, postsecondary, professional, and continuing education programs (Petrides et al., 2018). Four themes regarding the impact of emotional intelligence and higher education emerged in the literature: academic success (Garg et al., 2016; Parker et al., 2006; Shafait et al., 2021; Suleman et al., 2019), retention (Buvoltz et al., 2008; Parker et al., 2006), underrepresented student populations (Ali et al., 2021; Fida et al., 2018; Fry & Taylor, 2013; Guastello & Guastello, 2003; Jones et al., 2020; Makvana, 2014; Watson & Hernandez, 2020; Watson & Watson, 2016), and workplace preparation (Abraham, 2005; Allen et al., 2016; Ashforth & Humphrey, 1995; Cherniss, 2000; Goleman, 2000).

Academic Success

Barchard (2003) was one of the first researchers to explore the influence of emotional intelligence on college academic success. Results showed that emotional intelligence was not a factor in academic success and that the cognitive and personality domains are better predictors of academic success. Researchers such as Shafait et al. (2021) and Parker et al. (2006) showed mixed results with Bachard's (2003) research.

Researchers incorporated emotional intelligence into their teaching pedagogies, learning outcomes, and the development of student relationships worldwide (Shafait et

al., 2021). For example, an empirical study conducted at a major university in China investigated the effects of emotional intelligence on learning outcomes and satisfaction with the university experience. Shafait et al. revealed that emotional intelligence significantly impacted learning outcomes, and the data demonstrated an indirect relationship between emotional intelligence, learning outcomes, and student trust in teachers. Barchard's research focused on the participants' grades. At the same time, Shafait et al. expanded on the intent of the instructors to create trust with their students and the indirect impact it had on the student's emotional intelligence.

Some researchers have disagreed with Barchard's (2003) findings. Parker et al. (2006) stated that Barchard's work had a flawed methodology due to applying ability measures such as the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). Parker et al. used emotional intelligence scales that measured the four core components of emotional intelligence. The core areas are intrapersonal, interpersonal, adaptability, and stress management. Barchard only identified academic success as a singular construct and solely analyzed grade point average (GPA) and did not consider university adjustment or other adaptative traits that influence GPA and academic standing. Garg et al. (2016) studied the impact of emotional intelligence on postsecondary achievement by measuring emotional intelligence using the Bar-On Emotional Quotient Inventory (Bar-On, 2006) and the Adaption to College Questionnaire (SACQ, 1999). Both assessments measured achievement, parenting style, and university adjustment. Garg et al. (2016) concluded that while emotional intelligence does not directly influence academic success, it does mediate university adjustment, influencing GPA and academic success.

Suleman et al. (2019) investigated the influence of emotional intelligence and academic success among undergraduates in Pakistan. Emotional intelligence was positively correlated with academic performance and cognitive ability, and emotional intelligence correlated moderately with academic success and intellectual capacity (Suleman et al., 2019). The results support the relationship between emotional intelligence and academic performance.

Retention

Dimensions of emotional intelligence can be significant predictors of retention. Parker et al. (2006) examined the relationship between emotional intelligence and retention. Students were divided into two groups: those who withdrew from the university and those who remained for a second year. Both groups completed an Emotional Quotient Inventory (EQ-i: Short; Bar-On, 2002). This inventory was a 51-item self-report measuring four broad dimensions associated with the emotional intelligence construct: intrapersonal abilities, interpersonal abilities, adaptability, and stress management abilities. These traits have been associated with college persistence (Parker et al., 2006).

Buvoltz et al. (2008) explored the relationship between emotional intelligence and learner autonomy in nontraditional higher education and its impact on student retention. Instruments used to measure emotional intelligence were PeopleIndex, a self-assessment tool based on Goleman's (1990) emotional intelligence model that has a self-measurement scale, relationship management scale, and communication scale. Learner autonomy was measured using the Learner Autonomy Profile Short Form. This form

measures learners' learning intentions using four constructs: inventory of learner desire, inventory of learner resourcefulness, inventory of learner initiative, and inventory of learner persistence. Buvoltz et al. (2008) found a positive statistical relationship between emotional intelligence and learner autonomy. This is important because previous research indicated that emotional intelligence may lead to student success and that autonomous learners continue toward their academic goals with initiative and resourcefulness compared to other learners (Buvoltz et al., 2008).

Underrepresented Student Populations: Race, Ethnicity, and Gender

Underrepresented college student populations were less prevalent in the literature and must be studied further, especially when considering emotional intelligence, academic achievement, and retention. Jones et al. (2020) indicated that race might connect SEL and academic success. Watson and Hernandez (2020) claimed that first-year Hispanic students might experience unique stressors as college students, which may be absent for non-Hispanic students. Finally, there is inconsistent data that links gender and emotional intelligence. The research on college students, emotional intelligence, and retention is sparse, specifically for those students of different races. Jones et al. (2020) examined multiple racial groups to determine the connection between social-emotional learning and academic success. Few relationships were found between SEL, race, and educational outcomes (Jones et al., 2020). However, race was strongly linked between SEL and grades for White students more so than for Native American and Black students (Jones et al., 2020).

There is a great need for increased research on emotional intelligence among

Hispanic students. This research is essential because the Hispanic college student population is growing (Watson & Watson, 2016). Hispanic students gained a 13-percentage-point enrollment increase from 1993 to 2014, with "35% of Hispanics ages 18 to 24 . . . enrolled in a two- or four-year college, up from 22%" (Krogstad, 2016, para. 5). Fry and Taylor (2013) also noted that while larger numbers of Hispanic students are enrolling in college, Hispanic students are still lower on educational markers, such as being "less likely . . . to enroll in a four-year college [. . .], less likely to attend a selective college, less likely to be enrolled in college full time, and less likely to complete a bachelor's degree" (para. 4). However, this population may not have been exposed to the necessary academic preparedness skills for college readiness, which can cause anxiety and academic stress (Watson & Watson, 2016). Even though emotional intelligence was not a significant factor in academic stress, it still aided in higher self-efficacy and lower academic stress (Watson & Watson, 2016), which can benefit students of all ages.

There have been inconsistent findings when researching gender and emotional intelligence. Fida et al. (2018), Guastello and Guastello (2003), and Makvana (2014) stated that women have higher levels of overall emotional intelligence when compared to men. However, Ali et al. (2021) concluded that men have significantly higher levels of overall emotional intelligence than women. While there are differing conclusions, all these studies found that gender impacts emotional intelligence. On the contrary, Meshkat and Nejati (2017) and Sergi et al. (2021) found no significant difference in overall emotional intelligence when comparing genders.

Workplace Preparation

In recent years, the value of emotions has been researched and linked to work behavior and job satisfaction (Abraham, 2005). Specifically, Ashforth and Humphrey (1995) described managing one's emotions as a driving force behind motivation, leadership, and group commitment. Awareness and regulation of emotions in oneself and others is a critical skill for any leader (Goleman, 2000). Emotional intelligence is viewed as a predictor of workplace success, and it includes qualities such as the ability to impact leadership, enhance teamwork unity, assist with feedback, and strengthen self-esteem (Abraham, 2005).

Leaders with emotional intelligence skills can navigate difficult conversations and conflicts, set a positive emotional tone, engage others around a cause, and help others navigate workplace problems (Allen et al., 2016). When the U.S. Department of Labor surveyed employers in the mid-1980s on the traits they looked for in entry-level workers, they cited those exact traits (Cherniss, 2000). To be competitive in the current job market, a candidate must possess more than the tangible skills for their functional area and should have developed emotional management skills to contribute to an organization's culture.

Importance of Trait Emotional Intelligence

As previously described, the trait model of emotional intelligence explains how one knows and understands their emotions and emotional disposition, along with their insight and management of others' emotions (Petrides et al., 2018). Observing trait emotional intelligence through a personality lens is critical because it links behavioral tendencies and self-perceived abilities (Petrides & Furnham, 2001). Trait emotional

intelligence connects to other areas within one's life, especially one's personality features. Higher trait emotional intelligence enhances career performance and decision-making (Di Fabio & Saklofske, 2014; Uhrich et al., 2021), positively impacts relationship satisfaction (Parker et al., 2021; Smith et al., 2008), affects academic retention (Fiorilli et al., 2020; Keefer et al., 2012), increases happiness (Badri et al., 2021; Furnham & Petrides, 2003) life satisfaction (Prado et al., 2018; Zhao et al., 2021), and finally, trait emotional intelligence influences overall well-being, including confidence and motivation (Slizik et al., 2020), social anxiety (Summerfeldt et al., 2006), and fatigue (Brown & Schutte, 2006).

Career Performance

Other research has confirmed multiple models of emotional intelligence; however, trait emotional intelligence competencies support personal development (Petrides & Furnham, 2001). The World Economic Forum (2016) devised a listing of the top 10 skills employees need to succeed in the future workplace and identified [trait] emotional intelligence as the sixth most necessary skill (Uhrich et al., 2021). Trait emotional intelligence can be crucial to "enhance the performance of individuals with high cognitive ability" (Uhrich et al., 2021, p. 40). Furthermore, Uhrich et al. stated that when people are competent and emotionally intelligent in their work, their performance is maximized. Not only is performance increased when an individual has a higher trait emotional intelligence, but so are career decision-making skills. Di Fabio and Saklofske (2014) found that trait emotional intelligence may contribute to career decision-making because those with higher self-reported trait emotional intelligence could better

incorporate and understand their emotions and experiences for career issues and decisions.

Relationship Satisfaction

Trait emotional intelligence has positive effects on interpersonal relationships and satisfaction (Parker et al., 2021; Smith et al., 2008). An individual's trait emotional intelligence was stable over 12 months and not directly connected to any changes in relationship satisfaction, which suggests that one's self-rated emotional intelligence, along with personal modes of communication, are influences that can affect the longevity and significance of relationship satisfaction (Smith et al., 2008). One's personality or trait emotional intelligence can have a long-lasting effect on relationship satisfaction that is not necessarily always connected to relationship satisfaction or changes over time. Parker et al. (2021) also reviewed trait emotional intelligence and relationships in a 15-year longitudinal study. By using an assessment of trait emotional intelligence and examining longitudinal data at Time 1 (i.e., university students during the first week of classes with ages ranging from 17–25) and Time 2 (i.e., 15 years after Time 1 with a mean age of 34.5), the research found that not only does trait emotional intelligence enrich the growth of interpersonal relationships, but also that the participants' relationship quality was foreseen 15 years later (Parker et al., 2021).

Academic Retention

To evaluate student achievement and retention, many researchers used demographic data and academic indicators (Keefer et al., 2012; Tinto, 1993). Trait emotional intelligence is becoming more prevalent in the literature. Solely reviewing

demographic and academic data, such as age, courses, and grade point average, will not account for the students likely to fail or withdraw based on their emotional intelligence scores (Keefer et al., 2012). Trait emotional intelligence is also correlated to school dropouts, as students with lower trait emotional intelligence exhibit more significant signs of academic anxiety and less resilience (Fiorilli et al., 2020). Fiorilli et al.'s results showed that higher trait emotional self-efficacy left students feeling less overwhelmed by school tasks and that school burnout levels were negatively correlated to a student's trait emotional intelligence. Ultimately, students had less school-related anxiety and showed more resilience when they had higher trait emotional intelligence, reducing their risk of school burnout.

Happiness and Life Satisfaction

Researchers have connected trait emotional intelligence to happiness and life satisfaction (Badri et al., 2021; Furnham & Petrides, 2003; Prado et al., 2018; Zhao et al., 2021). While studying perfectionism with trait emotional intelligence, researchers concluded that a higher level of emotional intelligence reduced the likeliness of perfectionism, which in turn allowed for higher happiness levels (Badri et al., 2021). Happiness is strongly correlated with trait emotional intelligence and was statistically significant (Furnham & Petrides, 2003). Trait emotional intelligence components positively impact life satisfaction and happiness. Life satisfaction was positively related to emotion regulation, which supports the importance of trait emotional intelligence and emotion regulation (Zhao et al., 2021). Prado et al. (2018) found that life satisfaction was positively related to the trait emotional intelligence components of emotional clarity and

repair.

Well-Being

Trait emotional intelligence influences the overall well-being of an individual, with strong associations between trait emotional intelligence and confidence, including areas such as achievement, flexibility, and motivation (Slizik et al., 2020). Positive and negative attributes encompass personal well-being. Trait emotional intelligence is also connected to social anxiety and fatigue. Social anxiety, specifically social interaction anxiety, was predicted by emotional intelligence (Summerfeldt et al., 2006). There was a relationship between higher emotional intelligence and fatigue. In contrast, an inverse relationship between higher emotional intelligence and lower fatigue resulted in the development of emotional intelligence buffers for individuals (Brown & Schutte, 2006). Increased levels of trait emotional intelligence indicate a more robust understanding of one's emotions, improving personal well-being.

Involvement in College

Being an involved student is more than just a resume builder or a way to fill time outside of class work. It is a way to foster connections to peers, cultivate a sense of belongingness, and forge a greater attachment to the university (Center for the Study of Student Life, n.d.). Higher education and student affairs research states that cocurricular involvement in college positively correlates to "academic performance, cognitive development, well-being, leadership, and multicultural awareness" (Center for the Study of Student Life, n.d., para. 1). Outside-of-the-classroom activities, like being involved in a student organization, participating in a campus activity, or working on a university

community project, can translate into inside-the-classroom academic success.

The theoretical importance of student involvement in personal development is the basis of Astin's work. In his student involvement theory, Astin (1984/1999) stated that "the greater the student's involvement in college, the greater will be the amount of student learning and personal development" (p. 529). The amount of development is directly tied to the quality and quantity of the involvement opportunities. The more a student puts into their cocurricular involvement, the more skills, relationships, and fulfilling experiences the student will encounter (Sanford, 1967). Astin further delineated that five basic assumptions can be made about involvement: (a) involvement requires an investment of psychosocial and physical energy; (b) involvement is continuous, and the amount of energy invested varies depending on the student; (c) aspects of involvement may be qualitative and quantitative; (d) what a student gains from being involved is directly proportional to the extent to which they were involved; and (e) academic performance is correlated with the student's involvement (Evans et al., 2009). Astin's theory is one of the most applicable pieces of support for the importance of cocurricular involvement throughout college. His theory has been the foundation for continued research on how involvement in activities such as student organizations, leadership programs, and campus activities positively correlates with academic performance and retention (Pike & Kuh, 2005).

Tinto's (1988) stages of student development added validity to the importance of involvement in college by indicating that students must feel socially and intellectually tied to their community for effective retention. He suggested that the more integrated

students were in their college setting, the more likely they would persevere toward their academic goals (Long, 2012). Tinto specified that this integration should be both academic and social, and the social integration was characterized by contact between students within the social system of the university. That social interaction could be formal, like involvement in student government, organizations, employment on campus, or in an informal setting within their peer group (Tinto, 1988; Seidman, 2012).

Pace (1984) was another early researcher who considered a link between cocurricular involvement and success in college. Like Astin and Tinto, Pace postulated that a student's time and energy spent on an educational opportunity (i.e., engagement) directly impacted their growth and development in college (Rocconi, 2010). Pace would expand upon this work to develop the College Student Experiences Questionnaire (CSEQ) and the Community College Student Experiences Questionnaire (CCSEQ; Ethington & Horn, 2007). The CSEQ records participants' responses to 14 scales covering 142 activities. It then uses those responses to measure the quality of effort for each aspect of involvement (Pace, 1984). The CCSEQ is a similar tool used to assess social and academic integration in 2-year college settings (Douzenis, 1994). Pace's (1998) instruments made engagement a straightforward measure, which allowed students to know immediately how engaged they were in an activity and the impact of their engagement.

While student development theorists describe student behavior in terms of involvement in college to academic success (Astin, 1984/1999) and retention (Tinto, 1988), there are many other personal development benefits of being engaged in campus

life (Center for the Study of Student Life, n.d.). College is a time for significant self-exploration and identity development (Chickering, 1969; Chickering & Reisser, 1993). Many influencing factors impact a student's growth during this time; friendships and student development programs and services are two major ones (Chickering & Reisser, 1993). Exploring new interests, honing marketable skills, expanding your network, learning to manage your time, having fun while saving money, and finding ways to destress are all examples of things gained by participating in cocurricular experiences (Center for the Study of Student Life, n.d.).

Being an involved student has also been shown to make a student more favorable in the job market (Center for the Study of Student Life, n.d.). Researchers from The Ohio State University conducted a study where employers were shown resumes that had been created portraying undergraduate students with varying levels of involvement. Employers rated the students who were highly involved as significantly more career-ready than the ones who were uninvolved and the minimally involved students. The findings of this study suggest that cocurricular activities enrich a student's overall marketability with the skills and experience they gain from that involvement.

Involvement in college is essential. Higher education is no longer just about the academic degree earned but the holistic college experience. Kuh et al. (2011) quoted a research participant as saying, "No one looks at you in the future and says you earned a 3.3-grade point average. It's the nature of who you are that defines what you've learned" (p. 239). Cocurricular involvement gives students the tools and experiences to expand their learning and academic goals. It provides students with situational and immersive

opportunities to grow as individuals.

Ultra-Brief Interventions

The COVID-19 global pandemic accelerated the need for easily accessible ultra-brief interventions to address stress, anxiety, depression, and other mental health needs (Mansell et al., 2020). Mansell et al. facilitated 60-to-90-minute sessions with distressed clients to regulate emotions. Individuals were encouraged to use and balance the four D's (i.e., distract, dilute, develop, and discover) and to address the root of their current stress and problems. The study demonstrated that many clients grasped key messages and reported benefits from the intervention.

Due to low social resilience and its relationship to poor mental health among college students, University of Chester counseling centers have created effective and brief interventions delivered by nonexperts that meet the service demands of counseling centers (Mansell et al., 2020). Hochard et al. (2021) hypothesized that ultra-brief acceptance and values-based (AV) coaching interventions increase the participants' resilience in adverse situations. Hochard et al. compared three ultra-brief nonexpert delivered interventions to promote social resilience. Their results showed that ultra-brief AV interventions may not reduce social anxiety when students are being ostracized. Still, it does help them to continue seeking social engagement despite the negative experience. It also illustrated that a non-specialist could deliver these ultra-brief interventions and could be incorporated into student support services.

Most programs in higher education that seek to improve emotional intelligence follow a similar pattern of administering an emotional intelligence assessment (i.e.,

baseline), leading an intervention, and administering the same instrument as a posttest (Joseph et al., 2019). Puffer et al. conducted a meta-analysis of 83 research studies on emotional intelligence training programs in higher education. They classified the timeframe of emotional intelligence intervention as either ultra-brief (less than or equal to 1 hour), brief (2 to 10 hours), or lengthy (11 to 56 hours). A frequency count revealed that 12% of the studies were ultra-brief, 25% were brief, and 63% were lengthy (Puffer et al., 2021, p. 4). One research study that employed an ultra-brief intervention identified an improvement in two of four emotional intelligence abilities, perception of emotion and facilitation of emotion, in students following a 55-minute classroom-based module on emotional intelligence (Puffer et al., 2021). Wolfe (2019) examined the impact of including short emotional intelligence lessons in an introductory college course and found that students who started with low emotional intelligence increased their scores significantly after five 10-minute lessons.

Structure of Ultra-Brief Interventions

Puffer et al. (2021) conducted an ultra-brief intervention that aimed to improve the emotional intelligence of first-year college students. Faculty of general psychology sections were allowed 10–15 minutes at the start of the class to introduce the study and to explain that extra credit would be awarded for participation. Students attending class that day received an informed consent form that included the purpose of research, risks of the study, the promise of confidentiality, the choice to leave the study, and demographic information (i.e., age, major, gender, race/ethnicity). The intervention entailed three activities. Participants were to complete an online performance-based emotional

intelligence test twice (i.e., once before the intervention and once post-intervention) and attend the lecture/presentation on emotional functioning. Interested students were given instructions on how to access the preintervention emotional intelligence ability test and were given one week to complete it.

The intervention was a 55-minute training session that consisted of educational material obtained from several authors specializing in emotional science. The presenter used a PowerPoint presentation and provided an accompanying handout that had the same information that was disseminated in the PowerPoint presentation. Students were asked to list five pleasant and five unpleasant emotions and share those with the whole class. Once this discussion was complete, definitions of and purposes of emotions were given, and examples of each skill within the emotional intelligence model, which consisted of perception, facilitation, understanding, and regulation, were demonstrated. The session ended with a 36-question quiz, the educational material was reviewed, and correct answers were shared. Participants were then given instructions on how to reaccess the online test and were given one week to complete it. The last step in this intervention was an evaluation of outcomes from the intervention, a pre- and post-study analysis.

Theoretical Framework

Many theories focus on the development of college students, emotional intelligence in leadership, and trait emotional intelligence. Many researchers have focused on varying factors that influence college students during this critical developmental phase to understand the significance of this stage in a person's growth: (a) student development (Chickering & Reisser, 1993; Goodman et al., 2006; Long, 2012;

Schlossberg, 1984; Terenzini et al., 1996); (b) emerging adulthood (Arnett, 2000; Dave et al., 2019; Wood et al., 2018); (c) emotionally intelligent leadership (Allen et al., 2012, 2016); and (d) trait emotional intelligence (Petrides, 2010; Petrides & Mavroveli, 2018). This section will examine these theories.

Student Development Theory and Emotional Intelligence

Most research on emotional intelligence among college students examined the relationship between emotional intelligence and academic success (e.g., grade point average). Terenzini et al. (1996) realized that academic performance is not the sole indicator of success in early adulthood but that there is a critical need to focus on maintaining relationships and regulating one's emotions. Not only are cognitive skills required, but students' psychosocial development is necessary to develop the variables of perception and utilization of emotions further, form relationships, and work with a team. Psychosocial student development theories focus on "the self-reflection and interpersonal dimensions of students' lives" (Long, 2012, p. 42). These theories describe how students perceive themselves and the world around them through their life experiences and the emotions that evolve through those experiences. Erickson is considered the founding father of psychosocial development, as his work deviated significantly from the traditional Freudian psychosexual theory of human development (Friedman, 1999). Most psychosocial student development theories were based on his groundwork.

In 1969, Chickering created the primary construct of his identity development theory using the seven development vectors. The current vectors used in this theory are: (a) developing competence; (b) managing emotions; (c) moving through autonomy

toward interdependence; (d) developing mature interpersonal relationships; (e) establishing identity; (f) developing purpose; and (g) developing integrity (Chickering & Reisser, 1993). Each vector can be considered a development stage in a student's life, beginning with their time as a first-year student and holistically being completed by the time they are a senior. The vectors are not achieved sequentially, and individuals will work through the vectors at different paces (Chickering & Reisser, 1993). The fulfillment of these seven vectors helps students form their comprehensive identity. A student's level of emotional intelligence is critical while navigating the second vector, managing emotions (Evans et al., 2009). Throughout their time in college, students will encounter situations that may contradict their learned thoughts or beliefs. How students accept differing opinions and appropriately express their own is a significant part of the second vector of student development theory (Evans et al., 2009).

Another psychological student development theory heavily dependent upon the regulation of emotions is Schlossberg's transition theory (Schlossberg, 1984). As stated previously, college students endure several changes throughout their college years that affect their lives. Schlossberg looked to provide insight into "factors related to the transition, the individual, and the environment that are likely to determine the degree of impact a given transition will have at a particular time" (Evans et al., 2009, p. 212). Based on Schlossberg's theory, Goodman et al. (2006) proposed the four S's as the factors that influence one's ability to cope with transition: situation, self, support, and strategies. How well one handles one's emotions and oneself is a critical lynchpin in successfully navigating through a transition.

Emerging Adulthood

Jeffery Arnett coined the term "emerging adulthood" (Arnett, 2002, p. 469). This phase in life starts at 17 years of age and continues through the late 20s. Wood et al. (2018) described this phase as one that a person will experience, except in infancy. Emerging adulthood is a journey of dynamic and complex personal, social, emotional, and developmental changes (Wood et al., 2018).

This path to adulthood is not linear and depends on one's social and personal resources (Arnett, 2000). During the decade between ages 17 and 27, these emerging adults will learn to be self-sufficient, engage in mature, committed relationships, complete educational training, and have children (Wood et al., 2018). Wood et al. (2018) continued to stress that these changes are so significant that "emerging adults need substantial support to navigate the transition successfully" (p. 125).

The relationship between trait emotional intelligence and emerging adulthood contains a form of developmental support studied by Dave et al. (2019). The authors recognized that trait emotional intelligence competencies are growing in demand in educational and vocational settings. Dave et al.'s research explored the predictive power of emotional intelligence more than emerging adulthood and conducted a long-term study to illustrate stability and change in trait emotional intelligence through emerging adulthood.

Dave et al. (2019) used a sample of 1,064 young adults aged 20–21 to 24–25 and the Emotional Quotient Inventory: Mini (GQ-I). Their study aimed to use a rank order in age to highlight the functions of this sample over time. The study showed that the older

subjects showed more emotional intelligence. This result was consistent with the maturity principle. The study also highlighted the malleability of trait emotional intelligence and stated that there are opportunities for enhancing social-emotional competencies in emerging adults. They suggested these opportunities through formal and continuing education programming, on-the-job training, and targeted employment interventions.

Emotionally Intelligent Leadership

The theory of emotionally intelligent leadership combines perspectives from existing theories of emotional intelligence, leadership, and higher education (Allen et al., 2012). Emotional intelligence can be developed in others through a focus on deliberate practice, coaching, reflection, and intentionality. When applying the theoretical lens of emotionally intelligent leadership, one can predict outcomes by examining the interaction of cognitive processes, personality traits, behaviors, and competencies.

Emotionally intelligent leadership theory consists of three primary factors and 21 subfactors (i.e., capacities) that influence the dynamics between people in leader/follower environments. (Allen et al., 2012). The three primary factors in emotionally intelligent leadership theory are leader, follower, and context. The primary factor in being a leader involves the consciousness of oneself as a leader. At the core of emotionally intelligent leadership theory is a leader's ability to monitor their emotions while being aware of the emotional reactions of others within contextual factors. In emotionally intelligent leadership theory, leaders frequently draw upon their emotions and use them to influence their thoughts, decisions, and behaviors. Emotionally intelligent leadership theory recognizes that leaders engage in an ongoing process of reflection, introspection, and

appreciation and, ideally, exhibit intentionality and deliberate choice of action rather than rash emotional reactions.

The second primary factor of emotionally intelligent leadership theory, followers, involves the consciousness of those in the power dynamic who are not the leader (Allen et al., 2012). Followers are not traditionally addressed in leadership literature, yet they play an essential role in the dynamics of leadership decisions. In emotionally intelligent leadership theory, effective leaders must maintain awareness of followers' abilities, emotions, and perceptions and work with that awareness to affect positive change.

The third primary factor of emotionally intelligent leadership theory, context, involves the setting and situations in which leadership occurs (Allen et al., 2012). Context is rarely present in other leadership models but is critical to emotionally intelligent leadership theory. Because leaders must continually adapt to fluid environments, ever-changing group dynamics, and unpredictable external forces, they need access to a full range of emotional intelligence and insight.

In addition to the three primary factors of emotionally intelligent leadership theory (i.e., leader, follower, and context), there are 21 subfactors (capacities) that impact interpersonal dynamics (Allen et al., 2012). These capacities are grounded in emotional intelligence theory (Goleman, 1995; Mayer, 2001; Petrides, 2001). The 21 capacities can be divided into two groups: those that are aspects of leadership and those that are aspects of emotional intelligence. Of most relevance to this study were the five capacities that are aspects of emotional intelligence, defined as emotional self-perception (i.e., identifying one’s emotions and reactions and their impact on oneself), emotional self-control (i.e.,

consciously moderating one's emotions and reactions), flexibility (i.e., being open and adaptive to changing situations), optimism (i.e., being positive), and empathy (i.e., understanding others from their perspective; Allen et al., 2012).

Trait Emotional Intelligence

Trait emotional intelligence theory "connects the EI [emotional intelligence] construct to mainstream research on differential psychology and has been used as the main reference framework" (Petrides, 2010, p. 138). This theory is important because it allows for self-reported emotions, integrates with conventional psychology, encourages data interpretation of any emotional intelligence construct, and extends to other cognitive intelligence (Petrides, 2010). While other questionnaires and intelligence measures "claim to assess abilities, competencies, or skills" (Petrides & Mavroveli, 2018, p. 26), trait emotional intelligence theory uses the Trait Emotional Intelligence Questionnaire to measure trait emotional intelligence. It is then necessary to interpret any results using a trait emotional intelligence theory perspective, not a one-size-fits-all model.

Chapter Summary

While the history of emotional intelligence is not vast, less than 20 years, the speed at which the study of emotional intelligence ignited and the interest surrounding emotional literacy and its benefits to oneself are encouraging for future exploration. Chickering and Schlossberg offered student development theory as a foundation for the importance of emotional intelligence. More recent studies have continued to justify the benefits of emotional development concerning academic success and retention in college students, particularly in relationship development and academic and career goals.

More specifically, the trait model of emotional intelligence research has shown a positive correlation between levels of emotional intelligence and career preparation, specifically in career performance. Emotional intelligence positively impacts relationship satisfaction, happiness and life satisfaction, and overall well-being. While there are areas in the research, such as the correlation of emotional intelligence and underrepresented students, that need more data, we hope the findings from this study will encourage an increase in educators incorporating emotional intelligence into their curriculum to improve student success in college through ultra-brief interventions.

Chapter 2

Methods and Design for Action

Our qualitative case study aimed to educate students on trait emotional intelligence and examine their perceptions regarding the efficacy of emotional intelligence training. Data were gathered from university student leaders who attended an annual student leadership training and subsequent follow-up sessions. Our study was guided by a multidimensional theoretical framework of college student development, a theory on emotional intelligence in leadership, and trait emotional intelligence theory. Using these theories, we hoped to learn more from student leaders on effectively utilizing emotional intelligence and trait emotional intelligence in student development and educational curricula.

Qualitative Design

A qualitative case study approach was used for our study because this approach explores complex phenomena and how they interact with one another (Debout, 2016). Our study focused on how a specific event (i.e., an ultra-brief intervention on trait emotional intelligence) affected the ideas and knowledge of the participants (i.e., university student leaders) in their role as leaders within a student organization. Our study hoped to gather understanding from participants through semistructured interviews (see Appendix A), for which we prepared structured interview questions and subquestions to probe the participant responses. The participant interviews aimed to discover if the ultra-brief intervention on trait emotional intelligence made a difference in how the participants approached their leadership roles. We were able to suggest further research

based on the findings from the interviews.

Research Questions

In our experience, emotional intelligence is not routinely taught in higher education and is often lacking in leadership development training for student leaders. We wanted to know if an ultra-brief intervention could effectively improve the trait emotional intelligence of student leaders and help students create meaning from their experiences in college. Our study was designed to address the following research questions:

1. What are student leader participant perceptions regarding the effectiveness of an ultra-brief trait emotional intelligence intervention?
2. How do students use the sociability factor within trait emotional intelligence in their role as student leaders?

Method

This section will discuss our methods as they relate to our research study. Our methods involved several factors, including the research design, participants, instruments, and intervention.

Research Design

Our study consisted of four points of data collection: obtaining student demographic data (see Appendix B), student leaders' self-reported questionnaires on trait emotional intelligence (see Appendix C), a follow-up survey after our ultra-brief intervention (see Appendix D), and semistructured interviews with select participants (see Appendix A). Our study took place over a 6-month, starting in Fall 2023, at a Midwest public institution (MPI). The student leaders completed the Trait Emotional

Intelligence Questionnaire-Short Form (TEIQue-SF; Petrides, 2009) at the beginning of the academic year as part of their progress through the annual required Student Organization Leadership Education (SOLE) online training modules.

The Trait Emotional Intelligence Questionnaire (TEIQue) is the most widely used instrument for measuring trait emotional intelligence (O'Conner, 2019). Developed by Konstantin Petrides in 2001, the TEIQue has been cited in over 2,000 academic studies and is based on self-reported responses to four factors (i.e., well-being, sociability, self-control, emotionality) and 15 facets of trait emotional intelligence. The facets include adaptability, assertiveness, emotion expression, emotion management (i.e., in others), emotion perception (i.e., in self and others), emotion regulation, impulsiveness (i.e., low), relationships, self-esteem, self-motivation, social awareness, stress management, trait empathy, trait happiness, and trait optimism (O'Conner, 2019; Petrides, 2009). The TEIQue is available in long form (i.e., 153 items) and short form (i.e., 30 items) and is free for academic research and clinical purposes. For this study, the participants completed the short form questionnaire virtually through the MPI's web-based learning management system, Canvas.

Our study began in August 2023 when the online portal containing the SOLE training modules was opened for student participation. At this MPI, all recognized student organizations were mandated by the Office of Student Involvement (OSI) to have two representatives complete the SOLE training modules at the beginning of the fall semester to remain in good standing as an organization. The required online modules were where all attendees were notified of our study, provided a downloadable version of

the informed consent form (see Appendix E), filled out a demographic questionnaire (see Appendix B), and completed the Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF; see Appendix C).

Student organizations at the MPI were also required to send representatives to at least three ongoing professional development seminars hosted throughout the Fall 2023 semester as an additional requirement to remain in good standing as an organization. Those seminars were held biweekly and covered various topics, such as time management, effective transitions, and how to recruit new members. For our study, an ultra-brief intervention on trait emotional intelligence was included in the schedule of professional development seminars as an option for student leaders to attend and fulfill their requirement. The specific trait emotional intelligence session occurred in September 2023, after student leaders had completed the online SOLE training.

During the professional development seminar, an ultra-brief trait emotional intelligence intervention was presented via Zoom and lasted for 42 minutes (see Appendix F). After the intervention, a brief survey was administered to obtain the student leaders' perceptions of the ultra-brief trait emotional intelligence intervention (see Appendix D).

After we hosted the professional development seminar on trait emotional intelligence, we conducted semistructured interviews. We determined interview participant eligibility from a pool of student leaders who had completed the online SOLE training, completed the demographic questionnaire (see Appendix B), completed the TEIQue-SF (see Appendix C), attended the ultra-brief trait emotional intelligence

intervention professional development seminar (see Appendix F), and completed the intervention survey (see Appendix D). This yielded a pool of 24 candidates eligible for interviews, of which eight accepted. Interviews were then conducted via Zoom as half-hour-long semistructured interviews (see Appendix A).

Participants

Our study occurred in a midwestern state at an urban public research university with a Fall 2022 total enrollment of approximately 15,000 students. The participants in our study were leaders of student organizations recognized by the OSI. Each student organization at this MPI was required to have three specified leadership positions held by members, and at least two student leaders were mandated to complete the online SOLE training modules at the beginning of the Fall 2023 semester. At the time of our study, there were 86 total student organizations recognized at this MPI, indicating that approximately 172 student leaders were eligible for participation in our study.

Participants for our study were identified by the staff of the OSI using Campus Groups, a common student engagement platform used at many institutions of higher education. We used the gradebook function in the University's web-based learning management system, Canvas, to identify students who completed the online SOLE training modules and used the OSI's attendance records to identify and track those who attended the ultra-brief trait emotional intelligence intervention professional development seminar.

Our study used nonprobability sampling as it was not random and was based on the three specific parameters of being student leaders of a recognized student

organization, completion of the online SOLE training modules, and attending the ultra-brief trait emotional intelligence intervention professional development seminar (Wolf et al., 2016). More specifically, our study utilized convenience sampling, as two researchers worked at this MPI. One of those two researchers had specific oversight of all recognized student organizations on campus.

Instruments

Several specific instruments were used throughout our study. Those instruments include the demographic questionnaire (see Appendix B), the Trait Emotional Intelligence Questionnaire (TEIQue & TEIQue-SF; see Appendix C), the intervention survey (see Appendix D), and semistructured interviews (see Appendix A).

Demographic Questionnaire

Participants were asked to complete a demographic questionnaire to provide general information to the researchers (see Appendix B). The questionnaire included seven questions that gathered information on name, age, gender, ethnicity, grade level, student organization(s), and positions held within the student organization. This information had no identifying characteristics but was valuable when all the data were reviewed collectively.

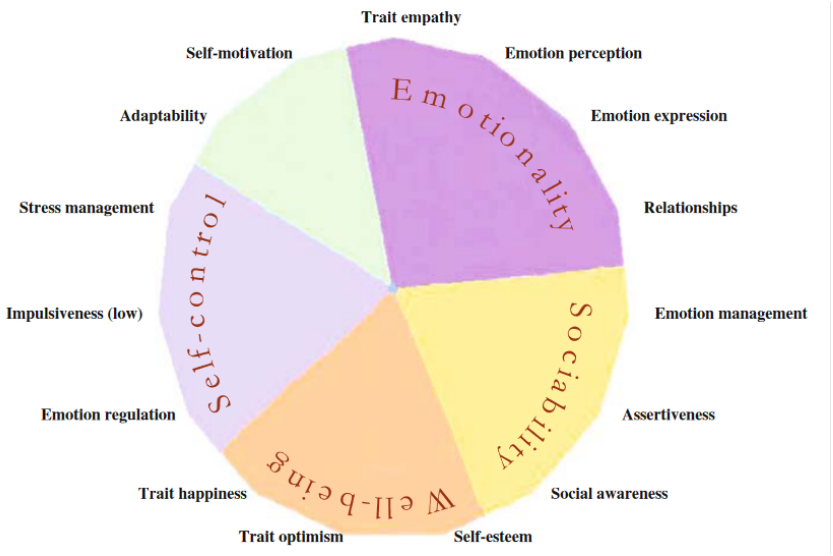
Trait Emotional Intelligence Questionnaire (TEIQue & TEIQue-SF)

As seen in Figure 1, there are 15 facets of trait emotional intelligence assessed by the TEIQue. The facets include adaptability, assertiveness, emotion expression, emotion management (i.e., in others), emotion perception (i.e., in self and others), emotion regulation, impulsiveness (i.e., low), relationships, self-esteem, self-motivation, social

awareness, stress management, trait empathy, trait happiness, and trait optimism). Thirteen of these facets align with one of the four factors of trait emotional intelligence: well-being, self-control, emotionality, and sociability. Two facets, adaptability and self-motivation, are not tied to a specific factor but feed directly into the global trait emotional intelligence score (Petrides, 2009).

Figure 1

The 15 Facets of the TEIQue



Note. The 15 facets of the TEIQue are based on their corresponding factor. From "Psychometric Properties of the Trait Emotional Intelligence Questionnaire (TEIQue)," by K. V. Petrides, in J. D. A. Parker, D. H. Saklofske, & C. Stough (Eds.), *Assessing Emotional Intelligence* (p. 93), 2009, Springer (https://doi.org/10.1007/978-0-387-88370-0_5). Copyright 2009 by Springer Science+Business Media, LLC.

The original TEIQue contains 153 items and provides scores on each of the 15 facets, the four factors, and the global score (Petrides, 2009; Petrides & Mavroveli, 2018). Petrides developed the TEIQue in 1998 while working on his doctoral dissertation (Petrides & Mavroveli, 2018). The TEIQue results align with trait emotional intelligence theory to assess and interpret individual scores and traits rather than predict or assume cognitive ability. The TEIQue structure was developed from early emotional intelligence models, and from there, the trait emotional intelligence sampling domain, as observed in Table 1 (Petrides, 2009), was created.

Table 1

The Adult Sampling Domain of Trait Emotional Intelligence

Facets	High scorers view themselves as...
Adaptability	flexible and willing to adapt to new conditions.
Assertiveness	forthright, frank, and willing to stand up for their rights.
Emotion expression	capable of communicating their feelings to others.
Emotion management (others)	capable of influencing other people's feelings.
Emotion perception (self and others)	clear about their own and other people's feelings.
Emotion regulation	capable of controlling their emotions.
Impulse control	reflective and less likely to give in to their urges.
Relationships	capable of maintaining fulfilling personal relationships.
Self-esteem	successful and self-confident.
Self-motivation	driven and unlikely to give up in the face of adversity.
Social awareness	accomplished networkers with superior social skills.
Stress management	capable of withstanding pressure and regulating stress.
Trait empathy	capable of taking someone else's perspective.
Trait happiness	cheerful and satisfied with their lives.
Trait optimism	confident and likely to "look on the bright side" of life.

Note. From "Psychometric Properties of the Trait Emotional Intelligence Questionnaire (TEIQue)," by K. V. Petrides, in J. D. A. Parker, D. H. Saklofske, & C. Stough (Eds.), *Assessing Emotional Intelligence* (p. 89), 2009, Springer (https://doi.org/10.1007/978-0-387-88370-0_5). Copyright 2009 by Springer Science+Business Media, LLC.

The trait emotional intelligence sampling domain was developed from earlier emotional intelligence models and includes elements that appear in multiple models (Petrides, 2009; Petrides & Mavroveli, 2018). Elements are also referred to as facets, and this process excludes elements that appear only in a single model. To set their scale apart,

Petrides and Mavroveli (2018) noted that the sampling domain "commonalities . . . of the various items composing a scale are carried over into a total score, with their random or unique components . . . being cancelled out in the process" (p.27). Petrides (2009) claimed that other models include or exclude elements (or facets) based on "the outcome of unstated or arbitrary choices" (p. 90).

Our study used the short form version of this instrument, the TEIQue-SF (see Appendix C). The TEIQue-SF is adapted from the long form and includes 30 questions, two from each of the 15 facets, rather than 153 questions (Petrides, 2009). The TEIQue-SF only produces scores for the four factors and the global trait emotional intelligence score, not the 15 facets. To ensure adequate coverage of the sampling domain, the 30 items on the TEIQue-SF were selected based on "their correlations with the corresponding total facet scores" (Petrides & Mavroveli, 2018, p. 26). The TEIQue-SF uses a Likert scale that ranges from 1 = completely disagree to 7 = completely agree for each of the 30 items.

Instrument Scoring. Scoring software for the TEIQue-SF was available online through the London Psychometric Laboratory website scoring engine, where the TEIQue-SF instrument was located (Petrides, (n.d.); Petrides, 2009). Our team downloaded the specific TEIQue-SF Microsoft Excel scoring file and used it as the template. Participant TEIQue-SF scores were entered into the template for all 30 questions, with scores ranging from 1 to 7. If there were missing values, the website recommended that the middle value of 4 be used because the scoring engine would not compute missing values. If more than 15% of the values were missing, that participant's responses were not

calculated. After the data had been entered, the scoring template was uploaded into the scoring engine and five scores were produced for each participant: (a) well-being; (b) self-control; (c) emotionality; (d) sociability (i.e., the four factors that comprise trait emotional intelligence); and (e) the global trait emotional intelligence score.

Instrument Reliability and Validity. While the literature has produced more evaluations regarding the long form of the TEIQue, some analyses have focused on the TEIQue-SF (Petrides, 2009). As the TEIQue-SF is the short form of the full instrument, it is critical to understand the strength of the original TEIQue. Petrides (2009) found that, for the original TEIQue, "the internal consistencies of the 20 TEIQue variables (15 facets, four factors, global trait EI score) are all satisfactory for both males and females" (p. 91). For the TEIQue, the internal consistencies are displayed in Table 2.

Table 2

TEIQue Internal Consistencies Based on Gender

TEIQue factors	Females	Males
Emotionality	.75	.80
Self-control	.78	.78
Sociability	.79	.82
Well-being	.83	.84
Global trait EI	.89	.92

Note. TEIQue internal consistencies based on gender; only showing four factors and Global trait EI score. Adapted from "Psychometric Properties of the Trait Emotional Intelligence Questionnaire (TEIQue)," by K. V. Petrides, in J. D. A. Parker, D. H. Saklofske, & C. Stough (Eds.), *Assessing Emotional Intelligence* (p. 91), 2009, Springer (https://doi.org/10.1007/978-0-387-88370-0_5). Copyright 2009 by Springer Science+Business Media, LLC.

With the internal consistency of the TEIQue established, the focus can shift to the TEIQue-SF. The TEIQue-SF can provide scores based on the four factors and global trait emotional intelligence. However, the internal consistency tends to be lower, around .69 (Petrides, 2009). Cooper and Petrides (2010) wanted to analyze the psychometric properties, reliability and validity, specific to the TEIQue-SF. To do this, Cooper and Petrides had two samples of participants from their university and community (Sample 1 N = 1,119; Sample 2 N = 866) complete the TEIQue-SF. At the time of their study, it was the most comprehensive analysis of reliability and validity for the TEIQue-SF, resulting in Cooper and Petrides (2010) claiming that "the findings of the two studies suggest clearly that the TEIQue-SF can be recommended for the rapid assessment of individual

differences in trait EI [emotional intelligence]" (p. 456).

To further examine the use of the TEIQue-SF, Siegling et al. (2015) studied two samples of undergraduate students (Sample 1 $N = 645$; Sample 2 $N = 444$) using the TEIQue-SF and measured the internal consistency through Cronbach's alpha to indicate the connection of items within a group. With this measure of scale reliability, Siegling et al. (2015) found encouraging values for both samples that were, respectively, .88 and .87 for global trait emotional intelligence, .86 and .86 for well-being, .67 and .77 for self-control, .69 and .68 for emotionality, and .73 and .72 for sociability. Siegling et al.'s study supports the validity of the TEIQue-SF both for the global trait emotional intelligence score and the four factors.

Intervention Survey

A short six-question online survey was available through a QR code at the end of the ultra-brief trait emotional intelligence intervention (see Appendix D). Participants scanned the QR code on their electronic devices to complete the survey. This survey instrument used a Likert scale that ranged from 1 = strongly disagree to 5 = strongly agree. For each of the six questions, there was also a not-applicable option. This survey gathered data regarding the effectiveness of the intervention.

Semistructured Interviews

The final phase of our study was to conduct semistructured interviews with a sample of student leaders ($n = 8$). These interviews were conducted via Zoom and were recorded and transcribed for data collection and analysis. We had prepared open-ended initial questions so participants could provide candid responses. We also included two

interviewers per session so that one interviewer could provide observational data and clarity while the other interviewer facilitated the interview questions.

Intervention

In the middle of our study, we provided an ultra-brief intervention on trait emotional intelligence. This intervention was conducted as one in a series of professional development seminar options through the OSI. Attendees earned mandatory attendance credit for their organization. Our intervention began with an overview of trait emotional intelligence and then briefly described the first three factors of trait emotional intelligence: well-being, self-control, and emotionality. Each of the first three factors covered included a brief introduction of the facets within it. We decided to focus most of our time on the sociability factor as we felt it was the most applicable to the student leader population.

Within the sociability factor, we highlighted good listening skills, clear communication, the influence of others' feelings, motivating others, and social skills. Relevant information was provided, and activities were utilized to keep the student leaders engaged. The research and ultra-brief intervention focused on sociability because it "emphasizes social relationships and social influence" (Petrides, 2009, p. 94). This factor highlights social contexts and indicates that high scorers on the TEIQue-SF excel in social interactions, are good listeners, and can communicate clearly (Petrides, 2009).

Intervention Activities

During the ultra-brief trait emotional intelligence intervention, attendees participated in three activities. The activities were chosen because of their relevance to the sociability factor of trait emotional intelligence.

Seven Words. The seven words activity explores the effect of tone of voice and how the messaging can be changed depending on the tone used. This activity was selected to focus on listening skills and communication within the sociability factor of trait emotional intelligence. The activity started with a volunteer reading aloud the statement, "I love being a leader at school." That same statement was reread several times with different words being emphasized. Participants were then split into breakout rooms to discuss how the emphasized word choice altered the statement's tone, changing the perceived meaning.

Google Jamboard. The Google Jamboard activity explored how to motivate, console, or calm other individuals down. Participants wrote quotes and statements on the virtual board for others to review. The participants were asked to create statements based on the individuals in their group or organization. Google Jamboard was used because it allowed all the participants to create statements and quotes simultaneously during the intervention.

True Colors. The True Colors Personality Assessment is designed to identify and categorize an individual's personality preference based on four primary colors: gold, blue, green, and orange (True Colors International, n.d.). Each color represents a different personality type with distinct traits and characteristics. It is a tool to enhance self-

awareness, improve communication, and strengthen team dynamics. Each participant completed a short online version of the True Colors Personality Assessment, which took about 10 minutes. We believe this is related to student organizations because groups comprise many diverse types of people. By leveraging an individual's strength, the group can be stronger and more cohesive.

Data Collection

In Spring 2023, we obtained Institutional Review Board (IRB) approval (see Appendix G) to conduct the research at the MPI. After the initial submission, the process by which the OSI hosted the SOLE training was altered slightly. In the Summer of 2023, we obtained an amended approval from the IRB (see Appendix H). The MPI changed the SOLE training from a synchronous virtual event to an online course containing modules on the MPI's web-based learning management system, Canvas, that students could complete at their own pace. The student leaders who completed all the modules of the online SOLE training were notified that the ultra-brief trait emotional intelligence intervention professional development seminar would be used for doctoral research, and invitation emails were sent to those students (see Appendix I). The data for the study were collected within the 2023–2024 academic year, primarily in the first semester (Fall 2023).

Data were collected at multiple points during our study. Data were collected during the SOLE training through a demographic questionnaire (see Appendix B) and through the completion of the TEIQue-SF instrument (see Appendix C). Following the ultra-brief trait emotional intelligence intervention, survey data regarding the

effectiveness of the intervention were collected (see Appendix D). Finally, data were collected during our semistructured interviews with participants (see Appendix A), which took place in October 2023. Those interviews were conducted via Zoom and recorded for transcription purposes. The research team created an interview plan that consisted of introductory information, targeted questions, and follow-up questions to probe responses.

The introductory information set the tone for the interview and built trustworthiness with the interviewees by being very upfront and honest about the research purpose and process. The targeted questions allowed the participants to provide their individual accounts of trait emotional intelligence, the intervention, and their experiences as student leaders. The follow-up questions were used to probe participants to expand upon their initial responses and to add context to what had already been shared.

Participants were informed and reminded several times that their participation throughout the entire process, including the interview, was voluntary, and they could discontinue their participation at any time. As one researcher had direct oversight of all recognized student organizations, that researcher did not conduct any of the interviews, and participants were made aware of that researcher's lack of involvement. The interviews were conducted at the most convenient times to the participants, and the interviewees knew their feedback would be deidentified. Each interviewer came prepared for their interview, on time, and was professional. This helped build credibility and dependability as a research team.

Delimitations of Study

After review, we have been able to identify delimitations that may have impacted

our study. The institution recognized the group of student participants as student leaders through the OSI. Depending on the number of participants who attended the ultra-brief trait emotional intelligence intervention professional development seminar, there was a risk of a smaller sample size to research for the study. The study began with 172 possible participants. This number decreased depending on whether the participants completed the SOLE training, completed the demographic questionnaire (see Appendix B) and TEIQue-SF (see Appendix C), attended the ultra-brief intervention (see Appendix F) with the follow-up survey (see Appendix D), and participated in an interview (see Appendix A).

The number of activities included in our ultra-brief intervention was also a delimitation. We attempted to facilitate three different activities in our less than one-hour-long session. While each activity was relatively short and tied to a specific lesson, we realized three activities were too many. By including so many, we had to rush through the activities and did not have much extra time for questions or follow-up thoughts. If we had cut that number down, we could have gone more in-depth and allowed for discussion.

Limitations of Study

Limitations to our study have also been identified. Two researchers were full-time employees of the MPI, while a third member was a full-time employee of the same university system but at a different campus. We had to ensure those researchers' perspectives were detached so they could be quality, unbiased researchers. Additionally, one of the employees worked directly with the participants as part of their job. This could have offered insight into the perceptions of some participants; however, it could also have created biases or concerns for some students.

Because of one researcher's connection with the participants, a potential threat to internal validity was plausible. While the participants were continuously informed that their participation was voluntary, they may have been more willing to participate in the research based on their relationship with the office in which the employed researcher worked. To alleviate any bias, we removed the researcher who worked directly with the participants from the semistructured interview portion of the study.

It is also important to note that the TEIQue-SF is a self-reported instrument based on trait emotional intelligence theory. There are no specific correct answers, as the responses are based on the participant's perception of their feelings. However, because of this, exact result replication may prove difficult. Also, because some participants may have known one of the researchers, they may have felt inclined to answer in certain ways. To combat this, we let the participants know that their answers were their self-reported feelings and that there were no correct or expected answers.

The TEIQue-SF also does not seem conducive to large groups of participants. While the scoring template was easy to fill out and the online search engine computed the scores, it still required manual insertion of individual participant scores into the template. That process was rather tedious. If another researcher wanted to replicate our study with a larger group of participants, it would be rather cumbersome and labor intensive.

The last limitation to note is how the ultra-brief intervention was conducted. All professional development seminars offered by the OSI were held virtually to encourage attendance and to be flexible with student schedules; therefore, we also held our session in a virtual setting. While a decent number of students attended and tried to be engaged,

some logged on, muted their videos, and did not engage at all throughout the seminar. While engagement could have been a factor during in-person proctoring, the virtual setting made it more convenient for students to be reclusive.

Chapter Summary

This chapter provided the research methodology and procedures used for our study. Through a qualitative study, we collected demographic information through questionnaires that allowed us to identify participants to interview for the study. Our research design included the TEIQue-SF assessment and semistructured interviews of student leaders at our MPI. Our goal was to utilize the semistructured interviews to understand further the importance of including trait emotional intelligence in leadership training, ultimately assisting with the development of college student leaders.

Chapter 3

Actionable Knowledge

The purpose of this study was to explore the impact of an ultra-brief intervention in relation to the trait emotional intelligence development of university student leaders. The research showed that emotional intelligence can impact academic success (Garg et al., 2016; Parker et al., 2006; Shafait et al., 2021; Suleman et al., 2019) and career achievement (Abraham, 2005; Uhrich et al., 2021). The services and opportunities that higher education professionals offer to students are pivotal to the success that students will experience in college and after graduation (Johnson et al., 2022). Many students become involved in student leadership opportunities to engage with and learn from professionals on campus.

We were interested in whether awareness of trait emotional intelligence can impact college students' leadership development and overall holistic experience. We used an ultra-brief intervention because we often encounter students during brief meetings or class periods in our professional roles. For this study, an ultra-brief intervention was defined as a training or workshop designed to take place in 45 minutes or less to provide the audience with a quick understanding of a topic. This chapter explains the research design and reviews the collected data.

Data Collection and Instrumentation

Our study collected data at several points throughout its longevity. We collected demographic data (see Appendix B) and trait emotional intelligence scores from the Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF; see Appendix C). Those

were administered during the Student Organization Leadership Education (SOLE) training. Seventy-seven students in leadership positions within student organizations at the MPI completed that phase. Following the SOLE training, we held an ultra-brief intervention on trait emotional intelligence (see Appendix F), which fulfilled one of the three professional development seminars that each student organization had to attend as part of recognition requirements through the Office of Student Involvement (OSI). Twenty-four students attended the intervention and completed the trait emotional intelligence intervention survey at the end of the seminar (see Appendix D). Finally, from that group, eight students participated in semistructured interviews (see Appendix A), which were subsequently transcribed and coded for themes.

Data Analysis

Our data analysis focused on understanding whether student leaders perceived an ultra-brief intervention related to trait emotional intelligence as effective and how students used the sociability factor within trait emotional intelligence in their role as student leaders. One of our researchers transcribed the semistructured interviews. After the interviews were transcribed, they were reviewed for errors and sent to the participants to ensure the accuracy of the information. After thoroughly examining the transcriptions by the research team and the participants, the qualitative data were analyzed and categorized into themes.

Demographic Data

Seventy-seven students completed the demographic questionnaire (see Appendix B) following the ultra-brief trait emotional intelligence intervention. The participants

ranged from 18 to 48 years of age, and the largest age group was 21 years old, accounting for 23.4% of the participants. Fifty-three participants, or 68.8%, identified themselves as a 'Woman (including transgender woman).' Two students indicated 'Prefer not to say,' and two others listed indicated 'A gender identity not listed here.' Many of our participants who completed the demographic questionnaire (59.7%) listed their ethnicity as White. The second largest group was African American or Black, which had 18.2% of the participants. As this research included student leaders, it was not surprising that our participants were primarily juniors (13), seniors (31), and graduate students (23). A total of 62 student organizations were represented, and the most common organizational positions included president and treasurer (32 and 22 students, respectively).

TEIQue-SF Data

Seventy-seven students completed the Trait Emotional Intelligence Questionnaire-Short Form. The TEIQue-SF uses a Likert scale that ranges from 1 = completely disagree to 7 = completely agree for each of the 30 items, and it produces the global trait emotional intelligence score and scores for the four factors: (a) well-being; (b) self-control; (c) emotionality; (d) sociability. The average participant scores for the TEIQue-SF in this study are displayed in Table 3. All five average scores are above the middle, with most being on the higher end of the scale.

Table 3

Average Participant TEIQue-SF Scores

TEIQue factors	Participant average
Emotionality	5.70
Self-control	4.95
Sociability	5.12
Well-being	5.81
Global trait EI	5.45

The highest factor score, well-being, averaged 5.81, indicating that our student leaders feel "positive, happy, and fulfilled" (Petrides, 2009, p. 95). The lowest factor in this study, self-control, averaged 4.95, implying that the participants could control their urges and manage stress (Petrides, 2009). Emotionality, which had an average score of 5.70, indicated that the student leaders "are in touch with their own and other people's feelings" (Petrides, 2009, p. 94). The global trait EI score, which had a score of 5.45, is a combination of traits among the four factors, and a high score indicates higher trait emotional intelligence. Finally, the factor that we were most interested in for our study, the sociability factor, had an average score of 5.12. While it was not the highest factor score, it still suggests that our student leader participants are "better at social interaction" and are "good listeners and can communicate clearly and confidently" (Petrides, 2009, p. 94).

Research Questions and Results

The research questions that guided our study are as follows:

1. What are student leader participant perceptions regarding the effectiveness of an ultra-brief trait emotional intelligence intervention?

2. How do students use the sociability factor within trait emotional intelligence in their role as student leaders?

Research Question 1

Research Question 1 was centered on participant perceptions of the effectiveness of an ultra-brief trait emotional intelligence intervention. After the intervention, participant perceptions were collected through two methods: a six-question survey (see Appendix D) administered in the final minutes of the intervention workshop (n = 24) and 30-minute interviews (see Appendix A) with select participants (n = 8).

As indicated in Table 4, participants perceived the intervention workshop to be effective in organization and content. Participants responded that the workshop's content was useful in their role as student leaders, and the information related to trait emotional intelligence is something they would be interested in learning more about in the future. Additionally, participants responded that the workshop was clearly organized and effectively presented, and time was managed adequately. In sum, the survey feedback affirmatively answered research question one.

Table 4

Intervention Survey Responses

Intervention survey questions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The topic of the intervention is useful to my role as a student leader.	12	9	3	0	0
The intervention was clearly organized.	15	6	3	0	0
The time allotted for the topic was adequate.	15	8	1	0	0
The intervention was presented effectively.	14	8	2	0	0
As a result of today's intervention, I better understand Trait Emotional Intelligence.	14	8	2	0	0
Trait Emotional Intelligence is something I would be interested in learning more about.	11	8	5	0	0

In addition to the perception survey completed at the immediate end of the intervention workshop, eight participants were interviewed between 12 and 15 days after the intervention workshop. Interviews lasted approximately 30 minutes and used a prescribed set of questions developed by our team. One student and two research team members were present at each interview. After coding the data and conducting thematic analysis, the True Colors activity was the most memorable for participants. Participants believed that True Colors was useful and potentially beneficial for student organizations in the future. In other words, True Colors was considered the most effective intervention activity. Sixty-two percent of the interview participants mentioned True Colors specifically as a memorable activity from the workshop. During our interviews, student

leaders did not mention other workshop elements (e.g., Google Jamboard, Seven Words Activity).

During the analysis phase of our research, Research Question 2 was divided into three component questions to reflect that trait emotional intelligence theory identifies motivation, listening skills, and social skills as the three components of the sociability factor. For the analysis phase, we reformatted Research Question 2 into 2a (i.e., motivation), 2b (i.e., listening skills), and 2c (i.e., social skills) and discuss each below.

Research Question 2a

Analysis of Research Question 2a focused on the component of motivation from the trait emotional intelligence sociability factor. Our research found that only the theme of motivation fit into this component of the research question. However, motivation was the most prominent theme within the context of many codes and was mentioned in the interviews 91 times. The theme was comprised of 32 different codes. The three most prominent codes were: (a) general motivation/motivating a peer/encouragement; (b) adaptability/adaptable; and (c) initiative.

As we noticed during the data analysis, motivation can have many meanings to different people. We discovered several singular codes that were categorized within the theme of motivation. Some of these codes were: (a) belief in others; (b) influencing others; (c) trust and value; and (d) aspiration. Interview Participant 3 indicated, “I guess [a] motivational piece on my part is believing in the team.” Connected to influencing others, Interview Participant 6 felt that “they’re also good at convincing people.” Interview Participant 8 believed that the qualities of trust and value would allow them to

motivate others, stating, “I felt like I really . . . knew everyone in the organization and, like, trusted that they would value my opinion.” Interview Participant 1 perceived aspiration as a form of motivation and noted, “Even if they didn’t have the the [*sic*] grade point average like, there was still a possibility that they could work towards it, and it was almost like seeing hope.”

During the interviews, participants made remarks focused on motivation. Interview Participant 3 recalled a time when they were working on a new endeavor and told the team, “Hey, we can do this. We can get this done. Let’s get started just just [*sic*] keeping that momentum up and keeping it going.” Interview Participant 5 noted, “You know you shouldn’t give up on your hopes and dreams cause you fail one time, you know.” Interview Participant 2 described when they attempted to help someone navigate a difficult situation and said, “I was very much like by her side, and really motivated her to look for alternative options during that time.”

Motivation was the most mentioned theme in participant interviews. It can have various meanings for different individuals, with codes such as belief in others, influencing others, trust and value, and aspiration. Participants shared their experiences with motivation, such as believing in their team, convincing others, and helping others navigate difficult situations. These codes underscore the significance of motivation in various areas of life.

Research Question 2b

Research Question 2b focused on the listening skills component within the trait emotional intelligence sociability factor. Our data showed that listening skills consisted

of the themes of active listening and listening skills. Within those themes, there were five codes: (a) affirming; (b) listening/listening skills; (c) validation; (d) good listening skills; and (e) qualities of a good listener. The listening/listening skills code was mentioned throughout the interviews 18 times, and all five codes were listed 32 times.

All the interview participants mentioned listening skills. The interview participants made comments such as “acknowledging by the nodding of the head” (Interview Participant 1), “active listening, and probably making eye contact” (Interview Participant 2), “being able to regurgitate what somebody says” (Interview Participant 3), “I think I’m like an active listener” (Interview Participant 4), “I think something that’s very important is maintaining eye contact with them” (Interview Participant 5), “they are active learners” (Interview Participant 6), “to be a good communicator you also have to be a good listener” (Interview Participant 7), and “I like actually care about what people have to say, and I like pay attention and like make mental notes of things” (Interview Participant 8). Interview participants emphasized listening skills, including active listening, eye contact, and active learning. They valued attention and mental notetaking as essential to being effective communicators.

Listening skills are crucial to leadership, and the student leaders we interviewed also conveyed this message. The interview participants mentioned qualities such as affirming and validation as necessary for listening skills. Interview Participant 2 summed up affirmation and validation as “giving occasional input, or just confirming that you are listening.” Validation was displayed through comments such as, “When someone is speaking a lot, and they repeat back what they’ve heard, that is, in a sense validating what

[pause] what we have just, you know, said" (Interview Participant 1), "I want to make sure that I'm [pause] that the people are talking to me are being heard and understood, and that their concerns are like relevant to me and important to me" (Interview Participant 4). Interview Participant 5 referenced the importance of validation "because it shows that you're not focused elsewhere that your attention is solely on them." The student leaders interviewed emphasized the importance of listening skills, including affirming and validating. These qualities ensure that conversations are heard, understood, and relevant, demonstrating focused attention on the speaker.

Research Question 2c

Research Question 2c centered on how students use social skills (i.e., part of the sociability factor in trait emotional intelligence theory) in their role as student leaders. Our research determined that the social skills component was comprised of the themes of communication skills, emotional management, empathy, helping others, leadership, social awareness, general social skills, and tone. In our robust analysis of the interview transcripts, we found that the social skills themes mentioned most predominantly were empathy, social awareness, and general social skills. A smaller percentage of participants showed understanding and awareness about how their body language and tone affected communication with others, and they shared ways they helped others, including studying together.

Five interview participants shared scenarios that demonstrated they use empathy as student leaders. For example, Interview Participant 2 wanted to ensure that club members were oriented and acclimated to college and their student organizations, saying,

"I really want to hone in on [*sic*] what their specific needs are in these first couple of weeks." Other student leaders empathized that peers may hold priorities different from their own, have trouble discussing certain topics, and find things difficult that others find easy.

All but one interview participant provided details regarding how they used social awareness in their role as a student leader. In some cases, this social awareness included acknowledging and valuing various backgrounds within the student population. Interview Participant 2 said, "We should . . . [be] recognizing that we have a variety of students in terms of age, gender, cultural background, sexual orientation." In other cases, social awareness involved examining one's own areas of weakness. Interview Participant 2 said, "I really do value active listening. However, at times, I need to restrain myself to not input my own opinion while someone is talking to me" and "recognizing that I don't know everything."

In addition to social skills weaknesses, participants discussed strengths they possessed within the social skills theme. Interview Participant 3 said, "I think one [strength] is my ability to read the room." Several other participants mentioned the importance of "reading the room." Other personal strengths that were shared included, "Trying to make sure that everyone feels seen and heard" (Interview Participant 2) and "With certain people, you have to communicate differently, so that way they understand" (Interview Participant 3).

The most common themes within social skills were empathy, social awareness, and general social skills. Participants shared scenarios demonstrating empathy while

acknowledging and valuing diversity. They also discussed strengths and weaknesses in social skills, such as reading the room and understanding different perspectives.

Data Analysis

Thematic analysis identified recurrent codes, themes, and patterns that emerged from the data set. Braun and Clarke's (2006) six-phase approach to thematic analysis, as shown in Figure 2, was used as our data analysis method to avoid confirmation bias. Braun and Clark (2006) declared that "thematic analysis should be seen as a foundational method for qualitative analysis" (p. 78) and that "thematic analysis is a method for identifying, analyzing [*sic*] and reporting patterns (themes) within data" (p. 79). This approach has a prescriptive orientation, as choices should be considered prior to completing research (Braun & Clarke, 2006).

Figure 2

Phases of Thematic Analysis

Phase	Description of the process
1. Familiarizing yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Note. From "Using Thematic Analysis in Psychology," by V. Braun and V. Clarke, 2006, *Qualitative Research in Psychology*, *3*(2), p. 87 (http://dx.doi.org/10.1191/1478088706qp063oa). Copyright 2023 by Informa UK Limited.

As a research team, we had to decide on three main components before proceeding with thematic analysis: inductive or theoretical analysis, a semantic or latent approach, and an essentialist/realist or constructionist epistemology. We selected inductive analysis, which is "a process of coding the data without trying to fit it into a preexisting coding frame" (Braun & Clarke, 2006, p. 83). We decided on a semantic approach because we were focused on the direct meaning of the data and interviews (Braun & Clarke, 2006). Finally, we selected the essentialist/realist epistemology, as we wanted to "theorize motivations, experience, and meaning in a straightforward way" (Braun & Clarke, 2006, p. 85).

While we continued to use the thematic analysis approach for our data analysis, we discovered an updated approach from Braun and Clarke. They have, since the publication of their 2006 article, updated the name of the approach from thematic analysis to reflexive thematic analysis, stating:

> The 2006 paper stemmed from dual frustrations . . . and at there being lots of research . . . that claimed to 'do TA,' [thematic analysis] but that did not transparently describe the processes engaged in to produce the themes reported. (Braun & Clarke, 2019, p. 591).

Their updated approach of reflexive thematic analysis provides more flexibility and recognizes that "coding and analysis often uses a combination of both [inductive and semantic approaches]" (Braun & Clarke, 2012, p. 3). Braun and Clarke (2019) described the clarification for finding or creating themes:

> Themes do not passively emerge from either data or coding; they are not 'in' the data, waiting to be identified and retrieved by the researcher. Themes are creative and interpretive stories about the data, produced at the intersection of the researcher's theoretical assumptions, their analytic resources and skill, and the data themselves. (p. 594)

The clarification of themes was necessary as this was what we were observing in our data analysis process. The process outlined by Braun and Clarke's original 2006 model was helpful initially. However, reflexive thematic analysis's more flexible and transparent process fits our research model. Ultimately, "themes are better identified across the content of what participants say, rather than via the questions they've been

asked" (Braun & Clarke, 2012, p. 11).

Themes

Fourteen themes emerged from the participants' interviews. Each theme had at least two distinct codes attached to it. Most of the themes, apart from other and self-awareness, were directly correlated to a specific research question. The theme of motivation was the most prevalent throughout the data. We defined it as the driving force or internal state that energizes, directs, and sustains behavior toward a particular goal or outcome. Throughout the interviews, 32 different codes eventually fit into the motivation theme. The next two themes frequently discussed in the interviews were social awareness and empathy. These two themes had 18 and 13 codes, respectively. We defined social awareness as the ability to comprehend the dynamics of people, in groups and individually, in settings to ensure comfort and inclusivity, and empathy as the ability to see the world from someone else's point of view.

Other themes that emerged from the interviews were active listening, communication skills, emotional management, helping others, the importance of trait emotional intelligence, leadership, listening skills, social skills, and tone. While some of the themes had similarities, we wanted to highlight the uniqueness of reflections from interviewees. Active listening was defined as the ability to hear others and attempt to understand their feelings so they feel heard and valued. In contrast, the listening skills theme was defined as the ability to receive, interpret, and respond to spoken and non-verbal messages effectively. A complete list of the themes and codes is shown in Table 5.

Table 5

List of Themes

Theme (associated research question) and definition:	Codes associated with theme:
Active listening (Q2b): The ability to hear others and attempt to understand their feelings so they feel heard and valued.	Good listening skills, qualities of a good listener
Communication skills (Q2c): The ability to assess and utilize clear language, connection, and non-verbal reactions to engage in stronger dialogue.	Communication, building communication skills, examples of miscommunication, eye contact, nonverbals
Emotional management (Q2c): The ability to recognize one's own feelings and emotions, as well as control them, to stay present in a situation.	Accepts criticism, compassion, emotion regulation, emotional expression, impulse control, optimism
Empathy (Q2c): The ability to see the world from someone else's point of view.	Affirming, attentive/attentive listening, caring, compassion, cultural awareness, different perspectives, feeling included, helpful, inclusivity, kindness, support, sympathy, taking an interest
Helping others (Q2c): The act of assisting others who need it.	Assistance/support, focus on people's needs, helpful, motivating a peer/encouragement, offering support to a peer, resource sharing, support
Importance of trait emotional intelligence (Q1): Value of using trait emotional intelligence intervention with oneself and groups.	Applicable to life situations, individualized/personal, practice for life, transferrable skills, True Colors
Leadership (Q2c): The action of leading a group of people or an organization.	Being available, belief in others, fair/equitable, influencing others, leadership development, motivating a peer/encouragement, recognizing areas of growth, seeking advice
Listening skills (Q2b): The ability to receive, interpret, and respond to spoken or non-verbal messages effectively.	Affirming, listening/listening skills, validation

Theme (associated research question) and definition:	Codes associated with theme:
Motivation (Q2a): The driving force or internal state that energizes, directs, and sustains behavior toward a particular goal or outcome.	Ability to prioritize, accountability, adaptability/adaptable, aspiration, attentive/attentive listening, being available, belief in others, collaboration, constantly showing up, continual growth, continuous learning, cultural awareness, encouragement, engagement, enthusiasm, happiness, influencing others, initiative, innovation, intentionality, motivating a peer/encouragement, recognizing areas of growth, reliable, responsibility, seeking advice, self-discipline, self-motivation, self-reflection, self-rewarding, time management, trust, valued
Other: Codes from the interview transcripts that did not fit within any broader theme that was identified.	Campus connection, togetherness
Self-awareness: The ability and skill to focus inward and identify one's own strengths, challenges, reactions, and motivations.	Assessing, detail-oriented, emotionally aware, organization skills, practice, problem solving, reasoning
Social awareness (Q2c): The ability to comprehend the dynamics of people, in groups and individually, in settings to ensure comfort and inclusivity.	Adaptability/adaptable, aware of one's needs, awareness, connection, cultural awareness, different perspectives, feeling included, honesty, including & belonging/involvement, inclusivity, intentionality, inviting, kindness, people's uniqueness, represents all, social skills, trust, understanding of others
Social skills (Q2c): To be open to engaging with individuals while also connecting them with others authentically.	Flexibility, open-minded, relationships, genuine interactions, networking
Tone (Q2c): The ability to speak up confidently without trepidation; how one gets their point across with verbal and non-verbal communication.	Assertive, confidence

Note. Reformatted Research Question 2 into Q2a (motivation), Q2b (listening skills), and Q2c (social skills).

Criteria for Improvement

Our research study was designed to analyze student perceptions of an ultra-brief intervention on trait emotional intelligence. Student perceptions were gathered from end-of-intervention survey questions (see Appendix D) and post-intervention interviews (see Appendix A). We were interested in point-in-time feedback from participants rather than growth over time. Therefore, metrics and criteria to define student improvement are irrelevant and not used.

Chapter Summary

The purpose of this study was to explore the impact of an ultra-brief intervention on the trait emotional intelligence development of university student leaders. We were interested in knowing if awareness of trait emotional intelligence could impact college students' leadership development and overall holistic experience. This chapter explained our research design, reviewed our collected data, and analyzed our two research questions. Collected data included student demographic information and results from the administration of the TEIQue-SF instrument. To analyze our two research questions, we explained the coding and interpretation of transcripts of eight interviews with student participants. Our analysis concluded that our ultra-brief intervention workshop was perceived as effective (i.e., Research Question 1) and that students used at least three elements of the trait emotional intelligence sociability factor, motivation, listening skills, and social skills in their roles as student leaders (i.e., Research Question 2).

Chapter 4

Dissemination for Improvement

Student development theory established the foundation and provided evidence that emotional intelligence is paramount to success in college (Romanelli et al., 2006). Institutions of higher education must expand their focus beyond cognitive skill development to dedicate time and resources to the emotional development of students. Based on the results of our study, university student leaders perceive that trait emotional intelligence should be taught at the university level. The university student leaders in our study identified that they would utilize several components of the ultra-brief intervention within their role as leaders of student organizations.

The best method for implementing the ultra-brief trait emotional intelligence intervention as a component of the academic curriculum became apparent through the examination and analysis of data. We realized that we wanted to implement this ultra-brief trait emotional intelligence intervention in a way that would allow more university students to participate. We believe that integrating the ultra-brief intervention into first-year experience courses is the best way to introduce this concept into the university and academic community.

Dissemination and Implementation

This section will discuss the dissemination and implementation plan related to our research. Two considerations are related to this: the program design and the dissemination plan.

Program Design

The goal of disseminating our research was to ensure the opportunity for as many students as possible to experience the ultra-brief trait emotional intelligence intervention. We recommend that the intervention become integrated into the first-year experience course curriculum. As most university-level courses are 50 to 90 minutes long, the ultra-brief trait emotional intelligence intervention would suitably fit into a single class session of a first-year experience course.

The research team created a toolkit that can be provided to first-year experience instructors. This toolkit can serve as the template for instructors as they gain more knowledge about trait emotional intelligence. Included in the toolkit is a lesson plan (see Appendix J) for the ultra-brief trait emotional intelligence intervention, along with a PowerPoint presentation (see Appendix K), slide talking points (see Appendix L) for use during the class session, and the Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF; see Appendix C). Generic website addresses are included in the PowerPoint presentation to allow faculty instructors to access activities for the intervention easily. It is recommended that the instructor create a Google Jamboard ahead of time and link directly to that board for their class. While the Google Jamboard activity was not mentioned as often in the interviews, we believe it will still be impactful. We moved this activity after the True Colors activity to allow students to use the knowledge gained from the personality test. The lesson plan includes learning outcomes for the intervention, the target audience, the two activities for student participation, a reminder of the needed materials, and the presentation slide outline.

The learning outcomes for the intervention are:

1. Students will understand trait emotional intelligence, specifically the sociability factor
2. Students can identify their personality based on the True Colors assessment
3. Students will be able to utilize their True Color and the understanding of others to work with individuals and groups

Instructions on administering and scoring the TEIQue-SF will be provided to course instructors. We suggest allowing students access to the assessment during a course session before the trait emotional intelligence intervention, ensuring time for the students to complete the questionnaire and have their scores available during the intervention.

The provided PowerPoint presentation and corresponding slide talking points provide the instructor with an overview of trait emotional intelligence, information on the four factors of trait emotional intelligence with an in-depth focus on the sociability factor, and two activities for student participation. Opening with a broad approach will allow students to understand that good leaders utilize various skills to accomplish their goals while working individually and in groups or organizations. After the overview of trait emotional intelligence, each of the first three factors of trait emotional intelligence will be discussed: (a) well-being, including the facets of self-esteem, happiness, and optimism; (b) self-control, including the facets of impulse control, emotion regulation, and stress management; and (c) emotionality, including the facets of emotion expression, emotion perception, empathy, and relationships.

As previously stated, more emphasis will be placed on the sociability factor than

well-being, self-control, and emotionality. The three facets discussed within sociability are assertiveness, emotion management, and social awareness. There is a more significant focus on sociability because the research team believes that this factor correlates well with the role of student interaction and leadership, specifically the facets of emotion management and social awareness through good listening skills, clear communication, the influence of others' feelings, motivating others, and social skills.

The PowerPoint presentation focuses first on the social awareness facet of the sociability factor. This facet focuses on social skills such as being socially sensitive, adaptable, and perceptive. Social awareness emphasizes social relationships and social influence, including good listening skills and communicating clearly and confidently with people of diverse backgrounds. To align with this facet, the first activity asks students to take the True Colors personality test. This is embedded into the PowerPoint for easy access for the students. After the students have time to take the personality test, the instructor will give an overview of the four personality colors. The instructor will then facilitate a discussion with the students about their True Colors and how to utilize that knowledge when interacting with others.

Continuing with the sociability factor, the next section would be the facet of emotion management. Instructors will lead a discussion of the differences between individuals who score higher on the emotion management attribute versus those who score lower. Emotion management focuses on how to influence other people's feelings, such as calming them down, consoling them, or motivating them. The second activity, which aligns with the emotion management factor, will be a Google Jamboard. For this

activity, the instructor will allow students to utilize the embedded link to open the application. The instructor will ask students to leave comments on how to motivate, console, or calm someone down based on the other person's True Colors personality, including the color in parentheses.

The Google Jamboard activity was moved to the end of the intervention to allow students the opportunity to utilize the knowledge gained from the True Colors activity. The research team believes moving the Google Jamboard activity to the end will allow the students to be more purposeful with the comments they create. After reviewing the Google Jamboard activity, the instructor will lead a reflection on the overall intervention with the students, allowing them to speak about how they plan to implement the acquired knowledge after the class and into their daily lives. At this point, the instructor will conclude the class.

The research team would like to note that the seven words activity, used in the initial trait emotional intelligence intervention workshop, was removed from the created toolkit. Based on the information gathered during the interviews, none of the interviewees mentioned the activity or volunteered thoughts on utilizing the seven words activity within their organization. Several factors could have made this activity less effective, including the intervention occurring online instead of in-person. Many student leaders did not participate in the seven words activity once separated into breakout rooms.

Program Design Justification

The design of our toolkit is based on the results of our study. Minimal changes were made to the overall design of the intervention as presented in September 2023.

Student leaders who participated in the study found the intervention workshop effective in terms of organization and overall content. Participants responded that the workshop's content was useful and that they were interested in learning more about trait emotional intelligence. Moreover, participants stated that the workshop was clearly organized and effectively presented, and the time was managed appropriately.

The True Colors activity was seen as the most memorable and valuable of the activities during the intervention. Many interviewees mentioned the benefit of using the True Colors personality test when working with their organizations. Sixty-two percent of the interview participants mentioned True Colors specifically as a memorable activity from the workshop.

While the Google Jamboard activity was not mentioned as often in the interviews, we believe placing this activity after the True Colors personality test will be wise based on what the students mentioned during the interviews. The Google Jamboard activity is meant to help motivate others, such as colleagues and teammates. Students will benefit from using the information learned from the True Colors personality test when participating in the Google Jamboard activity. Not only was motivation the most prominent theme mentioned in the interviews, including 91 times, but we also noticed, during the data analysis, that motivation can have many meanings for different people. Several singular codes were categorized within the theme of motivation, including belief in others, influencing others, trust and value, and aspiration. Leaving the Google Jamboard activity in the first-year experience presentation allows students to make correlations between the True Colors personality test and their meaning of motivation

through the comments they leave during the Google Jamboard activity.

Based on our design of the toolkit, along with the justification from the research and participants, the research team believes that including the intervention as a class session within a first-year experience course will allow for more students to gain an introductory level of knowledge in trait emotional intelligence early in their collegiate career. Students will then be able to use this information and continue to learn about themselves and how to work with others. As a research team, we understand that our recommendation to include this intervention in a first-year experience course differs from our participant group. However, we feel that introducing trait emotional intelligence to students in a first-year experience course will help prepare them not only for their collegiate career but for future instances where they may become student leaders or use this base knowledge in their daily lives. As the first-year experience course students learn more about trait emotional intelligence, they will be able to understand how to interact with other individuals and motivate them. As more students enter the university and take the first-year experience course, the knowledge and information from the intervention will become commonplace within the university and student body.

Dissemination Plan

To disseminate our findings, the research team engaged in conversations about incorporating our toolkit, including the intervention, into first-year experience curriculum with first-year experience administrators from three different regional campuses. One administrator currently works at the same institution where the study was conducted. These dissemination conversations provided valuable insight and offered positive

reinforcement for the findings of the study.

A key takeaway from the conversations was that the first-year experience administrators loved the possibility of incorporating the toolkit into their existing first-year experience curriculum. FYE Interviewee 1 stated, “I love that this is practical and that you can use it.” Another administration felt similarly, saying, “I really love this . . . [the] opportunity for students to really, not just academically, but emotionally . . . see that journey more tangible would be really rewarding” (FYE Interviewee 3). There was also positive feedback on the intervention itself as one institution already uses True Colors (FYE Interviewee 1), and another agreed with the ultra-brief format, saying, “The more brief you can make it, I think it’s going to be more impactful” (FYE Interviewee 3).

The ability for self-growth throughout this intervention was also evident to the administrators. FYE Interviewee 2 said, “Students love the opportunity for self-reflection and self-discovery.” Not only would the intervention be valuable to students in their interactions with others, but FYE Interviewee 3 noted, “You can focus back on the self-awareness that comes around with . . . trait emotional intelligence.” In the dissemination conversations, the administrators all saw the potential for student development by adding the trait emotional intelligence intervention into the first-year experience curriculum. FYE Interviewee 2 questioned, “What’s the personal and professional development that happens?” and pointed out the goal was to be “more intentional in helping students focus on that.” One administrator felt the added toolkit could help “incorporate things that become lifelong lessons for students” (FYE Interviewee 1). Finally, the third administrator supported adding the toolkit and focusing on trait emotional intelligence

because they felt that cultivating those skills would help “make sure that they are successful, both inside and out of the classroom” (FYE Interviewee 3).

The dissemination conversations also revealed other ideas for future dissemination that were not previously thought about. One idea was to incorporate the trait emotional intelligence intervention during the first-year experience course and then again four years later. FYE Interviewee 3 felt that an institution would “get some really interesting data that way, but the self-reflection that the students would be able to go through . . . would be eye-opening.” The other idea mentioned was integrating living-learning communities and residential life and then providing the toolkit to them. FYE Interviewee 1 said, “If we’re going to put them in the same classes, let's train them to motivate each other,” and if they live in the same communities, it would be able to be used “as a motivator for them in res life [residential life].”

Recommendations for Future Research

This section will discuss the recommendations for future research pertaining to our study. The areas discussed are the inclusion of more diverse populations, gender, age, and additional tenants of trait emotional intelligence.

Inclusion of More Diverse Populations

Upon careful consideration, it became evident that our study unveiled numerous promising avenues for future research. The model we constructed can integrate into other distinct student populations, enabling researchers to assess the effectiveness of trait emotional intelligence. These alternative populations may encompass an array of cultural backgrounds, including but not limited to Hispanic, African American, and other

underrepresented groups. Additionally, variations in academic standing or progression along an academic plan offer further dimensions for exploration.

Gender

Another area that would benefit from future research would be gender. While our current study found no significant difference, the literature review revealed inconsistent findings in their research on emotional intelligence and gender. Researchers such as Fida et al. (2018), Guastello and Guastello (2003), and Makvana (2014) found that women have higher levels of emotional intelligence when compared to men, while Ali et al. (2021) stated that men have significantly higher levels of overall emotional intelligence than women. Future researchers could continue our work by doing more qualitative work to find themes that resonate specifically with each gender and find similarities or differences in how genders use emotional intelligence.

Age

Exploring the age at which individuals acquire trait emotional intelligence education presents an intriguing avenue for future research. Delving into distinctions between undergraduate and graduate students could reveal significant implications. Additionally, considering the integration of our intervention into precollegiate programs, as suggested by one of our classmates, could continue the research into the potential benefits of trait emotional intelligence education in the K-12 sector. These questions provide compelling angles for persuading and guiding future research endeavors.

Additional Factors of Trait Emotional Intelligence

While our intervention focused on the sociability factor, there are opportunities to use the other three factors of trait emotional intelligence. The well-being factor would highlight the use of self-esteem, happiness, and optimism. High scores would reveal individuals feeling positive, general well-being, and fulfillment. Those with low scores may be disappointed about the present state of life. The self-control factor consists of impulse control, emotion regulation, and stress management. Scores with this factor tell us that high scores reflect individuals with a healthy degree of control over their urges and desires. In contrast, low scores relate to individuals prone to impulsive behavior and incapable of managing stress. Emotionality consists of emotion perception, emotional expression, empathy, and relationships. Emotionality shows that individuals with high scores can perceive and express emotions and use those to develop relationships with others. Those with low scores may find less rewarding personal relationships due to their difficulty in recognizing their internal emotions. Future research could focus on other factors, individually or collectively, to reveal more data on trait emotional intelligence and higher education.

Chapter Summary

To disseminate our findings and implement an instrument of practice for higher education, we created a toolkit for first-year experience instructors. We conversed with first-year experience administrators about implementing the toolkit into first-year experience courses. The administrators believed that our toolkit on trait emotional intelligence was practical, provided self-reflection for students, and offered further

development, both in and out of the classroom.

Future research should incorporate a diverse range of cultural perspectives. This will allow researchers to understand better how emotionality, self-control, and well-being impact leadership effectiveness across different settings. This holistic approach will enhance the study's validity and provide valuable insights into how diverse groups may interpret and exhibit these leadership attributes. Additionally, exploring the intersectionality of factors such as race, age, gender, and additional facets of emotional intelligence can help identify patterns and challenges that influence leadership behaviors and outcomes.

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Appendix A

Semistructured Interview Questions

1. Can you talk about a time in college when you motivated a peer?
    a. What was the outcome?
    b. How were you able to influence that outcome?
2. Describe the characteristics that make up a good listener and communicator?
    a. Which characteristic do you feel the strongest in and why?
    b. Which characteristic do you most feel you could grow in and why?
    c. How do these characteristics show up in your role as a student leader?
3. Can you describe the traits that someone has if they have good social skills and are perceptive of others around them?
    a. In your role as a student leader, can you tell us about a time you were socially aware of others in your organization?
    b. How was this beneficial to your role as a student leader?
4. Please tell us more about how you incorporated information from the intervention in your role as a student leader.

Appendix B

Demographic Questionnaire

Your individual responses are kept strictly confidential, and this information will only be reported as part of our study without identifying information.

1. What is your age? (write-in)
2. Which gender do you identify as?
    a. Man (including transgender man)
    b. Woman (including transgender woman)
    c. Genderqueer
    d. Gender Non-conforming
    e. A gender identity not listed here (write-in)
    f. Prefer not to say
3. Please specify your ethnicity.
    a. White
    b. African American or Black
    c. Latinx or Hispanic
    d. Asian
    e. Indigenous American
    f. Native Hawaiian or Pacific Islander
    g. Two or More (write-in)
    h. Other (write-in)
    i. Unknown
    j. I prefer not to say
4. Grade level
    a. First-year
    b. Sophomore
    c. Junior
    d. Senior
    e. Graduate
5. To which student organization(s) are you affiliated? (Write-in)
6. Do you hold any positions in your student organization(s)?
    a. Yes
    b. No
7. If yes, what position(s) do you hold? (Write-in) [set-up as a condition of a ‘yes’ response to #6]

Appendix C

Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF)

All TEIQue forms and versions are available, free of charge, for research purposes from www.psychometriclab.com

TEIQue-SF

Instructions: Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There are no right or wrong answers. There are seven possible responses to each statement ranging from 'Completely Disagree' (number 1) to 'Completely Agree' (number 7).

1 . . . . . 2 . . . . . 3 . . . . . 4 . . . . . 5 . . . . . 6 7
Completely Disagree **Completely Agree**

1. Expressing my emotions with words is not a problem for me.	1	2	3	4	5	6	7
2. I often find it difficult to see things from another person's viewpoint.	1	2	3	4	5	6	7
3. On the whole, I'm a highly motivated person.	1	2	3	4	5	6	7
4. I usually find it difficult to regulate my emotions.	1	2	3	4	5	6	7
5. I generally don't find life enjoyable.	1	2	3	4	5	6	7
6. I can deal effectively with people.	1	2	3	4	5	6	7
7. I tend to change my mind frequently.	1	2	3	4	5	6	7
8. Many times, I can't figure out what emotion I'm feeling.	1	2	3	4	5	6	7
9. I feel that I have a number of good qualities.	1	2	3	4	5	6	7
10. I often find it difficult to stand up for my rights.	1	2	3	4	5	6	7
11. I'm usually able to influence the way other people feel.	1	2	3	4	5	6	7
12. On the whole, I have a gloomy perspective on most things.	1	2	3	4	5	6	7
13. Those close to me often complain that I don't treat them right.	1	2	3	4	5	6	7
14. I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5	6	7
15. On the whole, I'm able to deal with stress.	1	2	3	4	5	6	7
16. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7
17. I'm normally able to "get into someone's shoes" and experience their emotions.	1	2	3	4	5	6	7
18. I normally find it difficult to keep myself motivated.	1	2	3	4	5	6	7
19. I'm usually able to find ways to control my emotions when I want to.	1	2	3	4	5	6	7
20. On the whole, I'm pleased with my life.	1	2	3	4	5	6	7
21. I would describe myself as a good negotiator.	1	2	3	4	5	6	7
22. I tend to get involved in things I later wish I could get out of.	1	2	3	4	5	6	7
23. I often pause and think about my feelings.	1	2	3	4	5	6	7
24. I believe I'm full of personal strengths.	1	2	3	4	5	6	7
25. I tend to "back down" even if I know I'm right.	1	2	3	4	5	6	7
26. I don't seem to have any power at all over other people's feelings.	1	2	3	4	5	6	7
27. I generally believe that things will work out fine in my life.	1	2	3	4	5	6	7
28. I find it difficult to bond well even with those close to me.	1	2	3	4	5	6	7
29. Generally, I'm able to adapt to new environments.	1	2	3	4	5	6	7
30. Others admire me for being relaxed.	1	2	3	4	5	6	7

Appendix D

Ultra-Brief Trait Emotional Intelligence Intervention Survey

Your individual responses are kept strictly confidential, and this information will only be reported as part of our study without identifying information.

All questions will be on a Likert scale (1-5)

1 = Strong Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree; N/A

1. The topic of the intervention is useful to my role as a student leader.
2. The intervention was clearly organized.
3. The time allotted for the topic was adequate.
4. The intervention was presented effectively.
5. As a result of today's intervention, I better understand Trait Emotional Intelligence.
6. Trait Emotional Intelligence is something I would be interested in learning more about.

Appendix E

Informed Consent for Participation in Research Activities

[redacted]

Informed Consent for Participation in Research Activities

Project Title: A Qualitative Case Study of an Ultra-Brief Trait Emotional Intelligence Intervention for University Student Leaders
Principal Investigators: Britne Bacca-Haupt, Mindy Dilley, Fletcher Ferguson, Lisa Gillis-Davis, and Jackie Schneller
Department Name: College of Education
Faculty Advisor: Dr. Kenton Mershon
IRB Project Number: 2095752

1. You are invited to participate in a research study. The purpose of this research is to explore the impact of an ultra-brief intervention as it relates to the trait emotional intelligence development of university student leaders.
2. Your participation may involve one or more of the following: attending study introduction during SOLE training (Student Organization Leadership Education) through the Office of Student Involvement, including completing the survey with demographic data and the questionnaire for Trait Emotional Intelligence (30 minutes), attending Wise Up Wednesday specifically for the Trait Emotional Intelligence Intervention (1 hour), completing a follow-up survey after Wise Up Wednesday, and/or participating in an interview (approximately 30 minutes). All these events will be virtual, and the interviews will be recorded. Your personal information will not be shared with anyone outside of the research team.
3. There is a loss of confidentiality risk associated with this research. This will be minimized by coding participants so that they cannot be identified outside of the research. There may also be some slight discomfort during the interview portion because you will be asked to talk about emotional intelligence; however, it will be minimized by having an individual interview so you will not have to share in front of your peers.
4. There are no direct benefits.
5. Your participation is voluntary, and you may choose not to participate in this research study or withdraw your consent at any time. You will NOT be penalized in any way should you choose not to participate or withdraw.
6. We will do everything we can to protect your privacy. As part of this effort, your identity will not be revealed in any publication that may result from this study. In rare instances, a researcher's study must undergo an audit or program evaluation by an oversight agency (such as the Office for Human Research Protection) that would lead to the disclosure of your data as well as any other information collected by the researcher.
7. If you have any questions or concerns regarding this study, or if any problems arise, you may call any of the Primary Investigators or Faculty Advisor:

   Britne Bacca-Haupt ([redacted])
   Mindy Dilley ([redacted])
   Fletcher Ferguson ([redacted]) – Principal Investigator
   Lisa Gillis-Davis ([redacted])
   Jackie Schneller ([redacted])
   Dr. Kenton Mershon ([redacted]) – Faculty Advisor

   You may also ask questions or state concerns regarding your rights as a research participant to the [redacted] Office of Research Compliance, at [redacted] or irb@[redacted]

Version Date 9/2022

Appendix F

Ultra-Brief Intervention Agenda

SLIDE 1 – Welcome

SLIDE 2 – Introduction

SLIDE 3 – Overview of Trait Emotional Intelligence (TEI)

SLIDE 4 – Well-Being Factor

SLIDE 5 – Self-Control Factor

SLIDE 6 – Emotionality Factor

SLIDE 7 – Sociability Factor: Overview with Seven Words Activity

SLIDE 8 – Sociability Factor: Emotion Management with Google Jamboard Activity

SLIDE 9 – Sociability Factor: Social Awareness with True Colors Activity

SLIDE 10 – True Colors Results Overview

SLIDE 11 – Conclusion/Thank You

Appendix G

Institutional Review Board (IRB) Approval

May 03, 2023

Principal Investigator: Fletcher Ferguson ([redacted]-Student)
Department: Education EDD-Doctorate

Your IRB Application to project entitled A Qualitative Case Study of an Ultra-Brief Trait Emotional Intelligence Intervention for University Student Leaders was reviewed and approved by the [redacted] Institutional Review Board according to the terms and conditions described below:

IRB Project Number	2095752
IRB Review Number	389449
Initial Application Approval Date	May 03, 2023
IRB Expiration Date	May 03, 2024
Level of Review	Exempt
Project Status	Active - Exempt
Exempt Categories (Revised Common Rule)	45 CFR 46.104d(3)(i)(B)
Risk Level	Minimal Risk
Approved Documents	Updated consent form (with tracking) This is the Trait Emotional Intelligence Questionnaire - Short Form. We will use this as an instrument to assess trait EI scores for 4 factors and the global trait score. Demographic questions to have baseline data on our participants Feedback survey to assess the ultra-brief trait emotional intelligence intervention Semi-structured interview questions Email to students inviting them to participate in the study (through intervention workshop, questionnaire, and interview). This is the summary of how we plan to conduct the ultra-brief trait emotional intelligence intervention.

The principal investigator (PI) is responsible for all aspects and conduct of this study. The PI must comply with the following conditions of the approval:

1. Enrollment and study related procedures must remain in compliance with the [redacted] regulations related to interaction with human participants at https://[redacted]/rules/collected_rules/research/ch410/410.010_research_involving_humans_in_experiments.
2. No subjects may be involved in any study procedure prior to the IRB approval date or after the expiration date.
3. All changes must be IRB approved prior to implementation utilizing the Exempt Amendment Form.
4. The Annual Exempt Form must be submitted to the IRB for review and approval at least 30 days prior to the project expiration date to keep the study active or to close it.
5. Maintain all research records for a period of seven years from the project completion date.

If you are offering subject payments and would like more information about research participant payments, please click here to view the [redacted]: https://[redacted]/policies/finance/payments_to_research_study_participants

If you have any questions or concerns, please contact the [redacted] IRB Office at [redacted] or email to irb@[redacted]

Thank you,
[redacted] Institutional Review Board

Appendix H

Institutional Review Board (IRB) Amended Approval

August 16, 2023

Principal Investigator: Fletcher Ferguson ([redacted]-Student)
Department: Education EDD-Doctorate

Your Exempt Amendment Form to project entitled A Qualitative Case Study of an Ultra-Brief Trait Emotional Intelligence Intervention for University Student Leaders was reviewed and approved by the [redacted] Institutional Review Board according to the terms and conditions described below:

IRB Project Number	2095752
IRB Review Number	396511
Initial Application Approval Date	May 03, 2023
Approval Date of this Review	August 16, 2023
IRB Expiration Date	May 03, 2024
Level of Review	Exempt
Project Status	Active - Exempt
Risk Level	Minimal Risk
Approved Documents	Recruitment 5A changes

The principal investigator (PI) is responsible for all aspects and conduct of this study. The PI must comply with the following conditions of the approval:

1. Enrollment and study related procedures must remain in compliance with the [redacted] regulations related to interaction with human participants at https://www[redacted]/rules/collected_rules/research/ch410/410.010_research_involving_humans_in_experiments.
2. No subjects may be involved in any study procedure prior to the IRB approval date or after the expiration date.
3. All changes must be IRB approved prior to implementation utilizing the Exempt Amendment Form.
4. The Annual Exempt Form must be submitted to the IRB for review and approval at least 30 days prior to the project expiration date to keep the study active or to close it.
5. Maintain all research records for a period of seven years from the project completion date.

If you are offering subject payments and would like more information about research participant payments, please click here to view the [redacted]: https:[redacted]/policies/finance/payments_to_research_study_participants

If you have any questions or concerns, please contact the [redacted] IRB Office at [redacted] or email to irb@[redacted]

Thank you,
[redacted] Institutional Review Board

Appendix I

Invitation Emails Sent to Students

From: Dilley, Melinda
To: [redacted]
Subject: SOLE Emotional Intelligence Quiz - Individual Scores
Date: Thursday, August 31, 2023 12:48:00 PM
Attachments: image001.png [redacted]

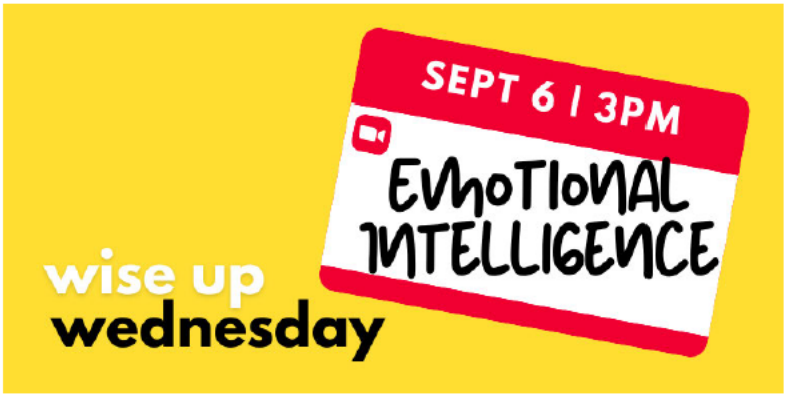
Good afternoon, [redacted] –

This is Mindy Dilley, [redacted]! I wanted to thank you for completing the Emotional Intelligence quiz in the SOLE Canvas course and invite you to attend our Wise Up Wednesday session!

I have attached your individualized result summary. In the chart at the top, you'll find your scores for five categories – global score, well-being, self-control, emotionality, and sociability. You will also see all the SOLE respondents averages listed below your individual scores. A little blurb about those five categories is also included.

We'd LOVE IT if you'd attend **our Wise Up Wednesday session at 3pm on September 6th** to learn more about Emotional Intelligence, what your scores mean, and how Emotional Intelligence can be used in your role as a student leader.

Like I mentioned in the SOLE video, your participation in our Wise Up Wednesday session would really help us fulfill our dissertation research requirement and help my teammates and I graduate in May – so please help us if you can :)
You can [redacted]!



Thanks in advance for your consideration, and I hope to see you next week!
Let me know if you have any questions!

Mindy Dilley (she/her/hers)
Associate Director
[redacted]

Maximizer | Activator | Arranger | Positivity | Relator

[redacted]
Phone: [redacted] | **Email:** [redacted]

From: Dilley, Melinda
Bcc: [redacted]
Subject: Wise Up Wednesday - TODAY (3pm) - Emotional Intelligence
Date: Wednesday, September 6, 2023 8:08:00 AM
Attachments: image003.png

Good morning –

This is Mindy Dilley, [redacted]. I promise this will be my last time bugging you about the Emotional Intelligence Wise Up Wednesday session.

For the last time, your participation in our Wise Up Wednesday session would really help my dissertation team fulfill our research requirement and help my teammates and I graduate in May – so please help us if you can :)

Our session is TODAY at 3pm! Fulfill one of your organization's WUW requirements and help out some fellow students!

You can [redacted] or join with this direct Zoom information:

Join Zoom Meeting
https://[redacted].zoom.us/j/[redacted]

Meeting ID: [redacted]

Thanks in advance for your consideration, and I hope to see you this afternoon!

Appendix J

Dissemination Lesson Plan

DISSEMINATION LESSON PLAN

Presented by: Britne Bacca-Haupt, Mindy Dilley, Fletcher Ferguson, Lisa Gillis-Davis, and Jackie Schneller

Topic: Trait Emotional Intelligence

Learning Outcomes:

1. Students will understand Trait Emotional Intelligence, specifically the Sociability factor
2. Students can identify their personality based on the True Colors assessment
3. Students will be able to utilize their True Color and the understanding of others to work with individuals and groups

Audience:

- First Year Experience Courses

Activities:

- True Color Assessment
- Google Jamboard

Materials Needed:

- Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF)
  - It is suggested to allow students access to the assessment during a course session prior to the TEI intervention, ensuring time for the students to complete the questionnaire and have their scores available during the intervention

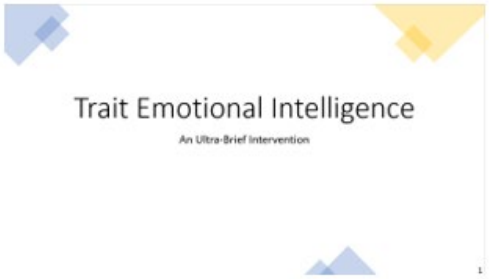
Class Presentation:

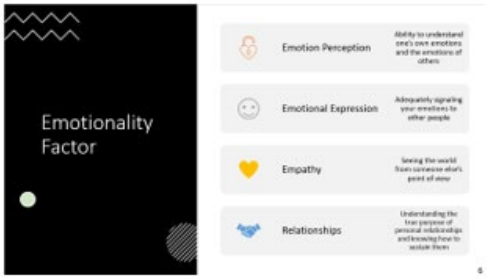
*Slides and PowerPoint attached for major talking points

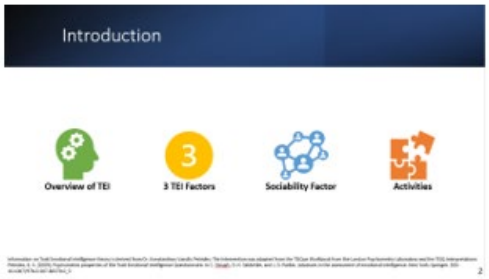
SLIDE 1 – Welcome & Start of Class
SLIDE 2 - Introduction
SLIDE 3 - Overview of Trait Emotional Intelligence (TEI)
SLIDE 4 - Well-being Factor
SLIDE 5 - Self-control Factor
SLIDE 6 - Emotionality Factor
SLIDE 7 - Sociability Factor: Overview
SLIDE 8 - Sociability Factor: Social Awareness
SLIDE 9 – True Colors Results Overview
SLIDE 10 - Sociability Factor: Emotion Management

Appendix K

Dissemination PowerPoint Presentation







Appendix L

Dissemination Slide Information

- **SLIDE 1 – Welcome & Start of Class**
- **SLIDE 2 - Introduction**
  - Class today will focus on an ultra-brief Trait Emotional Intelligence intervention
  - Start with an overview of Trait Emotional Intelligence
  - Briefly discuss the first three factors of TEI: Well-being, Self-control, Emotionality
  - Focus on the Sociability factor
  - Two activities throughout the presentation
- **SLIDE 3 - Overview of Trait Emotional Intelligence (TEI)**
  - It is important to remember that scores on the Trait Emotional Intelligence factors do not reflect cognitive abilities or your IQ but rather self-perceived abilities and behavioral dispositions
  - K. V. Petrides revolutionized the Theory of Trait Emotional Intelligence. This theory taps into people's own perceptions about themselves to provide insight into who they are. One of the most famous quotes by Professor Petrides is, "Your perceptions create your reality, and your self-perceptions create yourself."
  - The goal for this session is that you will learn a little more about trait emotional intelligence and how it can be impactful in your life and be useful in your role as a student leader
  - Good leaders need a variety of skills, some of which include:
    - Self-esteem
    - Impulse control
    - Empathy
    - Relationships
    - And Social Awareness
  - There are four factors of TEI based on the Trait Emotional Intelligence Questionnaire-Short Form. They are Well-being, Self-control, Emotionality, and Sociability
  - 13 subscales comprise the factors, and 2 subscales feed only into the Global Trait score. We will discuss them in more detail in future slides.
  - This session will focus mostly on the Sociability factor
- **SLIDE 4 - Well-being Factor**
  - The first factor of Trait EI theory is the Well-being factor. The Well-being factor consists of Self Esteem, Happiness, and Optimism
  - Self-esteem: The events that define us and make us feel the way we do at that moment in time. How do you feel about yourself? What do you believe you deserve, and what do you think you must have? What image do you hold about who you are and what you have achieved so far?

    - Happiness: It acts as a prism through which we interact with the now. It gives us the essence of the facts before us and skews them toward our current mood. Happiness impacts all of our actions because motivation, if studied, can be traced back to some core need to be happy.
    - Optimism: It is important in long-term life decisions and perceptions of potential outcomes. It affects us on a deeper level and where our free will is expressed- which is why it is overwhelming. It lies heavily in the future and its potential.
    - High scores in the well-being factor reflect individuals feeling positive, having a general sense of well-being, and feeling fulfilled. Individuals with low scores may be disappointed about the present state of life and may have low self-regard.
- **SLIDE 5 - Self-control Factor**
    - Another factor of Trait EI theory is the Self-control factor. Self-control consists of impulse control, emotion regulation, and stress management.
    - Impulse Control: Do you feel strong emotions when something unexpected happens? Are you calm or not bothered by anything? The strength and intensity of emotions define impulse control.
    - Emotion Regulation: What is your response to an event? Do you show emotions, and at what intensity do you show those emotions? Emotion Regulation is the dial that controls how well you can control your emotions.
    - Stress Management: This is the ability to deal with the aftermath of emotions. Do you handle pressure calmly and effectively, or do you go into a downward spiral and struggle to get out of it?
    - The self-control factor tells us that high scores reflect individuals with a healthy degree of control over their urges and desires. In contrast, low scores relate to individuals who are prone to impulsive behavior and seem to be incapable of managing stress.
- **SLIDE 6 - Emotionality Factor**
    - The third factor of Trait EI theory is the emotionality factor, which consists of emotion perception, emotional expression, empathy, and relationships.
    - Emotion Perception: An example of this could be a personal interest in someone. Can you understand that you're interested? How do you show your interest in them? Emotion perception is our ability to understand our own emotions and the emotions of others.
    - Emotional Expression: How good are you at showing your feelings at a particular moment in time? How do you express your emotions to a partner or friend? Can they pick up your emotions based on how you communicate through your body language or tone? Emotional expression is about adequately signaling your emotions to other people.
    - Empathy: Let's say a relationship experiences conflict. Are you able to understand where the other person is coming from? Would you be upset if

the roles were reversed? Empathy is all about our readiness to connect to other people's feelings and the reasons why these feelings occurred in the first place. Empathy is not only about reading emotions; it's about understanding other's feelings, needs, and what makes them tick.
    - Relationships: Being able to maintain relationships with others over long spans of time and understand why they formed are important qualities. It is also about balancing those relationships and compromising so that you can continue those relationships. An example could be balancing time with your significant other and your friends.
    - Emotionality shows that individuals with high scores can perceive and express emotions and use those to develop relationships with others. Individuals with low scores may find less rewarding personal relationships because they have difficulty recognizing their internal emotions and expressing their feelings.
- **SLIDE 7 - Sociability Factor: Overview**
    - Finally, the Sociability factor of the Trait EI theory consists of assertiveness, emotion management (of others), and social awareness.
    - What does the Sociability factor mean? It "emphasizes social relationships and social influence"
    - We want to focus the remainder of our time on the Sociability factor because we feel that it correlates well with your role as a student leader, and we will narrow in on the two subfactors of emotion management & social awareness.
    - Even though we aren't focusing on Assertiveness, a brief explanation – it is described using questions like "Do you stand up for what you believe in?" and "Are you comfortable with confrontation?" Assertiveness is defined by how ready you are to confront others about your ideas and how willing you are to stand up for yourself.
    - The two subscales we discuss today - emotion management and social awareness- focus on better social interactions, and people with high scores believe they have good listening skills and can communicate clearly and confidently with people from diverse backgrounds.
- **SLIDE 8 - Sociability Factor: Social Awareness**
    - The first subscale we are concentrating on from the Sociability factor is social awareness. We chose this subscale because it is the ability to observe social encounters, read the context, and understand the direction it is moving.
    - Can you see the situation for what it is? Can you read the clues of what is happening around you? Social awareness focuses on social and interpersonal skills.
    - High-score individuals believe they have excellent social skills and are adaptable and perceptive. They can also be good at negotiating and influencing others.
    - Individuals with low scores can feel anxious or uncomfortable in

unfamiliar settings and may have limited social skills. These individuals may often appear shy or reserved.
    - **Who has done, or at least heard of, the True Colors personality test?**
        - The True Colors personality test is a great way to discover the qualities and characteristics of your own particular personality style and understand other personality styles.
    - **Let's have you all do the short assessment, and then we will reconvene**
    - **[TRUE COLORS ACTIVITY – 5 minutes]**
        - Directions: Use the link for a quick, 10-question True Colors assessment. Apologize for the ads! Don't overthink it. In 5 minutes, we will give an overview of the True Color results
        - **https://tinyurl.com/TCPT2023**
    - [After 5 minutes]
- **SLIDE 9 – True Colors Results Overview**
    - Here are some typical characteristics of the four colors:
        - Green
            - Uneasy when emotions control a situation
            - Seeks to improve
            - Constantly "in process" of changes
        - Blue
            - Adept at motivating and interacting with others
            - Assumes "family spirit"
            - Seeks harmonious relationships
        - Orange
            - Expects quick action
            - Welcomes change
            - Enjoys independence and freedom
        - Gold
            - Expects punctuality, order, loyalty
            - Detailed/thorough approach
            - Practical
    - We believe this relates to student organizations because groups comprise many diverse types of people. By leveraging an individual's strength, the group can be stronger. The sociability factor does focus on social influence, but it is important to remember that it is not always necessary to convince others to change. Good listening skills are key to recognizing potential in others and influencing them in positive ways.
- **SLIDE 10 - Sociability Factor: Emotion Management**
    - The last subscale that we are focusing on is emotion management. This is connected to student leadership because it centers on one's ability to negotiate or influence others. As a student leader, you attempt to influence others to get involved.
    - Do others see your point or laugh at your ideas? Can you convince them?

Can you manage the emotions of others for the benefit of all? The emotion management of others is reflected in one's ability to motivate others.

- High Scorer individuals have great charisma and can communicate with others
- Those with average scores sometimes bend over backward to avoid social situations and other times revel in them, whereas below-average score individuals lack confidence in their social skills
- More specifically, when looking at one's influence on other people's feelings, individuals with higher scores can use their charisma to motivate their peers without much effort.
- On the other hand, middle to lower-score individuals may take more time to motivate their peers and build those relationships, and they must work on confidence in what to say or do in those situations
- **[JAMBOARD ACTIVITY – 5 minutes]**
  - Directions: Leave comments on how to motivate, console, or calm someone down based on the other person's true color personality
    - Include the color in parentheses
  - **https://jamboard.google.com/**