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Law Enforcement Leaders' Perceptions of the Attributes of Emotional Intelligence

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Walden University

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Gordon Alexander Broussard

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Walden University
2023

Abstract

Law Enforcement Leaders' Perceptions of the Attributes of Emotional Intelligence

by

Gordon Alexander Broussard

MS, California Coast University, 2016

BS, National University, 1987

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Criminal Justice

Walden University

November 2023

Abstract

Although there have been numerous studies conducted on emotional intelligence and effective leadership, there is a need for increased emotional intelligence among law enforcement leaders. This study aimed at determining how law enforcement leaders perceive the importance of emotional intelligence attributes when leading their organization. A phenomenological qualitative study was used with purposive and snowball sampling of 12 participants who held senior leadership positions for over five years as chiefs and sheriffs throughout the United States. Semistructured interviews were conducted to determine participants' perceptions of the importance of the four attributes of emotional intelligence: self-awareness, self-management, social awareness, and relationship management. Based on the data gathered, open and deductive coding was used to establish themes regarding the importance of each attribute of emotional intelligence in leading an organization. Member checking, peer review, and the use of a journal ensured study trustworthiness. Participants indicated that all four attributes were instrumental in leading an organization. Among the four attributes, self-awareness was found most important. The results of this study have potential implications for positive social change that includes enhancing law enforcement leaders' understanding of emotional intelligence so they can effectively lead their organization and better serve their communities. The results also contribute to law enforcement policy literature and can be used to help inform future practice.

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Dedication

I dedicate this study to my lovely wife, Louise, who has been the driving force that kept me going during this journey. Even though she fought cancer for two years and beat it, she was always there for me, providing motivation and continuously reminding me why I started this journey. I am ever so grateful to have her as my partner, and I thank her for her never-ending love and support throughout my life.

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Chapter 1: Introduction to the Study

Introduction

There are approximately 18,000 state and local police agencies in the United States. According to USAFacts (2021), these agencies include state police, county police, county sheriffs, municipal police, and special district police. All these agencies have an individual, the law enforcement leader, responsible for promoting an environment open to communications and personal and professional growth for their employees. A law enforcement leader's success depends on trust and relationships that are instrumental within the organization and the community (International Association of Chiefs of Police, 2008). Today, law enforcement leaders face significant challenges in policy and oversight, partnership with communities, officer recruitment and retention, and officer safety and welfare (Police Executive Research Forum, 2021). Additionally, these leaders must react to modern technologies and approaches to enhance policing (International Association of Chiefs of Police, 2020). Matusiak et al. (2016) stated that law enforcement leaders must have leadership skills to encounter challenges from the institutional environment and community demands and maintain justice.

Just as leaders do in other occupations, such as businesses, nursing, and education (Anand, 2019; Franco, 2022; Pérez-Fuentes et al., 2019), law enforcement leaders must implement emotional intelligence attributes to succeed. Leaders with emotional intelligence skills enhance an organization's success (Aguilar Yuste, 2021). However, some researchers believe law enforcement has not entirely accepted the concept of emotional intelligence (Blumberg et al., 2016; Magny & Todak, 2021). The goal of this

study is to enhance law enforcement's appreciation of emotional intelligence, making a positive social change in how law enforcement leaders run their organizations and serve their communities. Additionally, this study will contribute to law enforcement policy literature and help inform practice.

In Chapter 1, I address this study's background, the problem statement, and the purpose statement. Additionally, I cover research questions, the nature of the study, definitions of terms, assumptions, scope and delimitations, limitations, and the significance of this study. Finally, this chapter includes a summary and a transition to Chapter 2.

Background

This study will address the lack of emotional intelligence in the law enforcement community and the gap in literature on how law enforcement leaders perceive the attributes of emotional intelligence. Today's law enforcement leaders face a myriad of challenges in leading their organizations. These individuals continuously face scrutiny not only in leading their organization but also providing services to their communities (Vermeer et al., 2020). Leaders are now facing recruitment, retention, and accountability challenges (Police Executive Research Forum, 2021). Further, law enforcement leaders must embrace new technological advancements where innovations occur quickly, such as robotic cameras, unmanned aircraft systems (UAS), and GPS vehicle pursuit darts (Lawrence, 2018). Therefore, these leaders must have the leadership skills to traverse the institutional environment, deal with their communities' demands, and maintain justice (Matusiak et al., 2016; Pyle et al., 2019).

Emotional intelligence became a new social behavior concept when Thorndike researched social intelligence in the late 1930s (Cherniss, 2000). This concept became relevant in the late 20th century when Salovey and Mayer (1990a) and Bar-On (1997) presented their theories on emotional intelligence. However, emotional intelligence's popularity began with Goleman's (1995) book *Emotional Intelligence: Why It Can Matter More Than IQ*. Research has shown that emotional intelligence is a significant factor in the success of organizational leaders in businesses, nursing, and education (Anand, 2019; Franco, 2022; Pérez-Fuentes et al., 2019). Aguilar Yuste (2021) argued that leaders with emotional intelligence skills are instrumental in an organization's success, and leaders who use the attributes of emotional intelligence enhance an organization's visibility, influence others, and build cohesive groups. Baral (2017) stated that emotional intelligence is the main component of leadership efficacy. Finally, Miao et al.'s (2018) research indicated that authentic leadership competencies are closely related to the attributes of emotional intelligence based on Goleman's (1995) model. Miao et al. (2018) concluded that individuals can learn emotional intelligence and apply it to law enforcement.

Furthermore, the success of a law enforcement organization depends on the skills and abilities of its leadership. El et al. (2022) concluded that leadership behavior can have a positive effect on an organization. Leaders should empower and support individuals in the organization. Leadership practices promote growth and development of employees and enable confidence and commitment to the objectives of the organization (Alamanda et al., 2022; Qadir & Yesiltas, 2020). A review of the literature revealed that emotional

intelligence and leadership are meaningful contributors to leaders and their organization's success. Notwithstanding, leaders with emotional intelligence skills enhance their leadership effectiveness toward their employees (Ansari & Kumar, 2022; Gómez-Leal et al., 2022; Miao et al., 2021).

Even though various occupations implement emotional intelligence, law enforcement has not entirely accepted the concept of emotional intelligence (Blumberg et al., 2016; Magny & Todak, 2021). Conroy (2018) maintained that emotional intelligence is instrumental for work performance when encountering others, which is a mainstay in law enforcement. Conroy (2018) additionally argued the need to examine the relationship between emotional intelligence and policing, and law enforcement leaders must apply emotional intelligence to improve organizational culture. Law enforcement leaders must provide policies, procedures, and guidance to ensure the success of their organization (Hendricks et al., 2020). Nonetheless, there is a lack of studies on emotional intelligence and law enforcement leaders (Conroy, 2018).

Problem Statement

The literature is lacking research conducted on emotional intelligence use by law enforcement leaders. Magny and Todak (2021) stated that studies on emotional intelligence have become instrumental in the success of various occupations and organizational psychology. However, unlike other occupations, the law enforcement community has not entirely accepted the concepts of emotional intelligence (Blumberg et al., 2016; Magony & Todak, 2021). The law enforcement community encounters tremendous challenges regarding stress and emotions (Dawson, 2019). Turner (2013)

argued that the law enforcement community requires continuous vigilance, disposition, behavior, and physiological endurance. Henceforth, with all the challenges facing today's law enforcement agencies, their leaders must have leadership skills and control of their emotions to lead their organization and serve their communities.

Although researchers have investigated this issue (Adetula, 2016; Magony & Todak, 2021; Miller et al., 2019; Turner, 2013), the research topic on how law enforcement leaders perceive the attributes of emotional intelligence when leading their organizations is lacking. Conroy (2018) encouraged using emotional intelligence for law enforcement agencies to improve officers' safety, provide options in resolutions during high-conflict encounters, and improve physical and psychological health. Turner (2013) emphasized measuring emotional intelligence attributes among law enforcement leaders. However, there is little research on how senior law enforcement leaders perceive the attributes of emotional intelligence when leading their organizations (Blumberg et al., 2016; Magony & Todak, 2021). Leaders must understand strategies and best practices to make an organization successful (Warrick, 2017). Also, leaders provide strategic direction to guide their organization's performance, productivity, effectiveness, and success (Hendricks et al., 2020; O'Neill, 2016). Therefore, understanding emotional intelligence would be instrumental in their leadership abilities (Conroy, 2018). The specific research problem for this study is the gap in literature that focuses on how law enforcement practitioners perceive the importance of understanding the attributes of emotional intelligence when leading an organization.

Purpose of the Study

This qualitative study was conducted to explore how law enforcement leaders perceive the importance of Goleman's (1995) four attributes of emotional intelligence when leading their organizations. The method of obtaining data was semistructured interviews with law enforcement leaders who have performed the duties of a police chief, sheriff, or deputy police chief to understand their perceptions of the attributes of emotional intelligence when leading their organizations. This study was conducted to address a gap in the literature and to enhance law enforcement leaders' understanding of emotional intelligence to make a positive social change in how they lead their organizations and serve their communities.

Research Question

RQ: How do law enforcement leaders perceive the importance of the attributes of emotional intelligence when leading their organization?

Theoretical Framework

The theory that grounds this study includes Goleman's (1995) theory on emotional intelligence. Amanfi (2019) stated that theoretical and conceptual frameworks inform and explain the problem of a study. Because emotional intelligence provides the skills to be an effective leader, Goleman's theory has been instrumental throughout occupations such as business, nursing, and education (Anand, 2019; Franco, 2022; Pérez-Fuentes et al., 2019). Goleman's (1995) emotional intelligence theory indicates that emotionally intelligent leaders can manage their own emotions, assess, and understand the emotions and feelings of others and assist others through relationship management.

Managing emotions and understanding the feelings of others are key objectives of emotionally intelligent leaders (Garza & Salcedo, 2021). Creating a positive organizational environment is essential for an emotionally intelligent leader. Furthermore, these leaders can influence their subordinates' emotional performance and accept change.

Goleman's (1995) theory on emotional intelligence and its relationship to leadership (Ansari & Kumar, 2022) is appropriately suited to study the phenomenon of law enforcement practitioners' perceptions of the importance of emotional intelligence when leading their organizations. The connections for this study were the four attributes of Goleman's (1995) emotional intelligence theory: (a) self-awareness, (b) self-management, (c) social awareness, and (d) relationship management; these are the theoretical foundation for an exploration of law enforcement leaders' perceived importance when leading their organization. These characteristics are significant in emotional intelligent leaders being successful (Goleman, 1995).

Nature of the Study

In this qualitative study, I used a phenomenological approach to address the research questions (see Merriam & Tisdell, 2016; Ravitch & Carl, 2021). The purpose of such an approach is to explore and understand the significance of the lived experiences of participants as they describe them (Bloomberg & Volpe, 2019). In the process of a phenomenological qualitative study, a researcher "brackets" (Bloomberg & Volpe, 2019, p. 81; Merriam & Tisdell, 2016) their own experiences to identify the participants' experiences. The focus is on uncovering and explaining the commonalities of the

participants. This approach was the most appropriate to answer the research question on how law enforcement leaders perceive emotional intelligence attributes when leading their organizations. The grounded theory method would not have been appropriate in this study because there would be no theory to generate from the collected data (Creswell & Poth, 2018).

Phenomenological research allows a researcher to obtain a profound understanding of the nature or meaning of lived experiences. Patton (2015) described the lived experience as an individual event that one lives through and understands as a particular type of experience. This research method is highly accommodating to understanding law enforcement leaders' experiences during one of their most challenging experiences as law enforcement leaders in leading their organizations. Additionally, the phenomenological research method was best aligned with the problem and purpose statements. The phenomenological research method allows a researcher to collect unique individual perspectives (Merriam & Tisdell, 2016). This method focuses on how individuals perceive an event or a phenomenon. Finally, this approach provides in-depth and rich data for understanding the phenomenon.

Definitions

The following terms and their definitions provide clear meaning and understanding within the context of this study.

Emotional intelligence: The capability to recognize one's own feelings and the emotions of others to motivate and manage relationships (Goleman, 1995).

Law enforcement leader: An individual who has held the position of chief of police, deputy chief of police, sheriff, or assistant sheriff, leading an organization for 5 to 10 years.

Relationship management: The ability to use one's awareness of emotions and those of other emotions to control interactions successfully (Bradberry & Greaves, 2009; Goleman, 1995).

Self-awareness: The ability to understand one's emotions at the moment and understand to have awareness of one's impact on others (Bradberry & Greaves, 2009).

Self-management: The ability to have awareness of one's emotions and remain flexible and react to different situations (Bradberry & Greaves, 2009).

Social awareness: The ability to instantaneously recognize the emotions and feelings of others and understand what they are going through (Bradberry & Greaves, 2009; Goleman, 1995).

Assumptions

For this study, I assumed 10–12 participants who have been law enforcement leaders for 5 to 10 years would be sufficient to obtain data on their perceptions of the attributes of emotional intelligence when leading their organization. I assumed that all participants would agree to participate as outlined in the informed consent form.

Additionally, I assumed that participants would truthfully and without bias answer all interview questions regarding their lived experience in leading a law enforcement organization. Johnson (2022) stated law enforcement leaders who attend the FBI's National Academy, National Command Course, National Executive Institute, or the Law

Enforcement Executive Development Seminar receive information on emotional intelligence. Therefore, I assumed that all participants would be familiar with the attributes of emotional intelligence. Another assumption was that all willing participants would understand that I am independent of their organization and that all data disclosed and collected would be confidential.

There are four philosophical assumptions for qualitative research: (a) ontological, (b) epistemological, (c) axiological, and (d) methodology (Creswell & Poth, 2018). In this study, I used Creswell and Poth's (2018) philosophical ontological assumption. Creswell and Poth (2018) described ontological assumptions as reality seen through many views. Furthermore, a researcher assumes multiple realities for a phenomenon in qualitative research; these multiple realities come from different researchers, participants being studied, and the readers of the study (Creswell & Poth, 2018). I planned to collect data from 10–12 law enforcement leaders, and this assumption supports the process of collecting multiple realities regarding leading a law enforcement organization. I identified these multiple realities by themes uncovered in the data. When a researcher uses the phenomenological qualitative method, the researcher is reporting on how the participants view lived experiences differently (Creswell & Poth, 2018).

Scope and Delimitations

The focus of the study was to explore the perceptions of law enforcement leaders on the attributes of emotional intelligence and their experiences in leading a law enforcement organization. Exploration on this topic began due to a lack of research literature on emotional intelligence and law enforcement (Conroy, 2018). I solicited

participants from law enforcement jurisdictions throughout the United States.

Participation was open for chiefs of police, deputy chiefs of police, sheriffs, and assistant sheriffs. Data for this study were collected through semistructured interviews with a selected group of 10–12 law enforcement leaders who have been in leadership roles for 5–10 years and have led an organization. Culture, ethnicity, gender, and socioeconomic status were not factors in selecting participants.

Limitations

Notwithstanding the strengths of qualitative research, this method does have limitations. Some readers might argue that the findings might not be free of bias for this study. I am a former law enforcement leader, and my role as researcher demanded separation, which was a challenge. Additionally, bias from the participants could have influenced the trustworthiness of the study. The accuracy of certain participants' responses could be a concern due to the apprehension of identification, perceptions, and reputation. However, mitigation of this limitation involved keeping all data confidential throughout the study. Participants were identified only by alpha numeric study codes. Any data collected were not associated with a participant's name. All participants' data were coded P-01 to P-12. I used two password-protected USB drives to protect all data and maintain confidentiality. The passwords contained eight alphanumeric characters. One USB drive contains the names of the participants, and the other USB drive had audio recordings and interview transcripts of the participants identified by study codes. This method protected the participants' identities as separate from the data collected (see Amanfi, 2019).

All data collected, USBs, written notes, and transcripts were stored in a digital keypad security safe at my residence to which I am the only one who has the code. A destruction log recorded all data. Additionally, encrypted password emails maintained security and confidentiality when sharing data with Walden University officials and professional transcription companies. This approach ensured the protection of all data and enhanced the ethical management of this study (see Amanfi, 2019).

Another limitation was the sample size. However, a small sample size enhances the collection of more detailed data, analysis, and reporting. I stopped data collection and analysis when saturation was achieved. Saturation occurs when information begins to repeat, and sufficient data has been obtained to answer the research question (Ravitch & Carl, 2021). Finally, ensuring a clear separation of my role at the institution from my role as researcher was also a challenge.

Another issue was transferability. Lincoln and Guba (1985) noted transferability as “the burden of proof lies less with the original investigator than with the person seeking to make an application elsewhere. The original inquirer cannot know the sites to which the transferability might be sought, but the appliers do” (p. 298). Therefore, my intent for the findings of this study was that they would be detailed descriptions that would enable readers to compare other contexts founded on as much information as possible (see Ravitch & Carl, 2021). This process allows readers to transfer the study design and findings by considering different contextual factors.

Dependability is achieved when a researcher maintains their actions and decisions throughout a study (Baillie, 2015). For this study, I used a journal to ensure transparency

in every step. Astroth and Chung (2018) stated that maintaining a journal enhances consistency and replication for future research. My journal included all steps, notes, and decisions made during this study. Finally, all data, journals, and software collected during this study have been maintained in a secure safe controlled by a combination of numbers known only to me.

To warrant credibility for this study, I conducted member checking and sent each participant an initial and follow-up transcript of the interviews (see Merriam & Tisdell, 2016). This process was so that participants could endorse the understanding and acceptance of the data collected. Additionally, interpretations of the data were based on senior law enforcement leaders' perceptions of the attributes of emotional intelligence when leading an organization. I ensured that I had sufficient engagement in collecting data. Merriam and Tisdell (2016) defined this step as saturation, when all the data and findings begin to repeat. Finally, I ensured peer reviews or triangulation of all data and findings, which strengthens the credibility of the data (see Adler, 2022).

Significance

Studies on emotional intelligence in numerous workplace settings, such as business, education, and nursing, have indicated improved leadership and employee performance in collaborative occupations, wellness, and organizational change facilitation (Magny & Todak, 2021). Today's law enforcement leaders face various challenges, and law enforcement organizations have become more complex (Matusiak et al., 2016; Pyle et al., 2019). Magony and Todak (2021) argued that law enforcement

research has not entirely accepted emotional intelligence or evaluated its significance for addressing critical issues faced by law enforcement leaders today.

Today's law enforcement leaders face challenges that can change quickly. Each year, the Police Executive Research Forum conducts surveys on the critical issues law enforcement agencies face. In 2020, a survey with 345 responses indicated that the most critical challenge for law enforcement leaders was increasing public trust (Police Executive Research Forum, 2020). The next year, survey responses indicated that the number-one challenge for law enforcement leaders was retention and recruitment. For example, in Seattle, 180 officers left the police department in 2020, along with 66 officers leaving in 2021 (Police Executive Research Forum, 2021). Additionally, the chief of police in Minneapolis indicated that reduction in staffing resulted in officers responding to 911 with little time for proactive policing (Police Executive Research Forum, 2021). These challenges can create emotions, good or bad, among employees and leaders, like any other organization. Therefore, law enforcement leaders must focus their leadership abilities on implementing policies and procedures and leading their organizations through these challenges. Also, law enforcement leaders must have the skills to traverse the institutional environment, deal with community demands, and maintain justice (Matusiak et al., 2016; Pyle et al., 2019).

This study was conducted to address a gap in the literature by exploring law enforcement leaders' perceptions of the importance of the attributes of emotional intelligence when leading their organization. The findings of this study could enhance law enforcement leaders' understanding of emotional intelligence, resulting in positive

social change in how these leaders accommodate and lead their organization and serve their communities. In addition, this study's findings can contribute to law enforcement policy literature and help inform practice.

Summary

This chapter introduced this qualitative study that was conducted to address the lack of research on law enforcement leaders' understanding of the attributes of emotional intelligence. Leadership skills of law enforcement leaders have become crucial because of the challenges they encounter. These leaders face new technologies, economic hardships, government influences, officer retention, and community trust (Police Executive Research Forum, 2020, 2021). With this study, I aimed to add to the literature to enhance law enforcement leaders' understanding of emotional intelligence and help effect positive social change in how law enforcement leaders lead their organizations and serve their communities. Goleman's (1995) emotional intelligence theory provided the theoretical framework because of its relationship with leadership (Ansari & Kumar, 2022). Goleman's (1995) emotional intelligence theory was appropriate for this phenomenological study on how law enforcement leaders perceived the importance of emotional intelligence when leading their organizations.

In Chapter 2, the literature review, I provide a synthesis of appropriate literature aligned with the problem statement, purpose statement, and research question. Additionally, in Chapter 2, I discuss the evolution of emotional intelligence, models of emotional intelligence, and how emotional intelligence relates to leadership. Finally, I

review literature related to how emotional intelligence can enhance the leadership skills of law enforcement leaders.

Chapter 2: Literature Review

Introduction

Law enforcement continues to become more dynamic and complex, forcing law enforcement leaders to address increasing challenges (Bouchard, 2019; International Association of Chiefs of Police, 2020). As such, law enforcement agencies must adjust to evolving technology, public laws, and societal perspectives (Police Executive Research Forum, 2020). These challenges require law enforcement leaders to uphold a high level of effectiveness while managing the public and personnel. For example, law enforcement leaders must maintain professionalism by performing their duties as expected despite limited budgetary allocations. Meeting such expectations can be challenging for law enforcement leaders who are unable to retain considerable emotional intelligence (Magny & Todak, 2021).

The concept of emotional intelligence began with Thorndike's studies on *social intelligence* in the late 1930s (Cherniss, 2000). Salovey and Mayer (1990a) later promulgated the concept as *emotional intelligence*. Subsequently, Goleman (1995) increased knowledge of the term famous in *Emotional Intelligence: Why It Can Matter More Than IQ*. Additionally, research has suggested that emotional intelligence can be a significant factor in the success of various occupations and organizations (Magny & Todak, 2021). However, the law enforcement community has not entirely accepted the concept of emotional intelligence (Blumberg et al., 2019; Magny & Todak, 2021). This study was focused on Goleman's (1995) theory of emotional intelligence, which entails self-awareness, self-management, social awareness, and relationship management. These

four concepts of Goleman's (1995) emotional intelligence theory closely relate to the competencies of leadership and the experiences of individuals who are in leadership roles (Caruso et al., 2014).

The purpose of this qualitative study was to explore law enforcement leaders' perceptions regarding the importance of emotional intelligence attributes when leading their organization. The overarching research question was: How do law enforcement leaders perceive the importance of emotional intelligence when leading their organization? This chapter illustrates that the literature does not include definitive research on law enforcement leaders' perceptions of the importance of emotional intelligence. This literature review additionally addresses thematic topics that enhanced the understanding of this study. In this chapter, I cover the literature on the evolution of emotional intelligence starting with theorists Thorndike, Mayer and Salovey, Bar-On, Goleman, and Petrides. Next, I discuss the three basic models of emotional intelligence: ability, mixed, and traits. Afterward, I discuss the following leadership models: authoritarian, laissez-faire, democratic, transactional, servant, and transformational. I discuss law enforcement leadership and the relationship between emotional intelligence and leadership.

Literature Search Strategy

This literature review is used to describe and summarize the relevant literature regarding emotional intelligence and leadership. Roberts and Hyatt (2019) explained that a literature review is a summary of the topics pertinent to a study that identifies gaps in the literature. Such a review involves an examination of previous research significant to

the current study (Nakano & Muniz, 2018). Roberts and Hyatt (2019) depicted a literature review as a two-step process. First, a researcher identifies appropriate resources, reviews important information, conducts analyses, synthesizes action, and organizes findings. Second, a researcher writes the literature review. In this literature review, I provide detailed information on research published within the past 5 years regarding emotional intelligence, leadership, and law enforcement leaders. However, for theoretical literature, studies older than 5 years are examined.

For this literature review, I used the following search engines, databases, and sites: Thoreau multi-database, EBSCOHost, ProQuest, Psychology Database Combined, ProQuest Criminal Justice Database, Google Scholar, the International Association of Chiefs of Police website, and various scholarly books. Various keyword combinations were employed in the search for information. Identified keywords were used independently or in combinations that yielded results related to this study's topic. Keywords included *emotional intelligence*, *leadership*, *emotional intelligence and leadership*, *law enforcement and emotional intelligence*, *law enforcement leaders*, *leadership styles*, *law enforcement administration*. The results found using these databases and keywords are presented in Appendix A.

Theoretical Foundation

Goleman's (1995) theory on emotional intelligence was the foundation for this study. Amanfi (2019) stated that theoretical and conceptual frameworks inform and explain the problem of a study. Emotional intelligence provides the attributes of an effective leader. Therefore, Goleman's (1995) theory has been instrumental in business,

nursing, and education (Anand, 2019; Franco, 2022; Pérez-Fuentes et al., 2019).

Goleman's (1995) emotional intelligence theory indicates that emotionally intelligent leaders can manage their own emotions, assess and understand the emotions and feelings of others, and assist others through relationship management. Managing emotions and understanding the feelings of others are key objectives of emotionally intelligent leaders (Garza & Salcedo, 2021). Creating a positive organizational environment is essential for an emotionally intelligent leader. Furthermore, these leaders can influence their subordinates' emotional performance and accept change.

Goleman's (1995) theory on emotional intelligence and its relationship to leadership (Ansari & Kumar, 2022) was appropriately suited to studying the phenomenon of law enforcement practitioners' perceived importance of emotional intelligence when leading their organizations. The connections for this study were the four attributes of Goleman's (1995) emotional intelligence theory: (a) self-awareness, (b) self-management, (c) social awareness, and (d) relationship management, which are the theoretical foundation for exploring law enforcement leaders' perceived importance when leading their organization. These characteristics are significant in emotionally intelligent leaders being successful (Goleman, 1995).

Literature Review

History of Emotional Intelligence

Various researchers have argued that the roots of emotional intelligence began with Thorndike (1920), who claimed that individuals who understand their internal states, motives, and behaviors as well as those of others have an ability called *social intelligence*

(Dhani & Sharma, 2016; Jan et al., 2017; Lubbadah, 2020; Maamari & Majdalani, 2017). Thorndike and Stein (1937) conducted research to evaluate various tests in attempts to measure an individual's social abilities, which may have been related to Thorndike's (1920) definition of social intelligence. However, Thorndike and Stein (1937) concluded that tests or measurements designed to determine the "ability to deal with people" (p. 228) cannot be satisfactorily measured and future research should be conducted.

Numerous researchers have correlated Thorndike's social intelligence theory with emotional intelligence, although other researchers have argued that Gardner's (1983) multiple intelligences theory is more closely related to emotional intelligence (Ferrero et al., 2021; Ruckert et al., 2021). Gardner's (1983) theory proposed that individuals have nine independent parts of intelligence, and Ruckert et al. (2021) posited that demonstrated how individuals process, learn, and remember through the nine parts of intelligence, detailing these as "verbal-linguistic, logical-mathematical, visual/spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalistic, and existential" (Gardner, 1983 p. 79). Gardner's (1983) theory has received criticism regarding efficacy and validity, but the theory is well accepted by the educational community (Attwood, 2022; Mehiri, 2020; Selvi, 2018).

Thorndike and Stein's (1937) exploration of social intelligence and its importance for human performance also influenced other researchers, such as Bar-On (2006). Bar-On (2006) asserted that emotional-social intelligence is a range of emotional and social abilities that govern how one understands and expresses oneself, understands others, relates, and adjusts to daily challenges. Bar-On (2006) derived this model from Darwin's

(1998) research on the significance of expressing emotions for survival and adaptation, emphasizing interpersonal, intrapersonal, adaptability, stress management, and general mood attributes (Campbell Jr., 2012).

Salovey and Mayer (1990b) proposed the term *emotional intelligence*, which is focused on the ability to understand emotions, stating that emotions influence thinking (Halliwell et al., 2021; Maamari & Majdalani, 2017; Nadia et al., 2019). Mayer et al. (2001) declared that emotional intelligence is a cognitive ability in which an individual can understand, recognize, and evaluate emotions and their meaning to reason and solve problems. Tommasi et al. (2021) portrayed Salovey and Mayer's (1990b) theory as an ability by which individuals can understand their own and others' emotions and use this information to influence actions or events. Puffer et al. (2021) and Maamari and Majdalani (2017) reported that Salovey and Mayer's (1990b) emotional intelligence model comprises four information processing skills: (a) perception, (b) facilitation, (c) understanding, and (d) regulation. Fiori et al. (2014) reported that Mayer, Salovey, and Caruso introduced the first means to measure emotional intelligence as an ability in 2000. The Mayer-Salovey-Caruso emotional intelligence test (MSCEIT) has had several revisions; however, the test consists of Salovey and Mayer's (1990b) four skills of emotional intelligence (Fiori et al., 2014).

Influenced by Salovey and Mayer's emotional intelligence research in the 1990s (Fianko et al., 2020), Goleman (1995) wrote *Emotional Intelligence: Why It Can Matter More Than IQ*, which familiarized the concept in both business and psychology sectors (Gola & Martin, 2020; Kanesan & Fauzan, 2019; Livesey, 2017). Goleman (1995)

presented numerous studies on the brain, emotions, and behavior (Cindea & Frant, 2020); however, the book was focused on individuals' ability to understand their own and others' emotions to motivate and influence relationships. Goleman's (1995) theory credited personal and professional success to four main attributes of emotional intelligence (Halliwell et al., 2021): two personal competencies—self-awareness and self-management—and two related social competencies—social awareness and relationship management (Fianko et al., 2020; Halliwell et al., 2021). Goleman (1995) explained that the attributes of emotional intelligence entail hierarchical relationships with self-awareness, which is the foundation of his theory. Thus, Goleman (1995) proclaimed that leaders with prominent emotional intelligence skills can be more effective than others.

In studying previous models, researchers attempted to create a framework to assess these concepts (Petrides, 2011). However, these measurements were focused on self-reported items or on responses that contain correct or incorrect replies (Petrides, 2011). Petrides and Furnham (2000) argued that these tests produce different results. Therefore, Petrides (2001) emphasized personality factors instead of cognitive or facilitative factors. Petrides' (2001) emotional intelligence model was focused on well-being, sociability, self-control, and emotionality, which comprise the trait emotional intelligence questionnaire. Table 1 outlines the history of emotional intelligence models.

Table 1*History of Emotional Intelligence Models*

1930–1936 Social intelligence	Social intelligence is introduced by Thorndike. This concept refers to one’s ability to relate to other people by understanding internal states, motives, and behaviors, which interact to produce different outcomes in oneself and others.
1983 Multiple intelligences	The multiple intelligences theory is introduced in Gardner’s (1983) book <i>Frames of Mind</i> . This theory suggests that nine intelligences interact to produce different outcomes. Interpersonal skills (social). Intrapersonal skills (emotional).
1988 Emotional–social intelligence	Emotional–social intelligence is introduced by Bar-On. Emotional and social abilities as well as enablers influence how one understands and expresses oneself, understands others, relates, and adjusts to challenges. This theory focuses on five attributes: interpersonal, intrapersonal, adaptability, stress management, and general mood.
1990 Emotional intelligence	Salovey and Mayer (1990a) first use the term emotional intelligence. This concept comprises one’s ability to monitor one’s own and others’ emotions, which guides thinking and actions.
1995 Popularization of emotional intelligence	Goleman’s (1995) book <i>Emotional Intelligence: Why It Can Matter More Than IQ</i> popularized the term emotional intelligence. The concept includes self-awareness, self-management, social awareness, and relationship management.
2001 Trait emotional intelligence	Petrides focuses on the personality concepts of emotional intelligence. The concepts include well-being, sociability, self-control, emotionality. Petrides creates the trait emotional intelligence questionnaire.

Models of Emotional Intelligence

Numerous researchers have argued that there are three primary models of emotional intelligence: (a) the ability model, (b) the trait model, and (c) the mixed model

(Dhani & Sharma, 2016; Gómez-Leal et al., 2018; Guitierrez-Cobo et al., 2017; Kanesan & Fauzan, 2019; Livesey, 2017). However, some researchers have argued there are only two primary models of emotional intelligence (Saklofske et al., 2003; Stough et al., 2009): the ability-based model (Mayer & Salovey, 1997) and the trait model (Petrides & Furnham, 2000). Di Fabio and Palazzeschi (2015) explained that ability-based emotional intelligence is the capability to process emotional information cognitively; additionally, they stated that the trait model merges emotional and social abilities in how one relates to oneself and others and addresses outside demands. Kanesan and Fauzan (2019) proposed a third model, the mixed model, as a combination of the ability and trait models.

These models' variations resulted in the evolution of proposed definitions of emotional intelligence by major theorists (Cherniss, 2010a; Kanesan & Fauzan, 2019). Bar-On, Goleman, and Petrides theorized that emotional intelligence is noncognitive, while Salovey and Mayer did not (Kanesan & Fauzan, 2019). Kanesan and Fauzan (2019) asserted that all three models of emotional intelligence consist of personal intelligence in understanding, managing, and using emotions in oneself, whereas social intelligence entails understanding and managing emotions in others. Dhani and Sharma (2016) characterized emotional intelligence as a combination of mental and personality characteristics such as optimism, adaptability, and well-being.

With this controversy on the definitions of emotional intelligence, Kewalramani et al. (2015) explored the different models of emotional intelligence by conducting a comparative analysis. Kewalramani et al. concluded there are four collective constructs: (a) cognizance of one's emotions, (b) cognizance of others' emotions, (c) management of

one's emotions, and (d) management of others' emotions. Although the models differ, the models are focused on the same constructs of emotional intelligence (Navarro, 2022).

Salovey and Mayer's Model of Abilities

Salovey and Mayer (1990a) defined emotional intelligence as “the ability to monitor one's own and other's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior” (Holland, 2021, p. 62). Salovey and Mayer (1990a) further argued that an individual's openness embodies emotional intelligence by demonstrating reasoning in emotions and enhancing thinking. Essentially, this model proposed that emotionally intelligent people perceive their own and others' emotions while accessing and generating emotions that assist in one's thought processes (Pellitteri, 2021). However, Salovey and Mayer (1990b) later revised their model of emotional intelligence to include the ability to regulate one's emotions through reflection. Salovey and Mayer (1990) emphasized that emotions are crucial information sources that enable individuals to achieve social networking. Their model has four major skill categories: emotion usage, emotional management, emotional perception, and emotional understanding (Turner, 2006). Pellitteri (2021) and Stein and Book (2011) detailed the four components of Mayer and Salovey's model:

1. Perception (recognition) of emotions is the ability to detect emotions, both personal and belonging to others, through voice tones, body language, and facial expressions.

2. Facilitation (usage) of emotions is the ability to enhance one's cognitive abilities and adapt to different situations.
3. Emotional knowledge (understanding) is the ability to differentiate between various meanings of emotions and their triggers.
4. Emotional regulation (management) is the ability to create short- and long-term approaches to efficiently regulate one's emotions.

Mayer and Salovey argued that each skill and ability are measurable through various tasks (Gayathri & Meenakshi, 2013). Mao et al. (2016) claimed that the MSCEIT, which encompasses 141 elements, measures social cognitive abilities.

Bar-On's Mixed Model

In his dissertation, Bar-On (2010) explained that his research focused on “positive psychology” and “emotional intelligence” (p. 54). Bar-On (2010) suggested that positive psychology includes positive characteristics and strengths that allow one to thrive. He defined emotional intelligence as “an array of interrelated emotional and social competencies and skills that determine how effectively individuals understand and express themselves, understand others and relate with them, and cope with daily demands” (p. 57).

Mishar and Bangun (2014) and Kanesan and Fauzan (2019) expressed that Bar-On (1997) contended that emotional intelligence is one's ability to use noncognitive capabilities and skills to manage environmental demands and pressures. Bar-On's model comprised interrelated emotional and personality traits (Extremera & Fernandez-Berrocal, 2006), resulting in five dimensions and 15 components (Extremera &

Fernandez-Berrocal, 2006; Kanesan & Fauzan, 2019; Mishar & Bangun, 2014). The first dimension is intrapersonal skills, which comprise tenacity, assertiveness, self-respect, independence, and social responsibility (Ferguson, 2014; Stein & Book, 2011). Stein and Book (2011) listed the second dimension as interpersonal skills, which include empathy, interpersonal relationships, and social responsibilities. Adaptability is the third dimension, which involves problem-solving, reality testing, and flexibility (Stein & Book, 2011). The fourth dimension is stress management, which is characterized by impulsivity control and stress tolerance (Ferguson, 2014; Stein & Book, 2011). The final dimension of Bar-On's model is general mood, which depicts happiness and openness (Ferguson, 2014; Stein & Book, 2011). Table 2 provides Kanesan and Fauzan's (2019) list of five dimensions and 15 components.

Table 2

Bar-On's Mixed Model of Emotional Intelligence (2010)

Intrapersonal		Interpersonal
Self-regard, emotional self-awareness, assertiveness, self-actualization, independence		Empathy, social responsibility, interpersonal relationships
Adaptability	Stress management	General mood
Problem solving, flexibility, reality testing	Stress tolerance, impulse control	Happiness, optimism

Petrides' Trait Model

Petrides' (2001) model of emotional intelligence involved self-perceptions, which Petrides (2001) considered lower ranks in individual personality traits (Kanesan & Fauzan, 2019). In this model, emotional intelligence is considered a collection of emotional perceptions via an IQ or competency variable (Dugger et al., 2022; Li et al., 2018; Petrides, 2017). Petrides (2001) relied on people's self-perception of emotional abilities (Petrides et al., 2017), and he emphasized self-efficacy, which relates to how people perceive themselves emotionally (Van der Linden et al., 2018). Petrides (2001) argued that individuals who feel positive, fulfilled, or happy about their past, present, or future experiences are more likely to have high emotional intelligence (Fiorilli et al., 2020; Perez-Gonzales et al., 2020).

The trait model of emotional intelligence consists of 15 emotion-related components of personality attributes that fall under four main elements; well-being, self-control, emotionality, and sociability (Kanesan & Fauzan, 2019; Tudor & Caplescu, 2019). Kanesan and Fauzan (2019) posited that Petrides defined well-being as enhanced adaptation. Self-control is defined as guiding impulses and yearnings. Emotionality signifies the perception and articulation of emotions to create and maintain a relationship. Sociability relates to relationships and social influences.

Goleman's Mixed Model

Goleman (1995) revised and popularized Salovey and Mayer's (1990a) model of emotional intelligence by adding enthusiasm, perseverance, and social skills (Norboevich, 2020). Kanesan and Fauzan (2019) and Pellitteri (2021) argued that

Goleman's model does not represent cognitive intelligence. However, Norboevich (2020) argued that Goleman connects Mayer and Salovey's (1983) cognitive abilities with personal characteristics. Goleman (1995) defined emotional intelligence as one's ability to understand and guide emotions' power and sensitivity to influence human behavior (Mustafa et al., 2020). Additionally, Goleman's (1995) book on emotional intelligence first focused on the educational community. After a favorable response, the business community began to understand that success and performance depends more on emotional intelligence than on IQ, technical skills, and experience (Lunenborg, 2011).

Goleman's (1995) original model emphasized five major components of emotional intelligence, which he believed were fundamental for one to succeed in life. However, Goleman et al. (2017) revised the model to four constructs and reduced the 25 competencies to 20. Goleman (2001) and Goleman and Boyatis (2017) defined emotional intelligence with four components: self-awareness, self-management, social awareness, and relationship management.

Self-Awareness. Goleman (2013) identified the first component of emotional intelligence as self-awareness. Similarly, Svítek and Žák (2020) emphasized the importance of Goleman's (2013) self-awareness by using the analogy of the Oracle of Delphi: "Gnothi seauton" (know thyself) (p. 11398), which means "that knowing thyself is knowing ourselves and our environment" (p. 11398). Goleman (2013) defined self-awareness as seeking to understand "one's emotions, strengths, weaknesses, needs, and drives" (p. 104). Furthermore, Goleman (2013) contended that individuals with solid self-awareness skills are rarely critical or unrealistic. Adetula (2016) portrayed self-awareness

as understanding one's emotions, as they are the most critical component of emotional intelligence. Individuals with self-awareness skills can understand their "strengths, weaknesses, values and motives" (Adetula, 2016, p. 153). Additionally, Adetula (2016) claimed that self-awareness skills enable self-assessment, self-confidence, and a sense of humor. Goleman et al. (2013) asserted that self-awareness enables people to regulate their emotions and understand what others feel. Bradberry and Greaves (2004) argued that individuals cannot keep emotions out of any situation; therefore, people need to understand their emotions. Consequently, those with self-awareness skills can observe the causation of an individual's emotions sufficiently well to know which actions influence the emotions (Bradberry & Greaves, 2009). Self-awareness extends to how one understands values and goals (Goleman et al., 2017); in other words, those with high self-awareness skills know where they are going and why (Goleman et al., 2013).

Self-Management. Goleman (2013) described self-management as the second component of emotional intelligence, stating that self-management liberates people from being prisoners of their feelings. Ikpesu (2017) defined self-management as the ability to control one's emotions and impulses, remain calm in challenging circumstances and maintain composure regardless of one's emotions. Self-management also includes the ability to channel emotions in beneficial ways (Goleman et al., 2013). Furthermore, self-management involves arranging one's life in the context of time, choices, interests, activities, and physical and mental balance (Santosa et al., 2020). Hence, individuals with self-management skills can control their emotions and craft an environment of trust and fairness (Goleman, 2013). Purwato (2020) indicated that self-management is a process in

which individuals direct or control their behavior. Additionally, self-management becomes easier with emotional maturity, reasoning abilities, and stress management (Purwato, 2020).

Ikpesu (2017) argued that individuals with self-management skills perceive emotions and respond accordingly, thus enhancing their working relationships with colleagues, leading or managing coworkers, and remaining empathic. Goleman (2011) maintained that people who manage their emotions are determined to achieve goals, can be adaptable, and have initiative to possess emotional self-management. Individuals who assume responsibility for their behavior and well-being possess self-management skills. Bradberry and Greaves (2009) stated that individuals with self-management skills “have the power to take control of difficult situations” (p. 98). Goleman (2004) further asserted that leaders who possess self-management skills control their emotions and avoid the tendency to overreact in demanding situations. These leaders are problem centered rather than ego centered and find solutions by investing their talents into solving problems. Ikpesu (2017) argued that conscientiousness leads to excellent performance, regardless of a person’s position—such as the lower echelons or corporate leadership – and conscientious leaders manage themselves and assume responsibility. They believe in organization, anticipate the future, and persist in obtaining organizational goals.

Social Awareness. Bradberry and Greaves (2009), Goleman (1995), and Lunenburg (2011) illustrated social awareness as the ability to quickly recognize others’ emotions, feelings, thoughts, and situations. This ability includes recognizing, understanding, and experiencing the emotions involved in another person’s situation and

identifying their needs even if said needs are not communicated. Individuals with social awareness skills not only recognize the emotions of others but also demonstrate their concern. Additionally, social awareness skills enhance one's ability to recognize organizational politics and understand social networks (Lunenburg, 2011).

Goleman (2011), Deutsch (2021), and Serrat (2017) identified empathy as the framework for social awareness. Serrat (2017) proclaimed that individuals who have empathy are alert to emotions and listen carefully. Deutsch (2021) reported that social awareness involves listening and understanding others without personal interest or anticipation. Goleman et al. (2013) suggested that empathy allows people to visualize the environment via others' eyes, to understand how another person is thinking, and to obtain improved performance from subordinates. Livesey (2017) concluded that social awareness is the most important of the four concepts in handling organizational problems.

Relationship Management. Relationship management involves the addressing of other people's emotions (Fianko et al., 2020; Goleman, 2004, 2013; Goleman et al., 2017). Livesey (2017) asserted that relationship management is the ability to lead or manage the "emotional tone" (p. 27) of a group. Fianko et al. (2020) and Bradberry and Greaves (2009) indicated that relationship management is the composite of self-awareness, self-management, and social awareness. For individuals to be successful in relationship management, they must be able to inspire, influence, and develop others while nurturing relationships and enhancing cooperation (Fianko et al., 2017; Hidayat et al., 2020; Goleman, 2004, 2013). Additionally, relationship management requires clear

and convincing communication to be influential (Lunenburg, 2011). Bradberry and Greaves (2009) reported, “Conflicts at work tend to fester when people passively avoid problems because people lack the skills needed to initiate a direct, yet constructive conversation” (p. 45). Lunenburg (2011) claimed that a leader or manager with appropriate relationship management skills can persuade others, share a vision, and continue to expand a base who supports said leader or manager.

Leadership

As with other professions, the law enforcement community relies on a broad spectrum of leadership styles. Essentially, leadership is an integral part of law enforcement agencies because this skill ensures that the agency performs all duties and fulfills expectations, thus providing protection and serving the community. Dobbs and Field (2010) and Mills (2019) argued that no distinctive leadership style has been adopted to ensure that law enforcement leaders achieve their goals. Different leaders have various approaches, resulting in widespread diversity in the execution of roles (Mills, 2019; Miranda, 2016), and each leadership style has benefits and drawbacks.

Autocratic (Authoritarian) Leadership

Commonly known as authoritarian leadership, autocratic leadership involves the leader exercising most of the control of all decisions within the workplace (Harms et al., 2018; Rosing et al., 2022). As Miranda (2016) expressed, team members must comply with the rules and regulations in an autocratic environment. This leadership style comprises top-down decisions, as individuals in lower ranks do not enjoy independence in the decisional process (Harms et al., 2018; Rosing et al., 2022). One of the benefits of

autocratic leadership is seen in urgent decision making or actions (Briker et al., 2021; Rosing et al., 2022). For example, autocratic leadership allows the leader to ensure that operations run smoothly without deliberating with other personnel (Arnatt & Beyerlein, 2014; Rosing et al., 2022). Additionally, Rosing et al. (2022) contended that autocratic leadership promotes trust in a leader during time-critical action stages because the leader must make decisions by delegating to team members. Harms et al. (2018) and Peker et al. (2018) stated that followers perform like a democratically led group when the autocratic leader is present. However, an autocratic group's performance is lower than the performance of a democratic group when the autocratic leader is absent.

Nevertheless, autocratic leadership has its shortcomings, one of which is that it demotivates employees (Harms et al., 2018; Mills, 2019; Rosing et al., 2022). Individuals working under autocratic leaders are more likely to experience motivational challenges (Briker et al., 2021). People may feel that their organization does not value them, resulting in undesirable performance outcomes (Briker et al., 2021; Rosing et al., 2022). Another major challenge associated with autocratic leadership is the risk of employee burnout (Mills, 2019). When employees are expected to perform specific duties, they may feel overwhelmed more easily, due to a lack of motivation from their leaders (Fiaz et al., 2017). The lack of leaders' involvement creates an environment in which employees may experience stress, depression, and other mental health challenges (Mills, 2019).

Laissez-Faire Leadership

One of the elements in Crosby's (2021) leadership triangle, the laissez-faire style, is the opposite of the autocratic or authoritarian leadership style. Agotnes et al. (2021),

Robert and Vandenberghe (2021), Robert and Vandenberghe, 2022), and Lundmark et al. (2022) suggested that leaders who adopt this style avoid decisions and responsibilities, defer actions, and neglect their traditional roles. Robert and Vandenberghe (2022) posited that the laissez-faire style is detrimental to organizational performance and behavior due to the lack of positive leadership that is typically expected from a leader. Salin et al. (2022) declared that laissez-faire leadership promotes poor employer attitudes and interpersonal problems. Aasland et al. (2010) studied destructive behavior by surveying $n = 2,539$ respondents working in Norwegian companies with five or more employees; they noted that 21% of the respondents had experienced laissez-faire leaders within the past 6 months. The study's authors concluded that laissez-faire is the most prevalent and destructive form of leadership.

Conversely, Yang (2015) believed that laissez-faire leadership may be appropriate on occasion and argued that this style could benefit employee performance due to a reduced dependency on leaders, which enhances self-determination and motivation among employees. Finally, Mills (2019) reported that laissez-faire leaders could effectively lead personnel, such as police officers, because the officers would not have to consult with their supervisors when they encounter challenges.

Democratic Leadership

Both autocratic and democratic leadership styles are similar in that the leader has the final word in the decisional process (Bruns & Shuman, 1998; Mills, 2019). Kilicoglu (2018) characterized democratic leadership as the opposite of autocratic leadership. However, Crosby (2021) depicted democratic leadership as part of a triangle of autocratic

and laissez-faire leadership. Crosby (2021) believed that autocratic and democratic leadership are similar, as they comprise an organization's leadership form. Additionally, Crosby (2021) reported that democratic and laissez-faire leadership are similar, as group members are free to create their situations and act on their incentives. Goleman (2017) and Woods (2020) portrayed democratic leadership as that which allows workers to provide input in decision-making, which enhances organizational flexibility and generates new ideas. Democratic leaders focus on people and increase the interface within a group (Fiaz et al., 2017). Furthermore, Jones et al. (2016) maintained that democratic leadership involves friendliness, helpfulness, and encouragement in participation. This style presents various benefits to employees, leaders, and organizations, such as motivating employees to participate in the organization's decisions (Jones et al., 2016; Peker et al., 2018). Fiaz et al. (2017) proclaimed that democratic leaders assume that people are naturally trustworthy and self-motivated, enjoy responsibility and challenge, and enhance teamwork.

Democratic leadership also has limitations, one of which is that this leadership style can be time-consuming, as the decisional process must rely on input from different people within the organization (DeBell, 2019). Furthermore, some employees may need to be more experienced in the decisional process, resulting in crucial time spent in consultation (DeBell, 2019; Mills, 2019). The democratic leadership style may increase the chances of organizational ineffectiveness, especially when inexperienced personnel contribute to the decision-making process (DeBell, 2019; Mills, 2019). Employing this leadership style can also create an avenue for unskilled and inexperienced personnel to

derail organizational effectiveness by contributing ideas that contradict a leader's insights (DeBell, 2019). Consequently, this leadership style is unacceptable in situations that require urgency (Campbell, 2012) and may be hazardous in organizations that rely heavily on the safety and effectiveness of decisions (Mills, 2019).

Transactional Leadership

Frangieh and Rusu (2021) stated that numerous theories and styles describe the basic concept of leadership, which involves focusing on a management style that influences workers to understand organizational goals (Frangieh & Rusu, 2021). An organization's optimal leadership style depends on its culture, context, and situation (Sulich et al., 2021). Jacobsen et al. (2022), Khan et al. (2021), Thapa and Parimoo (2020), Van Dijk et al. (2021), and Frangieh and Rusu (2021) indicated that transactional leaders offer a conditional performance standard that correlates with employees' self-interest and organizational goals. Rewards or sanctions motivate employees to produce results (Jacobsen et al., 2022). These incentives can be monetary, such as cash bonuses, as well as verbal rewards or sanctions, such as firing (Jacobsen et al., 2022; Khan et al., 2021; Thapa & Parimoo, 2020). Regarding negative actions such as firing, Khan et al. (2021) suggested that these negative actions by transactional leaders lead to the primary reason why this leadership style is unpopular with employees. Thapa and Parimoo (2020) explained transactional leadership as an outcome-oriented style. Resources, which could be monetary or otherwise, are exchanged based on performance and expectations between employees and the leader. Northouse (2019) claimed that in this relationship, leaders and employees understand that there is a mutually beneficial exchange but not an

enduring relationship. Thapa and Parimoo (2020) and Frangieh et al. (2021) mentioned the two components of transactional leadership: contingent rewards, in which leaders promise compensation based on an employee's performance, and management by exception, which can be active or passive. Leaders observe deviations from expected standards and act according to the employees' mistakes or errors. Studies reveal that there are better choices than employing transactional leadership as the sole style for an organization. Khan et al. (2021) reported that transformational leadership is more accommodating than transactional leadership, whereas Jacobsen et al. (2022) recommended that a combination of transactional and transformational leadership promotes employees understanding their leaders.

Transformational Leadership

Northouse (2019) explained transformational leadership not as a model of what leaders should do but as one that establishes a broad view of what a leader is by transforming or working on transforming individuals and the organization. In contrast to situational leaders, transformational leaders do not delineate guidelines on how leaders should act in a particular situation (Northouse, 2019). Instead, they focus on how leaders relate their behavior to the needs of their employees and the changing subtleties within an organization (Hariadi & Muafi, 2022; Northouse, 2019). Bose et al. (2021) and El Kordy (2022) defined transformational leaders as those who motivate and encourage individuals to accomplish exceptional outcomes. Al-Nawafah et al. (2022) and El Kordy (2022) further portrayed transformational leaders as those who concentrate on imparting change, assigning increased tasks, and providing enhanced training so that everyone knows their

job description, which aligns with the objectives and goals of the organization.

Transformational leaders rely heavily on their relational abilities with organizational personnel (Eliyana et al., 2019; Robbins & Davidhizar, 2020). Leaders who use transformational leadership also rely on a well-defined vision for their organization (Lopez-Zafra et al., 2022; McClean et al., 2021). Such visions often coincide with organizational needs and goals, thus enhancing performance (El Kordy, 2022). Northouse (2019) emphasized that the importance of transformational leaders lies in their ability to build a vision.

Alatawi, (2017), Al-Nawafah et al. (2022), Bose et al. (2021), and El Kordy (2022) expounded on the concepts that characterize a transformational leader based on four major factors; inspirational motivation, intellectual stimulation, idealized influence, and individualized consideration. Leaders depend on these factors to ensure that employees work toward a common goal: the leader's vision for an organization.

Inspirational Motivation. Inspirational motivation is the degree to which leaders articulate their vision, which must inspire and appeal to subordinates. This characteristic enables leaders to communicate future goals with optimism and establish high standards for their employees. Additionally, this motivation is crucial to provide meaning and guidance to employees in situations that may seem challenging. Consequently, employees demonstrate significant purpose when exposed to inspirational leaders (Alatawi, 2017; Al-Nawafah et al., 2022; Bose et al., 2021; El Kordy, 2022).

Intellectual Stimulation. Intellectually stimulating leaders seek different viewpoints among employees when issues develop. This process motivates employees to

examine new ideas, and improved courses of action arise in accomplishing different tasks when employees use intellectual stimulation. Intellectual stimulation involves leaders' ability to challenge assumptions while soliciting and encouraging their employees' creativity by nurturing and developing independent thinking. The unexpected outcomes of intellectual stimulation are learning opportunities that benefit the organization, as employees question and challenge existing orders, thus enhancing innovations in systems and performance metrics (Alatawi, 2017; Al-Nawafah et al., 2022; Bose et al., 2021; El Kordy, 2022).

Idealized Influence. To idealize their influence, leaders strive to act as role models for their employees. Transformational leaders demonstrate charismatic traits of intensity and confidence while assuring the employees that they can accomplish anything. Trust, respect, and pride are by-products of transformational leaders who incorporate idealized influence (Alatawi, 2017; Al-Nawafah et al., 2022; Bose et al., 2021; El Kordy, 2022).

Individualized Consideration. Leaders who practice individualized consideration attend to the needs of their employees. In this case, transformational leaders assume the role of coach to employees. They also understand and focus on subordinates' concerns. Leaders display support and empathy, which ensures that employees' needs are understood and addressed through open and effective communication. Individualized consideration involves respecting and celebrating all employees' contributions. Finally, transformational leaders consider employees' aspirations for growth and self-

development (Alatawi, 2017; Al-Nawafah et al., 2022; Bose et al., 2021; El Kordy, 2022).

Servant Leadership

The term *servant leader* originated with Greenleaf (1970), the author of numerous works on the topic (Canavesi & Minelli, 2022; Northouse, 2019). Febrianti and Yulian (2022) and Giolito et al. (2021) depicted servant leaders as those who focus on personal integrity and employees' personal interests. Canavesi and Minelli (2022) quoted Greenleaf's assertion of a servant leader as "primus inter pares" or "first among others" (p. 268), which means that the leaders' highest priority is to be a servant to others and fulfill employees' needs before their own. Febrianti and Yulian (2022) posited that servant leadership differs from other leadership styles because servant leaders respect employees as an end instead of a means to an end. Furthermore, servant leaders support trust, work engagement, organizational commitment, and individuals' behavior (Febrianti & Yulian, 2022). Iqbal et al. (2020); Wang et al. (2019). Arain et al. (2019) argued that individual performance is significantly enhanced because of a servant leader.

Northouse (2019) illuminated 10 characteristics that are vital in the development of a servant leader:

1. Listening – Servant leaders interactively communicate with employees. Listening is the first step in communication.
2. Empathy – Servant leaders understand what employees are thinking and feeling.
3. Healing – Servant leaders demonstrate concern for employees' well-being.

4. Awareness – Servant leaders are attuned and receptive to employees’ physical, social, and political environments.
5. Persuasiveness – Servant leaders offer communications that are clear and persistent to encourage employees to make needed changes.
6. Conceptualization – Servant leaders have a vision and provide well-defined goals and directions.
7. Foresight – Servant leaders know the future because they understand the present.
8. Stewardship – Servant leaders assume the role and responsibilities of a leader.
9. Commitment to the growth of people – Servant leaders consider each person in the organization to be a distinctive person with intrinsic value.
10. Building community – Servant leaders nurture a group of people and establish a community with shared interests and goals.

Emotional Intelligence and Leadership

Lubbadeh (2020), Miao et al. (2018), and Sampson et al. (2021) suggested that leadership is a predominant concept that correlates with emotional intelligence. Goleman (1995) argued that emotional intelligence is instrumental for individuals to succeed in a work environment, regardless of whether success pertains to job performance or leadership. Additionally, Goleman et al. (2013) referred to the term primal leadership to characterize a leader who leads by emotions and assists others in obtaining the appropriate emotional mood. Goleman et al. (2013) further argued that research has suggested that leaders’ moods and emotions are infectious within a group. Goleman et al. (2013) stated,

No matter what leaders set out to do, their success depends on the strategy they adopt. Even if they get everything else just right, if leaders fail in this primal task of driving emotions in the right direction, nothing they do will work as well as it could or should. (p. 3)

Gomez-Leal et al. (2022) asserted that emotional intelligence enhances leaders' understanding of human behavior and perceptions. Additionally, emotional intelligence allows leaders to identify connections between emotions, their meanings, and emotional fluctuations. Consequently, a leader can effectively manage emotions. Çayak and Eskici (2021) stated that emotional intelligence is significant because it relates to emotions and guides the leader's actions. Fianko et al. (2020) claimed that leaders who manage emotions could control the effects of possible adverse events and refocus on positive events. Therefore, leaders should focus on actions and communication that create positive events. Siegling et al. (2014) concluded that leaders employ empathy to convey signals regarding performance and events. Hence, employees interpret the leader's behavior, which in turn influences their behavior.

Empirical Evidence on Emotional Intelligence and Leadership

Fianko et al. (2020) discussed a study by Cavallo and Brienza (2002) that provided significant evidence that emotional intelligence influences success for leaders. Cavallo and Brienza (2002) examined the leadership behavior of 358 leaders employed by the Johnson and Johnson Corporation at sites throughout the world, concluding that emotional intelligence is a significant factor in the best performers, as rated by their superiors, peers, and subordinates through the emotional competency inventory, which is

a 360-degree evaluation that provides feedback founded on Goleman's (2001) model. Additionally, Cavallo and Brienza (2002) identified from their research the ideal emotional intelligence competencies that characterize successful leaders: They are self-confident, achievement-focused, initiative-oriented leaders who facilitate change.

Sampson et al. (2021) conducted a study to determine the correlation between Goleman's (1995) self-awareness, self-management, and effective leadership in Ghanaian bankers. They performed a cross-sectional survey of 260 employees from four commercial banking facilities in Ghana, utilizing random and standardized survey questions for data collection. Sampson et al. (2021) concluded that there is a significant correlation between self-awareness, self-management, and leadership effectiveness. Additionally, they reported that the concepts of emotional intelligence were predictors of effective leadership.

Extensive research has been conducted regarding the relationship between emotional intelligence and leadership; however, there is a debate on the relationship between the two (Fianko et al., 2020). McCleskey (2014) discussed academic and scholarly criticism regarding emotional intelligence, arguing that emotional intelligence is one of the most debated social science theories. Cherniss (2010b) listed three criticisms of emotional intelligence: (a) the inconsistent models and definitions, (b) the requirement for improved assessments and measurements, and (c) the importance of emotional intelligence as a predictor of a leader's performance.

Locke (2005) argued that the multiple definitions of emotional intelligence make the term meaningless. Furthermore, Locke (2005) posited that the aspect of emotional

intelligence—reasoning with emotions—is contradictory, and emotional intelligence does not exist. Therefore, Locke (2005) claimed that emotional intelligence should be replaced with introspective skills or personality traits. However, he concedes that questions exist regarding what a trait is and what it should be called (McCleskey, 2014).

Nevertheless, the debate on emotional intelligence and its effectiveness in leaders continues (McCleskey, 2014). Cherniss (2010a) expressed that although IQ has been measured for approximately 100 years, debates continue regarding the relationship between IQ and performance. Accordingly, Cherniss (2010a) claimed that it should not be surprising that debates persist on emotional intelligence and performance after only 20 years of study. McCleskey (2014) noted that research on emotional intelligence continues to be conducted by numerous qualified scholars, and their results have been published in peer-reviewed journals. Fianko et al. (2020) listed numerous studies in which researchers conclude that leaders who can understand and manage their emotions become influential, that there is a link between subordinates' perception of their leader based on the display of emotions, and that leaders who display emotions enhance their abilities to relate to their subordinates.

Law Enforcement Leadership

Hassan and Jiang (2021) stated that the law enforcement community differs from other public agencies; law enforcement organizations operate under a rule-oriented framework and are like militaristic organizations (Friedman & Jánosky, 2020; Haynes & McQuoid, 2018). In conducting their duties, police officers operate with substantial discretion (Hassan & Jiang, 2021; Zourdis et al., 2020). Due to their organizational

culture, police officers' actions evolve from socialization and peer observation (Ashlock, 2019; Hassan & Jiang, 2021). Consequently, police officers tend to oppose change or reform, especially changes from external forces that minimize officers' discretion (Ashlock, 2019; Friedman & Jánosky, 2020). Therefore, law enforcement leaders must develop leadership skills that enable employees to implement internal change successfully (Hassan & Jiang, 2021).

Initially, law enforcement leaders led their organizations with an authoritarian leadership style (Thomas & Cangemi, 2021). Furthermore, Mills (2019) posited that the autocratic leadership style is prevalent in law enforcement due to the need to minimize errors, as high-stake occurrences could have devastating implications if errors occur (Crowne, 2009). These organizations implemented a militaristic style, which features top-down leadership that enforces adherence to authority (Hassan & Jiang, 2021; Thomas & Cangemi, 2021). Through a militaristic command style, police organizations employed military procedures such as carrying firearms, wearing uniforms, and adopting military tactics to reduce crime (Ashlock, 2019; Friedman & Jánosky, 2020).

From a historical perspective, outside influences were instrumental in the transitions of leadership styles in law enforcement. As police officers began to bear arms, a controversy arose that continues today, which entails questions regarding the use of force (Thomas & Cangemi, 2021). Public discontent with policing tactics during conflicts resulted in the formation of numerous investigations and commissions that explored corruption. For example, the Lexow committee of 1894 and 1895, along with the Wickersham committee of 1931, found that law enforcement operations were corrupt and

rampant with abuse (Allen & Sawhney, 2019; Jones & Johnstone, 2012; Thomas & Cangemi, 2021). Consequently, law enforcement agencies began reorganizing (Thomas & Cangemi, 2021). O. W. Wilson and other reformers, such as J. Edgar Hoover, V. A. Leonard, and William Parker, established guidelines that initiated professionalism through militaristic top-down leadership (Allen & Sawhney, 2019; Thomas & Cangemi, 2021). However, these leaders established an authoritarian style that did not include input from subordinate officers (Thomas & Cangemi, 2021). Therefore, officer dissent increased, and law enforcement leaders discussed the possibility of instituting a more transparent method of operations. However, these initiatives never materialized due to the Great Recession of the 1930s (Potter, 2013).

The Great Recession of the 1930s was the catalyst for management theorist Frederick Taylor's scientific management in which law enforcement leaders reorganized their agencies into smaller forces, increased the division of labor and reactive behavior, and terminated prior duties (Allen & Sawhney, 2019; Potter, 2013). However, animosity continued toward law enforcement in the United States throughout the Civil Rights time frame, which included mass civilian demonstrations and political assassinations (Thomas & Cangemi, 2021). Not until the late 1970s and the early 1980s did law enforcement leaders start to implement programs such as foot patrols and problem-oriented policing (Worral & Schmallegger, 2012). However, law enforcement leaders continue to use the authoritarian leadership style, resulting in a noticeable distance between leaders and police officers with a continuance of distrust (Allen & Sawhney, 2019; Thomas & Cangemi, 2021).

Allen and Sawhney (2019) believed that one distinguishing characteristic of law enforcement and corrections agencies is the militaristic organization. Allen and Sawhney (2019) and Cowper (2000) have argued that this structure defines these organizations and is perceived as an authoritarian or transactional leadership styles. However, Allen and Sawhney (2019), Pyle and Cangemi (2019), and Thomas and Cangemi (2021) noted that organizational researchers suggest that these types of leadership styles are inconsistent with progressive organizations, and the transformational leadership style is better suited for today's law enforcement agencies.

As with other organizations, law enforcement agencies must address not only the requirements of the present but also those for the future (Allen & Sawhney, 2019; Pyle & Cangemi, 2019). Schmallegger (2018) and Allen and Sawhney (2019) reported that the environment that law enforcement leaders encounter today includes globalization, increased terrorism, changing immigration patterns, and increased oversight due to social media. However, the most significant factor that affects law enforcement leaders is that new law enforcement employees from generation Y who are more proficient in technology, are more conscientious, and independent thinkers (Allen & Sawhney, 2019). Autocratic or transactional leadership will not accommodate this new generation of Generation X, Generation Y, and Millennials law enforcement employees, even though these styles were acceptable for the baby boomer generation (Batts et al., 2012). Instead, today's leaders must create an environment that allows autonomy and creative opportunities. Barath (2022) expressed that "leaders must promote learning by individuals and groups to institutionalize the building, sharing, capturing, and

dissemination of learning organization wide. Organizational learning should align with and serve the organization's vision, mission, and capacity" (p. 33). Thomas and Cangemi (2021) concluded that law enforcement leaders who employ transformational leadership with their officers felt comfortable with their leaders.

Additionally, these leaders create an environment of consistency and a lack of confusion. Thomas and Cangemi (2019) further contended that law enforcement leaders who use the transformational leadership style engage, motivate, and influence officers to behave in a way that enhances the organization. Most importantly, law enforcement leaders who employ the transformational leadership style build trust (Thomas & Cangemi, 2019).

Summary

The law enforcement profession continues to increase in complexity. Law enforcement leaders must overcome challenges, such as evolving technologies, while managing personnel, executing public laws, and informing public perceptions. To address these challenges, law enforcement leaders must be significantly effective in their leadership and must concurrently serve their communities. With these growing intricacies, law enforcement leaders must be emotionally intelligent (Magny & Todak, 2021). The problem that underscores this review is the need for additional literature on how law enforcement leaders perceive the importance of the attributes of emotional intelligence.

This literature review first covered the evolution of emotional intelligence from Thorndike (1920), who introduced social intelligence as one's ability to relate to others

by understanding internal states, motives, and behaviors in people who interact and have different outcomes. Subsequently, Gardner (1983) introduced multiple intelligences based on interpersonal (social) and intrapersonal (emotional) concepts. Salovey and Mayer (1990b) were the first to use emotional intelligence as an ability model. Next, Bar-On (1998) introduced the mixed model of emotional intelligence. Goleman's (1995) book popularized emotional intelligence and detailed four attributes: self-awareness, self-management, social awareness, and relationship management. Finally, Petrides (2001) focused on the personality concepts of emotional intelligence, developing the trait of emotional intelligence.

Additionally, this literature review offered a discussion of the three models of emotional intelligence: ability model, mixed model, and traits model. These models evolved from decades of scientific research and analysis. All three models concentrate on cognitive and noncognitive competencies to explain how emotions drive human behavior. This literature review also presented the different styles of leadership: authentic or autocratic leadership, democratic, laissez-faire, transactional, transformational, and servant leadership. Literature demonstrates that although autocratic leadership still exists in law enforcement agencies, many law enforcement leaders are now implementing transformational and servant leadership styles. Various studies were reviewed, revealing a significant connection between emotional intelligence and leadership. These studies indicate that emotional intelligence correlates with transformational leadership. Various researchers have levied criticisms of emotional intelligence due to its multiple definitions and models, although increasing numbers of positive research conclusions outweigh the

negative criticisms. Finally, no studies were located that illuminate how law enforcement leaders perceive the importance of emotional intelligence when leading their organization, which is the focus of this study.

Chapter 3 provides information on the methodology used for this study, which includes the research design and its justification; the number, criteria, and method of selection for participants; my role as a researcher; and the determination of sample size and sampling techniques, instruments and procedures, data collection, procedures to ensure validity and reliability, data analysis methods, and ethical considerations.

Chapter 3: Research Method

Introduction

Law enforcement leaders must provide strategic direction and guidance to enhance their organizations' success and performance (Henricks et al., 2020). Nonetheless, most of the existing research on law enforcement has failed to address emotional intelligence or its significance in addressing critical issues law enforcement leaders face (Magny & Todak, 2021). Therefore, few studies have been conducted to show how law enforcement leaders can master emotional intelligence skills (Conroy, 2018). There is a need for more literature that focuses on law enforcement practitioners' emotional intelligence when leading an organization—precisely, how law enforcement leaders perceive the importance of emotional intelligence. As public servants, law enforcement leaders must recognize that emotions impact their thinking and behaviors along with that of their subordinates. Training in emotional intelligence provides these leaders with the skills to lead effectively (Miao et al., 2018; Yuste, 2021). Thus, this study was conducted to show the benefits of law enforcement leaders' use of emotional intelligence in encountering numerous challenges and to enhance leadership training for the law enforcement community.

The purpose of this phenomenological qualitative study was to explore how law enforcement leaders perceive the importance of Goleman's (1995) four attributes of emotional intelligence when they are leading their organizations. A review of the literature indicated a gap in the literature on how law enforcement leaders perceive the importance of emotional intelligence. Therefore, this study was conducted to address the

gap in the literature and to encourage law enforcement leaders to use emotional intelligence in how they lead their organizations and serve their communities, which could lead to positive social change.

In this chapter, I provide the research question that guided this study. I provide an overview of the qualitative research design and discuss why this approach was appropriate to answer the research question. My role as the researcher is discussed including how I was responsible for selecting participants, establishing interview protocols, conducting in-depth semistructured interviews, analyzing the data collected, and developing conclusions. Throughout this process, I describe how I ensured trustworthiness and ethical practices through credibility, transferability, dependability, confirmability, and reliability.

Research Design and Rationale

In this study, I used a qualitative methodology approach. Crick (2021) explained that qualitative research is an approach to gaining meaning using interpretations to explain a phenomenon. Creswell and Poth (2018) defined qualitative research as an approach beginning with an inquiry. Researchers then collect data in a setting considerate of the needs of participants and conduct data analysis to identify patterns and themes. The final report is comprised of in-depth information from the participants combined with reflections, descriptions, and interpretations of the problem and an explanation of how the research contributes to the literature. Amanfi (2019) stated that the qualitative methodology is appropriate for research questions that begin with *how* or *why*. The qualitative methodology was applicable in achieving an in-depth understanding of this

topic to answer the following research question: How do law enforcement leaders perceive the importance of the attributes of emotional intelligence when leading their organizations?

The central concept of this study was to explore perceptions of the attributes of Goleman's (1995) theory on emotional intelligence related to law enforcement leadership. The literature included extensive studies on emotional intelligence in relation to leaders in businesses, nursing, and education (Anand, 2019; del Carmen Pérez-Fuentes et al., 2019; Franco, 2022). However, little research has been published regarding law enforcement leaders' perceptions of emotional intelligence. To address this gap in the literature, I used a qualitative approach to analyze perceptions of emotional intelligence from a selected group of law enforcement leaders. This study did not measure any variables; therefore, the quantitative approach would have been inappropriate for answering the research question. Burkholder et al. (2020) explained that quantitative methods are appropriate for determining how often a phenomenon happens and the correlations among variables. While a quantitative method involves numbers, a qualitative method generates meaning and provides greater insight into a phenomenon. Hence, the qualitative approach was appropriate for this study.

Despite numerous theories on emotional intelligence, I selected Goleman's (1995) theory as the theoretical framework for this study due to its relationship with leadership. Goleman's (1995) theory on emotional intelligence is the generally accepted model of emotional intelligence among researchers (Ansari & Kumar, 2022). Stoller (2021) argued that emotional intelligence skills are vital for a leader's success. Stoller (2021) further

stated that the 19 skills of Goleman's (1995) emotional intelligence provide a checklist for the development of leadership characteristics. When exercised, these leaders enhance organization performance. Using Goleman's (1995) attributes of emotional intelligence, Ansari and Kumar (2022) conducted a cross-sectional survey of nine public and private sector banks in India. Based on 114 responses, the researchers concluded that Goleman's four attributes of emotional intelligence are significantly related to leadership. These findings support the claim that emotional intelligence positively impacts leadership (Sehrawat & Sharma, 2014). Fianko et al. (2020) also concluded that social awareness and relationship management are significantly related to positive leadership.

Qualitative research involves developing an interpretation of a phenomenon by analyzing data collected through interviews, focus groups, and participant observations (Crick, 2021). Ravitch and Carl (2021) stated that qualitative research is a recursive tool used to interpret the behaviors of individuals or groups in contextualized environments. This process determines how individuals understand and interpret their own experiences. Qualitative research can involve various approaches, such as action research, case study, ethnography, evaluation, grounded theory, narrative inquiry, participation, phenomenology, or practitioner research (Ravitch & Carl, 2021). However, the most frequently used approaches are ethnography, phenomenology, and grounded theory (Korstjens & Moser, 2017). For this study, I used a phenomenological approach because it aligned with the purpose of this study.

The objective of a phenomenological approach is to ascertain and then express the meaning of a particular experience, which entails what the participants experience and

how they experienced it (Creswell & Poth, 2018). Neubauer et al. (2019) outlined three approaches in phenomenological research: lifeworld research, post-intentional phenomenology, and interpretive phenomenological analysis (IPA). The most appropriate approach to answer this study's research question was the IPA approach. The IPA approach is a qualitative approach that thoroughly explores individuals' lived experiences (Alase, 2017; Smith & Osborn, 2015). The IPA approach allows a researcher to develop accounts of a lived experience "in its terms rather than one prescribed by pre-existing theoretical preconceptions" (Smith & Osborn, 2015, p. 41). Alase (2017) stated that using the IPA method allows a researcher to interview numerous participants with similar lived experiences to develop a common meaning. Furthermore, a researcher concentrates on what participants have in common in describing their experience regarding a phenomenon. The IPA approach was appropriate for this study because numerous law enforcement leaders described their perceptions of the attributes of emotional intelligence during the phenomenon of leading their organizations.

Sugarman and Sulmasy (2010) highlighted the various weaknesses and limitations of qualitative research. One often-mentioned limitation is the lack of generalizability, which refers to using statistical data to determine if a study's findings are helpful beyond the research context. Generalizability is the prominent standard for quantitative research findings. However, in this study, generalizability was a limitation due to the small number of participants. These small numbers do not allow a method in generating a theory or hypothesis. In addition, bias and subjectivity are also considered weaknesses in qualitative research (Sugarman & Sulmasy, 2010). However, such weaknesses can be

mitigated through member checks, peer checks, triangulation, audit trails, reflexivity, saturation, and transferability.

Role of the Researcher

Ravitch and Carl (2021) described the researcher as an architect in creating a research project. A researcher identifies the problem, defines the purpose of research, and develops the research question that determines the theoretical framework and research design. Furthermore, a researcher develops the goals and meaning of the research project. Ravitch and Carl (2021) also stated that a researcher must include “positionality, social identity, experiences, beliefs, prior knowledge, assumptions, ideologies, working epistemologies, bias, and overall perspectives on the world” (p. 39). Researchers proclaim that these aspects bring integrity into the research. Researchers must possess competence, transparency, and honesty because their role is open to scrutiny. A researcher must also be aware that bias is a cause for error. Researchers must monitor and refrain from interpreting their results too quickly throughout the research process. A researcher must demonstrate not only competence in interviewing but also in active listening. To ensure accuracy and transparency, it is essential that a researcher gathers the entire conversation with the participants and analyzes and interprets the data. Once again, a researcher must refrain from bias and remain objective throughout the research process.

As a researcher, I acted as both an observer and the architect of this study (Ravitch & Carl, 2021) with each function having equal significance. First, I identified the problem and purpose of this study. Then, I developed the research question and the methodology for the study and decided on the criteria for the study. Following this

process, I solicited the participants, developed interview questions, conducted in-depth semistructured interviews, and collected and analyzed the resultant data.

My role was to explore the personal information of the participants without prejudice or bias. I ensured that credibility, trustworthiness, and ethical procedures were followed throughout this process. Therefore, I conducted myself courteously and remained sensitive to the requests of all participants. A researcher must ensure that any contact and procedures with participants impose no harm upon them (Soobrayan, 2003). Furthermore, I ensured that participants' identities and data were protected. Prior to proceeding with my research, I ensured that all procedures used in this study were approved by Walden University's Institutional Review Board (IRB; see Sutton & Austin, 2015).

Currently, I am retired from all law enforcement duties. I have over 35 years of experience in law enforcement and over 45 years in leadership positions. During this time, emotional intelligence was never discussed as a skill for leadership. Even though the positions I held were on the federal and Department of Defense level, I led similar operations to those of civilian police chiefs, such as patrol operations, criminal investigations, traffic, administration and records, special reaction teams, and K-9 sections. Due to this background, I have experience interviewing individuals through criminal and administrative investigations. Additionally, like civilian police chiefs, I had communities to serve. Due to my experience in holding positions throughout the United States and overseas, I did not have any personal relationships with the participants. Therefore, I saw no conflict of interest with the participants. As a former law

enforcement leader, I was able to relate to and encourage participation among the participants.

Gaddis (2017) stated that in qualitative research, a researcher must acknowledge and understand research bias. Bias is any influence the researcher provides that alters the findings of a study (Gaddis, 2017). Kalu and Bwalya (2017) describe a researcher as taking a theoretical position that evolves from their epistemological views of their world. As a result, bias can influence all phases of a study. I maintained my role as a researcher and not as a peer to avoid any biases. Therefore, I maintained a journal of all steps and feelings and consistently reviewed it to ascertain that bias did not enter the study. I also used reviews by qualified experts and participants to prevent any biases. Moreover, I limited bias by letting the participants speak for themselves.

Methodology

For this study, I chose a qualitative research method to explore the perceptions among law enforcement leaders regarding Goleman's (1995) emotional intelligence attributes when leading their organizations. Even though emotional intelligence is taught in numerous law enforcement leadership schools (Johnson, 2022), there is little literature on how law enforcement leaders perceive the importance of emotional intelligence when leading their organizations.

Selection Criteria

The parameters law enforcement included 10 to 12 participants from federal, state, and city jurisdictions. The strategy used for sampling was network and snowball process. Palinkas et al. (2015) state that purposeful sampling is the most effective

strategy for studies with limited resources. It is used in qualitative research to identify participants that are knowledgeable about the phenomenon of the study. Palinkas et al. (2015) and Moser and Korstjens (2018) explained that there are several purposeful sampling strategies, including purposive, criterion, theoretical, and convenience samplings. However, criterion sampling is the most common (Palinkas et al., 2015). For this study, criterion sampling will be used because the participants should meet a particular criterion to provide in-depth knowledge regarding the research question.

Even though there is no established rule on sample size for research, the sample size should be based on the study's purpose, credibility, saturation, and available resources (Patton, 2015). Creswell and Poth (2018) recommended that a researcher should use 3 to 10 participants for one phenomenology. This qualitative study obtained data through semi-structured interviews with 12 selected participants. Patton (2015) stated that there are no set rules for determining sample size in qualitative studies. However, purposeful sampling concentrates on small, in-depth samples. Qualitative inquiries maintain a small sample size, providing information-rich knowledge (McMillan & Schumacher, 2010). As Creswell (2012) argued, the chance of diluting the overall analysis is more significant in a research study with more cases. According to Creswell (2012), "there is not a set number of cases" (p. 76) required for a qualitative study. Moreover, Burkholder et al. (2020) stated that only one study empirically explored saturation, finding that basic codes were established with six interviews, and no new codes were developed after 12 interviews. Additionally, Burkholder et al. (2020) stated that a sample size of 10 to 12 participants is sufficient when the participants possess

“cultural competence” (p. 235) or are knowledgeable about the topic of research. In this study, the qualifications for the participants were: (a) police chiefs, deputy police chiefs, sheriffs, or assistant sheriffs; (b) with 5 to 10 years’ experience leading a law enforcement organization; and (c) who agreed to participate and provided informed consent. Gender and race were not considered.

Fusch and Ness (2015) contended that failure to obtain data saturation hinders the quality and validity of a study. When no additional information can be obtained, and the additional coding is not feasible, the researcher has reached data saturation (Ravitch & Carl, 2021). To ensure data saturation, I selected a group of 15 possible participants with the aim of recruiting 12 participants to reach data saturation. Fusch and Ness (2015) contended that researchers choose the sample size that affords the best prospect of reaching data saturation. In conducting interviews with the participants, I ensured the best chance of reaching data saturation by asking all participants the same questions during the interviews (Guest et al., 2006).

Vasileiou et al. (2018) stated that saturation is the most common method of establishing sample size and assessing sufficiency. LaDonna et al. (2021) stated that sufficiency is determined by the researcher’s intention to either use a phenomenological method or grounded theory. For a phenomenological study, LaDonna et al. (2021) stated that a small number of samples will reach sufficiency due to starting with a prior theory to create and conduct data analyses. On the other hand, grounded theory would require a more significant number of samples from more points of view (LaDonna et al., 2021). Young and Casey (2019) enumerated three conditions in which small sample sizes

provide sufficient findings: “participants met pre-determined criteria, described similar experiences, and interviews were relatively structured” (p. 57). For this study, the participants were required to meet specific criteria, and each participant was interviewed using the same interview format.

I identified six participants by means of network sampling. An additional six participants were identified through snowball sampling. Contact with identified participants was made by approved invitation letters, emails, and a follow-up phone interview. Upon making contact, I verified that the participants met the criteria for this study, described the study, and explained consent form procedures to the participants.

Instrumentation

For this study, I obtained data through semi-structured interviews from a selected group of 12 law enforcement leaders who have been in leadership roles for 5 to 10 years and led or are leading a law enforcement organization. These interviews were conducted via Microsoft Teams and phone interview. If feasible, the settings for these interviews were locations selected by the participants that had access to MS Teams. This method not only allowed the participants to be comfortable during the interviews but also enhanced confidentiality. I used pen and paper for notes and a recording device to obtain a record of the interview. I also used transcription software to ensure the analysis of the entire interview.

The researcher is the crucial instrument in the data-collection stage of the study (Johnson et al., 2020). Collins and Cooper (2014) stated that a researcher must merge collected data from participants’ interviews and monitor preconceived assumptions,

biases, and subjectivities. Korstjens and Moser (2018) emphasized that in conducting interviews for phenomenological qualitative research, one must understand what the participants say and categorize these responses into themes. My experience as a former law enforcement leader enabled me to understand the context and experiences of the participants. This experience allowed me to build a relationship with the participants and ensured that these relationships are non-hierarchical. My experience promoted the reciprocal sharing of personal stories between myself and the participants. By creating a level playing field, I gained rapport with the participants, showed respect, and validated their stories (Dempsey et al., 2016).

Another means by which to collect data is the interview protocol. Braaten et al. (2020) stated that interview protocols are vital data-collecting tools in qualitative research. To ensure consistency, I developed an interview guide safeguard to ensure that all participants' interviews were similar and consistent. The interview guide contained 10 semistructured interview questions based on the research question. Prior to interviewing participants, a pilot study was conducted using two participants with expertise in emotional intelligence and criminal justice. This pilot study validated the interview protocol for this study. The interview guide contained three sections: introduction and informed consent, subject questions that deal with my research question regarding Goleman's (1995) attributes of emotional intelligence, and conclusion. The introduction was intended not only to make the interviewee comfortable but also to explain the purpose of the interview and reiterate the terms of confidentiality and informed consent, format, and approximate length of the interview. After asking if the participant had any

questions, I began the interview with open-ended questions regarding the four attributes of emotional intelligence. I then presented follow-up questions if needed. Finally, I included a conclusion to determine whether the participants had any further questions and to provide contact information in case the participant wished to contact me following the interview (Turner, 2010). Once interviews were transcribed, each participant was afforded the opportunity to review, add or make corrections. Appendix B contains my proposed interview guide.

Data Analysis Plan

Qualitative data analysis is a method used by researchers to make sense of the data collected. Ravitch and Carl (2021) defined data analysis as the process of examining data and identifying and creating themes, creating findings from these themes, and answering the research question. The overall intent of the data analysis and this study was to add to the literature on law enforcement leaders and emotional intelligence. Additionally, Ravitch and Carl (2021) stated that data analysis is iterative and recursive. Data Analysis begins with the data collected and incorporates subsequent data that can assist the researcher in identifying themes that create findings (Ravitch & Carl, 2021). This study intended to provide a meaningful understanding of law enforcement leaders' perceptions of emotional intelligence from their own point of view.

I collected all data using the interview guide and noted observations. The first step of the data analysis process involved converting recorded interviews into transcribed interviews. I used a third party to transcribe the recorded data to enhance the integrity of the data. Transcribed data were identified by alpha numeric designators assigned to each

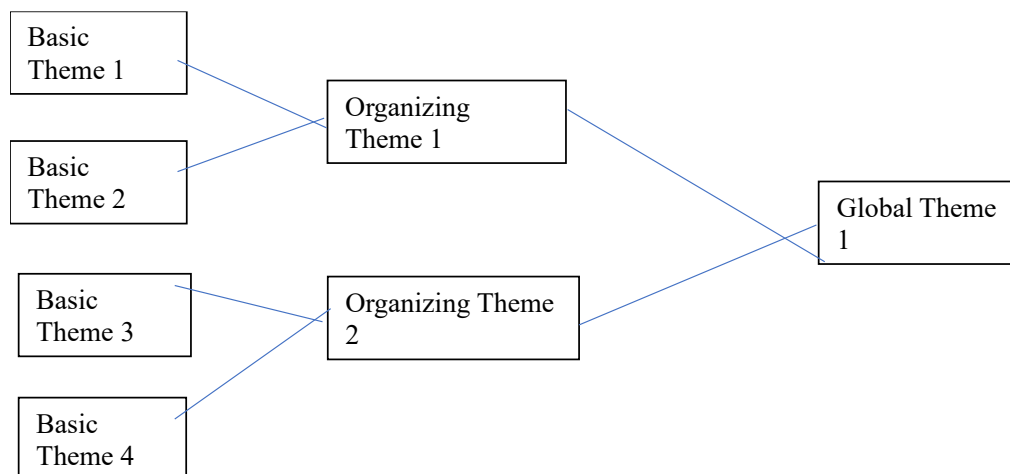
participant and appended with associated numbers for the collected data. Separating the personal information of the participants from the collected data upheld the participants' confidentiality. Akinyode (2018) referred this process as data logging or documentation. The purpose of data logging is for the researcher to document every form of data collection, such as recorded interviews, researchers' descriptions, feelings, views, assumptions, insights, and any ideas involving the research topic. Throughout this stage, I continuously reviewed the original data and notes taken during the interview to compare them for specific issues (Akinyode, 2018).

Immediately afterward, each participant's interview was reviewed to develop notations and summarize the chronological order of the data. Maxwell and Miller (2008) recommended using anecdotes or stories about a real incident or person to assist in this process to organize the collected data in chronological order and identify themes that emerge from the data. Subsequently, I began the process of data coding. Creswell (2012) described the process of data coding as fragmenting the data collected to develop themes. During this process, I reviewed each participant's transcript and identified content linked to a specific theme or to the research question. This procedure allowed the data to be categorized into meaningful sections (Akinyode, 2018). Data coding involves separating the data and relevant categories or themes (Maxwell & Miller, 2008). Using the theoretical framework and the research question, I used open and axial data coding to enable data separation. This will be accomplished using NVIVO qualitative data analysis software. Swygart-Hobaugh (2019) shared that NVIVO coding allows the researcher to quickly review more data and identify concepts between various files.

As a result of data coding, I used a thematic network that will include basic, organizing, and global themes. Theme selection was based on data saturation, which will indicate whether several participants revealed or supported the same theme. However, if only one participant revealed a theme, that theme was still considered before acceptance or rejection (Akinyode, 2018). Figure 1 depicts the process of the thematic network in developing global themes.

Figure 1

Thematic Network for the Global Theme



Source: Akinyode, 2018

Issues of Trustworthiness

Squires and Dorsen (2018) stated the trustworthiness of qualitative research findings depends on the rigor of the research. Rigor in qualitative research depends on the implementation of the study and the management of unexpected circumstances. Rigor provides reliability in the research data, interpretation, and methods (Connelly, 2016). For this study, trustworthiness was paramount in establishing value in the findings.

Therefore, I took steps to ensure credibility, dependability, confirmability, and transferability in the protocols and procedures throughout the study (Denzin & Lincoln, 2018).

Credibility

Credibility in qualitative research describes when a study's findings and conclusions are believable and indicative of the actual experiences of the phenomenon being studied (Nassaji, 2020). Member checking, triangulation, reflexivity, peer review, prolonged contact, and saturation were used to ensure credibility. I sent each participant an initial and follow-up transcript of the interviews (Merriam & Tisdell, 2016) to validate their acceptance and understanding of the data collected. I contacted the participant one time. If that failed, I consider the participant declining to participate and sought out another participant. I chose a one-time follow-up to ensure there is no perception of coercion in forcing the participant to participate in the study. Additionally, I used peer reviews from disinterested parties who were not participants in the study. These individuals asked questions about the study and reviewed its methodology.

Furthermore, peer reviews assisted in the triangulation of this study by providing different perspectives on the data obtained, the theoretical framework, and the methodology of this study (Carter et al., 2014). Reflexivity describes the researcher's understanding of the effects of their own beliefs and values in rationalizing the research methodology (Reid et al., 2018). Additionally, reflexivity is essential to the study's credibility (Peddle, 2022). Throughout this study, I maintained a reflexive journal and continuously challenged myself to act ethically and critically and self-reflect on my bias,

theoretical inclinations, and preferences. In addition, I spent as much time as possible with each participant in their setting to better understand their cultural and social setting and to build rapport and trust. Finally, I continued collecting data among participants until I had collected enough data to answer the research question and reach saturation.

Transferability

Transferability establishes that the researcher provides sufficient contextual information so that others may decide whether the results are pertinent in another environment (Johnson et al., 2020). Burkholder et al. (2020) contended that qualitative research should have more meaning beyond the “immediate instance of the study” (p. 91). Additionally, the responsibility of transferability falls on the individual using information from another study for their own. However, a researcher should ensure sufficient information so that others will have enough information to apply the study’s findings (Burkholder et al., 2020). Therefore, my intent was to provide ample descriptions of the behavior, experiences, and context (Ravitch & Carl, 2021). Burkholder et al. (2020) proposed that such a description should include information on the setting and participants of the study. Additionally, the researcher should provide a comprehensive description of the findings along with sufficient evidence, such as quotes from the participants, interviews, field notes, and documents (Merriam & Tisdell, 2016). This process allows readers to transfer the study design and findings.

Dependability

McGinley et al. (2021) stated that dependability in qualitative research ensures that one study can be replicated when there is consistency in data collection, analysis, and

reporting. Burkholder et al. (2020) posited that dependability is ensured by establishing an audit trail and triangulation. For this study, a journal was established to facilitate an audit trail to analyze all actions taken from start to finish. Items for audit will include raw data, data reduction, all notes taken during the research, data reconstruction, and materials associated with instrument development (Carcary, 2020). Triangulation is a procedure in which different sources, multiple researchers, and data collection methods are used to establish dependability (Korstjens & Moser, 2018). My use of the triangulation method among multiple participants ensured the dependability of this study.

Confirmability

While dependability ensures that the process of collecting data in qualitative research is sound, confirmability ensures that the data analysis is clear and coherent and the interpretations found are reasonable (Haven et al., 2020). Ravitch and Carl (2021) stated that confirmability aims to recognize how the researcher's biases influence interpretations of data and mitigate those biases as much as possible. For this study, I implemented triangulation, external audits, and researcher reflexivity (Ravitch & Carl, 2021). As the primary research tool, I continuously challenged myself and be challenged by others.

Ethical Procedures

Before beginning this study, I gained approval from the IRB, No. 03-30-23-0721728. The IRB reviewed this proposal and ensured that it complies with Walden University's ethical standards and U.S. federal regulations (Office of Research and Doctoral Services, n.d.-a). Throughout this study, I ensured that no undue harm came to

any participant who agreed to participate in this study. Additionally, I understood that it is my sole responsibility to ensure the protection and security of all data that might identify the participants until five years after the conclusion of this study.

To solicit participants for this study, I contacted potential participants that met the criteria for this study who I have known over the years. Additionally, I solicited from my known contacts any potential participants that might be available to participate in the study. Next, I sent each eligible participant an invitation letter and email. There was no coercion in participants' responses because participation was at their discretion. After receiving the agreement to participate from the eligible participants, I forwarded Walden University's Consent Form (Office of Research and Doctoral Services, n.d.-b) for them to review, sign, or disregard. Subsequently, I scheduled the interviews at a time of the participant's choosing. Finally, as an introduction to the interviews, I reviewed the informed consent form and ensured the confidentiality of the interview and the privacy and security of all data collected.

For this study, the following data security measures were taken to ensure compliance with Walden University's prescribed research ethics (Office of Research and Doctoral Services, n.d.-a):

- All data sets were owned and controlled by me.
- Any list of codes and identifiers were stored in a combination security safe controlled by me.
- In the case of Zoom or Microsoft Teams interviews:
 - o All interviews were password protected.

- o All participants were authenticated.
- o All meetings were locked down.
- o Participant screen sharing was turned off.
- o Random generated ID was used.
- o Waiting rooms were used.
- At no time were any devices storing data left unattended. If devices were not in use, they were stored in a security safe.
- All data for this study were always under my control.
- All electronic data were stored under a password known only to me. Any data forwarded to my committee chair were encrypted or password protected.
- The screen lock on my computer is set for less than 15 minutes, with a password required to open it.
- All software used for data access, storage, and analysis contains the latest updates.
- Currently, I use the latest version of McAfee antivirus software.
- Five years after the conclusion of this study, all data from this study in my possession will be shredded.
- There are no legal, economic, or professional risks in conducting this study.

Summary

This chapter presented the methodology for my study of how law enforcement leaders perceive the importance of Goleman's (1995) attributes of emotional intelligence. This qualitative research study collected data by conducting semi-structured interviews with 12 law enforcement leaders who have led their organizations for 5 to 10 years. The research question for this study is: "How do law enforcement leaders perceive the importance of the attributes of emotional intelligence when leading their organizations?"

I first provided an overview of the research design and rationale for this qualitative study, explaining why the qualitative method is the most appropriate method for answering the research question. I described the number, criteria, recruiting, and selection process in identifying the population for this study. Additionally, I presented all instrumentation that will be used in this study. I am the sole data collector for this study. Data were collected via semi-structured interviews and analyzed by coding to develop categories and themes. To assist the data collection and analysis process, I recorded and transcribed all interviews using NVIVO software to assist in analyzing the data. Finally, I explained the actions I took to alleviate any issues of trustworthiness and ensure all ethical standards were followed throughout the study.

Once I obtained IRB approval, I began my study by collecting data. Chapter 4 describes the setting, the participants' demographics, steps used in data collection, data analysis, evidence of trustworthiness and the results of the data collection efforts. Finally, I will summarize the Chapter.

Chapter 4: Results

Introduction

This phenomenological qualitative study was designed to explore how law enforcement leaders perceive the importance of attributes in Goleman's (1998) concept of emotional intelligence. Law enforcement leaders encounter numerous challenges, and their organizations have become more complex (Matusiak et al., 2016; Pyle & Cangemi, 2019). Additionally, Magny and Todak (2021) contended that the theory of emotional intelligence is not fully accepted or valued in law enforcement research despite its significance in addressing the critical issues encountered by law enforcement leaders. The research question that guided this study was: How do law enforcement leaders perceive the importance of the attributes of emotional intelligence when leading their organization? To answer this research question, I chose a phenomenological qualitative approach because it was appropriate for deriving meaning by using interpretation to explain a phenomenon. Crick (2021) stated that qualitative research accommodates such an approach. Furthermore, Creswell and Poth (2018) described qualitative research as a method that begins with inquiry. Subsequently, data are collected in a setting sensitive to the needs of participants, and patterns and themes are identified through data analysis. Finally, an in-depth report presents data collected from participants, along with a researcher's reflections, descriptions, interpretations, and explanation of how their research contributes to the literature.

In the current chapter, I describe how the pilot study was conducted and its impact on the main study. Additionally, I cover the study setting, any personal or organizational

circumstances that may have influenced participants' experiences during the research, and relevant participant demographics. Finally, I address the data collection, data analysis, evidence of trustworthiness, and results and provide a chapter summary.

Pilot Study

Williams-McBean (2019) outlined the following reasons pilot studies are beneficial to qualitative research: (a) development and refinement of research instruments, which in this study was the interview protocol; (b) evaluation of the feasibility of recruitment protocols; (c) development, evaluation, and refinement of research protocols; (d) preliminary data collection; and (e) identification of possible challenges in data collection and analysis. Once I received approval from Walden University's Institutional Review Board (IRB No. 03-30-23-0721728, Appendix C), I interviewed two known associates for the pilot study. The pilot study participants are identified as PS-1 and PS-2. PS-1 holds a doctorate in education and has expertise in emotional intelligence. PS-2 holds a doctor of philosophy in criminal justice and met the criteria for this research project. Invitation emails were sent to both associates, along with the informed consent form, and interview protocol. Both individuals agreed to participate in the pilot study.

After rehearsing the interview protocol with the first pilot study participant, PS-1 recommended providing a summary on Goleman's (1998) emotional intelligence model because asking participants to define emotional intelligence and its four attributes might make them feel uncomfortable and reluctant to answer. Additionally, there are various models of emotional intelligence. Therefore, I provided each participant with Ott's (n.d.)

article on emotional intelligence by attaching it to the invitation email. After transcribing the interview, I asked PS-1 to conduct a member check on the transcript. PS-2 did not have any recommendations about the study procedures. I transcribed PS-2's interview responses and conducted a member check, and PS-2 confirmed that I had correctly interpreted their responses.

This pilot study provided an opportunity to proactively anticipate challenges in the main study. PS-1's recommendation to provide information on emotional intelligence to participants to familiarize them with the model of emotional intelligence prior to the interviews was useful. By implementing PS-1's recommendation, I prevented any feelings of anxiety or discomfort among participants during the interviews. Moreover, the pilot study enhanced my training and confidence to conduct a qualitative research study, improved my qualitative research skills, and increased the credibility of the research (see Williams-McBean, 2019). Validations made by PS-1 and PS-2 confirmed that my methods and procedures were sound and increased my confidence in using NVIVO as a qualitative researcher and analyst.

Setting

Data collection began on April 1, 2023, and ended on June 12, 2023. Initially, I intended to focus on law enforcement leaders located on the Mississippi Gulf Coast and collect data through face-to-face semistructured interviews. However, due to a lack of participation, I resorted to purposive and snowballing sampling. Of the 12 participants recruited to the study, 11 were interviewed using Microsoft Teams; one participant was interviewed via telephone due to technical difficulties with Microsoft Teams. During the

interviews, nine participants were at their work office and three were at their home office. The participants determined the interview times. I ensured that all participants had their door closed during interviews to prevent anyone from hearing or observing them. No interruptions occurred. Throughout the interviews, there were no indications of personal or organizational circumstances that might have influenced the participants' experiences at the time of the study.

Demographics

The participants were selected based on their demographic characteristics. Specifically, I selected law enforcement leaders who met the following criteria: (a) served as police chiefs, deputy police chiefs, sheriffs, or assistant sheriffs; (b) had 5 to 10 years of experience leading a law enforcement organization; and (c) agreed to participate in the study and consented to participate. The breakdown of the participants' professional roles was as follows: five were active police chiefs, three were retired police chiefs, and four were retired military police chiefs (provost marshals). The collected data were focused on their perceptions of the attributes of emotional intelligence while leading their organization. Table 3 summarizes the participant demographics for the study.

Table 3*Participant Demographics*

Participant	Years in Leadership Positions	Years as Police Chief or Sheriff	Size of Agency
P-01	22	16	Midsized
P-02	35	15	Large size
P-03	23	12	Midsized
P-04	32	20	Midsized
P-05	26	17	Midsized
P-06	8	5	Small size
P-07	20	8	Midsized
P-08	40	9	Midsized
P-09	27	15	Midsized
P-10	25	12	Midsized
P-11	20	6	Midsized
P-12	16	10	Midsized

Note. Small size police agencies = 1–49 members, midsized police agencies = 50–999, large size police agencies = 1,000 or more (International Association of Chiefs of Police, n.d.).

Data Collection

Data from participants were collected through semistructured interviews, and I also took notes during the interviews. After receiving approval for the study from Walden University’s IRB (No. 03-30-23-0721728) and completing the pilot study, I began to recruit participants by sending email invitations. The emails included an informed consent form approved by IRB, the interview protocol, Ott’s (n.d.) article on emotional intelligence, my biography, the purpose of the study, informed consent information, and

the criteria for the study. Initially, I sent invitations to all law enforcement leaders on the Mississippi Gulf Coast. However, due to a lack of participation, I used network and snowballing sampling to recruit participants.

Before the interview times were set, I ensured that participants consented to the study by signing and returning the consent form or providing an affirmative reply via email. The signed consent forms were obtained during or after the interviews. Additionally, during the interviews, I read a consent paragraph and obtained an affirmative reply from each participant. Once an interview was scheduled, I sent a Microsoft Teams invite to the participant. Only one participant had difficulty logging on to Microsoft Teams, and I conducted a telephone interview with them. Table 4 summarizes the location, frequency, and duration of each interview.

Table 4

Participant Interview Information

Participant	Location	Frequency	Duration (minutes)
P-01	Work office	1, follow-up email	29:06
P-02	Home office	1, follow-up email	44:07
P-03	Work office	1, follow-up email	32:19
P-04	Home office	1, follow-up email	24:54
P-05	Work office	1, follow-up email	26:52
P-06	Work office	1, follow-up email	21:07
P-07	Home office	1, follow-up email	30:38
P-08	Home office	1, follow-up email	30:25
P-09	Work office	1, follow-up email	44:56
P-10	Work office	1, follow-up email	19:44
P-11	Work office	1, follow-up email	52:00
P-12	Work office	1, follow-up email	29:32

Although the interviews were intended to last 30 to 60 minutes, they could only be scheduled for 30 minutes due to participants' busy schedules. On two occasions,

interviews had to be rescheduled due to conflicts in the participants' schedules. All interviews were recorded using a voice recorder application on my mobile phone. Each participant was asked for permission to record the conversation prior to the beginning of the interview. A list of 10 semistructured interview questions were used to collect data from participants (see Appendix B). Additionally, I adhered to the interview guide for each participant. The first interview was conducted on April 25, 2023, and the last interview was conducted on June 12, 2023. Using Microsoft Teams for most of the interviews allowed me to engage in personal interactions with participants. Additionally, Microsoft Teams provided an environment for open and frank discussion, which allowed participants to freely share their perceptions of emotional intelligence when leading their organization. Throughout the interviews, I took field notes to enhance my construction of in-depth descriptions of participants' reactions, expressions, and body language and to document pertinent statements about emotional intelligence and leadership. Phillippi and Lauderdale (2018) stated that field notes are a vital element in rigorous qualitative studies.

After the interviews, the recordings were transcribed using transcription software and saved as Microsoft Word documents. I also conducted transcript reviews (or member checks) by sending the transcripts to participants. This process enabled each participant to review the transcript of their interview, validate their responses, and add any data they desired. All transcripts and recordings (in M4A format) were saved on a password-protected hard drive that only I know the password to, and a USB stored in my personal safe, which only I have the combination to.

One challenge encountered during the data collection was a lack of response from potential participants. To address this challenge, I changed my recruitment approach to purposive sampling by communicating with contacts I knew from my time in law enforcement. Subsequently, I used snowball sampling with contacts I had identified from purposive sampling. I also encountered time constraints with the interviews due to the participants' busy schedules.

Data Analysis

Data analysis is a process used in qualitative research to make sense of the collected data. Ravitch and Carl (2021) described data analysis as a process of examining and developing themes, findings from themes, and providing answers to the research question. Data analysis is an iterative and recursive process (Ravitch & Carl, 2021). Once data are collected and incorporated with subsequent data, the researcher can identify themes that generate findings (Ravitch & Carl, 2021). In this study, the overall objective of data analysis was to contribute to the literature on law enforcement leaders' attributes of emotional intelligence. This study resulted in understanding the exploration of law enforcement leaders' attributes of emotional intelligence.

With the interview guide and field notes, all data were collected. The first step of data analysis was to transcribe the recorded interviews using a third party. An alphanumeric number was assigned to each interview. In addition, the participants' identifying information was separated from the collected data to enhance the confidentiality of the study. Akinyode (2018) identified this process as data logging or documentation. The purpose of data logging is to document every form of collected data,

such as recorded interviews and the researcher's descriptions, feelings, views, assumptions, insights, and thoughts about the research topic. I reviewed all the collected data three to four times and transcribed the interviews and recordings to seek out specific issues (Akinyode, 2018).

Subsequently, I conducted the data analysis based on Yin's (2018) phases of data analysis: assembling, collecting, interpreting, disassembling, and concluding data. Words or expressions related to the study were identified through open coding. During this phase, keywords or phrases were identified (Blair, 2015). NVIVO 12 was used to document open coding by highlighting pertinent words or phrases. Saldana (2021) described deductive coding as an analytic operation with an established set of predetermined codes. Nodes for this study were based on concepts from Goleman's (1998) model of emotional intelligence (see Table 6). Saldana (2021) recommended deductive coding when a researcher used a theoretical framework, research question, and other issues of research design indicate that codes, categories, or themes will more than likely appear in data collection. This study aimed to explore law enforcement leaders' attributes of emotional intelligence through the lens of Goleman et al.'s (2013) model of emotional intelligence leadership competencies. Therefore, deductive coding is the most appropriate means of analyzing the collected data.

Table 5

List of Nodes: Patterns and Themes

Nodes related to self-awareness	Emotional self-awareness Accurate self-assessment Self-confidence
Nodes related to self-management	Self-control

	Transparency Adaptability Achievement Initiative Optimism
Nodes related to social awareness	Empathy Organizational awareness Service
Nodes related to relationship management	Inspiration Influence Developing others Change catalyst Conflict management Teamwork and collaboration

Common Patterns and Themes

Through the data analysis, common patterns and themes were identified from the participants' responses. To be included in the results, each pattern or theme had to be mentioned by at least seven participants. By contrast, any patterns and themes that were mentioned by less than six participants were considered uncommon.

Theme 1: Emotional Awareness

According to Goleman et al. (2013), leaders with emotional self-awareness can recognize how their feelings affect them and their job performance. All 12 participants mentioned emotional awareness in relation to leading an organization. More specifically, they made a total of 50 references to the emotional intelligence component of self-awareness. The common theme was that law enforcement leaders understood emotional awareness in leading their organization. P-04 said, "You always got to be mindful of where you are, where your head's at and how you're responding and reacting." P-02 commented, "Divorce yourself, I guess, from sometimes your emotional response in

order to get your point across, particularly when you're leading an organization or leading people." P-12 responded,

I think it's really critical for successful leadership to understand what you're carrying and how you bring it into conversations, and you know times where you want to get angry, but you can't and how you can respond instead of react.

Theme 2: Accurate Self-Assessment

Goleman et al. (2013) stated that leaders accurate with self-assessment understand their limitations and strengths. All 12 participants mentioned accurate self-assessment in relation to leading an organization; they made a total of 49 references to the accurate self-assessment component of self-awareness. The common theme was that law enforcement leaders understood accurate self-assessment in leading their organization. P-01 stated,

I've done a lot of work in the last several years on my own self-awareness and personal development, and I've come to realize with hard reflection that I

Personally, historically have been subject to emotional outbursts, not necessarily directed at people.

P-12 said,

You just have to be able to keep your wits about you, and when you're getting it from every direction is when I think you can have the propensity to snap a little bit and so like being able to be aware of that and how to manage it.

P-07 commented, "You know understanding strengths and weaknesses using that was how you're dealing with people."

Theme 3: Achievement

Goleman et al. (2013) described achievement as actions taken by leaders to seek performance improvements, both for themselves and their organization. All 12 participants mentioned achievement in relation to leading an organization and made a total of 44 references to the achievement component of self-management. The common theme was that law enforcement leaders understood achievement in leading their organization. P-03 stated,

I would say going through my PhD program helped me a lot to understand a more macro approach. I think that it gave me a lot more information and I was able to kind of piece, that's kind of what sticks out is, you know, knowing yourself and self-improvement, you know, basic leadership principles that.

P-09 remarked,

I have a bachelor of political science from Norwich University. I have a master's in public administration from Cal State, Long Beach. I'm a graduate of the FBI National Academy. 240. Um, and I'm a Fulbright Fellow, and I spent a year or well, almost 8 months abroad in England at Leeds University in the religious and theology department in 2006, 2007. And I was also seconded to West Yorkshire Police Force in England. ... but I've always tried to seek self-improvement when I deal with other people.

Theme 4: Empathy

According to Goleman et al. (2013), leaders with empathy can recognize various emotional signals by attentively listening to and understanding other people's

perspectives. Eleven participants mentioned empathy in relation to leading an organization and made a total of 44 references to the empathy component of social awareness. The common theme was that law enforcement leaders felt that empathy was important in leading their organization. P-03 stated, “But I think knowing your staff and how they respond to things and emotionally picking up on their feedback so that they do give you those subtle indicators.” P-01 commented, “So I think ironically, I am generally an empathic person and I’ve always been able to detect off base emotions in my team, more so than necessarily myself.” P-02 said,

And recognizing the emotional reaction back and forth of whether the guys just tuning you out or whether he is receptive to what you have to say, recognizing the reaction, the interplay between the person you’re dealing with or the group you’re dealing with and the leadership position.

Theme 5: Organizational Awareness

According to Goleman et al. (2013), a leader has organization awareness when they can identify important social networks, power relationships, and the values and rules that operate within an organization. Eleven participants mentioned organization awareness in relation to leading an organization and made a total of 43 references to the organization awareness component of social awareness. The common theme was that law enforcement leaders felt that organization awareness was important in leading their organization. P-03 responded, “The more function of how people are, you know, understanding. Influences, understanding not just what leadership is but why it works, the way it works, how to reach people—what are the things that we heavily focus on?” P-08

commented, “You have to stay on top of yourself and others. And you know, it’s a slight tangent here, but it doesn’t take too many people to absolutely wreck the morale of an organization.” P-02 said, “It’s a learning process to learn how to do that and recognize that in yourself and other people. And the more senior you get, the more important it is to be able to recognize those things in other people.”

Theme 6: Self-Confidence

In the context of leadership, Goleman et al. (2013) defined self-confidence as the ability to understand one’s abilities and act according to one’s strengths. Ten participants mentioned self-confidence in relation to leading an organization and made a total of 21 references to the self-confidence component of self-awareness. The common theme was that law enforcement leaders felt that self-confidence was important in leading their organization. P-09 remarked,

I would say that emotional intelligence, just like maturity and professional knowledge, can change and shift over years. And I’ve personally seen a change and shift in my own emotional intelligence as I’ve gone through the ranks and gotten to higher ranks and learned how to deal with different individuals and different situations.

P-07 responded, “I certainly knew where I was strong and where I was weak, so it helped me from that standpoint, and one of my strengths again has always been dealing with people and understanding where people come from.” P-10 stated, “I think, from a leadership standpoint you have to be able to, you know, know your emotional kind of

tendencies and navigate situations better because you know how you know...you know yourself from an emotional perspective.”

Theme 7: Self-Control

Goleman et al. (2013) described self-control as a leader’s knowledge of methods for managing troubling emotions and impulses and how to use them. Ten participants mentioned self-control in relation to leading an organization and made a total of 23 references to the self-control component of self-management. The common theme was that law enforcement leaders felt that self-control was important in leading their organization. P-08 stated,

I would allow myself to express that anger that I otherwise would control. It could be very angry at someone for a minor offense, but I’m certainly not going to.

You’re not going to, I’m going to manage that anger, if you will. So, there was times when I was affected, and the only counsel to that is it has to be consistent.

P-05 responded, “So what I’ve done or tried to do is just keep being self-aware and keep my emotions in check and respond to things at what they were and not what I felt they were. Sorting it out.” P-09 remarked, “I think sometimes leadership is a lot of acting. You kind of act mad when you’re not sometimes. And you kind of don’t want to act mad when you are really seething inside.”

Theme 8: Influence

Goleman et al. (2013) described influence as the ability to obtain agreement from key people. Nine participants mentioned influence in relation to leading an organization and made a total of 20 references to the influence component of self-management. The

common theme was that law enforcement leaders felt that self-control was important in leading their organization. P-01 said that “leadership is all about influence and relationships,” while P-05 stated, “You have to motivate them and, you know, that’s a whole thing is with leading this younger generation, it’s a different leadership style that you have to work with.” P-03 remarked, “Really allow each individual to fulfill their full potential. And he can’t do that without proper communication. Without that motivation, without the encouragement, the affirmations that go with it.”

Theme 9: Transparency

Goleman et al. (2013) viewed transparency as a leader’s openness about their feelings, beliefs, and actions to others. Eight participants mentioned transparency in relation to leading an organization and made a total of 21 references to the influence component of self-management. The common theme was that law enforcement leaders felt that transparency was important in leading their organization. P-04 stated,

But that was really important for me to listen to them and then tell them what I told them and. Get their. Trust and respect and. That, yeah, they’re going to be no cover up here. If he’s wrong, he’s wrong. We’ll deal with it. That was huge for our department at that point in time.

P-09 responded,

I’ve been short with people. I’ve been, um, you know, I’ve definitely yelled at some people or spoken to them crossly, but, um, but also respectfully, you know, and with, uh, you know, if I have to go back and tell somebody, ‘Hey, I’m sorry, I was a little, little, little pissed off about something.

P-06 commented, “But I’m not afraid of. I’m being called for something I’m doing wrong.”

Theme 10: Teamwork and Collaboration

According to Goleman et al. (2013), leaders who create an environment of mutual respect, helpfulness, and cooperation facilitate teamwork and collaboration. Eight participants mentioned teamwork and collaboration in relation to leading an organization and made a total of 21 references to the influence component of self-management. The common theme was that law enforcement leaders felt that transparency was important in leading their organization. P-09 mentioned,

So between the culture code and the relationships, ownership and initiative (ROI) card like, I already try to set a culture of mutual respect and teamwork and positivity, those kinds of things. So I think if you set that at the top level, it starts filtering down through the organization and we tie it to everything.

P-07 responded,

For me my deputy was strong, where I am weak and his biggest weakness is I, people aspect of it, the relationship aspect of it. But we formed a very good team because we were both. We were strong with the other one who was weak, and that helped greatly with having a successful organization.

P-03 stated,

And that allows those individuals to be more supportive, to be a more productive part of the team and allows a better relationship. Between management and those

that are least I think that by far. Is one of the most important things is understanding how to communicate.

Discrepant Cases

Rose and Johnson (2020) described discrepant cases as theories, data, or information that counters the analyzed themes and recommended that researchers identify alternatives to their research and understanding of the phenomenon. Researchers can enhance the validity of their study by presenting evidence that both supports and challenges the themes' views. However, I did not find any discrepant cases or conclusions in this study.

Evidence of Trustworthiness

Credibility

According to Nassaji (2020), credibility in qualitative research means that the research findings and conclusions are realistic, plausible, and describe actual experiences of the phenomenon under study. Measures to ensure credibility in qualitative research may include member checking, triangulation, reflexivity, peer review, prolonged contact, and saturation (Merriam & Tisdell, 2016). Prior to this study, I conducted a pilot study with two participants. One participant holds a doctorate in education and has expertise in emotional intelligence, while the other holds a Doctor of Philosophy in Criminal Justice and met the criteria for this research project. Williams-McBean (2019) stated that conducting a pilot study can greatly enhance the credibility of a study.

After the pilot study, I also involved qualitative research experts in peer review of the data collection and analysis processes and data analysis results. First, I used member

checking by allowing each participant to review a verbatim transcript of their recorded interview and a summary of my perceptions of what they described. Eleven participants agreed with my interpretation of their responses, while one participant suggested minor changes. These changes were incorporated into the participant's interview transcript prior to the data analysis. Table 6 depicts the results of the member checks.

Table 6

Participants' Member Checks

Participant	Consent	Interview Held	Transcript Sent	Transcript Returned	Review Needed
P-01	4/11/23	4/25/23	4/29/23	5/1/23	Yes
P-02	5/5/23	5/10/23	5/11/23	5/23/23	No
P-03	4/17/23	4/26/23	4/30/23	5/13/23	No
P-04	5/1/23	5/2/23	5/4/23	5/13/23	No
P-05	4/11/23	5/1/23	5/2/23	5/13/23	No
P-06	5/9/23	5/11/23	5/13/23	6/3/23	No
P-07	5/13/23	5/17/23	5/19/23	6/1/23	No
P-08	4/26/23	4/26/23	4/30/23	5/4/23	No
P-09	5/3/23	5/7/23	5/9/23	5/9/23	No
P-10	5/20/23	5/24/23	5/26/23	6/4/23	No
P-11	5/02/23	5/5/23	5/9/23	6/3/23	No
P-12	5/24/23	6/12/23	6/14/23	6/21/23	No

Next, I performed triangulation using various data sources, such as the semi-structured interviews, notes taken during the interviews, and literature based on the theoretical framework for this study. Additionally, I maintained a journal to engage in reflexive self-analysis throughout the study and made daily observations (Stahl & King,

2020). I continuously questioned my own feelings and attempted to bracket any comments from any of my opinions to ensure that the participants experiences were noted.

Transferability

Transferability means that the researcher provided adequate contextual data and that the study findings can be applied to other environments (Johnson et al., 2020). In other words, transferability refers to the applicability of the research outcome to different participants in different contexts. Ravitch and Carl (2021) stated that the goal of transferability is to develop “descriptive, context-relevant statements” (p.168). To ensure transferability in this study, I conducted a comprehensive literature review that covers the history of emotional intelligence, different models of emotional intelligence, leadership styles, and aspects of law enforcement leadership. I also provided in-depth descriptions of the theoretical framework used in this study and the behavior, experiences, and context (Ravitch & Carl, 2021). A full description of the phenomenon was provided, and the research methods and design were outlined to enable others to conduct comparative research in different settings and contexts. Finally, I provided a detailed description of the findings and sufficient evidence in the form of data analysis and participant quotations.

Dependability

In the context of qualitative research, dependability means that the study is reliable and consistent and can be replicated in a different context (McGinley et al., 2021). Burkholder et al. (2020) stated that dependability can be ensured by producing an audit trail and performing triangulation. Lincoln and Guba (1985) posited that an audit

trail can prevent mistakes and biases and provide consistency in the research findings. In addition, reflexivity and a journal were established to document procedures used from the approval of Walden University IRB approval No. 03-30-23-0721728 to the completion of this study. Finally, triangulation was performed by using interviews, member checks, and field notes.

Confirmability

According to Haven et al. (2020), confirmability means that the data collection is sound, clear, and coherent and that the findings are reasonable. Moreover, Ravitch and Carl (2021) stated that confirmability ensures that the study represents the participants' views rather than the researcher's biases or perspectives. This study provides quotations and perspectives from participants. The participant quotations provide reflexivity in analyzing the data. Additionally, triangulation, reflexivity, and audits were used in this study (Ravitch & Carl, 2021).

Ethical Procedures

Before implementing the data collection stage of this study, I requested permission from the Walden University Institution Review Board regarding the ethical considerations for the study. Informed consent, confidentiality, and ensuring the rights of the participants were crucial concerns (Crewell & Poth, 2018). Upon approval from Walden University Institution Review Board, #03-30-23-0721728, Appendix C, IRB Approved Consent Form Notification, I sent email invitations to participants. I informed them of the significance of their participation.

Participants were informed of the purpose of the study and the procedures for the study. The information provided was that the participants would be interviewed for approximately 30 minutes to 1 hour. Additionally, participants were informed that interviews would be recorded and transcribed. Subsequently, a summary and transcript would be sent to the participants for review to ensure their discussion accuracy and if they had anything to add. If needed, the participants were offered a follow-up interview. Interview questions were provided to familiarize the participants with the nature of the interview. Participants were only interviewed if they agreed to participate via a signed consent form sent back by email.

Interviews were conducted with MS Teams software. Prior to the start of the interviews, I ensured that participants were in a private office with the door shut. This procedure was used with one participant who had to use a telephonic interview. All participants were informed that participation in the study was strictly voluntary, and if they agreed to participate, they could stop at any time. As all studies involve some risks, participants were informed that protections in place would pose minimal risks. Gratuities or gifts were not provided for participation. I provided all steps I would take to ensure privacy and anonymity for the participants. All participants were informed of the steps to ensure and protect their privacy. Identities were kept confidential. I did not use any personal information for any purposes outside the study.

I did not include names or anything else that could identify a participant throughout the study. Participants were identified using alpha-numeric numbers. A third party transcribed interviews, identifying each with an alpha-numeric number. Again prior

to the beginning of the interviews, I briefed the participants on the purpose of the study, maintaining the confidentiality of data collected, and their choice to end the interview at any time. Burkholder et al. (2020) specified that their do no harm mentality is instrumental in creating participants' willingness to respond to interview questions. Throughout the data collection stage, no harm was ensured.

Each participant was assigned a folder containing study invite emails, signed consent forms, and transcribed interviews. All data collected was secured by a password USB data hub locked in a pin coded 250 pound safe. I am the only one that knows the PIN. All data will be kept for 5 years per the requirement by Walden University. Even though the data collected does not pose a high risk, I plan to appropriate steps in deleting all data by shredding and formatting all data stored in the hard drive after 5 years.

No ethical issues in this study involved a conflict of interest or potential power differentials. I am not part of any organization with the participants. Therefore, participants did not have any restrictions on how they provided their perspectives in answering the interview questions. The participants were provided with a summary of the findings, which could enhance their leadership skills in leading their organization.

Results

The main data collection tool used in this study was semi-structured interviews. According to Kakilla (2021), semi-structured interviews are essential in qualitative research. In this study, I used a framework of themes related to emotional intelligence to explore law enforcement leaders' attributes of emotional intelligence. The interview questions used in this study can be found in Appendix B.

Interview Protocol

The following interview questions were used to build trust between the participants and myself. They provided a wealth of demographic information on each participant's background, education, and years working in law enforcement, as a leader, and as a police chief, deputy police chief, sheriff, or deputy sheriff. These questions were also used to verify that participants met the criteria for this study.

Interview Question 1: Please summarize your background—for example, where you grew up, education, and different positions of leadership you have held.

Interview Question 2: What influenced you in pursuing a law enforcement career?

Interview Question 3: How many years have you been in leadership positions in law enforcement?

Interview Question 4: How many years have you been in the position of chief of police, deputy police chief, sheriff, or assistant sheriff?

All 12 participants answered the above questions. Cumulatively, the total number of years that participants have occupied leadership positions was 294. Additionally, the total number of years that participants have worked as senior-level leaders in a law enforcement organization was 145. Ten participants led midsize organizations, one led a large organization, and one led a small organization. Of the 12 participants, one held a Doctor of Philosophy, five held a master's degree, four held a bachelor's degree, and two held a high school degree. All 12 participants attended various law enforcement academies and leadership training.

Interview Questions 5 through 10 provided the essential information for answering the research question, “How do law enforcement leaders perceive the importance of the attributes of emotional intelligence when leading their organization?”

Interview Question 5 was: Please provide me with your definition of emotional intelligence. All 12 participants answered the above questions (see Table 7).

Table 7

Participant Responses

Participant	Responses
P-01	“The person’s ability and self-awareness to both recognize their own emotional responses. More importantly, learn develop the ability to control their own emotional responses, but more importantly, to recognize how my or an individual’s emotional responses may be perceived or received and evoke another emotional response in somebody that I work with.”
P-02	“It really is a matter of understanding your own emotions and how they how they impact you and your leadership position. You’re dealing with others and recognizing the emotional impacts that your presence or your positions have on somebody else.”
P-03	“Emotional intelligence really falls into the individual abilities and the capabilities to understand how others respond to given stimuli and why they respond a certain way in an effort to allow you to change your presentation to better communicate and understand what’s happening with others.”
P-04	“I think it is. Empathy, intuition, reading yourself, reading people, knowing how you work and react, what your triggers are. Learning that same thing about others, particularly those you lead. The community you report to. Just being aware awake, not woke, but awake wired into yourself. Subordinates. In others.”
P-05	“So for me, I would say my definition is one, you’ve got to understand people and what motivates them. You have to understand. There’s a sensitive side. There is a that you have to exhibit sometimes in your leadership styles as much as you have to do it more of a strict it’s almost like a situational leadership type role. So with that, you really have to

understand what motivates people, what you can push them to do and get out of them successfully.”

-
- P-06 “So my definition of emotional intelligence would be having a well-rounded chief that understands that officers are human beings and they’re going to have things that come up. So adjusting schedules, switching shifts, all those things take into account when I do those things, I have to think about how am I impacting the officer by doing this.”
-
- P-07 “It involves knowing who you are, strengths and weaknesses, being able to compassion, understanding, being able to relate to people. You know understanding strengths and weaknesses using that was how you’re dealing with people. How you’re leading will clearly certainly set the tone for your organization from just a leadership standpoint.”
-
- P-08 “Emotional intelligence would be your ability to understand those and manage them in both yourself and other people.”
-
- P-09 “My definition is understanding that everyone deals with their emotions in different ways. And to that model, understanding what yours is versus somebody else’s. And that neither is right or wrong. But finding a common ground between two people in any relationship and how they react and respond in different situations, um, and particularly in the way they feel or process information.”
-
- P-10 “Well, I think probably more than anything, it’s feeling like understanding your emotions if they’re in a leadership position. I think it’s really important how you’re interaction with, you know, in a meeting with a member of the community or public, is going to go understanding. If you’re you know, understanding yourself, that if you can’t regulate your emotions, if you’re you know, being someone’s being critical of you and you start feel yourself becoming angry, then and you don’t have the ability to do anything about that.”
-
- P-11 “But emotional intelligence to me, my interpretation, not the school book, was that aspect of a person that helps you to lead your life in conjunction with looking for the betterment of other people, looking for the good in people trying to put doing the right thing above personal interest, as opposed to, you know, doing in nothing wrong with the rest.”
-
- P-12 “But emotional intelligence to me, my interpretation, not the school book, was that aspect of a person that helps you to lead your life in conjunction with looking for the betterment of other people, looking for the good in people trying to put doing the right thing above personal interest, as opposed to, you know, doing in nothing wrong with the rest.”
-

Interview Question 6: How has your ability to perceive and understand your own emotions helped you in leading your organization?

Table 8 presents the themes that were identified from the participants' responses and the number of responses that correspond to each. Themes were based on the number of participant responses and the frequency of responses. Overall, three themes, emotional awareness, accurate self-assessment, and self-confidence indicated the importance of the emotional intelligence component for social awareness.

Table 8

Themes Identified in Responses to Interview Question 6

Self-awareness component themes	Participants	Reference frequency
Emotional awareness	12	50
Accurate self-assessment	12	49
Self-confidence	10	21

The themes are shown in descending order based on the number of responses from participants and the frequency of responses. In total, participants made 120 references to the three above themes, which indicates the importance of the component of self-awareness. The themes were based on responses from seven participants or more. Tables 9-11 summarize the participant responses that aligned with each of the three themes.

Table 9*Theme 1: Emotional Awareness*

Participant	Response
P-01	“I’m pretty good about tempering my temper that way, but I was not always cognizant about when I lost control of my temper, how it was being perceived or received by people who just by nature of proximity or in the immediate area.”
P-02	“One of the real telling moments at headquarters is knowing your emotional state and controlling your emotional state came internal to the Physical Security division.”
P-03	“Just being self-aware doesn’t solve the problem, but it creates a foundation for understanding what’s around you and how you are interpreting the information .”
P-04	“You always got to be mindful of where you’re where you are, where your head’s at and how you’re responding and reacting.”
P-05	“I would definitely say so.”
P-06	“So I try not to get too excited about anything. I try not to get too emotional and no one is not being the most emotional person in the world.”
P-07	“It’s important not to get all angry and upset, get stressed out. You have to have a pretty flat effect other than trying to be part of positive and motivational.”
P-08	“Don’t panic the men. And, you know, because they’re watching you the whole time and you’re not, if you’re frustrated or you’re not in control of your emotions, they see that and it does panic the men.”
P-09	“So, you know, just that self-awareness that my mood and energy and emotions reflect and affect everybody around me.”
P-10	“I think understanding your emotions and being able to maneuver in whatever activity you’re doing is really important.”
P-11	“but that level of just being cognizant of how I was coming across and how it was being interpreted really became a fixation.”
P-12	“I think it’s really critical for successful leadership to understand what you’re carrying and how you bring it into conversations and, you know, times where you want to get angry but you can’t and how you can respond instead of react.”

Table 10*Theme 2: Accurate Self-Assessment*

Participant	Response
P-01	“I started really paying attention to the little things, the picayune little things that will set me off, like an unnecessary email or a ridiculous phone call that me losing my temper, even behind the closed door of my office, was having an adverse ability or an adverse reaction impact on my ability to lead, especially my core team, and that only by developing more discipline and being more mindful of my own self-regulation.”
P-02	“You’ve got, you’ve got to recognize that, that’s the first thing that self-awareness one, the first one that’s on there is knowing where you are at that point in time.”
P-03	“I’m heavily analytical in how I understand problems, um. Respecting that mentality responds the way I do or thinks the way I do. Um. Allows me to adjust how I communicate with them and how I talk to them.”
P-04	“But so anyway, so I know my triggers.”
P-05	“You really have to put your personal emotions and feelings aside before you can make that decision so you can make it rationally.”
P-06	“If you’re not physically and mentally and ready to go every single day, you’re not helping anybody else. So being self-aware that I’m having a bad day and not coming in the office to tell them, Ready? That’s very important.”
P-07	“You know understanding strengths and weaknesses using that was how you’re dealing with people.”
P-08	“I learned early on, it’s like, go ahead and you know, you’re angry or this or that. Control it. You want to be I’m not going to say a stoic that’s got its own concerns. But you want to be perceived as that guy who’s not running, who’s not panicking, who’s in charge.”
P-09	“And I know when I get out of my car and I’m starting to come up the stairs. Come up the elevator, walk down the hall, that even if I’ve had a shitty night, if I bring that energy myself. That’s what’s going to get reflected in my office all day.”
P-10	“If you’re, you know, understanding yourself, that if you can’t regulate your emotions, if you’re, you know, being someone’s being critical of you and you start feel yourself becoming angry, then and you don’t have the ability to do anything about that. It’s going to be a very unproductive meeting.”
P-11	“You know there’s a time and place to be the hard guy and then there’s a time and place to, you know, to be a little more introspective, a little more open, you know, to ideas.”
P-12	“You just have to be able to keep your wits about you, and when you’re getting it from every direction is when I think you can have the propensity to snap a little bit and so, like, being able to be aware of that and how to manage it. I think my experience was super important.”

Table 11*Theme 3: Self-Confidence*

Participant	Response
P-01	“I would not have been able to do that for him if I hadn’t been doing the hard work that I was just talking about for the last couple of years.”
P-02	“Recognizing that I’m going to say something to the boss or say something to this particular individual. He’s not going to like what I’m going to say and I’m just going to take the face shot and just keep plugging right on through and don’t get emotional about it. Don’t take it personally.”
P-03	“I love having a very complex problem and be able to just process things through it, understand how the inner workings, how they relate to each other.”
P-04	“Knew this is the job I wanted because I really liked it. And then I went full-time with the city and never looked back.”
P-06	“So I was their sergeant at the time handing out orders and directions from a chief that I disagreed with. So it was very difficult to rebuild that relationship and now keep that relationship going.”
P-07	I certainly knew where I was strong and where I was weak, so it helped me from that standpoint, and one of my strengths again has always been dealing with people and understanding where people come from.”
P-08	“And it was, it involved many things, you know, coordination with about a dozen different federal, state and local police departments. But, you know, you’re sitting at the head table. In those cases, the men when briefing subordinates of different missions. It goes back to not what I was freaking panicking out the wazoo with all of the details. I had to absolutely control that. And so it come across like, who is the guy in charge, right. Here’s what you’re going to do.”
P-09	“I’ve seen personally a change and shift in my own emotional intelligence as I’ve gone through the ranks and gotten to higher ranks and learned how to deal with different individuals and different situations.”
P-10	“People view your leadership oftentimes based on some of the big decisions you make, and I think it’s always, at least for me, help to make sure that that decision is made after the emotions are, for the most part taken out of the equation and I think it helps you make better, better-quality decisions.”

Interview Question 7: How has your ability to act or not act on your emotional reactions helped in leading your organization?

Table 12 presents the themes that were identified from the participants' responses and the number of responses that correspond to each. Themes were based on the number of participant responses and the frequency of responses. Overall, three themes, achievement, self-control, and transparency, indicated the importance of the emotional intelligence component for social awareness.

Table 12

Participants' Responses to Interview Question 7

Self-Management	Participants	Reference Frequency
Achievement	12	44
Self-Control	12	23
Transparency	8	21

The themes are shown in descending order based on the number of responses from participants and the frequency of responses. In total, participants made 88 references to the three above themes, which indicates the importance of the component of self-management. The themes were based on responses from seven participants or more. Tables 13-15 summarize the participant responses that aligned with each of the three themes.

Table 13*Theme 4: Achievement*

Participants	Response
P-01	“I’ve had various positions of leadership throughout my entire life. In fact, Boy Scouts and senior leadership positions, Boy Scouts, team captain in high school, team captain in college, company officer at the Naval Academy, and then progressive leadership experience in law enforcement, including field training officer, Special Reaction Team (SRT). Team leader, SRT executive officer, shift commander, division commander and finally chief of police for the last 16 years.”
P-02	“[I] went to college at the California State University, Long Beach. Majored in criminal justice and came in the Marine Corps as a lieutenant out of college. I mean being in a serious leadership position also Operations Officer, provost marshal, security director. And I had head, law enforcement before I retired, I left active duty and went into the civil service.”
P-03	“. . . working through team commander, operations officer, you know, deputy provost marshal, police chief, police chief and numerous different units, um, from small team leader in a deployed environment, um, you know, kind of throughout the whole gamut of social projects, you know, managing different things. Once I retired and sort of working in juvenile probation field and now, I’m a supervisor for juvenile probational.”
P-04	“32 years in rank, you learn as you go. I didn’t walk right into it, my sergeant’s stripes, knowing all that, because you kind of learn on the job, but you learn with your family and you learn with your, hopefully, you know, you just learn, but you get better at it.”
P-05	“Single officer in charge, I don’t know. Roughly 240 and 450 Marines and came back from Iraq and then had two sequential duty stations where I was the provost marshal, which would be the equivalent of a chief of police, at both the Marine Recruit Depot in San Diego and the Marine Corps Combat Air Ground Combat Center in 29 Palms, California.”
P-06	“. . . and then [I] was appointed as an investigator and then worked my way up to sergeant and then eventually chief in 2020.”

- P-07 “I’ve got a bachelor’s degree through Metro State University, went to northwestern police staff in command, completed that I started out as a deputy sheriff from there, went to investigation for a while, was promoted to sergeant and 1999, I think 2000, and stuff like that, promoted [to] lieutenant in 2004 and then elected sheriff of 2011, I was sworn in January 2011 and served until January 2019.”
-
- P-08 “I understand what the Marine ethos that is drilled into us, but you know that, that serves people well in life, both in the Corps. And I’ve heard this a lot from some of my former Marines. When they get out and they say, hey, things we learned, the things you taught us have allowed me to really, you know, do well in life.”
-
- P-09 “I have a bachelor’s of political science from Norwich University. I have a master’s in public administration from Cal State, Long Beach. I’m a graduate of the FBI National Academy. 240. Um, and I’m a Fulbright fellow, and I spent a year or well, almost eight months abroad in. England at Leeds University in the Religious and Theology department in 2006, 2007. And I was also seconded to West Yorkshire Police Force in England.”
-
- P-10 “I have a master’s degree in police administration, leadership and education executive director of the Chiefs Association police chief for 12 years, a commander or lieutenant. I guess technically was five years, sergeant for four years and then a number of different, you know, civic groups and boards and things like that. I served on in various capacities.”
-
- P-11 “As far as the leadership roles, I’ve been everything from a detective to a sergeant on patrol to a lieutenant on patrol. Um, I ended up skipping the captain’s rank and went straight to a major. And I’ve been, I’ve been the chief now counting the interim about 17, 17.5 years.”
-
- P-12 “...fortunate because we’ve done some emotional intelligence work specifically at the state patrol and it goes back before my time in this role. So we’ve had classes and contractors that have worked us through some group development and it started with emotional intelligence to measure energy levels.”
-

Table 14*Theme 5: Self-Control*

Participant	Response
P-01	“So tempering, checking my temper and, you know, redirecting that in a way that is indicative of my frustration or aggravation, but not necessarily volatile or loud.”
P-02	“That space shot you just took 15 minutes ago or in some cases, this is back to your core leadership principles. You’re just directed to do something you know, is going to be a poison pill for your organization by your boss. And you have to swallow that pill and be able to articulate what needs to be done to your organization.”
P-04	“So what I’ve done or tried to do is just keep being self-aware and keep my emotions in check and respond to. Things at what they were and not what I felt they were. Sorting it out. Was important the whole time. I think it was. I think it’s not something you put on like a jacket. I think it was pretty critical the whole time.”
P-05	“So what I’ve learned to do is probably what I like to say is, I’ll blow up in private with a close group. But then when you come out of that room, you put on a different game face.”
P-06	“Self, self-management goes in with self-awareness and managing yourself I’m not ready to go to work yet. I’m not ready to lead a department yet this morning. And figuring that out.”
P-08	“I would allow myself to express that anger that I otherwise would control. It could be very angry at someone for a minor offense, but I’m certainly not going to. You’re not going to, I’m going to manage that anger, if you will. So there was times when I was affected, and the only counsel to that is it has to be consistent.”
P-09	“I think sometimes leadership is a lot of acting. You kind of act mad when you’re not sometimes. And your kind of don’t want to act mad when you are really seething inside.”
P-10	“I try to get myself enough time to where I’m not emotional about it and I can have, and if I type a response.”
P-11	“In addition to the emotions, I’m going to expand emotions, to like just the whole way, the entire way you present yourself.”
P-12	“There is a time when it’s appropriate to fire back a little bit, when people are out of line, and you’re clearly being tested a little bit. But be very careful with that, recognizing that that’s a finite resource and too much of that is going to backfire on you really quickly.”

Table 15*Theme 6: Transparency*

Participant	Response
P-01	“And one of the things I’ve realized is that both as a result of stuff that I’ve been exposed to on the job, but also as a result of some stuff I brought to the job that I’m dealing with some trauma exposures. And so, as part of my role as an instructor and a trainer, particularly for other command and executive, I spent a lot of time in the last two and a half years talking about my own therapy journey, my own mental health journey, and just telling my people like, I’m going to talk to you openly about my challenges because I want you to feel comfortable talking openly to me about yours.”
P-03	“So reading where they’re at, understanding their response, you know, how they like to receive information, then adjusting the information in time, presenting it to allow them to understand it and then follow the path and where I’m going and then get their input and their feedback to allow them buy into whatever that change is we’re looking at doing.”
P-04	“Just to listen to them and know what they were thinking. Hear from them. What they were thinking and seeing and, you know, eliminate fact and fiction and rumor. But also tell them what I was thinking and why I was. Thinking it.”
P-05	“When somebody is upset, you know, sitting down with them, hearing them out, listening to what’s important to them and acknowledging that it’s important to them and then trying to find a solution.”
P-06	“They can contact them whenever they want, and that’s my own personal checks and balances. If I’m doing something that is putting the city at risk and an officer sees it, they should bring it to my attention. And if they’re afraid to bring it to my attention, they should go to my boss, the city administrator. So there’s open access. They can go to city hall anytime they want. They can contact the council member any time they want. It puts me at risk, but I’m not afraid of I’m being called for something I’m doing wrong.”
P-07	“That I think that leads back to the understanding, not just talking but listening, trying to understand where they’re at and understand. Most people want to talk to you and most people have reasons for what, for why they did what they did and the ability to be able to understand that and trying to connect with them whatever level they’re at is so important with building rapport and you’ve been able to talk to them and understand where they’re coming from them to talk to you. It’s important to get them to talk to you, and that sometimes can take a while because they’re under a lot of stress or they’ve been in a critical incident.”

Interview Question 8: How has your ability to become aware of your emotions and those of others helped you lead your organization?

Table 16 presents the themes that were identified from the participants' responses and the number of responses that correspond to each. Themes were based on the number of participant responses and the frequency of responses. Overall, two themes, empathy and organizational awareness indicated the importance of the emotional intelligence component for social awareness.

Table 16

Themes From Participants' Responses to Interview Question 8

Social Awareness	Participants	Reference Frequency
Empathy	11	44
Organizational awareness	9	43

The themes are shown in descending order based on the number of responses from participants and the frequency of responses. In total, participants made a total of 86 references to the two above themes, which indicates the importance of the component of social awareness. The themes were based on responses from seven participants or more.

Tables 17-18 summarize the participant responses that aligned with each theme.

Table 17

Theme 7: Empathy

P-01	“He needed an empathic mentor and somebody who calmly described to him that not only did all the skills that he would bring to the table set him up for success, but that the team that would be in his command suite that was staying, they only wanted for him to succeed and he just needed to learn to rely on them and ask for help.”
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P-02	“You have to figure out how can you recognize the emotional impact and what you’re what the issues you’re bringing forward has on the receiving person.”
P-03	“I think one of the big things that helps you is understanding how to communicate. Um. Because each one of us is different.”
P-04	“He’s alive so I could kept him working. I made it so he didn’t have to retire. Brought him inside.”
P-05	“And not speak as much and listen more and watch for people’s body language, watch for their facial expressions. Um, not interrupt, but just take a breath. And then even when they stop speaking to just allow pregnant pauses and allow them to continue to speak.”
P-06	“So making sure that they know that I care about them and I do that as much as possible. Any critical incident, any bad crash, anything that happens, even the veteran guys that I know, it does have an effect.”
P-07	“I’m trying to be compassionate and use empathy when I’ve dealt with both, you know, people that have worked for me, as well as just being out in the community and being a critical incident and talking to victims that have been through tough horrific incidents.”
P-09	“So we had to really sell that to them to understand their point of view, but also get them vaccinated. So it was a lot of that relationship building through that initial verbal de-escalation, initial community relationship building that got us there.”
P-10	“I think caring about people enough to ask them how they’re doing that has served me well, and I think I’ve emulated that from other people who are truly, who truly do care about other people.”
P-11	“So one of the other things that that I tried to do it immediately was to get in touch with every single person I knew who had been let go and call them up and let them talk. Let them vent, you know, for the ones that I thought were great employees, to tell them, you know, feel free to use me as a reference.”

Table 38*Theme 8: Organizational Awareness*

Participant	Response
P-01	“You know, in one of the things I’m the most proud of in my tenure as the chief is that we tried to change the conversation with our with all of our personnel from line up to let them know that, you know, we’re not going to bite your head off if you tell us there’s something going wrong with you and we’re not going to punish you for taking your time. If you’re not 100%, we’d rather you go home and take care of business than show up here at 70% and go do something foolish and get yourself or somebody else hurt.”
P-02	“Putting it all together and that social interaction piece, because now you’re dealing with people externally, your organization, you can lead your organization autocratically and demand slavish adherence to lawful orders.”
P-03	“People in a much different environment, different cultures, seeing some commonality and some of the similarities, looking. How they respond, how they don’t respond, looking at people respond to stress or how they shut down.”
P-05	“I think you have to know what’s going on around you in the community as well as you know, especially nowadays. You get all this misinformation out, so you are hearing misinformation. You got to get it corrected fairly quickly, um, before things spiral out of control.”
P-06	“I think I always use the term getting a pulse of the agency and getting a pulse of any kind of scene that I go on with the officers. So the pulse of the agency is a, making sure that your officers are as physically fit and mentally fit as they can every day that they come to work.”
P-08	“You have to stay on top of yourself and others. And you know, it’s a slight tangent here, but it doesn’t take too many people to absolutely wreck the morale of an organization.”
P-09	“I’ve had to I have to make a conscious effort to be more aware of other people’s emotional states and how it impacts their work. And they and then how it impacts the broader team.”
P-11	“I need to have a pulse on whether or not this person is doing well financially, mentally, so that they’re all treating the public with respect.”
P-12	“I think that’s one of the number one thing you can do is read the room and try to understand how you can most effectively communicate and move a group through whatever you’re dealing with.”

Interview Question 9: How has your ability to become aware of your emotions and others helped you in leading your organization?

Table 19 presents the themes that were identified from the participants' responses and the number of responses that correspond to each. Themes were based on the number of participant responses and the frequency of responses. Overall, two themes, influence and teamwork and collaboration, indicated the importance of the emotional intelligence component for relationship management.

Table 19

Themes From Participants' Responses to Interview Question 9

Relationship Management	Participants	Reference Frequency
Influence	9	13
Teamwork & collaboration	7	21

The themes are shown in descending order based on the number of responses from participants and the frequency of responses. In total, participants made a total of 84 references to the two above themes, which indicates the importance of the component of relationship management. The themes were based on responses from seven participants or more. Tables 20-21 summarize the participant responses that aligned with each theme.

Table 20*Theme 9: Influence*

Participant	Response
P-01	“Leadership is all about influence and relationships.”
P-02	“You can chew ass and really get into a guy’s knickers. But you don’t want to destroy him as a human being. You always want to kind of leave it on a on a high note. So you want to get to the point of what it was that they did wrong and then come to where you want them to fix what they’re doing incorrectly, but then and then leave in a positive note, find something good to say about what they’ve done.”
P-03	“Really allow each individual to fulfill their full potential. And he can’t do that without proper communication. Without that motivation, without the encouragement, the affirmations that go with it.”
P-05	“You have to motivate them. And, you know, that’s a whole thing is with leading this younger generation, it’s a different leadership style that you have to work with.”
P-06	“So if I have an officer that wants to leave and go to a different department, I try to have that personal connection to see why is it and I involve my city administrator and that as well.”
P-07	“But you need to be able to sit down and talk to them and try to explain to them and get them turned back around to understand the impact that what they did had on others, community, office, coworker, and so.”
P-08	“But use all your tools to try and. Get this individual to recognize the fact that, hey, I’ve got a shortfall here.”
P-09	“So my things are called ROI: relationships, ownership and initiative. So I give everybody in my department when I get here I give them this card that I made up with the. ROI and what it means.”
P-12	“You can’t be a leader without having relationships.”

Table 21*Theme 10: Teamwork and Collaboration*

Participant	Response
P-02	“And what we got around to at the end of the day when we did the analysis and said, all these other organizations do similar things, we showed them that, you know, this is not an anomaly.”
P-03	“Productive part of the team and allows a better relationship. Between management and those that are least. I think that by far. Is one of the most important things is understanding how to communicate.”
P-05	“So I found that, you know, there’s that close group of leadership team around me, you know, probably about three or four max that really are the ones that hear me go into a tirade sometimes about something.”
P-06	“But now it’s our firefighters have lunch with our cops, and vice versa. So we all know that when the time comes and the call comes out, we work together. Well, you don’t have to go out for drinks and dinner, but we have to work together.”
P-07	“I thought it was very important in my leadership team to have this. I didn’t want people at all think the same way or have the same strengths. I tried very hard to get a good mix. The deputy sheriff who is now the sheriff is very much a procedure process for me to guide. I am weak in that, so I put him in. He was a great deputy. For me he was strong, where I am weak and his biggest weakness is I, people aspect of it, the relationship aspect of it. But we formed a very good team because we were both. We were strong with the other one who was weak, and that helped greatly with having a successful organization.”
P-08	“I found that empowering them to help those folks that are struggling was probably arguably more effective than me trying to do it myself.”
P-09	“It’s kind of like team building, but like over a long period of time because it takes about two to three months to get through the whole book and the frank discussions that it has brought about, you know, within the context of each chapter, um, first of all, sets a tone. Of like trust building and, um, you know. Taking care of each other.”

Interview Question 10: Please rank the following emotional intelligence attributes in order of importance when leading your organization and why: self-awareness, self-management, social awareness, and relationship management.

All 12 participants ranked these four components of emotional intelligence. In total, they made 41 references to Question 10. Table 22 summarizes the rankings, with a ranking of 1 being the most important and a ranking of 4 being the least important. Moreover, Table 23 presents participants' comments about the rationale for their rankings.

Table 22

Participants' Rankings

Participants	Self-Awareness	Self-Management	Social Awareness	Relationship Management
P-01	1	2	3	4
P-02	1	2	3	4
P-03	1	2	4	3
P-04	1	2	4	3
P-05	4	3	2	1
P-06	1	2	3	4
P-07	1	2	3	4
P-08	1	2	4	3
P-09	1	2	3	4
P-10	1	3	2	4
P-11	3	4	2	1
P-12	1	3	4	2

Table 23

Participants' Responses to Interview Question 10

Participant	Responses
P-01	<p>"I'm going to rank them in the order you gave self-awareness. What I've come to realize is that, in order for me to successfully manage relationships and leverage all of those influence points in a relationship, I need to be aware of where each individual relationships and the relationships as a constellation fit into the larger social structure of our organization. So in order to manage relationships, I have to have good social awareness. But then to continue the conversation we've been having, if I'm not managing my own emotional reactivity, then I'm not going to pick up on all of those social cues and if I'm not self-aware, then I can't manage myself, my emotional reactivity. So in order to be able to manage those relationships, those other three things have to happen fairly</p>

consistently in that order. And I preach that self-awareness is important. But I think I spent most of my time both as a leader and as a leadership instructor, trying to teach people to leverage the relationships and less time focusing on being skilled at leverage in the relationships that the importance of managing the relationships. But you're not going to be good at it if you don't check those other three boxes."

-
- P-02 "The four in the order that they exist is kind of the stepping stones. How you get from learning about yourself, learning to control yourself, learning to interpret other people's emotional responses, and then putting it all together at the end of the day in number four. So number one is the self-awareness. But that's not number one is the most important. It's the first thing you do. The first thing you have to do, you have to become self-aware of your own emotional reactions to what's going on around you when you're dealing with people leading or following organization and then learning how to control your emotions."
-
- P-03 "You can't have any of the other three without self-awareness. If you're clueless about who you are, what you understand, how you process things, then you can't manage yourself. You can't manage your relationships. And you definitely can't be aware socially of what's happening around you. But I would say you're all. It's more like an interrelated circle with arrows pointing everywhere. But without self-awareness as your backdrop, you can't do the other."
-
- P-04 "Self-awareness and that's because you got to be know where you're at and understand yourself and. Be able to keep yourself. Honest and in check and just know how you are wired because that's going to determine how you respond to things. Self-management because going off at number one, then you manage yourself based upon what you know about yourself. Um, relationship management number three and that goes back to making sure that you are not blurring the line of personal and professional and for social management goes to kind of. The same thing in regard to. Professional and personal relationship management, but more also about cultural and social norms within the organization. How do you. Uh, react and respond to people."
-
- P-05 "I'm going to say relationship management is number one. The reason I say it's number one is you have to have relationships and networks built up internal and external. Second, I would probably say social awareness. Third, I would probably say is, man, it be close between self-management and self-awareness. I think they're both right there, neck and neck."
-
- P-06 "So self-awareness and self-management are two of the most important. It's taking care of number one for sure."
-
- P-07 "You know self-awareness is probably number one. In order to do the other three, you've got to know who you are and I think the other three

will fall, fall into place with that you've got to know who you are, what your strength and weaknesses are, what your trigger points are, and I think the other three are going to fall in line. So I think the self-awareness is number one, then relationships, I think, are number two. Self-management is number three and number four. They are all related. Here, all important that you get, you can't have any of them without the self-awareness. You need to understand yourself before the other three."

P-08 "[I] think it all starts with you. So I'm going to say this didn't take me long to figure this one out. Self-awareness. Control yourself. You control the house. So if you don't know yourself, how do you know some wins? Clearly the right behind it then is if you know where you are and you should know how to behave, that should enable you to behave properly. So self-management, that starts with you, I believe. I don't think there's a school book answer to this question, but that's my on it is self-awareness. Self control yourself. Know yourself, control yourself. Like I said, every now and then, let that anger out. Scare the hell out of you. Meter but meter it out. You know, it's got to be done judiciously or else it loses its effect. Social. Social awareness and relationship. Relationships. I'm guessing only because you're not part of our job is to build a harmonious or at least not harmonious and effective organization. And that requires people working with each other. And, you know, people are like an internal combustion engine. So a lot of, you know, parts rubbing together at high speed and they overheat the engine. You know, the organization will absolutely fail. Yeah. So I think probably, you know, watching for those relationships, fostering good relationships is probably, I would say third."

P-09 "I would have to say self-awareness because everything starts with the self. And it's shocking how many people are not self-aware of how they make other people feel. And then having the discipline to self-manage and do your research kind of thing and understand like different techniques to get emotional self-control. So I think self-management is second because it's closely tied to self-awareness. The social awareness comes third. Because now you're outside the self. Between a mere awareness and management and you're kind of kind of trying to read the room, trying to read the organization, trying to read the people around you and having one that you want to do it, and you have the capacity and the ability to do it. then lastly, although that's down to the brass tacks, it's like tactical would be relationship management. Um, which as I look over the things that's in there, some of those things, you know, you need to learn, you need to learn how to develop others."

P-10 "Self-awareness is probably would say number one being the most important. Then I would say self-awareness one, social awareness two,

self-management three and relation management four, but they're close to three and four.”

P-11	“I rank them actually in the reversed order of what you describe. For what I do for leadership rank, relationship management first rank, social awareness second, I worked self-awareness third and self-management fourth.”
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P-12	“I would say self-awareness is number one, relationship management is number two, self-management is number three and then the social is number four.”
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Summary

This chapter covers the procedures used to explore, collect, and analyze data to understand law enforcement leaders' attributes of emotional intelligence. During the study, I ensured that the research was trustworthy by incorporating procedures to ensure credibility, transferability, dependability, and confirmability. Additionally, I ensured that all steps were consistent with the guidelines established by Walden University's IRB Approval No. 03-30-23-0721728, dated March 30, 2023. All participants met the criteria for the study, volunteered for it, and agreed to a consent form approved by Walden University. They provided invaluable information about their lived experiences of emotional intelligence when leading their organization.

By using deductive coding based on Goleman et al.'s (2013) concepts of emotional intelligence, I identified common themes in the coding of participants' responses. Braun and Clarke (2012) stated that saturation determines the volume of data that should be collected in qualitative studies and that any additional interviews would not produce new themes. Data collected from the 12 participants were sufficient to obtain data saturation. After the 10th participant, no new information was obtained in

interviewing the participants. The qualitative data software NVIVO was used during data collection and analysis.

The results were drawn from a list of 10 questions used in semi-structured interviews with participants. I followed Yin's (2018) phases of data analysis: assembling, collecting, interpreting, disassembling, and concluding data. This process of analysis yielded the following emotional intelligence attributes in law enforcement leaders leading their organization: (a) emotional awareness, accurate self-assessment, and achievement are essential concepts in self-awareness; (b) transparency, self-control, and achievement are important concepts in self-management; (c) organization awareness and empathy are essential concepts in social awareness; and (d) influence, teamwork, and collaboration are essential concepts in relationship management. Participant demographics, the study setting, and the data analysis process were also presented in this chapter. In Chapter 5, I interpret the findings, describe the limitations of this study, provide recommendations for further research, and discuss the implications for positive social change. Finally, I conclude the thesis by summarizing this study's critical spirit.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

Numerous occupation fields, including nursing, education, and business, have accepted and implemented the concepts of emotional intelligence. However, the law enforcement community has not yet entirely accepted emotional intelligence (Blumberg et al., 2016; Magny & Todak, 2021). Conroy (2018) argued that implementing emotional intelligence is vital for organizations that encounter other organizations which is instrumental in law enforcement. Furthermore, there is a need to explore emotional intelligence involving law enforcement activities and law enforcement leaders (Conroy, 2018). Leaders in law enforcement face tremendous challenges regarding stress and emotions (Dawson, 2019). As a result, law enforcement leaders who understand emotional intelligence will enhance their leadership abilities. Emotional intelligence provides them with an additional skill and tool to better lead organizations and serve their communities.

In this chapter, I describe the five key findings of this study that resulted from the analysis of the collected data: (a) self-awareness of emotions is important when leading an organization, (b) self-management of emotions is important when leading an organization, (c) social awareness of emotions is important when leading an organization, (d) relationship management is important when leading an organization, and (e) law enforcement leaders felt the order of importance of Goleman's (1995) attributes of emotional intelligence were self-awareness, self-management, social awareness, and

relationship management. In this chapter, I also discuss limitations, recommendations for future studies, and implications for social change.

Interpretations of the Findings

The research question for this study was related to law enforcement leaders' perceptions of Goleman's (1995) attributes of emotional intelligence. The data collected from the 12 participants based on the research question support the idea that the characteristics of emotional intelligence are essential to law enforcement leaders when leading their organizations. Demographics such as age, gender, and ethnicity were not considered because they were not central to the purpose of this study. In this section, I outline the study findings on how law enforcement leaders confirm, disconfirm, or extend the existing literature regarding the theoretical framework found in the literature review in Chapter 2.

Finding 1: Self-Awareness of Emotions Is Important When Leading an Organization

Interview Question 6 asked, How has your ability to perceive and understand your emotions helped you to lead your organization? Of the 12 participants, most (94%) stated that the emotional intelligence component of self-awareness and its concepts and themes (i.e., emotional awareness, accurate self-assessment, and self-confidence) are crucial in leading an organization. All participants' responses indicated that emotional awareness and self-assessment are vital in leading their organization, and most (83%) indicated that self-confidence is influential in leading an organization.

A majority (68%) of participants indicated that having emotional awareness affects everyone around them. Due to the emotional aspect of the leader–follower relationship, a leader must realize how that relationship impacts those they lead. Additionally, most (74%) indicated leaders must be sensitive to emotional awareness and adjust to themselves and what is happening. Finally, 41% of participants stated that emotional awareness requires constant maintenance. Leaders must constantly remind themselves of their emotions to stay focused and address current situations.

Most participants (83%) indicated that it is a crucial leadership tool to understand accurate self-assessment. Leaders must understand why they respond in a certain way and adjust to better manage themselves and work on their relationships. Additionally, a few participants (41%) stated that leaders must understand the trigger that will upset them and become more mindful of their emotional regulation; they must be able to adjust their emotions regarding the situation. Finally, 58% of participants advised that leaders should assess their emotions and feelings during a decision-making process.

All the participants felt that emotional self-confidence as a leader is critical, and that education is a significant component. Additionally, all participants stated that a leader’s emotional self-confidence inspires confidence in an organization. Leaders should know their strong and weak points and enhance their understanding of their subordinates and their feelings. Self-confidence assists leaders in navigating situations because they know themselves from an emotional perspective.

These responses coincide with findings in the literature. According to Fianko et al. (2020), numerous studies have concluded that leaders who understand and control

their emotions have influence. Goleman et al. (2013) noted that leaders who use “gut sense” (p. 43) possess accurate self-assessments in which they appreciate their strengths and limitations. Goleman et al. (2013) also stated that self-confident leaders understand their self-worth and capabilities. The participants’ comments confirm the findings in the existing literature. Brewer and Devnew (2022) argued that self-awareness of one’s emotions enhances self-clarity and provides confidence to a leader. Goleman (2018) emphasized that leaders with high self-awareness understand their emotions and how they influence others and their actions. Sampson et al. (2021) identified a noteworthy correlation between self-awareness and effective leadership. Gomez-Leal et al. (2022) emphasized that self-awareness heightens a leader’s understanding of human behavior and perceptions. Additionally, self-aware leaders can identify connections between emotions, meanings, and emotional fluctuations.

Finding 2: Self-Management of Emotions Is Important When Leading an Organization

Interview Question 7 asked, How has your ability to act or not act on your emotional reactions helped you to lead your organization? Responses from the 12 participants indicated that most (88%) stated that the emotional intelligence component of self-management and its concepts and themes (i.e., achievement, self-control, and transparency) are crucial in leading an organization. All participants’ responses indicated that achievement is vital in leading their organization. A majority (83%) of the participants stated that self-control is crucial in leading their organization; 66% felt transparency is vital.

According to most (88%) of the participants, the attributes of self-awareness and self-management are interrelated. The consensus is that if a leader cannot manage their emotions, they cannot manage their relationships. Employees must also manage their emotions to comprehend their organization's emotional and social cues. Furthermore, most participants (83%) stated that when leaders control their emotions, they can control others. Overall, all participants emphasized that leaders must have discipline in self-management and that they should research and understand the techniques for attaining emotional self-control.

All 12 participants stated that achievement is instrumental in self-managing emotions and demonstrating high educational and professional standards to improve their performance and leadership skills. Additionally, all participants took steps to share their knowledge with the organization they led. The continuous challenge to obtain noteworthy goals was characteristic of all participants, who strive to continue learning and teaching to find methods to improve their organizations.

Many participants (83%) mentioned that leaders should be able to control disturbing emotions and instincts when leading an organization and to direct them in beneficial ways. One participant stated that self-control is tempering and redirecting it in a way showing frustration or aggravation that is not necessarily volatile or loud. Less than half of the participants (41%) compared self-control to acting; one acts mad sometimes when they are not, and vice versa. Steady and consistent emotions throughout the day are an attribute the participants recommended.

Transparency was another attribute the participants discussed; most (67%) defined transparency as removing oneself from biases when communicating with others. A majority (58%) of the participants also considered transparency to be an openness to discussing one's challenges and inviting others to discuss theirs. Approachability, openness, trust, and respect are attributes the participants mentioned in describing transparency. Finally, 25% of participants explained that a strong leader should honestly admit their mistakes or faults and take appropriate action for unethical behavior instead of ignoring it.

This finding confirms the literature. Fianko et al. (2020) stated that leaders who manage their emotions can control and avoid adverse events and refocus on positive events. Self-management entails leaders organizing their lives by setting time, choices, interests, activities, and physical and mental balance. Self-managing leaders can therefore control their emotions and demonstrate trust and fairness (Goleman et al., 2013). Ikpesu (2017) concluded that leaders with self-management skills are empathic, understand emotions, and respond appropriately. Hence, these leaders promote positive working relationships when leading their organizations.

Finding 3: Social Awareness of Emotions Is Important When Leading an Organization

Interview Question 8: "How has your ability to accurately evaluate emotions in other people helped you to lead your organization?". The participants' responses indicated that most (91%) stated that the emotional intelligence component of social

awareness and its concepts and themes (i.e., empathy and organizational awareness) were crucial in leading an organization.

All participants described social awareness as a step beyond self-awareness and self-management. Most (90%) of the participants commented that if leaders do not understand who they are, what they understand, and how they process things, they cannot manage relationships or be socially aware of what is happening. That is, one must have social awareness to possess the skill of relationship management. A majority (61%) summarized social awareness as the ability to read the room, the people around them, and the organization.

The central aspect of empathy that the participants discussed was communications to better understand and share the feelings of others. Most (72%) emphasized that they manage the human element and that communications are vital. Law enforcement leaders must understand how to relate to others and empathize with victims and suspects. All participants related that leaders need to know their organization and how the people respond emotionally and understand their feedback, which indicates how they feel. All participants wanted their people in the organization to succeed. A majority (54%) of the participants revealed that as they matured, they realized that empathizing helped them become more sensitive to how others think about things and process emotions. Some participants noted the benefits of a personal touch as essential. All participants stated that a leader should attempt to know people, what they like and dislike, and what triggers them emotionally. Finally, a majority (54 %) considered the act of listening pertinent to communicating with others.

Having organizational awareness is an essential point that most participants discussed. More than half (54%) of the participants stated that leaders should read a room, read a group, and understand how to communicate and guide the group through whatever they encounter most effectively. Another comment made by minimal (36%) of the participants was that organizational awareness is focused both within and outside the organization, which is a crucial component for working with others. Additionally, three participants mentioned that organizational awareness is a learning process. One participant stated that the organization comes first and makes decisions based on the organization and what allows the organization to continue its mission. Finally, two participants warned to stay alert for individuals who can disrupt the morale of an organization.

These comments confirm the literature on the attribute of social awareness. Cote (2017) and Rhodes and Foran (2022) concluded that the skill of social awareness is the ability to understand others' emotions, feelings, thoughts, and situations. Empathy is the ability to be aware of one's emotions and listen carefully (Serrat, 2017). Likewise, Jackson and Naziri (2020) specified that empathy is a trait with which leaders can visualize the environment through others' perspectives, understanding how another individual is thinking and enhancing the performance of employees. Livesey (2017) promulgated that social awareness is the primary of the four concepts in handling organizational problems.

Finding 4: Relationship Management Is Important When Leading an Organization

Interview Question 9: “How has your ability to become aware of your emotions and those of others helped you to lead your organization?”. Most (75%) stated that influence was an essential skill for relationship management, a majority (66%) indicated that teamwork and collaboration were essential to relationship management, and more than half (58%) revealed that developing others was important to relationship management. Most (77%) commented that leadership pertains to influence, and relationships and that one can only be a leader through relationships. Additionally, a majority (66%) felt that motivation and communication were critical to being a leader. Two participants commented that a leader’s energy is passed on to their subordinates. Moreover, influential leaders reward those who can control themselves and assist those who have not learned to control themselves.

Communication and fairness are critical to building teamwork and collaboration. A majority (75%) emphasized that leaders must create a culture of mutual respect, positivity, and teamwork that begins at the top level and filters through the organization. A leader must be intelligent and sensitive to recognize what subordinates need and thus enhance the organization’s performance. Lastly, most (62%) of the participants commented that leaders should build close relationships both at work and outside work. To develop others, participants relayed that coaching is continuous and should be used as a mentoring tool. The key for leaders to develop others is to realize that everyone desires success and to create an atmosphere and relationship of support. A minimal (50%) of the participants recommended that leaders allow subordinates to explore their course of

action and find a solution to an assignment rather than telling the subordinate how to do it. This process allows the subordinate to act accordingly without the presence of the leader. Finally, a majority (62 %) stated that in developing others, leaders must hold employees accountable and support them.

The participants' comments confirmed the literature regarding relationship management. Sembiring et al. (2020) stated leaders can influence organizational performance through non-discriminatory attitudes in communicating and empirical interactions. These leaders should also demonstrate commitment and identity. Relationship management requires clear communication for a leader to be influential (Drigas & Papoutsis, 2019). Fianko et al. (2017) and Hidayat et al. (2020) highlighted that successful leaders with the skill of relationship management can inspire, influence, and develop others through cultivating relationships and creating cooperation.

Finding 5: Law Enforcement Leaders and Self-Awareness, Self-Management, Social Awareness, and Relationship Management

Interview Question 10: "Please rank the following four emotional intelligence attributes in order of importance when leading your organization and explain why: self-awareness, self-management, social awareness, and relationship management." Ten participants stated that self-awareness was the most essential component of emotional intelligence. One participant felt that relationship management was the most essential component of emotional intelligence, while another felt that social awareness was the most essential. Eight participants stated that self-management was the second most valued component of emotional intelligence. Three participants felt that social awareness

was second, and one participant felt that relationship management was second. Five participants stated that social awareness was third in importance, while four felt relationship management was third, and three felt self-management was third. Six participants stated that relationship management was fourth in the order of importance. Three participants felt that social awareness was fourth in importance. Two participants felt self-awareness was fourth in importance, and one felt self-management was fourth in importance. Overall, participants felt that self-awareness was the most critical component because if leaders do not understand who they are, what they understand, and how to process emotions, they cannot manage themselves. Those leaders, therefore, cannot manage relationships and are unaware of what is happening around them. Additionally, leaders who cannot manage their emotions cannot grasp the necessary social tools.

This finding confirmed the literature's claim that self-awareness is the most essential component of emotional intelligence. Hartung (2020) stated that self-awareness is the mainstay of emotional intelligence. Kim and Wee (2020) concluded that self-awareness enables empathy and self-management, which enhances relationship management. Additionally, without self-awareness, individuals lack the skills to lead and understand others (Hartung, 2020). Finally, influential leaders must understand their direction and priorities, which also requires self-awareness (Steffens et al., 2021).

Limitations of the Study

While qualitative research has numerous strengths, this type of research also has limitations. Having a background in law enforcement and years of fulfilling leadership positions, I had to bracket and view the data with an attitude of relative openness (Dorlfer

& Stierand, 2020). Bracketing throughout the data collection and data analysis was a challenge. The sample size for this study was a limitation, in that it cannot be considered a realistic portrayal of law enforcement leaders worldwide. The research design, network, and snowballing sampling used for this study limits the results' generalizability. Because the participants' responses may be biased, I conducted reiterative transcript reviews and member checking to establish validity and credibility.

Initially, I chose to solicit law enforcement leaders on the Mississippi Gulf Coast. However, due to a lack of participation, I used the network and snowball approach to obtain data. This process became a time-consuming challenge, first, in identifying participants who met the criteria for the study. It took over two months to obtain the number of participants I felt would meet saturation for this study. Second, due to the participants' busy schedules, semi-structured interviews were kept to approximately 30 minutes. As a result, their perspectives may not have been captured.

As a result of the snowballing method, the accuracy of certain participants' responses was a concern due to the apprehension of identification, background, perceptions, and reputation. To mitigate the limitation of snowball sampling, I ensured my points of contact consented to provide prospective participants. Additionally, the points of contact were aware of the criteria required for the study. I ensured the participants met the criteria, and they consented to participate prior to me receiving any contact information. Upon receipt of the participants' contact information, I sent an approved email invitation. I also ensured that the email addresses for the participants ended in *.org* or *.gov*. All communications and interviews were conducted through MS

TEAMS. Prior to any interviews, consent forms were sent to the participants and signed. Upon contact with everyone, I verbally guaranteed each participant their confidentiality, and their participation was strictly voluntary.

Third, member checking of completed transcripts became challenging, requiring extended time to obtain participants' responses. Although responses were received from all participants, which took over three months, I had to send reminders to a few participants. These reminders became a concern, and I did not want to be perceived by the participants as forcing them to participate in any actions for the study. Last, my initial desire was to conduct face-to-face interviews with selected participants; however, due to the participants' selection change, I had to conduct interviews using Microsoft Teams with 11 participants and a telephonic interview with one participant. While these data collection tools are acceptable, face-to-face interviews would have been the preferred method.

Recommendations

This study aimed to explore and understand how law enforcement leaders perceive the importance of attributes for emotional intelligence. It contributed to the body of knowledge of how law enforcement leaders understand and perceive emotional intelligence when leading an organization. This study illuminated the importance of how emotional intelligence enhances law enforcement leaders' leadership skills. In accordance with the participants' comments, further research should be conducted to better understand how emotional intelligence contributes to law enforcement leadership.

First, organizations such as the International Association of Chiefs of Police and the Federal Bureau of Investigations National Academy could conduct further research and training regarding law enforcement leaders tasked with leadership challenges that focus on the framework of Goleman et al. (2013): components of emotional intelligence (i.e., self-awareness, self-management, social awareness, and relationship management) and their competencies.

Second, research could be conducted with a larger sample size through quantitative or mixed research methods. This study used a sample size of 12 participants, at which saturation was reached. However, an increase in sample size could uncover more in-depth or new information on how law enforcement leaders perceive the importance of emotional intelligence. Because law enforcement leaders provide their organization's vision, mission, and direction, a larger sample size would provide greater validity in increasing the use of emotional intelligence throughout their organization.

Finally, future research could be expanded to explore how law enforcement leaders perceive the importance of incorporating testing and training on emotional intelligence throughout their organizations. This research could assist law enforcement leaders if emotional intelligence affects organizational performance. Additionally, this research could explore the contribution of emotional intelligence to police candidates' selection processes, employee development, and leadership promotions.

Implications

The implication for positive social change is that law enforcement could expand leadership development programs to include all leadership skills and the attributes of

emotional intelligence, which will add to the leadership tools leaders need in today's policing. Today, law enforcement leaders must learn to monitor their own and others' emotions. Consequently, these leaders must use this knowledge to influence their thinking and actions. To be successful, law enforcement leaders must situationally motivate, develop, and communicate with their employees and communities. These leaders could thus enhance their relationships and emotional connections to serve their organizations and communities.

Finally, this study could influence positive social change in law enforcement, which involves constant stress. Law enforcement leaders must be accountable to their organizations, governmental leaders, and communities, as well as build relationships, promote the spirit, and lead an organization through challenges. Incorporating the attributes of emotional intelligence enables these leaders to be successful. Emotional intelligence enhances a leader's abilities to foster commitment, create working relationships, and improve organizational performance. Trust among organizations and communities is built when emotional intelligence is combined with leadership skills. The social benefits gained when combining emotional intelligence with law enforcement leadership are that the organization's members become self-sufficient in initiating, implementing, modifying, and sustaining actions to ensure the organization's success.

Conclusion

This phenomenological qualitative study explored how law enforcement leaders perceived the importance of Goleman's (1995) attributes of emotional intelligence. Goleman et al. (2013) state,

The fundamental task of leaders, we argue, is to prime good feelings in those they lead, that occurs when a leader creates resonance – a reservoir of positivity that brings out the best in people. At its root, then, the primal job of leadership is emotional. (p. 9)

The research question for this study guided the exploration of how law enforcement leaders perceive the importance of the attributes of emotional intelligence. In this study, the 12 selected participants were senior law enforcement leaders with numerous years of leadership experience and in leading an organization as a chief of police, deputy police chief, sheriff, or assistant sheriff. According to the criteria for this study, participants held positions in their organization for a minimum of 5 years. The identification of the participants was held confidential and secured throughout this study. Semi-structured interviews were the prime means of collecting data.

The findings of this study provide valuable tools for law enforcement leaders to improve their leadership and service to their communities. Today's law enforcement leaders encounter challenges and stress not typically encountered in other occupations. Turner (2013) stated, "Few occupations require the intensity of constant alertness, proper mood and demeanor, short-term memory, and physiological stamina that police work requires" (p. 94). For law enforcement leaders to be influential, they need intelligence regarding the control of emotions to lead their organizations and serve the community. The findings of this study convey that law enforcement leaders understand the importance of emotional intelligence and how these attributes enhance their leadership

style. Accordingly, law enforcement leaders should consider emphasizing comprehensive leadership training that includes the attributes of emotional intelligence.

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Appendix A: Literature Database and Keyword Results

Database	Keywords	Results
Thoreau multi-database/ EBSCOHost	Emotional Intelligence	19,116
	Leadership	248,762
	Emotional Intelligence and Leadership	2,033
	Emotional Intelligence and Law Enforcement	11
	Law Enforcement Leaders	118
	Leadership Styles	12, 279
	Law Enforcement Administration	244
ProQuest	Emotional Intelligence	4,041
	Leadership	44,204
	Emotional Intelligence and Leadership	538
	Emotional Intelligence and Law Enforcement	7
	Law Enforcement Leaders	233
	Leadership Styles	2,734
	Law Enforcement Administration	818
Psychology Database Combined	Emotional Intelligence	2,170
	Leadership	14,761
	Emotional Intelligence and Leadership	135
	Emotional Intelligence and Law Enforcement	2
	Law Enforcement Leaders	31
	Leadership Styles	912
	Law Enforcement Administration	97
ProQuest Criminal Justice Database	Emotional Intelligence	67
	Leadership	534
	Emotional Intelligence and Leadership	3
	Emotional Intelligence and Law Enforcement	4
	Law Enforcement Leaders	29
	Law Enforcement Administration	136

Appendix B: Interview Guide

Exploration of Law Enforcement Leaders' Attributes of Emotional Intelligence

Introduction

Good morning/afternoon/evening. I want to thank you for supporting my endeavor by participating in this interview as part of my doctoral studies concerning law enforcement leaders' perceptions of the importance of emotional intelligence when leading their organizations. My intent is to interview senior law enforcement leaders who have led an organization within the past three to five years. The purpose of this study is to explore these leaders' perceptions of emotional intelligence. Understanding that your time is very important, this interview should be 30-60 minutes long and will include 10 questions. I might have some follow-up questions if there is a need for further clarification to better understand your responses.

Informed Consent

I would like to inform you that any information gathered during this study will remain strictly confidential. All data collected will be conveyed without reference to any individual(s) or institution(s). Once I have transcribed your interview, I will forward it via email to review and ensure that I have collected your thoughts and ideas.

Additionally, I want to make sure you received Walden University's informed consent form, which I sent via email. At any time during this interview, you may skip a particular interview question or terminate the interview altogether. As mentioned in my introduction letter, pending your approval, I would like to record this interview to

accurately transcribe your responses. Are there any questions currently? If not, I will start the recorder (ensure the recorder is working properly before the interview).

Demographic Questions

1. Please summarize your background, for example, where you grew up, your education, and different positions of leadership you have held.

What influenced you in pursuing a law enforcement career?

How many years have you been in leadership positions in law enforcement?

How many years have you been in the position of Chief of Police, Deputy Police Chief, Sheriff, or Assistant Sheriff (position will be stated dependent on the interviewee)?

Emotional Intelligence

Please provide me with your definition of emotional intelligence.

- a. After the participant responds, provide the card on Goleman's (2002) competency framework on emotional intelligence. Explain that the four sections are in no order, but the subsequent interview questions will be based on the information.

Self-Awareness

How has your ability to perceive and understand your own emotions helped you in leading your organization?

- b. Please explain if there was any time that this was particularly important to your leadership.

Self-Management

How has your ability to act or not act on your emotional reactions helped you in leading your organization?

- c. Please explain if there was any time that this was particularly important to your leadership.

Social Awareness

How has your ability to accurately evaluate emotions in other people helped you in leading your organization?

- d. Please explain if there was any time that this was particularly important to your leadership.

Relationship Management

How has your ability to become aware of your emotions and those of others helped you in leading your organization?

- e. Please explain if there was any time that this was particularly important to your leadership.

Ranking

Please rank the following four emotional intelligence attributes in order of importance when leading your organization and explain why: self-awareness, self-management, social awareness, and relationship management.

Conclusion

I would like to thank you for taking your valuable time to participate in this study. I have one more question. Do you have any additional information you would like to

relay regarding your experiences with emotional intelligence while leading your organization? Our interview is now over.

Within the next week, I will send you a transcription of this interview via email. Please make any corrections or additions. Additionally, if you desire to have a copy of my completed study once approved by Walden University, I will share it with you. Once again, I thank you for your support and time in supporting my research.

Appendix C: IRB Approval

Dear Gordon Broussard,

This email is to notify you that the Institutional Review Board (IRB) has approved your application for the study entitled, "Exploration of Law Enforcement Leaders Attributes of Emotional Intelligence."

Your approval # is 03-30-23-0721728. You will need to reference this number in your dissertation and in any future funding or publication submissions. Also attached to this e-mail is the IRB approved consent form. Please note, if this is already in an on-line format, you will need to update that consent document to include the IRB approval number and expiration date.

Your IRB approval expires on March 29, 2024 (or when your student status ends, whichever occurs first). One month before this expiration date, you will be sent a Continuing Review Form, which must be submitted if you wish to collect data beyond the approval expiration date.

Your IRB approval is contingent upon your adherence to the exact procedures described in the final version of the IRB application document that has been submitted as of this date. This includes maintaining your current status with the university. Your IRB approval is only valid while you are an actively enrolled student at Walden University. If you need to take a leave of absence or are otherwise unable to remain actively enrolled, your IRB approval is suspended. Absolutely NO participant recruitment or data collection may occur while a student is not actively enrolled.

If you need to make any changes to your research staff or procedures, you must obtain IRB approval by submitting the IRB Request for Change in Procedures Form. You will receive confirmation with a status update of the request within 10 business days of submitting the change request form and are not permitted to implement changes prior to receiving approval. Please note that Walden University does not accept responsibility or liability for research activities conducted without the IRB's approval, and the University will not accept or grant credit for student work that fails to comply with the policies and procedures related to ethical standards in research.

When you submitted your IRB application, you made a commitment to communicate both discrete adverse events and general problems to the IRB within 1 week of their occurrence/realization. Failure to do so may result in invalidation of data, loss of academic credit, and/or loss of legal protections otherwise available to the researcher. Both the Adverse Event Reporting form and Request for Change in Procedures form can be obtained on the Tools and Guides page of the Walden website:

<https://academicguides.waldenu.edu/research-center/research-ethics/tools-guides>

Doctoral researchers are required to fulfill all of the Student Handbook's Doctoral Student Responsibilities Regarding Research Data regarding raw data retention and dataset confidentiality, as well as logging of all recruitment, data collection, and data management steps. If, in the future, you require copies of the originally submitted IRB materials, you may request them from the Institutional Review Board.