

**Recommendations to Improve the Practice of Incorporating Emotional Intelligence
Instructional Strategies Within the Marine Corps University Professional Military
Education Continuum**

by

Sarah Kirkland

An Applied Research Report Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Liberty University

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APPROVED BY:

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Abstract

The purpose of this study was to provide recommendations to improve the practice of incorporating emotional intelligence instructional strategies at Marine Corps University (MCU) in Quantico, Virginia. The problem was that emotional intelligence needs to be consistently addressed in the curriculum at MCU since research and strategic guidance indicate that it is a critical component of leadership. This study aimed to increase technically and emotionally competent leaders in decision-making and a more unified military that strives to lead effectively. Increasing military members' emotional intelligence is crucial because this may improve military leaders' capacity to deal with traumatic and stressful situations. It also enhances learners' focus, motivation, and success. The central research question is, How can the problem of a lack of emotional intelligence instructional strategies be solved at Marine Corps University in Virginia? Three forms of data were collected for this applied research: interviews, surveys, and document analysis. Semi-structured interviews consisted of 10 questions and were conducted with each participant on an individual basis. The survey contained five demographic questions and 10 Likert scale questions. For the document analysis, lesson course cards were retrieved from MCU instructors. Qualitative data was analyzed by identifying codes and themes. Based on a review of the scholarly literature and data collection and analysis, two possible solutions are recommended to answer the central research question. The two recommendations are curriculum integration and experiential learning instruction.

Keywords: Emotional intelligence, developing emotional intelligence, emotionally intelligent leaders, experiential learning theory

Role of the Researcher

Sarah Kirkland currently serves as an instructional systems designer and education research analyst at a small consulting firm in Virginia. Her education includes a bachelor's degree from East Carolina University, an instructional design graduate certificate from the University of Wisconsin-Stout, and a master's degree from Western Governors University. She is pursuing a Doctor of Education degree at Liberty University with a cognate in curriculum and instruction. Previously, Sarah taught elementary school in both Virginia and North Carolina school districts. Her teaching experience allowed her to educate, inspire, learn, and influence positive change. As an education research analyst at MCU, Sarah is motivated to improve students' emotional intelligence. Since she is a contractor, employed by the university, she recognizes that bias and assumptions may have been present regarding her research. One bias is that Sarah recognizes low emotional intelligence may impact leadership abilities. Another bias is that she believes emotional intelligence is critical to effective leadership. As a researcher, it is essential to the study's integrity that biases be excluded for the literature review, data collection, and analysis results to determine the recommendations for this research.

Permission to Conduct Research

The research was approved by the Commanding General of the Education Command, also known as the President of Marine Corps University. Permission granted access to participants and information regarding university instructor documents to make recommendations to solve the problem (see Appendix A).

Ethical Considerations

When conducting research, doctoral students should be good stewards of the data they collect, examine, annotate, curate, preserve, and share. Participants were exposed to no more than minimal risk since ethical guidelines for applied research must be useful and limit participant risk (Beauchamp & Childress, 2001). No deceit was used during the research process, and the study did not support discriminatory practices (Beauchamp & Childress, 2001). This project gained approval from the Liberty University Institutional Review Board (IRB), MCU IRB, the United States Marine Corps (USMC) Human Research Protection Program (HRPP), and the USMC Survey Office. Participants were chosen through personal communication, including professors, course directors, and academic deans. Pseudonyms were used to conceal the participants' identities. On-campus and virtual interviews were conducted one-on-one and face-to-face. The documents were gathered from university employees. All materials were kept electronically, and password protected. The information contained in this report is not generalizable and will not be shared or distributed outside of Marine Corps University.

Chapter One: Introduction

Overview

The purpose of this study was to provide recommendations to improve the practice of incorporating emotional intelligence instructional strategies at MCU in Quantico, Virginia. The problem was that emotional intelligence needs to be consistently addressed in the curriculum at MCU since research and strategic guidance indicate that it is a critical component of leadership. This chapter of the report presents the Organizational Profile, an Introduction to the Problem, the Significance of the Research, the Purpose Statement, the Central Research Question, and Definitions for this research.

Organizational Profile

This study's educational site was MCU, a professional military education (PME) university in Quantico, Virginia. MCU has five goals that it strives to achieve: professional learning, organizational strength, infrastructure and technology, faculty and staff development, and university outreach (IRAP & MCUP, 2022). MCU's mission is to develop and deliver professional military education and training, as well as to preserve and present the history of the Marine Corps to assist leaders in meeting current and future security challenges and informing the public about the service's contribution to national defense (Marine Corps University, n.d.).

MCU consists of four officer professional military education (OPME) colleges and schools: Marine Corps War College (MCWAR), School of Advanced Warfighting (SAW), Command and Staff College (CSC), and Expeditionary Warfare School (EWS). In 2022, there were 60,125 MCU graduates, 253 instructors, 197 staff members, and 348 adjunct instructors (IRAP & MCUP, 2022). There were 435 military students from all United States military

branches and 60 international students (IRAP & MCUP, 2022). The male-to-female ratio at MCWAR was 29:3, at SAW was 24:1, at CSC was 182:27, and at EWS was 211:25 (IRAP & MCUP, 2022). Each school consists of a director who reports directly to the MCU President (IRAP & MCUP, 2022).

MCU also consists of the College of Enlisted Military Education (CEME, or the Enlisted College) and the College of Distance Education and Training (CDET). CEME offers advanced educational opportunities to help students improve their leadership, critical thinking skills, and understanding of distributed and collaborative warfighting strategies (IRAP & MCUP, 2022). They aim to develop ethical and highly competent leaders who can make intelligent operational judgments in challenging situations (IRAP & MCUP, 2022). CEME oversees the Marine Corps Senior Enlisted Academy (MCSEA) and the Senior Non-Commissioned Officer (SNCO) academy (IRAP & MCUP, 2022). Along with unit and organizational leadership, it also emphasizes operational and strategic levels of conflict, fostering the professional growth of SNCOs (IRAP & MCUP, 2022). There were 14 faculty and staff positions and seven academy directors at CEME in 2022, totaling 3,958 graduates (IRAP & MCUP, 2022).

The mission of CDET is to improve Marine Corps operational readiness through the development, management, and enhancement of distance learning programs and products (IRAP & MCUP, 2022). CDET consists of four programs: Enlisted College Distance Education Program (ECDEP), Expeditionary Warfare School Distance Education Program (EWSDEP), Command and Staff College Distance Education Program (CSCDEP), and Continuing Education Program (CEP) (IRAP & MCUP, 2022). ECDEP offers a continuum of education to improve leadership, develop critical and creative thinking skills, and strengthen Marines' understanding of

warfighting concepts in collaborative settings (IRAP & MCUP, 2022). This contributes to developing moral, reputable leaders who make informed decisions in difficult operational situations (IRAP & MCUP, 2022). In 2022, there were 58,130 ECDEP graduates (IRAP & MCUP, 2022). EWSDEP morally and mentally prepares company-grade officers and warrant officers (CWO3) for billets of higher responsibility within the Fleet Marine Force and the Joint Force, focusing on Marine Air Ground Task Force operations (IRAP & MCUP, 2022). In 2022, there were 780 EWSDEP graduates (IRAP & MCUP, 2022). CSCDEP is a JPME Phase I accredited intermediate-level program primarily for majors and warrant officers (CWO4) (IRAP & MCUP, 2022). In 2022, there were 626 CSCDEP graduates (IRAP & MCUP, 2022). The CDETs CEP aims to export academic and experienced talent from MCU by providing voluntary online elective courses, films, and staff rides to supplement and enhance formal PME (IRAP & MCUP, 2022).

MCU has received accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award master's degrees (Accreditation, n.d.). A Master of Strategic Studies, Master of Operational Studies, and Master of Military Studies are all offered by MCU (Accreditation, n.d.). CSC's educational offerings (including its distance learning program) and MCWAR have also received the Chairman of the Joint Chiefs of Staff's approval through the Process for Accreditation of Joint Education (Accreditation, n.d.). The qualifications required to obtain a master's degree at MCU align with the institution's goals and status as a federal military school (Accreditation, n.d.).

Introduction to the Problem

The problem was that emotional intelligence needs to be consistently addressed in the curriculum at MCU since research and strategic guidance indicate that it is a critical component of leadership. Although MCU is working towards integrating emotional intelligence instructional practices into its curriculum, there is still a need for more focus on the topic. The OPME program outcomes, as listed on the MCU website, do not make any mention, inclusion of, or reference to emotional intelligence (Marine Corps University, n.d.).

However, in the past, MCU has offered stand-alone one-to-two-day courses on developing one's emotional intelligence. Most recently, Command and Staff College (CSC) offered a new emotional intelligence class, and Marine Corps War College (MCWAR) offered a seminar on emotional intelligence. There are currently no emotional intelligence stand-alone courses at the School of Advanced Warfighting (SAW), Expeditionary Warfare School (EWS), College of Enlisted Military Education (CEME), or College of Distance Education and Training (CDET).

Ultimately, a lack of emotional intelligence education and training directly affects the leadership throughout the Marine Corps. Unfortunately, the Marine Corps discharges 75% of first-time Marines each year, leading to replacing 36,000 ranks (Berger, 2021). Historically and presently, these initiatives have been less than ideal in leading the effort to produce military personnel and emotionally intelligent leaders.

Significance of the Research

The benefits of integrating emotional intelligence instructional practices into the MCU curriculum include improving military leaders' ability to navigate stressful and traumatic

experiences (Garcia Zea et al., 2020). Other benefits include improving learners' focus, motivation, confidence, and success (Elmi, 2020). For stakeholders, including faculty and staff, improvements in students' emotional intelligence may increase their emotional intelligence, which plays a vital role in teaching (Joshith, 2012). Ultimately, the Department of Defense (DoD), facing new cultural and intellectual difficulties, will benefit from technically and emotionally competent leaders in their decision-making (Aguilar, 2019; Krishnakumar et al., 2019). The DoD will also benefit from increased military member retention, seeing that leaders' emotional intelligence significantly boosts retention rates (Alzyoud et al., 2019). Emotionally intelligent leaders can translate to happier and healthier military families and a more unified military that strives to lead effectively. Furthermore, when members leave the military, they will be more emotionally sophisticated, benefiting the community.

Purpose Statement

The purpose of this study was to provide recommendations to improve the practice of incorporating emotional intelligence instructional strategies at MCU in Quantico, Virginia. This applied research study included qualitative and quantitative data collection approaches. The first method involved semi-structured interviews with one dean, three directors, and two professors at MCU. The second approach was a survey of six deans, seven directors, and three professors at MCU. The third approach involved a review of documents, including instructors' course cards on emotional intelligence.

Central Research Question

How can the problem of a lack of emotional intelligence instructional strategies be solved at Marine Corps University in Virginia?

Definitions

1. Emotional Intelligence – one's capacity to monitor feelings that guide thinking and behavior, such as self-awareness, self-control, motivation, empathy, and social skills (Goleman, 1995; Salovey & Mayer, 1990).
2. Self-awareness – one's ability to recognize their own emotions and understand how they affect others (Goleman, 2001).
3. Self-Regulation – one's ability to think before acting or responding (Goleman, 2001).
4. Motivation – one's ability to be achievement-driven, take the initiative, be committed, and remain optimistic (Goleman, 2001).
5. Empathy – one's ability to understand the emotional states of others (Goleman, 2001).
6. Social Skills – one's ability to appropriately connect with others while forming healthy and stable relationships (Goleman, 2001).
7. Experiential Learning Theory –four stages in which the learner processes knowledge: concrete experience, abstract conceptualization, transforming experience, and reflective observation (Kolb, 1984).

Summary

The purpose of this study was to provide recommendations to improve the practice of incorporating emotional intelligence instructional strategies at MCU in Quantico, Virginia. The problem was that emotional intelligence needs to be consistently addressed in the curriculum at MCU since research and strategic guidance indicate that it is a critical component of leadership. This chapter of the report presented the Organizational Profile, an Introduction to the Problem,

the Significance of the Research, the Purpose Statement, the Central Research Question, and Definitions for this research.

Chapter Two: Literature Review

Overview

The purpose of this study was to provide recommendations to improve the practice of incorporating emotional intelligence instructional strategies at MCU in Quantico, Virginia. The problem was that emotional intelligence needs to be consistently addressed in the curriculum at MCU since research and strategic guidance indicate that it is a critical component of leadership. This chapter of the report presents a Narrative Review, Theoretical Framework, and Summary.

Narrative Review

The narrative review of the literature provides an analysis and synthesis of research related to the topic to gain further knowledge on the subject (Koons et al., 2019; Rewhorn, 2018). This narrative review provides an overview of emotional intelligence's history, models, methods for measuring it, its applications in training and education, and its applications in the military.

Historical Overview of Emotional Intelligence

Emotion is a multifaceted sensation that affects one's mental and physical state, behavior, and thoughts (Drigas & Papoutsis, 2018). Emotions are thoughts, feelings, brain and nerve activation, physiological responses, and behavioral changes such as facial expressions (Drigas & Papoutsis, 2018). As a result, emotions have been identified as a fundamental cognitive process and mental operation, combining to form a robust system that influences interpretation, comprehension, conflict, and creativity (Sadiku & Musa, 2021).

Emotions surround us and form the foundation of our being, providing meaning to our lives (Sadiku & Musa, 2021). They appear to govern many aspects of our lives, as one must

recognize and respond to significant moments associated with survival and prosperity (Drigas & Papoutsis, 2018). Emotions are also considered one of the four basic types of mental activity: motivation, emotion, cognition, and consciousness are among them (Drigas & Papoutsis, 2018). Most major emotion theories agree that cognitive processes are a significant source of emotions and that feelings form a powerful motivational system that drives perception, intellect, conflict, and creativity (Izard, 1993).

On the other hand, intelligence is the ability to think logically and rationally (Sadiku & Musa, 2021). People can act deliberately, rationally, and successfully in their surroundings (Sadiku & Musa, 2021). Emotional intelligence is a subset of social intelligence in which emotions are valuable sources of information that aid us in navigating our social environment (Sadiku & Musa, 2021). One of its primary research topics has been its impact on interpersonal interactions by promoting healthy social functioning (Trigueros et al., 2020). Although it is a trait ingrained in each of us, through practice one can increase and develop their emotional intelligence (Sadiku et al., 2020a).

In 1872, Charles Darwin published *The Expression of Emotions in Man and Animals*, revealing that the emotional system is critical to species survival. Darwin proposed that emotions served as a fundamental, highly adaptable type of communication. Darwin also contended that people similarly express their feelings through their bodies and expressions. Over a hundred years later, psychologist Howard Gardner (1983) claimed that people have multiple intelligences in various abilities. His best-known work, *Frames of Mind: The Theory of Multiple Intelligences*, described seven new intelligences with highly flexible capabilities (Gardner, 1983). Intrapersonal intelligence is primarily concerned with an individual's analysis and understanding of one's

feelings, whereas interpersonal intelligence is concerned with the behavior, feelings, and motives of others (Gardner, 1983).

Emotional intelligence was first used in 1990 by American psychologists Peter Salovey and John Mayer. Emotions are structured reactions that traverse several psychological subsystems' boundaries, including the physiological, cognitive, motivational, and experiential systems (Salovey & Mayer, 1990). They argued that emotions often arise when an internal or external incident with a pleasant or unpleasant emotional significance for the person happens, resulting in shorter, more intense emotions than mood (Salovey & Mayer, 1990).

In 1995, American novelist, psychologist, and science journalist Daniel Goleman expanded on this topic in his book, *Emotional Intelligence: Why it Can Matter More than IQ*. Goleman (1995) elaborated on social competence, arguing that emotional intelligence is necessary for success. He described emotional intelligence as the ability to understand one's emotions, control them, motivate oneself, recognize the sentiments of others, and manage relationships (Goleman, 1995). Goleman (1995) suggested that emotional stability or intelligence is more important than general intelligence.

Soon after, in 1997, Mayer and Salovey expanded their previous emotional intelligence model. The two researchers stress cognitive components and conceiving emotional intelligence concerning intellectual and emotional growth (Mayer & Salovey, 1997). Mayer and Salovey's (1997) cognitive framework has four branches: emotional awareness, facilitating thinking with emotions, interpreting emotions, and regulating emotions. Mayer et al. (2016) further developed this model by explaining how each branch has two specified tasks: experiential and strategic.

This four-factor model distributes the two allocated tasks over the four branches (Mayer et al., 2016).

Emotional intelligence describes people skills, or how one communicates and interacts with others and upholds social bonds (Sadiku & Musa, 2021). Emotionally aware people are much more likely to comprehend and empathize with the emotions that affect other people's attitudes and behaviors (Sadiku & Musa, 2021). Emotionally intelligent people are also acutely aware of the emotions of others (Alzoubi & Aziz, 2021). It enables one to think more imaginatively and use feelings to solve issues (Sadiku et al., 2020b).

Models of Emotional Intelligence

As a result of extensive research on emotional intelligence, various models have been developed (Kanesan & Fauzan, 2019). Salovey and Mayer (1990) defined emotional intelligence as the ability to recognize and distinguish between one's own and other people's emotions and use this knowledge to guide one's thinking and behavior. However, Goleman (1995) defined emotional intelligence as any underlying personality trait that cognitive intelligence does not cover. Bar-On (1997) challenged that emotional intelligence is a collection of non-cognitive skills that affect a person's ability to successfully manage demands and pressures from their environment. Petrides and Furnham (2001) identified emotional intelligence as a characteristic of emotional self-perceptions at a lower level. From this, three emotional intelligence models—the ability, mixed, and trait models—have been created due to various definitions of emotional intelligence (Kanesan & Fauzan, 2019).

Existing models categorize emotional intelligence as social and personal intelligence (Kanesan & Fauzan, 2019). Salovey and Mayer (1990) explained that emotional intelligence is

the ability to recognize, regulate, and influence one's own and other people's emotions. Bar-On's (1997) mixed model of emotional intelligence was similar in that it included both intrapersonal and interpersonal dimensions. In contrast, Goleman's (2001) refined mixed model focused on self-awareness, self-management, social awareness, and relationship management. Similarly, Petrides and Furnham (2001) agreed that processing affect-laden thoughts is at the heart of emotional intelligence. Because of this, the original model proposed by Mayer and Salovey (1997) clarified how emotional intelligence is inextricably linked to emotional and social intelligence.

Mayer and Salovey's Ability Model

Emotional intelligence was coined in 1990 by John Mayer and Peter Salovey. The two claim emotions are structured responses involving physiological, cognitive, motivational, and experiential subsystems (Rodrigues & Machado, 2019). Furthermore, they argue that, in addition to general intelligence, emotional intelligence is a different cognitive ability (Drigas & Papoutsis, 2018). Mayer and Salovey (1997) suggested a four-branched model of emotional intelligence, categorizing abilities as perceiving emotions, using emotions, comprehending emotions, and managing emotions. This four-branch model illustrates how emotions are essential sources of information that aid in understanding and navigating social situations (Drigas & Papoutsis, 2018). The abilities are structured hierarchically to encourage thinking, cognition, and emotion control as an individual evolves through time, going from higher-order basic skills to higher-order advanced capabilities (Drigas & Papoutsis, 2018).

Emotion perception includes all aspects of emotional self-awareness, emotional identification abilities, and the ability to effectively convey one's emotional needs and feelings to

others (Mayer & Salovey, 1997). These perceptual abilities encourage increased calm and interpersonal collaboration within a person's cohesive and effective social setting (Rodrigues & Machado, 2019). People who can successfully perceive and articulate their feelings are more likely to be understood by their peers and to be able to lead others because of their emotional perceptivity and empathy (Salovey & Meyer, 1990). Empathy is associated with the ability to grasp and re-experience the emotions of others, which may be a necessary component of emotionally intelligent action (Rodrigues & Machado, 2019).

Emotion, or the ability to use feelings in these ways, aids decision-making, reasoning, problem-solving, and other cognitive processes (Turnipseed, 2018). When emotions are used to enhance cognitive functions and tap into the power of optimistic moods, thinking becomes more accessible (Turnipseed, 2018). For example, individuals with higher levels of acceptance and emotional control perceive their events or surroundings as less threatening, resulting in lower levels of psychological stress (Morales-Rodríguez & Pérez-Mármol, 2019).

Understanding emotions includes the capacity to spot likely changes in emotional states (Turnipseed, 2018) and refers to the ability to comprehend emotional evidence (Rodrigues & Machado, 2019). Fiori and Vesely-Maillefer (2019) suggested emotions entail learning vocabulary and then using it to identify subtle variations while describing various combinations of feelings. It may be less common for people to act in ways that exacerbate or prolong negative effects, like ruminating or venting if they know the causes of those feelings (Bucich & MacCann, 2019).

Emotion regulation refers to the ability to experience various emotions to assess their appropriateness and utility in each situation (Turnipseed, 2018). Maintaining a positive attitude

in a difficult situation or controlling excitement when making a critical decision are examples of managing emotions (Fiori & Vesely-Maillefer, 2019). Thus, managing emotions promotes an individual's cognitive and emotional development (Kanesan & Fauzan, 2019). Individuals with higher emotional intelligence would rather use adaptive reappraisal tactics than merely repress their emotional responses (Megías-Robles et al., 2019).

People who have developed emotional intelligence competencies comprehend and express their emotions, perceive the emotions of others, manage emotions, and use emotions and humor to encourage adaptive action (Rodrigues & Machado, 2019). Emotional intelligence, as outlined by Mayer and Salovey (1997), is passive while performing tasks like reading a letter's address and becomes active when the information being processed relates to personal or emotional matters. The ability to detect nonverbal cues, sense, express emotions, and comprehend and manage these emotions in oneself is central to emotional intelligence (Mayer & Salovey, 1997).

Petrides Trait Model

Whereas the ability model refers to self-awareness, social awareness, and management, the trait model relates to mood and the proclivity to react in a specific manner in emotional states while considering other important factors (Drigas & Papoutsis, 2018; Petrides, 2001). Trait emotional intelligence describes our emotional dispositions and how good one believes they are at identifying, comprehending, managing, and utilizing our own and other people's emotions (Petrides et al., 2019). Trait emotional intelligence is a mixture of personality attributes that are especially effective in emotionally and socially significant situations (Alegre et al., 2019). Farnia et al. (2018) explained that trait emotional intelligence promotes eliciting positive emotions and

downregulating negative emotions, expanding people's potential for ideas and actions, and improving decision-making performance.

The model examines self-perceived emotional intelligence at the base of the personality hierarchy and employs questionnaires and rating scales as evaluation tools (Drigas & Papoutsis, 2018). As a result, Kanesan and Fauzan (2019) measured emotional intelligence as part of the personality dimension. A person's trait emotional intelligence comprises fifteen emotion-related characteristics dispersed over several personality traits and grouped under four main categories: emotionality, sociability, self-control, and well-being (Drigas & Papoutsis, 2018; Petrides et al., 2019).

The first category, emotionality, consists of emotional awareness (individually and concerning others), emotional expression, relationships, and trait empathy (Petrides et al., 2019). High scorers believe they are clear about their own and other people's feelings, capable of articulating their feelings to others, establishing fulfilling personal connections, and seeing things from someone else's perspective (Petrides et al., 2019). Someone with a high emotionality score might consider themselves calm (Laborde et al., 2019).

Sociability is the social awareness, assertiveness, and emotional management in interpersonal relationships (Petrides et al., 2019). High scorers say they are skilled networkers with outstanding social skills; they can influence the feelings of others, and they are upfront, frank, and eager to stand up for their rights (Petrides et al., 2019). Someone with a high sociability score might consider themselves a skilled negotiator (Laborde et al., 2019).

Self-control is emotions, stress management, and impulsive control (Petrides et al., 2019). High scorers report being able to control their emotions, deal with pressure and stress, are

thoughtful, and are less likely to give in to their impulses (Petrides et al., 2019). People with remarkable self-control might claim they can regain control of their emotions (Laborde et al., 2019).

The definitions of well-being include trait optimism, trait happiness, and trait self-worth (Petrides et al., 2019). High scorers describe themselves as successful, content, confident, happy, and inclined to see the positive side of things (Petrides et al., 2019). Someone with a high well-being score might feel terrific and lively most days (Laborde et al., 2019).

Goleman's Mixed Model

In 2001, Goleman expanded on Mayer and Salovey's (1997) four-branch approach to the five domains of emotional intelligence: self-awareness, emotion regulation, motivation, empathy, and social skills. Goleman (2001) described emotional intelligence as a broad spectrum of characteristics and competencies influencing leadership effectiveness. This emotional intelligence paradigm is a broad set of traits and skills that drive leadership effectiveness (Sadiku & Musa, 2021).

The cornerstone of emotional intelligence is self-awareness, or the ability to recognize a feeling as it arises (Goleman, 2001). Knowing oneself means having the ability to understand their feelings, having an accurate self-assessment of their strengths and weaknesses, and showing self-confidence (Drigas & Papoutsis, 2018). Proper emotion identification increases emotional expression and allows for good reactions to the emotions of others, allowing socially adaptive behaviors (Zhoc et al., 2020). Individuals with emotional awareness competence comprehend their emotions and why, know their strengths and shortcomings, and present themselves confidently (Serrat, 2017).

The subject of the second domain, which is known as emotion regulation, is the power to mitigate, reduce, improve, or modify an emotional response in oneself and others (Zhoc et al., 2020). Altaras Dimitrijević et al. (2018) defined emotion regulation as the capacity to control emotions mindfully to achieve more adaptable and supportive emotional states, maintain relationships, and foster personal development. Individuals with the competency of self-regulation control impulsive sentiments and painful emotions effectively, act ethically and beyond reproach, make commitments and maintain promises, handle many demands, and seek out new ideas from various sources (Serrat, 2017).

Individuals are motivated to self-regulate their emotions not just to preserve and prolong pleasant affective states but also to reduce and terminate the experience of negative ones (Goleman, 2001). Paying attention, self-motivation, mastery, and creativity require emotions to attain a goal (Goleman, 2001). Individuals with the competency of self-motivation are often results-oriented, with a strong desire to achieve their goals; willing to make personal or group sacrifices to meet a larger organizational goal; ready to seize opportunities; and persevere in pursuing goals despite obstacles and setbacks (Serrat, 2017).

Goleman (2001) emphasized that the cornerstone of emotional intelligence is self-awareness or recognizing a sensation as it occurs. Empathy occurs through self-awareness; the more one accepts their feelings, the better they will comprehend those of others (Goleman, 2001). Socially conscious people are more likely to recognize and reward the accomplishments of others, respect people from different backgrounds, understand the needs of others, listen attentively, are sensitive to emotional cues, and correctly interpret fundamental power dynamics (Serrat, 2017).

The capacity to influence other people's emotions is essential in relationships (Goleman, 2001). They are social superstars because they perform well in anything requiring good interpersonal communication (Goleman, 2001). Individuals with strong social skills usually excel at persuasion, give-and-take, tuning their message to emotional cues, articulating enthusiasm for a shared vision, recognizing the need for change, dealing with difficult people diplomatically, cultivating extensive informal networks, and balancing a focus on task with attention to relationships (Serrat, 2017).

Bar-On's Mixed Model

In 1996, Bar-On emphasized that emotional intelligence represents our capacity to interact well with others and our emotions (Sadiku & Musa, 2021). He argued that a person's capacity to successfully deal with environmental demands and stresses is influenced by their non-cognitive talents, competencies, and skills, which he refers to as emotional intelligence (Bar-On, 1996). Bar-On's (1996) mixed model includes intrapersonal and interpersonal aspects of emotional intelligence (as cited in Kanesan & Fauzan, 2019). This model divides emotional intelligence into five dimensions: intrapersonal skills, interpersonal skills, adaptability, stress management, and general mood (Rodrigues & Machado, 2019).

The first dimension, intrapersonal skills, is identifying, comprehending, and articulating one's feelings and ideas (Rodrigues & Machado, 2019). Intrapersonal skill subcomponents include self-esteem, empathy, assertiveness, individualism, and self-actualization (Bar-On, 1997). This competence focuses on oneself and how it aids in managing what happens within oneself, such as being aware of how one impacts their surroundings by regulating their emotions during difficult times (Chong et al., 2019).

The second dimension of interpersonal skills is recognizing and accepting other people's feelings and developing and maintaining mutually responsible and happy relationships (Rodrigues & Machado, 2019). Interpersonal abilities include empathy, interpersonal relationships, and social responsibility (Kanesan & Fauzan, 2019). Interpersonal skills are apparent to others and represent individuals' capacity to discern and manage their senses, emotions, and intentions in social situations (Chong et al., 2019). Individuals with these abilities are incredibly thoughtful and are likely to have an intuition or an opinion of a higher level (Chong et al., 2019).

The ability to adapt to change refers to a person's adaptability (Serrat, 2017). Situations that require change necessitate emotions that facilitate thinking, reasoning, and adaptation to environmental demands (Rodrigues & Machado, 2019). The ability to change effectively is relevant because it considers how employees cope with personal and interpersonal change and change in their immediate environment (Singh et al., 2022). Adaptability includes reality testing, flexibility, and problem-solving (Kanesan & Fauzan, 2019).

The fourth dimension is stress management, which is assessing and overcoming any obstacle that causes emotional tension, controlling impulses, and regulating emotions for one's benefit (Rodrigues & Machado, 2019). Emotional management and control govern our ability to deal with emotions that work for us rather than against us (Singh et al., 2022). Therefore, stress management is an aspect of stress tolerance and impulse control (Kanesan & Fauzan, 2019).

The fifth and final dimension, general mood, is based on happiness and optimism and is assumed to indicate an individual's level of life satisfaction (Kanesan & Fauzan, 2019). It appears as good feelings and well-being sensations promoting success (Rodrigues & Machado,

2019). This is our capacity to enjoy ourselves, others, and life, influencing our overall attitude toward life and sense of contentment (Singh et al., 2022).

Measuring Emotional Intelligence

Since Salovey and Mayer (1997) published the original emotional intelligence model, several different conceptualizations of emotional intelligence have been offered (as cited in Keefer et al., 2019). Salovey and Mayer (1997) defined emotional intelligence as the ability to sense, understand, and regulate emotions. All models of emotional intelligence implicitly presume that these abilities are necessary for constructive problem-solving and psychosocial adaptability (Keefer et al., 2019).

One of the most challenging concerns in the emotional intelligence field is the coexistence of two distinct ways of defining competencies (Keefer et al., 2019). From one fundamental perspective, emotional intelligence is a set of emotion-related abilities (Fiori & Vesely-Maillefer, 2018). On the other hand, it is a set of emotion-related personality and behavioral traits that others may self-report or see (Petrides et al., 2019). Petrides and Furnham (2001) created a conceptual distinction between ability and trait emotional intelligence to distinguish between the two fundamental methods.

Ability and trait emotional intelligence differ from how they are measured (Keefer et al., 2019). Individuals respond to stimuli or solve tasks designed to estimate their maximum level of knowledge and aptitude in performance-based examinations when assessing ability emotional intelligence (Keefer et al., 2019). Self-report questionnaires probe individuals' usual behaviors, values, and self-concepts when assessing trait emotional intelligence (Bar-On, 1997; Petrides, 2001). As a result, ability emotional intelligence is classified as intelligence and overlaps with

other cognitive talents, whereas trait emotional intelligence is classified as personality and overlaps with essential personality traits (Petrides et al., 2001). The following emotional intelligence tests have all been carefully examined and assess a few of the key characteristics that all emotional intelligence scales share: recognizing emotions, regulating emotions, and employing emotions (O'Connor et al., 2019).

Marjanovic and Dimitrijevic (2020) claimed that the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEI) is the only test covering all emotional intelligence dimensions. The test comprises two sets of 141 items that evaluate four abilities: perceiving emotions, utilizing emotions to enhance thinking, comprehending emotions, and managing emotions (Caruso et al., 2018). The test assesses the ability to reason with emotions and emotional signals and use emotion to enhance thought (Lakshmipriya, 2018). The MSCEIT is the most widely used emotional intelligence test because it uses percentage consensus scoring (PCS), which assigns a score between 0 and 1 depending on the percentage of the normative sample that agrees with each response (Marjanovic & Dimitrijevic, 2020). The results include a total emotional intelligence score, two Area scores, four Branch scores, and eight Task scores, totaling 15 top scores (Lakshmipriya, 2018).

A handful of free measures of trait emotional intelligence have been well-researched; however, the widely used and publicly available Self-Report Emotional Intelligence Test (SREIT) is an exception (O'Connor et al., 2019). The test consists of 33 items and assesses six dimensions: positive affect, emotions of others, pleasant feelings, personal emotions, nonverbal emotions, and emotional management (Abdullah, 2018). These four scales correspond to the broad aspects found in many emotional intelligence assessments (O'Connor et al., 2019).

The Trait Emotional Intelligence Questionnaire (TEIQue) is a commonly used questionnaire that assesses trait emotional intelligence in four components and 15 features (O'Connor, 2019). It solely depends on self-report responses; aspect ratings indicate average behavior rather than peak performance (O'Connor, 2019). The most recent edition of the TEIQue long form has 153 items and provides scores on 15 aspects, four components, and global traits of emotional intelligence (Petrides & Mavroveli, 2020). The TEIQue evaluates emotion-related personality in categories such as emotion evaluation and expression, social skills and empathy, emotional management and self-control, adaptation and perseverance, and positive emotionality (Di Fabio & Saklofske, 2019).

The Emotional Quotient Inventory (EQ-i) examines self-perceived competencies in detecting and comprehending one's emotions, empathy and social skills, emotion regulation and self-control, and flexibility and perseverance for people over the age of 17 (Di Fabio & Saklofske, 2019). The shorter Emotional Quotient Inventory (EQ-i: YV) contains 60 items for children and adolescents aged seven to 18 (Esnaola et al., 2018). The Emotional Quotient Inventory: Youth Version Short (EQ-i: YV-S) is a 30-item questionnaire for children and adolescents ages seven to 18 (Gilar-Corbi et al., 2021).

The Situational Test of Emotion Management (STEM) is an emotion management ability test (Caruso et al., 2018). The STEM uses the same framework as the MSCEIT's controlling emotions branch regarding situational judgment tests (SJT) (Fiori & Vesely-Maillefer, 2019). Respondents have presented 44 short situations in which they must choose the best course of action for dealing with the topic at hand emotionally, efficiently, and intelligently (Gilar-Corbí et al., 2018). The Situational Test of Emotional Understanding (STEU) is a similar ability test that

uses the SJT format (Fiori & Vesely-Maillefer, 2019). Respondents are shown 42 brief scenarios illustrating real-life social and emotional events and asked to choose which emotion best matches how the character would feel in each circumstance (Gilar-Corbí et al., 2018). STEM might be seen as a measure of one's emotional control, whereas the STEU is a measure of emotional understanding (O'Connor et al., 2019).

Emotional Intelligence Training and Education

Emotional intelligence improvement and development occur through targeted interventions and formal education (Dave et al., 2021). Studies on the effects of emotional intelligence interventions on teamwork, conflict management, employment, interpersonal disputes, institutional climate, and job satisfaction have demonstrated significant improvements (Kotsou et al., 2019). The long-term improvements in mental health resulting from interventions emphasizing good coping skills should also include trait emotional intelligence instruction, especially for emotionally exhausting professions (Espinosa et al., 2019). An innovative emotional intelligence training program has proven to strengthen senior managers' emotional understanding and emotion management while maintaining intrapersonal emotional intelligence, self-perception, general mood, self-expression, and stress management (Gilar-Corbi et al., 2019). Another study confirmed the applicability and value of a low-cost training intervention for nursing staff by finding a substantial rise in emotional intelligence scores following a three-month training program (Kozlowski et al., 2018). The efficacy of an emotional intelligence training program reveals that it assisted 96 international rugby players in developing specific emotional abilities (Campo et al., 2019). As a result, targeted interventions and formal training can develop emotional intelligence (Dave et al., 2021).

One of the pillars of higher education is the capacity to learn about oneself and use knowledge to address challenging issues (Gilar-Corb et al., 2018). Because emotional intelligence is a significant variable in professional performance, post-secondary institutions should consider it a set of essential skills their students will require after graduation (Parker et al., 2019). Learning is facilitated by developing students' emotional intelligence skills, which will help them successfully internalize and implement curriculum and instruction (Zhoc et al., 2018). There need to be more studies on teaching emotional intelligence-related abilities explicitly to post-secondary students, aside from colleges and universities providing all-day workshops or seminars to emphasize the topic's relevance for academic performance (Parker et al., 2019).

Students experience various emotions while learning, including interest, enjoyment, anxiety, anger, shame, and boredom (Zhoc et al., 2020). Considering this, positive and negative emotions significantly impact student engagement and learning outcomes (Zhoc et al., 2020). An online, in-person, and peer-to-peer coaching program for emotional intelligence has demonstrated that emotional competence is a skill that can be taught in higher education and that the academic environment at universities provides the best conditions for emotional regulation (Gilar-Corb et al., 2018). A mindfulness-based education program on various mindfulness, well-being, personality, emotional intelligence, and job competence dimensions has also been shown to increase levels in all areas while lowering stress and depressive symptoms (Nadler et al., 2020). Suppose young people's emotional and relational abilities, such as trait emotional intelligence, are nurtured to improve their welfare, helping them to flourish as individuals while contributing to healthier organizations (Di Fabio & Kenny, 2019).

Emotional intelligence education may also increase trait emotional intelligence and the enjoyment of learning a foreign language while reducing communication anxiety in language classrooms (Li & Xu, 2019). Similar findings have been made regarding how postgraduate English foreign language learners' performance in their second language was impacted by their trait emotional intelligence characteristics (Chen & Zhang, 2020). For instance, the well-being component of trait emotional intelligence significantly impacted students' listening skills (Chen & Zhang, 2020).

While examining the short- and long-term effects of an intervention aimed at enhancing emotional intelligence in business administration and management students, it was also found that an intervention solely on emotional regulation increased participants' perceptions of their ability to control their emotions (Geßler et al., 2020). An emotional regulation intervention that focused on emotion awareness, on the other hand, significantly improved participants' performance on objective emotion control evaluations (Geßler et al., 2020). Additionally, a quasi-experimental study with nursing students found that the experimental group's students displayed higher levels of professional competence than the control group's students, suggesting that teaching emotional intelligence skills to nursing students may be advantageous (Kikanloo et al., 2019).

Academic achievement is a standard indicator of a student's success in higher education, and growing research shows that emotional intelligence and academic achievement are positively correlated (Zhoc et al., 2018). Additionally, emotional intelligence helps students achieve generic outcomes like social, cognitive, and self-growth outcomes (Zhoc et al., 2018). Therefore, programs that teach emotional intelligence may aid university students in overcoming some of

the obstacles they may face and boost their overall self-efficacy in managing stress (Morales-Rodriguez & Pérez-Mármol, 2019). In addition, the framework for developing standards for high-quality professional education also justifies the need for assessment and intervention competencies related to emotional management and interpersonal problems in higher education (Belaunzaran Mendizabal, 2019).

Emotional intelligence has been identified as a growing trend and a strategy for improving student learning in higher education (Mamat & Ismail, 2021). Educators who recognize and understand their students' emotions and identify differences in student behavior are equipped to provide appropriate support (Valente et al., 2020). Assisting students in this way is significant because emotional intelligence is a critical component of the learning process that not all educators fully understand (Ezzi, 2019). University educators' emotional intelligence abilities promote appropriate learning environments that foster motivation and engagement (Mamat & Ismail, 2021). As a result, emotionally intelligent educators are regarded as facilitators of learning (Purnomo, 2020). Educators must regulate their emotions to address their field's broad emotional needs (Wood, 2020).

Emotional Intelligence in Higher Education

One must have specific abilities to succeed, including understanding who they are and how they respond in various circumstances (Devis-Rozental, 2020). Emotional intelligence significantly impacts people's lives, allowing them to accomplish great things (George et al., 2021; Sadiku & Musa, 2021). Because humans are holistic beings, it can be challenging to separate emotions from intellect or even performance and skills (Devis-Rozental, 2018). However, increasing our emotional intelligence can benefit many aspects of our lives by

providing learning opportunities and power and boosting our motivation, self-esteem, and confidence (Devis-Rozental, 2018). With practice, one can modify the pathways in the limbic system to facilitate quicker and better emotional reactions to everyday situations (Deutsch, 2021). Improving and practicing emotional intelligence techniques and applying emotional intelligence concepts can help one pave the way to successful relationships in all areas of life (Sadiku & Musa, 2021).

Academics must provide opportunities for students to learn about and practice emotional intelligence to develop it fully (Devis-Rozental, 2018). The social sciences and humanities are the most effective ways to improve emotional literacy and, as a result, emotional understanding (Mestre, 2020). Literature, for example, is a discipline that can give meaning and significance to emotions, especially social emotions (Mestre, 2020). Emotional intelligence education can also teach expertise and communication skills (George et al., 2021). However, for students to gain self-awareness and assess their progress, these learning opportunities should be made explicit through learning outcomes that specifically mention the targeted areas (Devis-Rozental, 2018).

Higher education institutions are at the cutting edge of knowledge creation and exchange, pushing the boundaries to benefit society (Devis-Rozental, 2020). A greater emphasis should be placed on students' emotions in higher education to boost student engagement in the classroom and enhance social awareness, motivation, and academic achievement (Elmi, 2020). Through various formal opportunities, such as communication, listening, compromise, and reasoning courses, higher education institutions can assist students in developing their interpersonal skills (Kastberg et al., 2020). As in previous educational settings, helping students develop skills that

promote their social and emotional well-being is a long-term investment in higher education (Elmi, 2020).

One basic set of abilities needed for success in the workplace is emotional intelligence (Kastberg et al., 2020). Employers favor new hires with strong emotional intelligence skills at a time when education is essential for economic success (Sadiku & Musa, 2021). Once students graduate from college, they will enter competitive markets and challenging situations where having an advantage will depend on their personal qualities and soft skills (Devis-Rozental, 2020). Higher education institutions play a crucial role in developing these skills to position students for success in the workplace (Kastberg et al., 2020).

Educators should learn about socio-emotional intelligence, practice skills, and provide an opportunity to reflect on it since it evolves through knowledge and experience (Devis-Rozental, 2018). Because teaching is an emotionally taxing profession, higher education institutions may want to give their employees the time and opportunity to develop and improve their emotional intelligence competencies (Parker et al., 2019). To maintain a balance between the formal and informal approaches to teaching, educators must understand and regulate their own emotions and feelings and those of their students (Kaur et al., 2019). When educators can consistently understand, use, and control their own emotions as well as the emotions of their students, they are more adept at incorporating emotional intelligence approaches into their instructional methods (Kaur et al., 2019; Mamat & Ismail, 2021). Educators with higher levels of emotional intelligence are also frequently more vital to classroom management since they create learning environments where students can express themselves (Parker et al., 2019; Roth et al., 2019; Sekreter, 2019).

Emotional Intelligence Instructional Strategies

Many training programs and educational strategies support people in developing specific emotional intelligence skills (Kastberg et al., 2020). Higher education can adapt successful K–12 programs focusing on raising students' and teachers' emotional intelligence (Joseph et al., 2019). University settings can help with this by providing engaging written assignments, student participation in small group discussions, modeling or learning from others, opportunities for reflection, and peer and faculty feedback (Devis-Rozental, 2018; Kastberg et al., 2020; McGinnis, 2018; Tuyakova et al., 2022).

Self-awareness concepts, such as emotional awareness, self-assessment, and self-confidence, should be introduced early in the educational process, followed by skills in self-regulation and motivation development (Kastberg et al., 2020). Following a lecture on these principles of emotional intelligence, writing and journaling assignments, discussions, and interactive sessions on emotional intelligence, in general, can be implemented (Kastberg et al., 2020; McGinnis, 2018). Emotional intelligence competencies can also be practiced through reflective writing or developing stronger social connections while working in small groups (Devis-Rozental, 2018).

Small cohorts of no more than 20 students have been beneficial in developing students' emotional intelligence because they can better interact with their peers and learn in a more focused small environment where they can build positive interactions with others and the instructor (Devis-Rozental, 2018). Through mastery of the content, group work increases self-awareness and self-efficacy while requiring recognition and understanding of others' perspectives, collaboration, influencing, participation, communication, interpersonal, leadership,

and problem-solving skills under pressure (Devis-Rozental, 2018; Thompson et al., 2020). Group projects with an oral presentation component enable learners to develop empathy and public speaking skills (Gomes da Costa et al., 2021).

Students can learn emotional intelligence by getting to know their peers and sharing their learning journeys, creating a sense of belonging and a safe space for sharing inspirational ideas (Devis-Rozental, 2018). A safe environment prevails when the professor acts more as a facilitator, allowing students to learn from one another (Devis-Rozental, 2018). Understanding emotional intelligence also benefits from discussions and role-playing exercises in emotionally taxing circumstances (George et al., 2021). Emotion recognition can be developed through personal experiences by analyzing a conflict situation, modeling the ideal outcome of the conflict, and demonstrating how conflict participants should change their emotional filter (Tuyakova et al., 2022).

Humans are not told how to feel; they are asked to consider how they feel in situations and assess whether those feelings help them (Deutsch, 2021). There should be places where students can practice their social skills and reflect on and improve their self-awareness, motivation, and self-esteem (Devis-Rozental, 2020). Reflection worksheets designed by researchers that focus on the developmental growth of one's emotional intelligence have also helped students grow (McGinnis, 2018). Reflective activities that give students a chance to think back on what caused them to feel this way, describe their feelings, the sounds, and sights around them at the time, and the situation itself in all its details can help teach them how to understand their emotions and what caused them (Tuyakova et al., 2022).

Providing qualitative and quantitative feedback on one's emotional state aids in developing self-awareness (Tuyakova et al., 2022). Self-awareness is further developed in a higher-level seminar course that includes a 360-degree assessment that elicits a range of feedback from the instructor or peers (Kastberg et al., 2020). Professors or peers can also provide constructive feedback on performance in content and form (Gomes da Costa et al., 2021). After that, students would participate in a debriefing to discuss how to interpret feedback, identify their areas of strength and growth potential, and develop an action plan (Kastberg et al., 2020).

Emotional intelligence causes a person to consider the positive outcomes of difficult situations, resulting in lower stress levels and more significant contributions to overall success (George et al., 2021; Sadiku & Musa, 2021). Through emotional intelligence, it is critical to assist students in creating a sense of belonging and motivation and fostering academic success (Elmi, 2020). Like everything else, the education sector constantly evolves and has become a more social, interactive, and personable platform for collaborative learning gains (Kaur et al., 2019). Higher education institutions can help to develop emotional intelligence by incorporating techniques and methodologies into educational processes and curricula (Kastberg et al., 2020).

Emotional Intelligence in the Military Context

The military requires close interpersonal contact and can be stressful (Krishnakumar et al., 2019). A person who works in dangerous, extreme situations is frequently required to express their own emotions and those of others; thus, identifying and controlling dominant emotions reduces the stress of this type of work (Andrushko et al., 2020). Emotional intelligence training and interventions enhance a person's ability to cope with stress and traumatic events (Garcia Zea et al., 2020). Thus, emotional intelligence is a crucial skill for military personnel as it is

necessary to work with others in a demanding profession while reading and responding to others' emotions (Garcia Zea et al., 2020; Krishnakumar et al., 2019).

Emotional intelligence improves performance, productivity, work quality, and career success (Sadiku & Musa, 2021). Further, increased emotional intelligence is linked to better discipline, a crucial trait in military service (Krishnakumar et al., 2019). However, members of an organization who need an understanding of a skill, such as emotional intelligence, are less able to use it to improve their decision-making and boost organizational performance (Wopat & Needham, 2021). Moreover, military personnel perform better in these uncertain and stressful environments when they have developed their emotional intelligence skills (Garcia Zea et al., 2020).

Today's military leaders face new social, philosophical, and practical challenges that did not exist a decade ago, all of which call for high emotional intelligence (Aguilar, 2019). Military leaders must be able to handle various duties, adjust intellectually and emotionally to unforeseen difficulties, develop skills in different contexts of action, and morally support subordinates while carrying out varied tasks in a complex environment (Stănciulescu & Beldiman, 2019). As a result, leaders with higher emotional intelligence are more likely to create an environment where their subordinates can thrive (Garcia, 2021). A leader's confidence, dependability, resilience, and emotional intelligence impact their effectiveness (Callahan & Grunberg, 2019).

Military leaders face various intellectual and cultural challenges that require high emotional intelligence (Aguilar, 2019). Therefore, for a mission to be successful, an operational team must be able to effectively control and use their own and each other's emotions (Garcia Zea et al., 2020). Influential leaders must exhibit empathy, assertiveness, emotional self-control, self-

awareness, and self-actualization (Stănciulescu & Beldiman, 2019). Thus, effective leadership in command and staff positions is essential to the success of warfighting units (Berger, 2021).

The ability to influence people is one of the foundations of leadership, which is an attribute that stems from emotional intelligence (Garcia, 2021). Those in charge influence how subordinates view their leaders and whether they follow them (Koh & O'Higgins, 2018). Through their emotional intelligence, personal and social skills, and attitude toward personal training, the leader can inspire their followers to want to advance their skills and knowledge in the workplace (Stănciulescu & Beldiman, 2019). Influential leaders use suitable, emotionally controlled communication techniques to package their messages in a way that makes them simple to understand, captivating to audiences, and tailored to the emotional requirements of followers (Callahan & Grunberg, 2019). On the other hand, toxic leaders encourage perfectionist behaviors, which result in fear of failing and taking risks, rather than modeling and encouraging employees to make a healthy effort and to develop an empathic culture (Baboş & Rusu, 2020). Since motivating other people is the primary goal of leadership, having emotional intelligence is essential to a leader's success (Sadiku & Musa, 2021).

One of the crucial traits that leaders must keep enhancing is emotional intelligence (Callahan & Grunberg, 2019). Through committed study, practice, and hard work, a Marine transforms their abilities into strengths, aptitudes, and skills (Berger, 2021). Unfortunately, military leaders have historically been reluctant to employ emotional intelligence, primarily because they are concerned about a potential loss of task orientation (Aguilar, 2019). However, a personnel system that can recruit, develop, and maintain a corps of increasingly intellectual, physically fit, cognitively mature, and competent Marines is required to fight and win on future

battlefields (Berger, 2021). Moreover, emotional intelligence can be taught and developed throughout the early phases of military education, increasing the chances of each military student becoming a leader (Garcia, 2021). Training must emphasize social and interpersonal skills because, when used in daily life, they can lead to positive interactions between military service members and their families, neighbors, coworkers, and other members of their communities (Aguilar, 2019).

Theoretical Framework

A theoretical framework aims to clarify and interpret the phenomenon under study (Luft et al., 2022). The theoretical framework is a structure that integrates ideas and theories created from previously tested and published knowledge to provide a theoretical foundation for data analysis and interpreting the meaning contained in the research data (Kivunja, 2018). Two frameworks can clarify and interpret this study: the theory of emotional intelligence and the theory of experiential learning. Emotional intelligence theory explains why understanding emotions is essential and how they affect the relationship between leaders and subordinates (Kivunja, 2018). Experiential learning theory can help explain how emotional experiences can improve leaders' emotional intelligence (Kolb, 1984).

Organizational leaders are developed in various ways, including formal organizational training, emotional intelligence classes, a more self-aware approach, and through game-based learning and virtual environments (Andersen, 2021; Drigas & Papoutsis, 2019; Moldoveanu & Narayandas, 2019; Sutton & Jorge, 2020; Vito, 2018). Understanding the feelings and thoughts of subordinates is the central tenet of emotional intelligence in an organizational setting (Lone & Lone, 2018). Developing emotional intelligence occurs through experiential learning theory,

which enables students to develop crucial practice-based skills and learn the transferability between the classroom and the workplace (Sanderson, 2020). Together emotional intelligence theory and experiential learning theory provide a framework for further understanding this research study.

Salovey and Mayer (1997) stated that emotional intelligence is the ability to recognize and differentiate between one's own and other people's emotions and use this understanding to influence one's thinking and behavior. Goleman defined emotional intelligence in 1995 as any underlying personality trait not covered by cognitive intelligence. Bar-On (1997) described emotional intelligence as a group of non-cognitive abilities influencing a person's capacity to successfully manage demands and pressures from their environment. In the view of Petrides and Furnham (2001), emotional intelligence is a quality made up of emotional self-perceptions at a lower level. Due to the different definitions of emotional intelligence, three models—the ability, mixed, and trait models—have been developed (Kanesan & Fauzan, 2019).

David Kolb (1984) published his experiential learning theory model due to his influence from John Dewey, Kurt Lewin, and Jean Piaget. The experiential learning theory model includes four stages in which the learner processes knowledge: concrete experience, abstract conceptualization, transforming experience, and reflective observation (Kolb, 1984). Educators promote experiential learning by assisting students in applying their knowledge and understanding to real issues and authentic situations (Elmes, 2019). Activities that emphasize experiential learning in the classroom encourage student engagement, critical thinking, and the exploration of controversy and conflict in a secure setting (Sanderson, 2021). Extending our understanding of experiential learning and how to facilitate it is an important area of research

because there is a renewed interest and emphasis on using it in formal educational settings (Morris, 2019).

Emotional intelligence in organizational leadership directly impacts the retention of high-quality employees and overall productivity, inspires, and motivates them, and creates a healthier workplace (Drigas & Papoutsis, 2019). Extensive research (Aguilar, 2019; Callahan & Grunberg, 2019; Garcia, 2021; Koh & O'Higgins, 2018; Stănciulescu & Beldiman, 2019) underscores the crucial role of emotional intelligence in leadership and leader development. Additionally, experiential learning of emotional intelligence skills is critical for organizational survival and cultural development (Sutton & Jorge, 2020). As a result, the theories of emotional intelligence and experiential learning are appropriate for this study because military leaders are constantly learning and interpreting their own emotions as well as the emotions of others while experiencing these emotions in extreme situations.

Summary

The purpose of this study was to provide recommendations to improve the practice of incorporating emotional intelligence instructional strategies at MCU in Quantico, Virginia. The problem was that emotional intelligence needs to be consistently addressed in the curriculum at MCU since research and strategic guidance indicate that it is a critical component of leadership. This chapter of the report presented the Narrative Review and Theoretical Framework for this research.

Chapter Three: Procedures

Overview

The purpose of this study was to provide recommendations to improve the practice of incorporating emotional intelligence instructional strategies at MCU in Quantico, Virginia. The problem was that emotional intelligence needs to be consistently addressed in the curriculum at MCU since research and strategic guidance indicate that it is a critical component of leadership. This chapter of the report presents the Interview Procedures, Survey Procedures, and Qualitative Document Analysis Procedures.

Interview Procedures

The first approach to collecting data in this study was semi-structured interviews. This method allowed for the creation of interview questions based on academic literature and subjects that needed to be investigated concerning the research problem. It also enabled the interview questions to be formatted so that they elicited information about the participant's experiences. Conducting interviews also revealed how instructors planned to improve the practice of incorporating emotional intelligence instructional strategies at MCU. Participants were elicited using purposeful sampling because they could specifically inform the study problem. One dean, three directors, and two professors comprised the six MCU instructors. The participants were chosen based on their familiarity with the concepts of emotional intelligence.

On-campus and virtual interviews were conducted one-on-one and face-to-face. The discussions followed a standard interview format (Claxton & Michael, 2020). The participant chose each interview's time and date. Interviews were held in person or online through Google

Meet. Each interview lasted about an hour and was recorded. The recordings were transcribed immediately after the interviews for data analysis.

The interview transcripts were then evaluated. Coding and analyzing massive amounts of data can be accomplished more quickly nowadays thanks to software for qualitative data analysis like MAXQDA (Woods et al., 2016 as cited in Giesen & Roeser, 2020). The categories and themes from the participants' interactions were noted using descriptive coding. Coding and categorizing were appropriate data processing techniques because they allowed participants' responses to be matched to study-related literature (Creswell & Poth, 2019). This data analysis technique also provided information for a table of codes, which was used to determine what was and was not an entry under a specific theme. Categories and codes were discovered during the coding process by carefully going over each interview transcript. The data was organized more thoroughly and meaningfully by classifying transcript segments under the codes that most closely matched their meaning. To provide a thorough explanation of the data, each overarching category or theme had codes. Ten semi-structured interview questions were used to collect qualitative data to address the primary study problem of a lack of emotional intelligence instructional strategies at MCU. After participants agreed to participate in the study, the interviews were conducted using the 10 questions listed below (see Appendix B).

Interview Questions

1. What comes to mind when I use the term emotional intelligence?

This question aimed to find out how each participant personally defined emotional intelligence. One's mental and physical health, behavior, and thoughts are all impacted by the many ways that emotions can feel (Drigas & Papoutsis, 2018). Emotionally conscious people are

much more likely to comprehend and relate to the emotions that shape other people's attitudes and actions (Sadiku and Musa, 2021). Emotionally intelligent people also keenly observe other people's emotions (Alzoubi & Aziz, 2021). As a result, emotions can be used to solve problems and think more creatively (Sadiku et al., 2020b).

2. How could mentoring fit into an instructor's professional practice, and how could it help students develop emotional intelligence?

This question aimed to learn how mentoring fits into the curriculum and instruction, as well as how it aids in the development of a student's emotional intelligence. Emotional intelligence is an excellent predictor of educational trust, which is heavily influenced by member competency and emotional ties (Shafait et al., 2021). Methodical social and emotional skills instruction should be provided, emphasizing the development of the student's talents and perspectives (Hoffmann et al., 2020). Emotionally intelligent educators are thought to be facilitators of learning (Purnomo, 2020). When teachers recognize and understand their students' emotions, they can better support them (Valente et al., 2020). Emotional intelligence must be developed and nurtured to deal with stressful situations, beginning with education (Drigas & Papoutsis, 2020).

3. How might any course syllabus demonstrate emotional intelligence? For instance, in the various sections of the syllabus, such as the introduction, student preparation and requirements, relation to other instruction, and so on.

This question aimed to learn how participants would incorporate emotional intelligence vocabulary into a syllabus. It is critical to help students develop a sense of identity and motivation while encouraging academic success through emotional intelligence (Elmi, 2020).

Students should be able to hone their social skills while also considering and working to improve their self-awareness, motivation, and self-esteem (Devis-Rozental, 2020). Emotional intelligence instructors concentrate on developing their students' talents and perspectives (Hoffmann et al., 2020). This promotes student learning by allowing them to successfully internalize and implement curriculum and instruction (Zhoc et al., 2018). Emotional intelligence stimulates students' interest in education and encourages them to continue learning and remembering (Kastberg et al., 2020).

4. What techniques do you regularly use to improve and develop your emotional intelligence?

This question elicited responses from participants regarding how they developed their emotional intelligence. Enhancing our emotional intelligence can positively impact many areas of our lives, including motivation, self-esteem, and confidence (Devis-Rozental, 2018). High emotional intelligence individuals can use techniques and tools to assist others in gaining better emotional control (Hoffmann et al., 2020). The literature and research indicate that emotional intelligence is best developed over time and that skill repetition and practice are necessary for long-term application (Kastberg et al., 2020).

5. How could an instructor incorporate emotionally intelligent skills into course delivery?

This question aimed to learn about participants' thoughts on potential techniques for assisting students in developing emotional intelligence. Self-awareness concepts such as emotional awareness, self-assessment, and self-confidence should be introduced early in the educational process, followed by skills in self-regulation and motivation development (Kastberg et al., 2020). Regarding the learning environment, emotional intelligence among educators

promotes an engaging and motivating learning environment (Mamat & Ismail, 2021). Educators can also assist students in developing their emotional intelligence by providing opportunities to practice communication, listening, compromise, and reasoning (Kastberg et al., 2020).

6. How should an instructor perceive the emotions of their students struggling and those who excel in their course? Please explain how an instructor could relate to them.

This question elicited the participant's thoughts on how an instructor might perceive student emotions during a seminar. Emotional intelligence has been identified as a growing trend in higher education and a method for improving student learning (Kastberg et al., 2020; Mamat & Ismail, 2021). On the other hand, developing emotion management skills in students begins with well-regulated adults (Hoffmann et al., 2020). Emotions, both positive and negative, have a significant impact on student engagement and learning outcomes (Zhoc et al., 2020). Instructors must maintain emotional control to address their field's diverse emotional needs (Wood, 2020). An instructor who can perceive and manage emotions effectively is a better facilitator of high-quality learning (Shafait et al., 2021).

7. When student-group projects are assigned, how might the dynamic of student relationships in the classroom change? What impact could it have on the instructor-student relationship?

This question was designed to elicit participants' perspectives on the dynamic between students in small group activities. Improving and applying emotional intelligence concepts and techniques can result in successful relationships in all aspects of life (Sadiku & Musa, 2021). Students can benefit from engaging in written assignments, small group discussions, modeling or learning from others, opportunities for reflection, and feedback from peers and faculty (Devis-

Rozental, 2018; Kastberg et al., 2020; McGinnis, 2018; Tuyakova et al., 2022). Two other ways to hone emotional intelligence skills are reflective writing and developing social ties while working in small groups (Devis-Rozental, 2018). Group projects with an oral presentation component can help students improve their public speaking and empathy skills (Gomes da Costa et al., 2021).

8. What is the relationship between emotional intelligence and professional requirements for Marine Leaders?

This question aimed to elicit participants' opinions on how emotional intelligence can help develop subordinates and promote positive command cultures. For military personnel working in a demanding profession like the military, reading and responding to others' emotions is a necessary skill (Garcia Zea et al., 2020; Krishnakumar et al., 2019). Greater discipline, which is required for military service, is correlated with higher emotional intelligence (Krishnakumar et al., 2019). Trusted subordinates are more likely to cooperate and advance their careers (Shafait et al., 2021).

9. How does emotional intelligence affect a Marine's leadership success?

This question aimed to learn about participants' perspectives on how emotional intelligence affects key leadership. Emotionally intelligent leaders must recognize, analyze, and control the source of their emotions (Hoffmann et al., 2020). Emotional intelligence is also widely recognized as essential in developing organizational leadership, including generating a shared vision, forming relationships, and influencing higher job performance (Aguilar, 2019). Emotionally intelligent leaders are likely to create an environment where their employees can thrive (Garcia, 2021). This is significant because subordinates who respect their bosses are more

likely to cooperate and advance in their careers (Shafait et al., 2021). A leader's emotional intelligence, dependability, and resilience impact their effectiveness (Callahan & Grunberg, 2019).

10. How do you see an emotional intelligence curriculum fitting into the professional military education of the Marine Corps?

This question was designed to elicit participant responses about incorporating emotional intelligence skills into the MCU curriculum. Emotional intelligence has emerged as a growing trend in higher education and a method for improving student learning (Kastberg et al., 2020; Mamat & Ismail, 2021). In high-quality classrooms with polite interactions, organized teaching, fair discipline, and practical instruction, students are more likely to perform academically and develop social and emotional skills (Hoffmann et al., 2020). Written assignments, small group discussions, modeling or learning from others, opportunities for reflection, and feedback from peers and instructors can all benefit students (Devis-Rozental, 2018; Kastberg et al., 2020; McGinnis, 2018; Tuyakova et al., 2022).

Survey Procedures

A quantitative survey was employed as the second method in this study to gather data. This approach investigated how instructors would solve the problem of a need for more emotional intelligence instructional strategies at MCU in Virginia. An online tool called Google Forms was used to administer a closed-ended Likert scale survey to gather data electronically. The questionnaire was distributed via email because having access to participants' email addresses allowed for quick, simple, and effective participant participation (Claxton & Michael,

2021). A quantitative survey is the best method for gathering data for this study since it allows participants to provide only one response to each question.

Participants included six deans, seven directors, and three professors at MCU. Purposeful sampling was employed for participants familiar with emotional intelligence (Creswell & Poth, 2018). An email with information on how to complete the survey was sent to the participants. The email contained a link to Google Forms, participation consent, and survey completion guidelines. The survey was delivered to the participants with a two-week deadline; extra time was arranged when necessary. The frequency of each score on the Likert scale and the mean score of each question were calculated to analyze data. The poll asked demographic questions and respondents to rate 10 statements from the literature review on a five-point Likert scale (see Appendix C).

Demographic Questions

Instructions: Choose the most appropriate response to each question below.

1. What age group do you belong to?

- 20-29
- 30-39
- 40-49
- 50 or older
- Prefer not to respond

2. What is your sex?

- Male

- Female
- Other
- Prefer not to respond

3. Are you of Hispanic, Latino, or Spanish origin?

- Yes
- No
- Prefer not to respond

4. Please indicate which best describes you (check as many as apply):

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Other not listed here
- Prefer not to respond

5. Which best describes the job title you hold?

- Dean of Academics
- Course Director
- Professor
- Other

- Prefer not to respond

Survey Questions

Instructions: For each question below, please select one answer.

1. Emotional intelligence is crucial for Marine Corps leaders.

5

4

3

2

1

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

This question aimed to learn participants' views on the importance of emotional intelligence and how it affects leadership. Leaders with emotional intelligence must be able to effectively recognize, analyze, and control the source of their emotions (Hoffmann et al., 2020). Emotional intelligence is also widely acknowledged as necessary in developing organizational leadership, including generating a shared vision, forging relationships, and influencing higher job performance (Aguilar, 2019). Emotionally intelligent leaders are likely to foster an environment where their employees can thrive (Garcia, 2021). This is significant because subordinates who respect their superiors are more likely to cooperate and advance (Shafait et al., 2021). A leader's emotional intelligence, dependability, and resilience impact their effectiveness (Callahan & Grunberg, 2019).

2. Emotional intelligence can be learned and developed by leaders in the Marine Corps.

5

4

3

2

1

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

This question aimed at understanding participants' thoughts on whether leaders can learn and develop their emotional intelligence. A leader's emotional intelligence, dependability, and resilience impact their effectiveness (Callahan & Grunberg, 2019). Emotionally intelligent leaders must identify, analyze, and control the source of their emotions (Hoffmann et al., 2020). Emotional intelligence is also widely acknowledged as being critical in developing organizational leadership, including generating a shared vision, forming relationships, and influencing higher job performance (Aguilar, 2019).

3. Emotional intelligence can contribute to building a positive and effective team culture in the Marine Corps.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

This question sought participants' thoughts on how emotional intelligence can aid in developing subordinates and promoting positive command cultures. Reading and responding to the emotions of others is a necessary skill for military personnel working in a demanding profession such as the military (Garcia Zea et al., 2020; Krishnakumar et al., 2019). Higher emotional intelligence is associated with the greater discipline required for military service (Krishnakumar et al., 2019). Trusted subordinates are more likely to cooperate and advance their careers (Shafait et al., 2021).

4. Emotional intelligence can impact a Marine Corps leader's decision-making ability in high-pressure situations.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

This question sought the participant's thoughts on the effect emotional intelligence has on the decision-making abilities of Marine Corps leaders. Emotion is a complex feeling that influences one's mental and physical well-being, behavior, and thoughts (Drigas & Papoutsis, 2018). People who are emotionally aware are much more likely to understand and empathize with the emotions that influence other people's attitudes and behaviors (Sadiku and Musa, 2021). Emotionally intelligent people are also acutely aware of the emotions of others (Alzoubi & Aziz, 2021). It allows you to think more creatively and use your emotions to solve problems (Sadiku et al., 2020b).

5. Emotional intelligence can impact a leader's ability to communicate effectively with their team and stakeholders.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

This question was designed to understand participants' thoughts on whether emotional intelligence affects a leader's communication ability. Emotional intelligence describes people skills, or how individuals communicate, interact, and maintain social bonds (Sadiku & Musa, 2021). The ability to influence the emotions of others is critical in relationships (Goleman, 2001). Influential leaders use appropriate, emotionally controlled communication techniques to package their messages so that they are easy to understand, captivating to audiences, and tailored

to the emotional needs of their followers (Callahan & Grunberg, 2019). They are social superstars because they excel in any activity that requires good interpersonal communication (Goleman, 2001).

6. Emotional intelligence should be part of the curriculum and taught as an essential skill in leadership and personal development.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

This question elicited participants' thoughts on integrating emotional intelligence into leadership and personal development. Improving and applying emotional intelligence concepts and techniques can result in successful relationships in all aspects of life (Sadiku & Musa, 2021). Students can benefit from engaging in written assignments, small group discussions, modeling or learning from others, opportunities for reflection, and feedback from peers and instructors (Devis-Rozental, 2018; Kastberg et al., 2020; McGinnis, 2018; Tuyakova et al., 2022). Two other ways to hone emotional intelligence skills are reflective writing and developing social ties while working in small groups (Devis-Rozental, 2018). Group projects with an oral presentation component can help students improve their public speaking and empathy skills (Gomes da Costa et al., 2021).

7. The Marine Corps University can include emotional intelligence in its leadership development programs, making it a key part of the training for aspiring leaders.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

This question was designed to understand participants' thoughts on incorporating emotional intelligence into leadership and development programs. Through emotional intelligence, it is critical to assist students in developing a sense of identity and motivation and encouraging academic success (Elmi, 2020). Students should be able to hone their social skills while also considering and improving their self-awareness, motivation, and self-esteem (Devis-Rozental, 2020). Instructors who incorporate emotional intelligence into their lessons focus on developing students' talents and perspectives (Hoffmann et al., 2020). This promotes student learning by enabling them to successfully internalize and implement curriculum and instruction (Zhoc et al., 2018). Emotional intelligence piques students' interest in learning and motivates them to keep learning and remembering (Kastberg et al., 2020).

8. The Marine Corps University can leverage technology to make the teaching of emotional intelligence more interactive and engaging.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

This question sought participants' thoughts on how to leverage technology to teach emotional intelligence. Increasing our emotional intelligence can improve our motivation, self-esteem, and confidence, positively impacting many aspects of our lives (Devis-Rozental, 2018). People with high emotional intelligence can use tools and approaches to help others improve

their emotional control (Hoffmann et al., 2020). Literature and research indicate emotional intelligence is best developed over time, and practicing and revisiting the abilities is required for long-term application (Kastberg et al., 2020).

9. The Marine Corps University can collaborate with experts in emotional intelligence and related fields to ensure that the latest research and best practices are incorporated into the curriculum.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

This question aimed to learn participants' thoughts on leveraging emotional intelligence experts when incorporating the topic into the curriculum. Early in the educational process, self-awareness concepts such as emotional awareness, self-assessment, and self-confidence should be introduced, followed by skills in self-regulation and motivation development (Kastberg et al., 2020). Regarding the learning environment, educators' emotional intelligence promotes an engaging and motivating learning environment (Mamat & Ismail, 2021). Educators can also help students develop their emotional intelligence skills by allowing them to practice communication, listening, compromise, and reasoning (Kastberg et al., 2020).

10. The instructors and trainers at the Marine Corps University need to be trained in emotional intelligence to teach it to students effectively.

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

This question elicited participants' thoughts on the importance of training instructors in emotional intelligence to instruct students effectively. Emotional intelligence is a good predictor of educational trust, which is influenced heavily by member competency and emotional ties (Shafait et al., 2021). Methodical instruction in social and emotional skills should be provided, emphasizing the development of the student's talents and perspectives (Hoffmann et al., 2020). Emotionally intelligent educators are thought to be learning facilitators (Purnomo, 2020). Teachers can better support their students when they recognize and understand their emotions (Valente et al., 2020). Emotional intelligence must be developed and nurtured to deal with stressful situations, beginning with education (Drigas & Papoutsi, 2020).

Qualitative Document Analysis Procedures

The third method used to collect data for this study was a qualitative document analysis. This strategy investigated how qualitative document analysis could provide insight into the problem of emotional intelligence, which needed to be addressed consistently in MCU's curriculum despite research and strategic guidelines indicating that it is a critical component of leadership. Instructor course cards, syllabi, books, scholarly journal articles, and reports are examples of documents (Morgan, 2022). Researchers actively seek out, collect, and select the materials to be studied and those to be ignored (Morgan, 2022).

While selecting documents, researchers must consider several factors. Four factors should be considered when deciding which papers to include (Flick, 2018). The first is authenticity, which is the degree of validity of a document (Flick, 2018). The next factor to consider is credibility, the degree to which the source is free of inaccuracy and misrepresentation (Flick, 2018). The representativeness of a document is a common third consideration (Flick, 2018).

Finally, the meaning of a document determines its relevance, which also considers how clear and understandable the evidence is (Flick, 2018).

The data for this study were analyzed using qualitative document analysis. Emotional intelligence-relevant instructor course cards were examined because they provide insight into the program and SLOs, learning areas, lesson goals, student preparation and requirements, and reflection questions. After receiving permission from the university, course cards were obtained directly from professors. To protect the participants' privacy, the researcher redacted their names before data analysis. The data analysis process included utilizing MAXQDA software to perform deductive coding and thematic analysis.

Summary

The purpose of this study was to provide recommendations to improve the practice of incorporating emotional intelligence instructional strategies at MCU in Quantico, Virginia. The problem was that emotional intelligence needs to be consistently addressed in the curriculum at MCU since research and strategic guidance indicate that it is a critical component of leadership. This chapter of the report presented the Interview Procedures, Survey Procedures, and Qualitative Document Analysis Procedures.

Chapter Four: Findings

Overview

The purpose of this study was to provide recommendations to improve the practice of incorporating emotional intelligence instructional strategies at MCU in Quantico, Virginia. The problem was that emotional intelligence needs to be consistently addressed in the curriculum at MCU since research and strategic guidance indicate that it is a critical component of leadership. This chapter of the report presents the Interview Findings, Survey Findings, Qualitative Document Analysis Findings, Discussion of the Interview Findings, Discussion of the Survey Findings, and Discussion of the Qualitative Document Findings.

Interview Findings

The first approach used in this study was interviews. Semi-structured interviews consisting of 10 questions were conducted with each participant on an individual basis. The purpose of these interviews was to focus on recommendations to improve the practice of incorporating emotional intelligence instructional strategies within MCU professional military education. Interviews were conducted virtually via Google Meet. If an individual expressed a preference for an in-person interview, arrangements were made to accommodate their choice. A total of six participants took part in the interviews. The participant criteria for interviews were professors, directors, or deans at MCU. Prior to beginning each interview, participants were provided with a summary of the purpose of the study in addition to the information they received when invited to participate in the study. Each interview lasted approximately one hour and was recorded and transcribed immediately for data analysis.

Interview Descriptions of Participants

Participant One retired from the United States Marine Corps (USMC) with over 20 years of service. They are currently serving as an instructor and course director at MCU. Because of their experiences serving in the USMC, and now teaching Marine Corps Officers, as well as developing curriculum, Participant One brought a unique perspective to the study.

Participant Two has been serving in the USMC for over 20 years and is currently residing as a deputy director at MCU. They have published 2 award-winning children's books on the topic of emotions. They also earned their doctorate with a focus on mindfulness and emotional intelligence. Because of their strong familiarity with the topic of this study, Participant Two provided a very insightful viewpoint to this study.

Participant Three dedicated more than 30 years to the USMC where they operated a variety of aircraft. They now hold a position as a professor at MCU. Because of their active-duty background in the USMC and now teaching Marine Corps Officers, Participant Three brought a captivating viewpoint to the study.

Participant Four is a professor at MCU, holding a doctorate degree in communications. Their areas of expertise include interpersonal conflict management along with social and relational resilience. Because of their experience as a civilian and professor, and their interest in emotional intelligence, Participant Four brought an interesting perspective to the study.

Participant Five retired from the USMC with over 20 years of service. They now hold the esteemed positions of dean of academics and professor at MCU. Holding a doctorate in history, their area of expertise includes military history, comparative politics, and regional studies. Thus,

their expertise and position at MCU contributed to a distinctive and interesting perspective on this study.

Participant Six is in their 27th year serving as a USMC officer. For the past three years, they have held both teaching and leadership positions at MCU, where at one point they took on developing and refining the curriculum. Participant Six has a keen interest in emotional intelligence and its impact on military members, thus providing a very insightful viewpoint to this study.

Interview Results

Interviews were conducted with one dean, three directors, and two professors at MCU to find themes related to improving the practice of incorporating emotional intelligence instructional strategies at MCU. The data analysis procedure began with noting the words and phrases pertinent to the study during the interview, as well as quotes to support the codes (Creswell, 2015). After each transcript was coded, the codes were then combined and categorized into themes based on similarity. Various themes from the qualitative data were identified as reported in Table 1.

Table 1

Categories and Codes from Interview Data

Categories	Codes	Participants' Quotes
Emotional Intelligence	Defining Emotional Intelligence	...awareness of how you process your own emotions and how you perceive the emotions of others.
	Improving Upon One's Emotional Intelligence	[In the context of techniques for improving emotional intelligence, the following advice is provided] ...finding time or finding opportunities to

		practice...journaling is huge...allows you to reflect on things that happened in a given day or in a moment, and what good, bad, or indifferent, and understand why it went well or why it didn't go well.
	Relevance of Emotional Intelligence	...whenever it entails human interaction, that's a moment where EI is relevant and useful.
Instructional Strategies	Know Your Students	...predict...their response...how do we think students are going to respond to this particular thing? ...coming up with some strategies and how you might handle that type of response or tailor the way that you're presenting this...
	Experiential Learning	...sticky learning experience...they'll retain it because of how you introduced it, and you brought them into that conversation...they'll remember it...
	Dynamic Group Work	...typically, they like the interaction, if it's a wargame...competitive project, they love those tactical decision exercises, or planning or practical exercises, they like that a lot more because it's dynamic...
	Improving Emotional Intelligence in the Classroom	...you can do things like reflective journaling throughout the course...you can do assignments that align with building emotional intelligence.
Curriculum	Integrating Emotional Intelligence into the Curriculum	...you got to teach it in leadership...it's got to be interwoven throughout the course, for both how the course is designed and how it's presented...
	Faculty Development	Where I would suggest it would probably fit best is probably in what we call faculty development.
	Finding Time to Teach Emotional Intelligence	...find room in the curriculum to add emotional intelligence and mental resiliency tools to the curriculum.
Leadership	Put Your People First	...as a leader...you have to be able to understand your people. To be able to coach and mentor them

	and employ them in accordance with their capabilities, you have to be able to understand them at a deeper level than just...surface level.
Value of Emotional Intelligence	...as long as I know how to take care of the right people and make critical decisions using a high level of emotional intelligence, I could know nothing about the organization and still be successful.
Communication	...there's a real need for Marine leaders to have the ability to have the difficult conversations about suicide or any kind of death in the unit or alcoholism or divorce...emotional intelligence...calls for us to be deliberate in how we address these problems because it's part of being human.

Themes were identified, and a word search was conducted. The results of the word search can be found in the Frequency Codes Across Interview Data as reported in Table 2.

Table 2

Categories and Frequency Codes from Interview Data

Categories	Codes	Occurrences Across Data
Emotional Intelligence	Improving Upon One's Emotional Intelligence	25
	Defining Emotional Intelligence	22
	Importance of Emotional Intelligence	9
Instructional Strategies	Know Your Students	18
	Experiential Learning	18
	Collaborative Group Work	7

	Improving Emotional Intelligence in the Classroom	6
Curriculum	Integrating Emotional Intelligence into the Curriculum	31
	Faculty Development	6
	Finding Time to Teach Emotional Intelligence	5
Leadership	Put Your People First	13
	Value of Emotional Intelligence	12
	Communication	5

Survey Findings

The second data collection approach for this research was a survey. The survey contained five demographic questions and 10 Likert scale questions. The evaluation questions, which were presented using a Likert scale, had five possible responses, ranging from Strongly Agree to Strongly Disagree. The survey was sent via email and administered via Google Forms. Participants included six deans, seven directors, and three professors at MCU. The participants received an email with instructions regarding how to complete the survey. The email included the link to the Google Form, consent to participate, and instructions on how to complete the survey. The participants were given a two-week timeframe in which to complete the survey. All surveys were returned within the timeframe allotted.

Survey Description of Participants

Participants included six deans, seven directors, and three professors. Zero participants were in the 20-29 age range, zero participants were in the 30-39 age range, five participants were

in the 40-49 age range, and eleven participants were in the 50 or older age range. Fourteen participants were White, one participant was Black or African American, and one participant was Asian. Sixteen of the participants were male and zero were female.

Survey Results

Surveys were conducted with 16 participants from MCU to solve the problem of improving the practice of incorporating emotional intelligence instructional strategies at MCU. Surveys were first accessed on Google Forms for data analysis purposes. Then, a frequency and mean table was created to display the frequency and mean of the Likert scale responses as reported in Table 3.

Table 3

Frequency and Average of Survey Responses

Question	Frequency	Mean
	5 4 3 2 1	
1. Emotional intelligence is crucial for Marine Corps leaders.	9 7 0 0 0	4.6
2. Emotional intelligence can be learned and developed by leaders in the Marine Corps.	7 8 0 1 0	4.3
3. Emotional intelligence can contribute to building a positive and effective team culture in the Marine Corps.	10 5 0 0 1	4.4
4. Emotional intelligence can impact a Marine Corps leader's decision-making ability in high-pressure situations.	8 7 0 0 1	4.3
5. Emotional intelligence can impact a leader's ability to communicate effectively with their team and stakeholders.	11 4 0 0 0	4.7
6. Emotional intelligence should be part of the curriculum	7 7 2 0 0	4.3

and taught as an essential skill in leadership and personal development.

7. The Marine Corps University can include emotional intelligence in its leadership development programs, making it a key part of the training for aspiring leaders.	6 9 1 0 0	4.3
8. The Marine Corps University can leverage technology to make the teaching of emotional intelligence more interactive and engaging.	5 7 4 0 0	4.1
9. The Marine Corps University can collaborate with experts in emotional intelligence and related fields to ensure that the latest research and best practices are incorporated into the curriculum.	6 9 1 0 0	4.3
10. The instructors and trainers at the Marine Corps University need to be trained in emotional intelligence to teach it to students effectively.	4 11 1 0 0	4.2

Note. Question averages were calculated by multiplying individual response values by their corresponding Likert scale values, summing the results, and then dividing by the total number of participant replies to the question.

Qualitative Document Analysis Findings

The third data collection approach was document analysis. Lesson course cards were retrieved from MCU instructors with the help of the MCU Institutional Research, Assessment, and Planning Director who passed along a request for information email to MCU instructors. Lesson course cards were emailed directly to the researcher in the form of Word and PDF documents.

Document Results

Document analysis was conducted using seven lesson cards. First, each document was read carefully while capturing memos and ideas or working theories (Dalglish et al., 2020). Next, each document was uploaded into MAXQDA, a data analysis software, where keywords and large sections of text were coded. The codes were then brought together and categorized into themes based on similarity which reduced the codes into a more manageable number of categories to analyze. Various themes from the documents were identified as reported in Table 4.

Table 4

Categories and Codes Table from Qualitative Document Analysis

Categories	Codes	Supporting Evidence
Learning Strategies	Student Activities	[In the context of planning for Student Activities, the following guidance is provided] Provide a written commander's intent and determine how you will issue it (location, setting, format, timing, confirmation, etc.).
	Link to Curriculum	This seminar reinforces several key themes in the leadership curriculum, including self-awareness, leading diverse teams, and the leadership theories class.
	Seminar	CGs [Commanding Generals] will use this time to have a guided seminar-style discussion with their FACAD and representative, working through how the students can lead through adversity in the most challenging of circumstances.
	Quotes	General Alfred Gray personified his fundamental tenet of leadership, "Know yourself, know your people, know your profession."
Components of Leadership	Command Climate	Effective command climates generate mutual trust, respect, and dignity.

	Emotional Intelligence	Emotional intelligence is the ability of a person to recognize, understand, and apply their knowledge of individual and group consciousness to succeed in the overall mission and lead subordinates.
	Decision-Making	Each opportunity for decision-making, whether hypothetical in an academic environment or during real-life operations, should help you make better divisions in the future.
Emotional Intelligence	Defining Emotional Intelligence	While not definitive, EI is commonly accepted as the ability to recognize, understand, and manage/regulate our own emotions; and recognize, understand, and influence the emotions of others.
	Improving Emotional Intelligence	...it is possible to improve EQ regardless of the starting point. People with low emotional intelligence will find it easier to grow or improve their EQ while those with high EQ will find it more difficult.

The frequency of codes that led to themes is reported in the following Frequency Codes

Table from Qualitative Document Data. See Table 5.

Table 5

Frequency Categories and Codes Table from Qualitative Document Data

Categories	Codes	Occurrences Across Data
Learning Strategies	Student Activities	36
	Link to Curriculum	14
	Seminar	11
	Quotes	5
Components of Leadership	Command Climate	22
	Emotional Intelligence	7

	Decision-Making	6
Emotional Intelligence	Definitions	8
	Improving Emotional Intelligence	6

Discussion of the Interview Findings

Four overarching themes developed from the interviews: emotional intelligence, instructional strategies, curriculum, and leadership.

Interview Theme #1: Emotional Intelligence

After closely examining the interview transcripts, codes arose that allowed for a more meaningful arrangement of the data. For thorough data analysis, transcript segments were categorized under closely related codes. The first theme identified in the interviews was emotional intelligence. This theme consisted of three codes: improving upon one's emotional intelligence, defining emotional intelligence, and importance of emotional intelligence.

Improving Upon One's Emotional Intelligence

The first code of theme one, emotional intelligence, focuses on improving one's emotional intelligence, a basic talent that has profound effects in both personal and professional life (Garcia Zea et al., 2020). This code consisted of 25 coded segments (see Table 2) consisting of participants' perspective on foundational concepts in developing emotional intelligence. Many participants discussed the significance of emotional intelligence and how it is necessary in many aspects of our personal and professional lives. However, as one participant put it, "Practicing emotional intelligence is hard to do...because it comes with a high level of humility, and people don't want to show weakness." But if one cannot get over "vulnerability, humility, ego, and

shame,” they will have a tough time developing their emotional intelligence. Before taking this step, it is essential to first understand what makes a person more aware of their ego. To help practice this, one can examine the emotional intelligence triangle; “you have to be able to manage yourself first before you can go to the next steps.” The goal, as one participant put it, is “to get to the level that you truly understand what somebody is going through within a given period in an environment.” Emotional intelligence, according to Goleman (1995) and Mayer and Salovey (1997), is a person’s ability to control their emotions, recognize the emotions of others, and manage both their own and others’ emotions.

Interview participants also provided practical strategies and tools for developing their own emotional intelligence. One participant noted how they “take a little bit of time to reflect and to try to be at least as open and honest with myself.” They mentioned how “journaling allows you to reflect on things that happened” in each day or in a moment, and what was “good, bad, or indifferent, and understand why it went well and why it didn’t go well.” Educators should learn about socio-emotional intelligence, practice skills, and give opportunities for students to reflect on it because it grows with knowledge and experience (Devis-Rozental, 2018). Following a lecture on these emotional intelligence concepts, writing and journaling assignments, discussions, and interactive sessions on emotional intelligence in general can be applied (Kastberg et al., 2020; McGinnis, 2018). Participants also explained how they may subscribe to podcasts as well as a variety of journals, periodicals, and books. This participant also maintains a small network of professionals who they know specialize in emotional intelligence. They are also interested in knowing the counterarguments of emotional intelligence since critiques do exist.

Another participant noted the importance of developing a “working definition of what emotional intelligence is,” and recognizing the importance of emotional granularity and having the “vocabulary depth that allows you to employ the framework.” The comprehension of emotions, as explained by Fiori and Vesely-Maillefer (2019), includes acquiring terminology and then applying it to notice small changes when expressing diverse combinations of experiences. Tools like the mood meter help with this and by “normalizing the use of this tool or practice makes it easier to get past the resistance to doing it.” Another book that was suggested is *What Do You Say?* (Stixrud & Johnson, 2022) which encourages employing a four-step process for effective communication. The participant who suggested this book also created a personal mnemonic called to help individuals understand and validate their emotions, thus leading to problem-solving. Another recommended book, *Small Teaching* (Lang, 2016), offers ways to engage students while aligning with the emotional aspect of learning. All emotional intelligence models implicitly assume that these talents are required for constructive problem-solving and psychosocial adaptation (Keefer et al., 2019).

The one point that every participant noted is it comes down to the other person or people involved: “it’s about focusing on the other people and their needs, desires, wants, and motivators.” Like this point, one participant noted how they “try to be an observer of human behavior.” People that are emotionally intelligent are intensely aware of the feelings of others (Alzoubi & Aziz, 2021). Another participant mentioned finding “any technique that helps you not focus on yourself, even though taking care of yourself is critical.” They recommended that we, as humans, should spend “three hours...actually interacting with the people that are around you and just listening to them, following up with probing questions to show that you care and

that you truly are listening.” They said this will “change their whole life...sometimes it’s just about letting the other person know that you are present.” This human-to-human connection is essential, and one participant noted how the book *Talking to Strangers* (Gladwell, 2019) is a great resource for learning more about this. Darwin (1872) claimed that emotions were a basic, highly adaptive sort of communication and that people equally expressed their sentiments through their bodies and expressions.

Defining Emotional Intelligence

The second code is defining emotional intelligence. This code consisted of 22 coded segments (see Table 2) of participants’ own definitions of emotional intelligence. Many interviewees described emotional intelligence as “...recognizing, understanding, and managing emotions in yourself and in others.” Emotionally intelligent people understand and express their emotions, perceive the emotions of others, regulate emotions, and use emotions and humor to motivate adaptive behavior (Rodrigues & Machado, 2019). Emotional intelligence was described as the “ability to recognize and distinguish our behaviors, and the behaviors in others within a specific environment.” Emotional intelligence is a subset of social intelligence in which emotions are useful sources of information that help us navigate our social environment (Sadiku & Musa, 2021). Another participant mentioned how “...emotions ultimately are the foundation and the gatekeeper...to what is...logical and rational...If you don't understand where somebody's coming at, you can't deal with their need to be understood.” Along with this, another participant explained “understanding the people that you're interacting with...their perspective...so that way you can interact in a more meaningful manner.” Along with this participant’s definition of emotional intelligence, another explained how “it starts with yourself...your environment, and

your emotions.” One can begin to make sense of our emotions when turning inward. Reflecting on our emotions allows one to understand why they feel the way they do. This is what one participant noted as “the highest level of emotional intelligence...ability to...manage the emotions of the other person.” This takes a high level of “awareness and perception and a little bit of adaptability.” Emotion regulation, as defined by Altaras Dimitrijevi et al. (2018) is the ability to manage emotions intentionally to attain more adaptable and supportive emotional states, preserve relationships, and stimulate personal development.

Along with recognizing, understanding, and managing emotions, participants also noted how emotional intelligence “is a cognitive ability...it's another form of intelligence.” Drigas and Papoutsis (2018) proposed that emotional intelligence, like general intelligence, is a separate cognitive skill. Participants described it as “ability-based...it's not just something that you're born with; you have to be taught this skillset.” Although it is a quality that humans all have, one can improve and build their emotional intelligence through practice (Sadiku et al., 2020a). Similarly, emotional intelligence is “a parallel to critical thinking...a metacognitive skill where you're thinking about emotions while you're feeling emotions and you're managing emotions.” The abilities are arranged hierarchically to encourage higher-order basic skills to higher-order advanced capabilities as an individual develops through time (Drigas & Papoutsis, 2018). Individuals who practice emotional intelligence “metacognitively manage both simultaneously” and determine where to direct their attention. There are situations where one must deal with the emotional before the rational. Along with this, emotional intelligence was also linked and tied to decision-making, critical thinking, leadership, and mentorship. Regarding leadership, one individual noted how emotional intelligence “is the opposite of what we think of as toxic

leadership or toxic people.” Another individual described how the counterpart to emotional intelligence is narcissism and toxic leaders. Goleman (2001) argued that emotional intelligence is a broad range of qualities and talents that influence leadership success.

Importance of Emotional Intelligence

The third code of theme one is the importance of emotional intelligence. This code consisted of nine coded segments (see Table 2) consisting of participants’ viewpoints on why emotional intelligence is important. Goleman (1995) emphasized that emotional stability or intelligence holds more importance than general intelligence. Participants emphasized how if human interaction is involved, then there is a moment where emotional intelligence is both relevant and useful. The importance of building rapport and understanding others’ emotions and their behaviors that influence their decision-making was also emphasized. One participant noted that since “humans make emotional-based decisions,” one should “tap into their emotions.”

Interview Theme #2: Instructional Strategies

The second theme resulting from the interviews was instructional strategies. This theme consisted of four codes: know your students, experiential learning, dynamic group work, and improving emotional intelligence in the classroom.

Know Your Students

The first code of theme two, instructional strategies, relate to knowing and understanding students. This code consisted of 18 coded segments (see Table 2) consisting of participants’ thoughts on the importance of knowing each student and understanding them. Participants emphasized the importance of understanding and personally connecting with students as a fundamental building block for effective instruction. One participant noted, “...design our

curriculum, our courseware to allow for a variety of learning experiences or learning opportunities because each individual tends to learn in a different manner." Students thrive with different techniques such as reading, Socratic lecture, videos, and practical hands-on applications. It's essential that instructors adapt their instruction to reach every student.

Additionally, knowing students on a personal and professional basis is crucial. Understanding the students' military occupational specialty as well as their background will enable the instructor to tailor their instructional methodologies to encourage participation. As one participant noted, "If you have that background information, it allows you to pose questions or try to get them to interact in a way that leverages some of their strengths, maybe pushes their boundaries a little bit." Providing a personalized approach to learning will enhance the learning experience, leading to student success.

Many instructors noted the importance of connecting students to the learning through contributions and discussions. As one participant noted, "I'll step up and I'll purposely engage with that individual to try to get some form of engagement and communication going. From that, I am then gathering information." Participants also highlighted recognizing students' nonverbal cues as well as their emotional states. As one participant illustrates, "I'm going to know very quickly if someone is uncomfortable or based on...their interaction or lack of interaction with the group." This ability to effectively engage with students, while actively listening and attempting to bridge this gap in understanding is an essential component for effective learning.

Another aspect that participants consider is students' emotional response to the curriculum. As one participant mentioned, "...everybody's going to be dealing with some type of emotional response...so you can predict...what's their response going to be emotionally to this

particular topic area?" Ultimately, students' emotional states can influence their learning. Emotions, both positive and negative, have a major impact on student engagement and learning outcomes (Zhoc et al., 2020). Instructors are also mindful of the heavy workload and students' personal lives. One participant posed a rhetorical question, asking "Is it a good idea to jump into a heavy topic or something that's intellectually taxing right after they finished a two-week intensive exercise?" A thoughtful approach like this ensures students are not overwhelmed and can effectively learn the course content. Students' emotional intelligence abilities are developed to enable them to successfully comprehend and implement curriculum and instruction (Zhoc et al., 2018).

Knowing your students is a key code within instructional strategies, highlighting the complex nature of effective instruction. Instructors are called to be in tune to students' learning needs, backgrounds, and emotional states. Thus, this allows instructors to create supportive learning environments that foster positive and successful educational experiences for students.

Experiential Learning

The second code of theme two is experiential learning. This code consisted of 18 coded segments (see Table 2) consisting of participants' thoughts on ways to provide experiential learning opportunities and instructional strategies. Experiential learning is an instructional approach that fosters students' skill development and allows for a deeper understanding of the course content. Many participants highlighted the value of interactive learning - an essential aspect of education involving experiential learning. Participants underscored the significance of students "rolling up their sleeves" to actively engage in their learning. One participant offered an approach to "design something...interact and use it with other people." Hands-on learning

encourages many aspects of emotional intelligence – adaptability, creative problem-solving, and collaboration – skills that are essential in today’s workforce. Experiential learning activities in the classroom promote student participation, critical thinking, and the investigation of disagreement and conflict in a secure environment (Sanderson, 2021).

Reflective learning was also noted as a key aspect of experiential learning. To develop self-awareness, one participant encourages “practical application and then reflect on it.” Participants also recommended case studies and scenario-based learning opportunities allowing students to both apply knowledge and practice emotional intelligence in practical settings. Reflective activities that allow students to reflect on what caused them to feel as they did, describe their feelings, the sounds, and sights around them at the time, and the situation itself in all its details can help teach them how to understand their emotions and what caused them (Tuyakova et al., 2022). One participant stressed, "Case studies, case studies, case studies" and “acting out scenarios" as ways to not only improve upon emotional intelligence, but to think and problem-solve also critically. Another way to improve one’s emotional response, participants suggested reflective journaling as a key strategy. It was also noted that collaborative group work and note-taking provide students with opportunities to meaningfully engage in conversation – promoting a community of collective learning. Participants also noted that “engaging the students through compelling audio, video, or stories” provides an experience for students that evokes emotion and encourages engagement. Finally, practical application, for example through wargaming, was highlighted by participants to practice and apply emotional intelligence in realistic situations.

Dynamic Group Work

The third code of theme two is collaborative group work. This code consisted of seven coded segments (see Table 2). Following on the idea of experiential learning, collaborative group work is another dynamic learning strategy that participants discussed. Participants noted that students tend to favor group projects, particularly “if it’s a wargame...a competitive project...tactical decision exercises or planning or practical exercises.” The collaborative group work opportunities allow students to become deeply engaged with the course content. By requiring recognition and knowledge of others' viewpoints, cooperation, influencing, participation, communication, interpersonal, leadership, and problem-solving skills under pressure, group work enhances self-awareness and self-efficacy (Devis-Rozental, 2018; Thompson et al., 2020). Additionally, students prefer gamified learning with opportunities for discussion and critical thinking. As one participant added, the instructor can provide an on-screen question for students to electronically respond to through “survey buttons...to say, give this scenario, what do you think is happening here? And then you have a discussion about it.” Collaborative group work not only provides for academic growth, but as a mechanism for forming bonds and connections. MCU is a joint learning environment; therefore, any opportunity for the services to come together to learn and communicate should be encouraged. One participant summed this up by stating, "...this joint environment that we teach in is all about relationship building. And a lot of these, especially international offices are going off to be generals to head up departments of defense in their own country. So, these are really important relationships to foster." Collaborative group work is one way for students to form these relationships and bonds.

Improving Emotional Intelligence in the Classroom

The fourth and final code of theme two is improving emotional intelligence in the classroom. This code consisted of six coded segments (see Table 2) in which participants offered specific strategies to teach emotional intelligence to students. To begin, one participant strongly suggests that training be focused on “tactical, operational, and strategic reasons why emotional intelligence is important to...leaders and as Marine officers and other service officers.” Recent research (Aguilar, 2019; Callahan & Grunberg, 2019; Garcia, 2021; Koh & O'Higgins, 2018; Stănciulescu & Beldiman, 2019) underscores that emotional intelligence is critical in leadership and leader development. Another participant suggests that to effectively teach emotional intelligence, one must start with the definition to “connect that to what knowledge, skills, attributes, and capabilities are associated with emotional intelligence.” When evaluating emotional intelligence, individuals respond to stimuli or perform tasks meant to gauge their maximum level of knowledge and aptitude in performance-based assessments (Keefer et al., 2019). This participant explains that the definition should then become memorized by each student. Other participants suggest ways to incorporate emotional intelligence related questions into discussion questions and essay prompts. Many participants of this study offered thoughtful ways to integrate the teaching of emotional intelligence into the MCU curriculum.

Interview Theme #3: Curriculum

The third theme that resulted from the interviews was curriculum. This theme consisted of three codes: integrating emotional intelligence into the curriculum, faculty development, and finding time to teach emotional intelligence.

Integrating Emotional Intelligence into the Curriculum

The first code of theme three, curriculum, is recommendations for ways to integrate into the curriculum. This code consisted of 31 coded segments (see Table 2) consisting of participants' opinions on how to integrate emotional intelligence into the MCU curriculum. When asked the question if emotional intelligence can fit into the curriculum and if so, how – one participant ambitiously stated, “Yes, at every level. At every PME institution, yes.” One explanation for this is the great amount of overlap with the current curriculum such as “self-awareness...critical thinking, cultural training and education...reflective practice and habits of mind.” Two participants noted that the foundational block is a place that already houses this content, in the form of “self-awareness, intellectual humility, critical thinking” and emotional intelligence itself. Mayer and Salovey's (1997) cognitive framework is divided into four parts: emotional awareness, enabling emotional thinking, understanding emotions, and managing emotions. Participants explained that this is an opportunity to lay the foundation and “facilitate the connective tissue that brings emotional intelligence throughout a lot of the other leadership classes and beyond.” Emotions surround us and constitute the cornerstone of our being, providing our lives significance (Sadiku & Musa, 2021).

Others added to this by stating that emotional intelligence is strongly related to leadership and should therefore reside in that area of the curriculum, specifically in the realm of “ethics and morals.” Research shows that individuals with self-regulation act ethically and without reproach (Serrat, 2017) and military commanders provide moral support to their subordinates (Stănciulescu & Beldiman, 2019). One participant noted that “any course that deals with people...business courses, MBA courses, decision-making, critical thinking, or leadership, you

can fit emotional intelligence into it.” Another participant added specific recommendations on areas in the curriculum at both the School of Advanced Warfighting (SAW), Marine Corps War College (MCWAR), Command and Staff College (CSC), and Expeditionary Warfare School (EWS) where emotional intelligence could fit in. In SAW’s critical thinking curriculum there may be “overlap with some of the emotional intelligence capabilities that we know are really important to good advising and good leadership.” And at MCWAR, where there are very senior level folks, opportunities exist “in the negotiation class for senior leaders to consider when it comes to emotional intelligence.” There is another opportunity to integrate emotional intelligence skills training into CSC’s “security studies where they have classes on negotiation and diplomacy.” Someone with a high sociability score might consider themselves a skilled negotiator (Laborde et al., 2019) and they usually deal with difficult people diplomatically (Serrat, 2017). And at EWS, the captain school, there is a class on “unexamined bias and critical thinking” in which emotional intelligence would fit nicely into. In summation, as one participant explained, if humans are involved, emotional intelligence is always present.

Moreover, many participants not only suggest interweaving emotional intelligence skills training throughout the leadership curriculum but also the “communications portion of the curriculum.” Emotional intelligence education can additionally teach expertise and communication skills (George et al., 2021). It was noted that in the past, the communication curriculum focused heavily on operational and strategic forms of communication – specific to war fighting functions. However, recently the curriculum has shifted from communication in solely external settings to also include garrison settings. As one participant emphasized, “Let's just focus on some of the more authentic situations that students we know are going to be faced

with in future leadership positions.” However, another participant argues “the tactical level, operational and strategic level all require emotional intelligence.” Accordingly, an operational team must be able to successfully regulate and use their own and each other's emotions for a mission to be successful (Garcia Zea et al., 2020). Therefore, CSC should focus on the tactical and operational level of emotional intelligence, whereas “MCWAR should be focused on the strategic level of emotional intelligence skills and behaviors.”

Much of the conversations revolved around what specific classes can integrate emotional intelligence skills training into them. However, three other ideas were also discussed: guest seminars, train the trainer model, and having SMEs on staff. One exciting and innovative instructional technique that many schools at MCU employ is guest seminars. One participant recommended that emotional intelligence be included in these events, specifically when “senior leaders come to talk...prompt them to talk about this and reinforce that message.” The discussion of the advantage of having “a colonel infantry officer standing...up there and a model of success...what they strive for, going hey let me explain to you why this is important... this is where I failed and so I want you to learn through my experience.” The value in this is that the guest speaker is someone whom the students look up to and if they are speaking about an important topic, such as emotional intelligence, then students will buy-in to this idea possibly better than they would if they solely learned this in the classroom. It was emphasized that the guest speaker should be someone whom students can relate to, not an emotional intelligence subject matter (SME). Research suggests that personal experiences enhance emotional recognition. This is achieved by evaluating a conflict scenario, modeling the ideal conclusion of the dispute, and illustrating how conflicts should adjust their emotional filter (Tuyakova et al.,

2022). However, one participant recommends that MCU employ said SMEs on staff for many reasons. First, despite MCU having many PhD-owning instructors, the decision was made to “bring in some resources that are specifically available and focused and have knowledge in not only the content but how to help people with that content...how to write, how to read, how to research, etc.” This participant recommends that MCU does the same for emotional intelligence – bring in SMEs to help teach this content. This goes along with the idea of “train the trainer model for emotional intelligence” where a select few instructors receive professional training on emotional intelligence and bring that back to train other instructors. Focused interventions and formal training, as indicated in research by Dave et al. (2021), can facilitate the development of emotional intelligence. This strategy would provide MCU instructors with a “good skill set and a good foundation.”

Faculty Development

The second code of theme three is faculty development around emotional intelligence. This code consisted of six coded segments (see Table 2) consisting of participants’ thoughts on providing emotional intelligence skills training through faculty development. Many participants offered faculty development as a first step in integrating emotional intelligence into the curriculum at MCU. As one participant put it, “Students...want to improve their knowledge...we just don't have the resident expertise on emotional intelligence here at MCU to offer a deep dive like that.” Educators should learn about socio-emotional intelligence, practice skills, and give opportunities for students to reflect on it because it grows with knowledge and experience (Devis-Rozental, 2018). One participant even suggested that faculty “should take a test to see where they're at, and also maybe participate in a faculty development.” The framework for

defining requirements for high-quality professional education also underlines the necessity for emotional management and interpersonal problem-solving abilities in higher education (Belaunzaran Mendizabal, 2019). Ultimately, participants agree that faculty should be trained in emotional intelligence first before integrating the elements of it into the curriculum.

Finding Time to Teach Emotional Intelligence

The third code of theme three is finding time to teach emotional intelligence. This code consisted of five coded segments (see Table 2) consisting of participants' thoughts on finding space in the curriculum to add emotional intelligence skill training. The discussion of finding time to teach emotional intelligence was brought up many times with participants saying things like, "The challenge I think we face is that we don't have a lot of space" and "this curriculum has evolved over time to be very full." It was noted that within professional military education (PME), demands from above are placed on directors to dictate "what they must include in their curriculum," therefore, there is "only so much space in the academic year." Another challenge that was noted is the intellectual boundary that exists between courses. This leads to the idea that if this is truly foundational than it should be "more overt and deliberate in how we [MCU] interweave these skills throughout the year in different departments and different curriculum." Learning opportunities should be made apparent through learning outcomes that expressly highlight the intended areas for students to build self-awareness and measure their progress (Devis-Rozental, 2018). One participant suggested that instead of trying to squeeze emotional intelligence training into one specific class or school, to instead sprinkle it in throughout the course of a Marine's career. For example, the concrete foundation is laid at the Lieutenant level and slowly solidifies over the course of the Marine's career so by the time they reach MCWAR it

is concrete. This participant explained it like so: “plant the seed, water it, let it grow, and then at the Command and Staff level...you can kind of take it to the next level and go...how do you apply these principles in that circumstance?” The challenge of finding space in the curriculum to teach emotional intelligence is complex, but not impossible. Higher education institutions may help students enhance their interpersonal skills through a variety of formal possibilities, such as communication, listening, compromise, and reasoning courses (Kastberg et al., 2020).

Interview Theme #4: Leadership

The fourth theme revealed in the interviews was leadership. This theme consisted of three codes: put your people first, value of emotional intelligence, and communication.

Put Your People First

The first code of theme four, leadership, is putting your people first. This code consisted of 13 coded segments (see Table 2) consisting of participants' views on how good leaders truly know and understand the individuals on their team. As one participant put it, “A good leader wants two things...an organization that's proficient to get things done...and conversely, you want the people within that to be taken care of.” Many participants expressed this idea of “understanding your people...at a deeper level than just...surface level.” However, to accomplish this form of leadership, a bond and relationship must be formed; the “rapport has to come first.” It was noted that leaders who have developed emotional intelligence are able “to get the most out of their team...to build the best bonds of trust, teamwork.” Another skill that assists leaders in this is the ability to be “savvy enough to not only read individuals but read groups of people” and to tailor your approach accordingly. To do this, a leader must “have a deep commitment in caring for their people.” This idea of putting your people first was compared to

accomplishing the mission when one participant added, “If you don't take care of people first, the true welfare part, the mission is impossible.”

Value of Emotional Intelligence

The second code of theme four is the value of emotional intelligence. This code consisted of 12 coded segments (see Table 2) consisting of participants’ opinions on the value of emotional intelligence in terms of leadership. Many participants stress the importance of emotional intelligence and how it adds great value to others. One participant added, how “emotional intelligence is...required for...leaders at all levels, because...our business is a human interaction business...we're not robots, our subordinates are not robots.

Goleman (2001) challenged that emotional intelligence is a broad range of qualities and talents that influence leadership success. Like this, another participant explained how Marines are “in the business of combat, fighting and taking lives and trying to survive...that's inherently deeply emotional.” Military leaders must be able to respond to unforeseen challenges (Stănciulescu & Beldiman, 2019) mentally and emotionally. Participants also noted that as leaders, it is essential to have a balance of both “the logic side and the emotional side” since leaders are employing “both skills of critical thinking and emotional intelligence.”

Empathy, assertiveness, emotional self-control, self-awareness, and self-actualization are required characteristics of influential leaders (Stănciulescu & Beldiman, 2019). Although this was stated as being critical to success, it was noted that the military is unfortunately failing in this area. As one participant put it, “We're failing miserably because we're not giving this humanistic approach to...leading Marines.” Military leaders have traditionally been hesitant to

apply emotional intelligence, primarily due to concerns about a potential loss of task orientation (Aguilar, 2019).

The challenge that most leaders in the Marine Corps are facing has to do with the Marine themselves, and these issues usually revolve around “alcohol and drug abuse, domestic violence, sexual harassment, equal opportunity issues, legal issues.” To address each of these areas, one participant praised emotional intelligence by stating that it “improves every single one of those things.” To fight and win on future battlefields, a personnel system that can recruit, develop, and sustain a corps of more intellectual, physically strong, cognitively mature, and capable Marines is necessary (Berger, 2021).

This idea of the value of emotional intelligence was further enhanced when the idea of screen and evaluating military leaders arose. It was suggested that leaders “need to show a certain level of proficiency and understanding and not just emotional intelligence, but in mental resiliency type behaviors.” Participants expressed great value in the power of emotional intelligence throughout the discussions and interviews. One participant goes out of their way to ask recently hired employees, “Who's the best leader you've ever worked for or with and what made them so good?” This participant noted that almost always, the person “would say self-awareness...they know their limitations, they know their knowledge is inherently incomplete when it comes to certain things, and they're humble enough to admit it.”

Callahan and Grunberg (2019) argue that leaders' confidence, reliability, resilience, and emotional intelligence have an impact on their efficacy. Ultimately, emotional intelligence is an area of leadership that is highly valued and placed as a foundation in terms of leadership success.

Communication

The third code of theme four is communication. This code consisted of five coded segments (see Table 2) consisting of participants' thoughts on the importance of having difficult conversations but making them meaningful, praising others, understanding emotional granularity, and reflecting on one's message. Conversing can be incredibly difficult to execute successfully; it is very easy to misinterpret a message or to relay a message inaccurately. However, "There's a real need for Marine leaders to have the ability to have the difficult conversations... emotional intelligence...calls for us to be deliberate in how we address these problems because it's just part of being human."

Influential leaders utilize emotionally regulated methods of communication so that they are easy to understand, compelling to audiences, and customized to the emotional needs of their followers (Callahan & Grunberg, 2019). It's nothing to shy away from." Along the same lines, it is also necessary to praise individuals when they perform well, which one participant noted is "one of the biggest misses we do, especially in the Marine Corps and in the military, is not telling people that they did a great job and giving them the accolades, they deserve."

Leaders can motivate their followers to want to enhance their abilities and knowledge in the workplace by using their emotional intelligence, personal and social skills, and attitude toward personal training (Stănciulescu & Beldiman, 2019). To be effective at communicating, it was also noted that emotional granularity, or "having a more fine-tuned or nuanced vocabulary...to describe the emotions" is important, especially in cases of post-deployment when a Marine has death in their unit or a suicide. To understanding emotions, Fiori and Vesely-

Maillefer (2019) underscored the importance of learning terminology and then applying it to notice small changes while describing diverse combinations of feelings.

Emotional intelligence is essential in moments like these. Finally, the discussion of reflecting on one's message in terms of "aligning the intention of your message with the interpretation of your message" was necessary to improve communication. Reflective activities can help teach students how to understand their emotions and what caused them (Tuyakova et al., 2022). Just like there are two sides to every story, there are many ways to interpret someone's body language, their words, and the tone of their voice. For example, "We know how we're intending to come across, but the reality and the interpretation can sometimes be out of alignment." Further, it can be determined that to have emotional intelligence, a leader must also be able to effectively communicate.

Discussion of the Survey Findings

Four overarching themes developed from the surveys. The first was emotional intelligence as an important skill, the second was the fact that emotional intelligence is a learned skill, the third was the integration of emotional intelligence instruction, and the fourth was challenges in implementation. The data revealed that participants unanimously underscore emotional intelligence as an important and essential skill for leaders in the Marine Corps. Goleman (1995) declared that emotional stability or intelligence is more significant than general intelligence. The data also revealed that participants believe that emotional intelligence is a skill that can be learned, and it should be integrated into the Marine Corps curriculum. Dave et al. (2021) proposed that emotional intelligence can be developed by focused interventions and

formal training. However, the survey also revealed that although the topic should be integrated into the curriculum, challenges do exist in this regard.

Questions one, three, and five received the highest mean scores of 4.6, 4.4, and 4.7 (see Table 3) regarding emotional intelligence as an important skill. Across the data, it is revealed that participants believe that emotional intelligence is a skill that leaders in the Marine Corps should encompass to build effective command climates. Leaders with higher emotional intelligence are more likely to foster an environment in which their subordinates thrive (Garcia, 2021). Participants also agree that emotional intelligence ultimately impacts how a leader communicates with their team and subordinates. Overall, this theme highlights the need for leaders to encompass emotional intelligence.

Question two received a mean score of 4.3 (see Table 3) and pertains to how emotional intelligence is a learned skill. Although participants strongly agree that leaders should encompass the skill of emotional intelligence, they generally agree that it is something that can be developed. This suggests that participants recognize that individuals can learn and grow in this area. Devis-Rozental (2018) recommended that educators should study socio-emotional intelligence, practice skills, and allow students to reflect on it because it develops with knowledge and experience.

Question four, which pertains to the impact of emotional intelligence on Marine Corps leaders' decision-making abilities, also received a mean score of 4.3 (see Table 3). Participants generally agree that a leader's decision-making ability is influenced by their level of emotional intelligence. Individuals who possess emotional awareness are significantly more likely to comprehend and feel the emotions that impact the attitudes and actions of others (Sadiku and

Musa, 2021). Emotionally intelligent leaders can think more creatively and use their emotions to solve problems (Sadiku et al., 2020b).

Questions six, seven, and nine each received a mean score of 4.3 (see Table 3) and revolved around the theme of integrating emotional intelligence into curriculum and training. Participants generally believe that emotional intelligence is a skill that should be taught in the MCU curriculum. Particularly, participants see value in MCU integrating emotional intelligence into the leadership areas of the curriculum as well as working with subject matter experts to incorporate latest trends and research. These questions and the theme that generated, highlights the need to institutionalize emotional intelligence education and training. Belaunzaran Mendizabal (2019) argued that the framework for defining criteria for high-quality professional education also justifies the necessity for evaluation and intervention competencies linked to emotional management and interpersonal difficulties in higher education.

Questions eight and 10 received the lowest mean scores of 4.1 and 4.2 (see Table 3) and pertain to challenges in terms of integrating emotional intelligence into the MCU curriculum. As noted previously, participants generally agree that emotional intelligence should be integrated into the MCU curriculum, however this theme reveals that participants view this task as a challenging one. Participants view the leveraging of technology slightly lower, along with instructor's training. This underscores the perceived notion that challenges may exist in implementing an emotional intelligence curriculum at MCU. Devis-Rozental (2018) suggested that learning opportunities should be made explicit through learning outcomes that specifically highlight the targeted areas for students to build self-awareness and measure their progress.

Discussion of the Qualitative Document Findings

Analysis of the qualitative document data revealed three trends. The first was learning strategies, the second was components of leadership, and the third was emotional intelligence.

Qualitative Document Theme #1: Learning Strategies

The lesson course cards revealed the theme of learning strategies (see Table 4) to enhance student learning. Strategies highlighted in the course cards included student activities, linking to the curriculum, seminar-style discussions, and the use of quotes. The lesson cards include structured activities such as a writing assignment on issuing a Commander's. The activities seem to foster practical, engaging, and experiential learning. Sanderson (2021) observed that experiential learning activities in the classroom promote student engagement, critical thinking, and the exploration of controversy and conflict in a secure environment.

The course cards also seemed to be linked to certain areas of the MCU curriculum, such as leadership. Doing so, showed to link the lessons to areas of self-awareness, leading diverse teams, and leadership theories. This integration highlights the need of connecting course material with overarching leadership objectives. A significant component of the course cards were seminar-style discussions. This learning strategy provided opportunities for students to engage in guided dialogue with both their peers and instructors.

George et al. (2021) recommend that discussions and role-playing exercises in emotionally taxing situations are beneficial for understanding emotional intelligence. The final learning strategy that appeared throughout was the use of quotes. The course cards included relevant quotes from individuals such as Daniel Goleman, General Alfred Gray (29th Commandant of the USMC), Robert Cooper (Ph.D.), Paul P Harris (Founder and President

Rotary Club), Jim Frederick (author of *Black Hearts*), and General Charles C. Krulak (31st Commandant of the USMC). Each quote highlighted the importance of emotional intelligence either directly or indirectly. For example, the quote from Paul P Harris, “Personality has power to uplift, power to depress, power to curse, and power to bless,” emphasizes the significant role that personality plays in our lives. Kanesan and Fauzan (2019) assessed emotional intelligence as a component of personality. Overall, the learning strategies employed and highlighted within the course cards underscore a methodical approach to both active and experiential learning, while aligning the content to the overall course objectives.

Qualitative Document Theme #2: Components of Leadership

Components of leadership revealed as the second theme from the course cards (see Table 4). Three areas of leadership were highlighted throughout the course cards: command climate, emotional intelligence, and decision-making. Command climate was noted in almost every course card, specifically ones that cultivate an environment with mutual trust, respect, and dignity. It can be inferred that a positive command climate is foundational to the success of leadership.

Emotional intelligence, another key area of leadership, was discovered in almost every course card. Across the board, the course cards include definitions of emotional intelligence that define it as an ability for one to recognize and understand their own and others’ feelings to effectively achieve mission success and lead subordinates. Salovey and Mayer (1990) described emotional intelligence as the ability to recognize and distinguish between one's own and other people's emotions, and to use this knowledge to guide one's thinking and behavior.

Decision-making also revealed across the course cards. It was highlighted as a way for leaders to enhance their knowledge, skills, and abilities. Fiori and Vesely-Maillefer (2019) noted that managing emotions can include things like keeping a positive attitude in a difficult situation or controlling excitement when making a critical decision. Ultimately, the purpose of refining these skills is to contribute to leadership development. Overall, the three components of leadership that were highlighted across the course cards - command climate, emotional intelligence, and decision-making - underscore the importance of interpersonal skills necessary for effective leadership.

Qualitative Document Theme #3: Emotional Intelligence

Throughout the course cards, the concept of emotional intelligence, specifically the definition and improvement of emotional intelligence, was revealed (see Table 4). The course cards do not contain a single exact definition of emotional intelligence. However, scholarly journals and theorists were cited to arrive at a universally acknowledged definition.

Emotional intelligence is defined as the ability to perceive, comprehend, and manage one's own and others' emotions. Goleman (1995) defined emotional intelligence as the ability to understand one's emotions, control them, motivate oneself, recognize the sentiments of others, and manage relationships. The course cards also demonstrated that with the right training and motivation, anyone, regardless of age, can enhance their emotional intelligence. Although it is a trait that individuals all have, one can improve and develop their emotional intelligence through practice (Sadiku et al., 2020a).

Finally, the outcomes of the qualitative document analysis show that emotional intelligence is highly valued, particularly in the field of leadership. Recent research (Aguilar,

2019; Callahan & Grunberg, 2019; Garcia, 2021; Koh & O'Higgins, 2018; Stănciulescu & Beldiman, 2019) underscores that emotional intelligence is critical in leadership and leader development. This analysis throws insight on instructional methodologies, leadership components, and the significance of emotional intelligence within the MCU curriculum.

Summary

The purpose of this study was to provide recommendations to improve the practice of incorporating emotional intelligence instructional strategies at MCU in Quantico, Virginia. The problem was that emotional intelligence needs to be consistently addressed in the curriculum at MCU since research and strategic guidance indicate that it is a critical component of leadership. This chapter of the report presented the Interview Findings, Survey Findings, Qualitative Document Analysis Findings, Discussion of the Interview Findings, Discussion of the Survey Findings, and Discussion of the Qualitative Document Findings.

Chapter Five: Recommendations

Overview

The purpose of this study was to provide recommendations to improve the practice of incorporating emotional intelligence instructional strategies at MCU in Quantico, Virginia. The problem was that emotional intelligence needs to be consistently addressed in the curriculum at MCU since research and strategic guidance indicate that it is a critical component of leadership. This chapter of the report presents the Recommendations, Roles and Responsibilities of Stakeholders, Resources Needed, Timeline, and Summary.

Recommendations

The purpose of this study was to provide recommendations to improve the practice of incorporating emotional intelligence instructional strategies at MCU in Quantico, Virginia. The central research question for this study was, How can the problem of a lack of emotional intelligence instructional strategies be solved at Marine Corps University in Virginia? Based on a review of the scholarly literature and data collection and analysis, two possible solutions are recommended to answer the central research question. The two recommendations are:

1. Curriculum Integration
2. Experiential Learning Instruction

Recommendation for Curriculum Integration

The data gathered from the interviews emphasizes how important it is to integrate emotional intelligence into the MCU curriculum. Based on the results of the interviews, participants believe that incorporating emotional intelligence learning into the existing educational framework is both feasible and appealing (see Table 2). Important data points like

curricular overlap, emotional intelligence as a building block, applicability across existing courses, and inclusion into the communications curriculum support this conclusion.

From the interview findings, participants emphasized the strong links between emotional intelligence principles and current curriculum, such as "self-awareness...critical thinking, cultural training and education...reflective practice, and habits of mind." The interview findings underscore the importance of emotional intelligence in a wide range of topics, including ethics, morals, business, decision-making, critical thinking, and even communication, in addition to specific leadership courses. This highlights the natural integration of emotional intelligence into all MCU courses. The qualitative document data (see Table 5) revealed 14 occurrences linking emotional intelligence to the curriculum. The question about emotional intelligence being part of the MCU curriculum received an average score of 4.3 in the survey (see Table 3). Thus, it is recommended that university administration and leadership do the following:

1. Form the Curriculum Integration Team
2. Allocate Funds
3. Determine Courses for Emotional Intelligence Integration
4. Arrange for EQ-i 2.0 Instructor Assessments
5. Organize Training Workshops
6. Provide Support Resources and Materials

This recommendation has several advantages, including curriculum alignment, complete skill development, relevance to real-world situations, and interdepartmental integration.

Alignment can improve the effectiveness of curriculum discussions which can help educators compare the frequency and depth of basic topic coverage (Shaltry, 2020). Long-term emotional

intelligence education strategies that are more effective are expected to take longer to provide not only knowledge and skills, but also enough time for self-analysis and independent emotional intelligence development (Antinienė et al., 2022). There is a disconnect between what is typically taught in specific educational programs and the interpersonal skills that real-world companies want in leadership candidates (Fulmore et al., 2022). While some schools have successfully integrated interpersonal competence courses into their curricula or added relevant topics of interpersonal effectiveness to existing courses in recent years, not all have been successful in aligning what is taught with what is needed in the real world (Baliga, 2021; Boyatzis, 2018). Further, interdepartmental collaboration plays a pivotal role in fostering interdisciplinary convergence, resulting in the highest form of knowledge consolidation (Khomenko et al., 2023).

This recommendation also has a few drawbacks, including curriculum space limits and intellectual boundaries. MCU's curriculum may already be highly packed, leaving little room for new material. Finding room for emotional intelligence training without displacing other important topics could be difficult. There may be intellectual boundaries between courses, according to the evidence from the interviews, which could make it more difficult to integrate emotional intelligence. Overcoming these barriers may necessitate a dedicated effort. Learning outcomes that explicitly highlight the intended areas for students to build self-awareness and measure their progress, on the other hand, can provide learning opportunities (Devis-Rozental, 2018).

Integrating emotional intelligence into the MCU curriculum is a well-founded idea supported by interview data. It capitalizes on existing curriculum overlaps, assures thorough skill

development, improves preparation for varied leadership scenarios, and encourages cross-departmental collaboration. While there are issues with curricular space and intellectual constraints, the potential benefits for leadership education at MCU make this proposition a crucial step toward developing emotionally intelligent Marine Corps leaders.

Recommendation for Experiential Learning Instruction

The data gathered from interviews emphasizes the importance of encouraging and promoting experiential learning. Several major conclusions emerged from the data, demonstrating the importance of integrating experiential learning instructional strategies. These include catering to individual learning styles, hands-on learning, reflective learning, collaborative group work, and gamified learning and conversation are among the major elements.

The interview findings revealed 18 instances of experiential learning as an instructional strategy. One participant noted, "...sticky learning experience...they'll retain it because of how you introduced it, and you brought them into that conversation...they'll remember it..." Participants emphasized the importance of students "rolling up their sleeves" to actively engage in their learning. One participant suggested that participants "design something...interact and use it with other people." Sanderson (2021) highlighted that experiential learning activities in the classroom promote student engagement, critical thinking, and the exploration of controversy and conflict in a safe environment. Additionally, the qualitative document data (see Table 5) included 36 occurrences of student activities and 11 seminars. For example, consider the code "student activities," where supporting evidence included mention of students developing a written commander's intent and determining how to issue it. This effectively provides an experiential learning opportunity for students. Further, the code "seminar" included a mention of how the

conference groups will take part in a guided seminar-style discussion. Regarding the survey data, the question about leveraging technology to make the teaching of emotional intelligence more interactive and engaging received an average score of 4 (see Table 3). This alludes to the idea that emotional intelligence can be taught engagingly and interactively. To achieve the goal of integrating experiential learning, university instructors must examine courses and curricula, identify courses for emotional intelligence integration, complete EQ-i 2.0 assessments, and participate in training and workshop events.

This recommendation has several advantages, including improved learning experiences, a variety of learning styles, skill development, relationship building, and emotional engagement. Social-emotional competence, like cognitive skills, can be learned through various modes of education and specific learning activities (Gonzales, 2022). Most higher education institutions promote experiential learning as a value-added element that allows students to build relevant practice-based skills and discover the transferability between classroom and job (Sandersonhttps, 2021). Elmes (2018) asserted that incorporating experiential learning necessitates greater levels of engagement on the part of both students and instructors. In education, collaborative group work is recognized as a powerful tool for increasing student engagement and learning (Stanley & Zhang 2020) and is regarded as essential in higher education (Sridharan, Tai, & Boud 2019).

The recommendation also has certain drawbacks, such as resource and planning needs, as well as resistance to change. Putting interactive and engagement-focused initiatives into action may necessitate more resources and careful planning. Instructors may require training to effectively incorporate these strategies into their classroom instruction. If they are used to traditional teaching methods, some teachers or students may reject a transition toward more

active involvement strategies. Overcoming opposition may necessitate excellent communication and support.

The recommendation to integrate experiential learning is consistent with the evidence gathered during interviews. Understanding individual learning styles, hands-on learning, reflective practices, collaborative group work, and gamified learning are all critical components of effective emotional intelligence instruction. While resource allocation and potential opposition to change are difficult to address, the benefits of expanded learning experiences and skill development make this advice a beneficial investment in MCU's leadership development efforts.

Roles and Responsibilities of Stakeholders

The roles and responsibilities of stakeholders need to be disclosed to solve the problem for this research study. It is important to provide a plan for how the recommendations will be implemented and who will be responsible for which tasks. The roles and responsibilities for curriculum integration and experiential learning instruction are described in this section.

Curriculum Integration

To address the issue of a lack of emotional intelligence instructional methodologies at MCU, it is suggested that emotional intelligence be introduced into the curriculum first. To achieve success, it is critical to define the roles and responsibilities of people participating in the curricular integration process.

University Leadership

The role of university leadership is critical to the successful integration of emotional intelligence instructional strategies throughout MCU's curriculum. Participants in the interviews emphasized the strong links between emotional intelligence principles and existing curriculum.

Thus, it is recommended that university leadership oversee curriculum, allocate resources, coordinate training, monitor and evaluate, and manage budget.

The MCU leadership must unequivocally support the inclusion of emotional intelligence in the curriculum. This is critical because it emphasizes the need for emotional intelligence in developing well-rounded Marine Corps commanders. To do this, academic administrators must guarantee that departmental development and advancement, including curricular changes, continue (Hopkins et al., 2021). Furthermore, department heads and administrators function as liaisons between instructors and the curriculum (Loh & Hu, 2021). As a result, they should strive actively and aggressively to make emotional intelligence a critical component of MCU's educational program. More importantly, it should be acknowledged as a critical component of leadership development. By including MCU leadership in the process of introducing emotional intelligence into the curriculum, other MCU stakeholders will be more likely to support it.

Instructors

Instructors at MCU are critical to the successful integration of emotional intelligence instructional strategies into the curriculum. Interview participants specifically mentioned the significant overlap between emotional intelligence and the existing MCU curriculum, emphasizing the importance of integrating it across all PME levels. As a result, it is the responsibility of university instructors to participate in a curriculum crosswalk, undergo emotional intelligence self-assessment, participate, and engage in training, apply knowledge to curriculum redesign, and assess and evaluate the impact.

Instructors who will be actively teaching emotional intelligence courses will play a critical role in making the integration plan a reality. They are not only on the front lines of

teaching emotional intelligence to MCU students, but they are also in charge of implementing curriculum changes and creating an environment conducive to emotional intelligence development. Marken (2021) emphasized the importance of instructor expertise and pedagogical approach in shaping the student experience. Involving instructors in the process of incorporating emotional intelligence into the curriculum will result in appreciation and understanding.

Experiential Learning Instruction

To address the issue of a lack of emotional intelligence instructional techniques at MCU, it is advised that student participation in the learning process be increased. To achieve success, it is critical to define the roles and responsibilities of everyone involved in integrating experiential learning into instruction.

University Leadership

Transformational leaders must actively motivate, engage, and inspire their colleagues to achieve common goals (Ronksley-Pavia & Neumann, 2022). Ronksley-Pavia and Neumann (2022) recommended the following for university leaders:

1. Allocate Resources for Effective Learning
2. Encourage Student Involvement in the Process
3. Effectively Communicate between Instructors and Students
4. Use Data to Make Informed Decisions
5. Develop Policies and Strategies

In keeping with Ronksley-Pavia and Neumann's suggestions, MCU administrators should consider incorporating experiential learning into the process of developing their curricula. This will enable students to actively interact with the ideas of emotional intelligence and provide

them with practical, real-world experiences that will improve their abilities. Participants in the interviews suggested guest seminars, particularly from senior leaders, to teach emotional intelligence. Rather than relying solely on experts, admired speakers, such as Colonels, shared personal experiences to make emotional intelligence more relatable and impactful for students. By including MCU leadership and administration in the process of introducing emotional intelligence into the curriculum, integrating experiential learning will result.

Instructors

Instructors play a critical role in encouraging students to apply emotional intelligence concepts in real-world settings, which is in line with the advice for integrating experiential learning into the curriculum. Given the variety of learning preferences and styles among students, interviewees stress the significance of designing a curriculum that facilitates diverse learning experiences. Ensuring a high-quality learning experience requires instructor engagement on both an emotional and psychological level (Marken, 2021). Instructors are trailblazers when it comes to creating experiential learning environments that promote the use of emotional intelligence concepts in practical settings. They are responsible for using creative instructional techniques, guiding conversations in groups, and setting an example of emotional intelligence.

An overwhelming preference for experiential learning was shown by the data. As a means of instruction, experiential learning improves students' skill development and provides them a deep comprehension of the subject matter. According to Bond et al. (2020), student involvement is acknowledged as a complex concept with a foundation in action. Three types of involvement include cognitive, emotional, and behavioral (Géraldine et al., 2021). Encouraging

instructors to integrate emotional intelligence into the curriculum will improve students' experiential education.

Resources Needed

The resources needed to solve the problem for this research study must be considered. It is important to provide a plan for how the funds of the recommendations will be secured. The resources needed are described in this section.

Curriculum Integration

Obtaining the resources needed for curriculum integration and revision involves several necessary steps. To begin, a curriculum crosswalk is carried out to identify specific courses that are suitable for implementing emotional intelligence methods of instruction. The chosen instructors will go through a three-stage process that involves self-evaluation, emotional intelligence training, and emotional intelligence instructional training.

The EQ-i 2.0 is the world's top measure of emotional intelligence (*What Is the EQ-i 2.0 and Emotional Intelligence?*, n.d.). This tool is great for determining how individuals work emotionally, their areas of strength, and potential areas for development. The EQ-i 2.0 testing is administered online, and participants must reply to 133 statements regarding their emotional intelligence abilities. After completing the task, the participant will receive a detailed report summarizing their overall results in five EQ areas: Self-Perception, Self-Expression, Interpersonal, Decision-Making, and Stress Management. This report further addresses how they use the 15 EQ competencies and how balancing them can improve their well-being, workplace and leadership performance, relationships, and communication.

RisingEQ, LLC (2023) charges \$575 per individual for the EQi 2.0 Workplace Assessment and Results Report. The package includes 21-page workplace outcomes report as well as a 60-minute Zoom video debrief session with an expert EQi 2.0 trained administrator who will discuss the results. However, if a member of the MCU staff or neighbor, such as the Federal Bureau of Investigation (FBI) Academy, were to be EQi 2.0 certified/coach, then they can administer the test and interpret the results at no cost, ultimately saving MCU thousands of dollars. There would be no travel costs because the exam would be performed electronically, and the coach would discuss the findings digitally.

The next stage is to collaborate with Six Seconds: The Emotional Intelligence Network (2022). They have developed a program called "Know, Choose, Give" to assist participants in learning and developing important skills for making long-term changes. This program, which has been rigorously tested with university students, provides a flexible implementation plan that can be changed for academic courses, whether they are part of general education or major requirements, and may be incorporated across the institution. The \$89.95 facilitator guide contains an emotional intelligence self-assessment, a companion website with additional materials such as a university syllabus, a hands-on tool for practicing emotional intelligence, and a suggested implementation strategy. There is also the opportunity for training and certification to improve facilitation abilities for this program. Instructors can also investigate the Know, Choose, Give tools, which cost \$44.95, to uncover instructional tactics that may be included in their course curriculum.

Experiential Learning Instruction

The Know, Choose, Give curriculum (Participant Workbook plus Facilitator Guide), as previously mentioned, delivers an in-depth emotional intelligence orientation with 30 practical courses (Six Seconds, 2022). Lessons are easy to understand and include a check-in, experiential exercises, discussion tools, and reflection worksheets. Neuroscience, self-reflection, and practical techniques are among the key subjects. Students will investigate issues such as:

1. What influences our decision-making, and how can we make better decisions?
2. What do beliefs and values imply, and how do we put them into practice?
3. How can we properly handle difficult emotions such as stress, anxiety, and anger?
4. What is a healthy relationship, and how can we improve relationships by using constructive criticism, conflict resolution, and negotiating skills?

The next phase in integrating experiential learning into instruction involves instructors attending seminars and training sessions on emotional intelligence integration in higher education. The Emotional Intelligence in C&U Virtual Conference, which takes place yearly in June and is free to register for and attend. Participants will have access to the conference recordings after the event. The conference includes a keynote panel, workshops, and roundtable discussions on a variety of topics, such as how to improve student engagement, retention, and well-being, how to have authentic conversations, coaching in business administration, integrating emotional intelligence into education, developing emotional intelligence competencies, and more (Six Seconds, 2022).

Timeline

The plan for when the recommendations will be implemented is needed to help solve the problem for this research. The timeline for implementing the curriculum integration and experiential learning is explained in this section.

Curriculum Integration

Implementation of the curriculum integration will take approximately seven months. See Table 6 for the Timeline of Curriculum Integration timeline.

Table 6

Timeline of Recommendation #1: Curriculum Integration Implementation

Date	Action Item
September 1, 2024	Conduct a curriculum crosswalk to identify courses that are appropriate for integrating emotional intelligence.
October 1, 2024	Choose instructors for the Curriculum Integration Team who will undergo emotional intelligence testing.
November 1, 2024	Instructors receive self-evaluation and emotional intelligence training.
December 1, 2024	Provide the EQ-i 2.0 assessment to the chosen instructors.
January 1, 2024	For instructors, receive and review the detailed EQ-i 2.0 reports.
February 1, 2025	Collaborate with Six Seconds to obtain the "Know, Choose, Give" emotional intelligence development program.
March 1, 2025	Instructors begin by identifying instructional tactics for their course curriculum using the "Know, Choose, Give" method.

Experiential Learning Instruction

Implementation of experiential learning instruction will take approximately six months.

See Table 7 for the Timeline of Experiential Learning timeline.

Table 7

Timeline of Recommendation #2: Experiential Learning Implementation

Date	Action Item
April 1, 2025	The Curriculum Integration Team meets to discuss the instructional tactics they have identified from the "Know, Choose, Give" method.
May 1, 2025	Instructors redesign their course syllabi.
June 1, 2025	Instructors attend the Emotional Intelligence in C&U Virtual Conference to learn more about emotional intelligence integration in higher education.
July 1, 2025	Instructors continue redesigning their course syllabi.
August 1, 2025	The Curriculum Integration Team meets to discuss the final versions of their course syllabi.
September 1, 2025	Instructors begin incorporating emotional intelligence experiential learning instructional strategies into their course curriculum.

Summary

The purpose of this study was to provide recommendations to improve the practice of incorporating emotional intelligence instructional strategies at MCU in Quantico, Virginia. The problem was that emotional intelligence needs to be consistently addressed in the curriculum at MCU since research and strategic guidance indicate that it is a critical component of leadership. This chapter of the report presented the Recommendations, the Roles and Responsibilities of Stakeholders, Resources Needed, the Timeline, and Summary.

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Appendices

Appendix A



UNITED STATES MARINE CORPS
MARINE CORPS UNIVERSITY
EDUCATION COMMAND
2076 SOUTH STREET
QUANTICO, VA 22134

EDCOM REVIEW OF RESEARCH ENDORSEMENT REQUEST

Project Title: Emotional Intelligence in PME Curricula

Principal Investigator: Sarah Kirkland (Liberty University)

Lead Researcher: Sarah Kirkland

Type of Research: ☐ MCU Faculty ☐ MCU Student ☐ MCU Staff ☒ Extramural

The request for endorsement of this project is approved. This support is limited to approval of the topic of the specified project and does not indicate that any Marine Corps resources will be expended in support of the research other than any permissions to recruit subjects indicated below.

The researcher(s) is/are approved to recruit the categories of subjects specified in the protocol from the following MCU components:

- | | |
|---|--|
| <input type="checkbox"/> All of MCU | <input checked="" type="checkbox"/> Expeditionary Warfare School |
| <input checked="" type="checkbox"/> War College | <input checked="" type="checkbox"/> College of Enlisted Military Education |
| <input checked="" type="checkbox"/> Command and Staff College | <input checked="" type="checkbox"/> College of Distance Education and Training |
| <input checked="" type="checkbox"/> School of Advanced Warfighting | <input checked="" type="checkbox"/> Other: <u>MCSEA</u> |
| <input type="checkbox"/> Project requires approval to recruit subjects from one or more other commands. Approval(s) will be provided by the Principal Investigator via separate correspondence to the reviewing programs below. | |
| <input type="checkbox"/> Not Applicable | |

These approvals are contingent upon review and approval of your research by:

- | |
|--|
| <input type="checkbox"/> Marine Corps Institutional Review Board |
| <input checked="" type="checkbox"/> Marine Corps Human Research Protection Program Administrative Review (extramural research) |
| <input checked="" type="checkbox"/> Marine Corps Survey Program |
| <input checked="" type="checkbox"/> Other: <u>Liberty University IRB</u> |
| <input type="checkbox"/> Other: _____ |

The point of contact regarding this approval is Dr. Kerry Fosher, Director of Research, at kerry.fosher@usmcu.edu.

Approved by Commanding General, Education Command

[Redacted Signature]

Date: 15 Jan 23

Appendix B

Interview Questions

1. What comes to mind when I use the term emotional intelligence?
2. How could mentoring fit into an instructor's professional practice, and how could it help students develop emotional intelligence?
3. How might any course syllabus demonstrate emotional intelligence? For instance, in the various sections of the syllabus, such as the introduction, student preparation and requirements, relation to other instruction, and so on.
4. What techniques do you use regularly to improve and develop your emotional intelligence?
5. How could an instructor incorporate emotionally intelligent skills into course delivery?
6. How should an instructor perceive the emotions of their students struggling and those who excel in their course? Could you explain how an instructor could relate to them?
7. When student-group projects are assigned, how might the dynamic of student relationships in the classroom change? What impact could it have on the instructor-student relationship?
8. What is the relationship between emotional intelligence and professional requirements for Marine Leaders?
9. How does emotional intelligence affect a Marine's leadership success?
10. How do you see an emotional intelligence curriculum fitting into the professional military education of the Marine Corps?

Appendix C

Survey Questions

1. Emotional intelligence is crucial for Marine Corps leaders.
2. Emotional intelligence can be learned and developed by leaders in the Marine Corps.
3. Emotional intelligence can contribute to building a positive and effective team culture in the Marine Corps.
4. Emotional intelligence can impact a Marine Corps leader's decision-making ability in high-pressure situations.
5. Emotional intelligence can impact a leader's ability to communicate effectively with their team and stakeholders.
6. Emotional intelligence should be part of the curriculum and taught as an essential skill in leadership and personal development.
7. The Marine Corps University can include emotional intelligence in its leadership development programs, making it a key part of the training for aspiring leaders.
8. The Marine Corps University can leverage technology to make the teaching of emotional intelligence more interactive and engaging.
9. The Marine Corps University can collaborate with experts in emotional intelligence and related fields to ensure that the latest research and best practices are incorporated into the curriculum.
10. The instructors and trainers at the Marine Corps University need to be trained in emotional intelligence to teach it to students effectively.