

USING EMOTIONAL INTELLIGENCE TO DRIVE ENROLLMENT PERFORMANCE: AN INTEGRATIVE REVIEW OF THE LITERATURE

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This article explores the use of emotional intelligence (EQ) as a leadership characteristic to drive enrollment performance at colleges and universities in the United States. The next decade of higher education will present continuous, dramatic, and transformational change in higher education. New paradigms and educational delivery systems will become commonplace. Federal legislation may strongly influence admission practices, tuition increases, and mandates for standard retention and graduation rates. Changing demographics and an uncertain international climate will alter the population of future university classes. Resources that assist college students in paying for their education will likely decrease. Technology will continue to make higher education available to students of all ages and at all times of the day and night. In short, change will be constant, and effective leadership among educational administrators, such as enrollment managers, will be imperative. The relationship between EQ, leadership effectiveness, and enrollment performance are examined. The article concludes with a review of emotional intelligence research in higher education and a discussion of the implication of enrollment performance for EQ research and practice.

Higher education has experienced a lot of change over the past 20 years. There has been an increase in managerial control (managerialism); an increase in competition (marketization); increased scrutiny alongside greater developed responsibility (audit); and

a remodeling of structures and operations of corporate organizations (corporatization) (Szekeres, 2006). Consequently, new approaches to leadership in higher education are being explored as universities face the dual challenges of competing in globally competitive

work and designing opportunities to build and develop sustainable leadership. Similar challenges are experienced across many industries. However, higher education occupies a unique position given its role in the development of new knowledge and dissemination of existing knowledge.

Problem Statement

There are approximately 4,700 degree-granting colleges and universities in the United States, and each is living through a revolution (National Center for Education Statistics, 2016). The contemporary era of higher education, marked by privatization, corporatization, and accountability, brings more complexity to higher education. By 2020, there will be several U.S. states experiencing moderate to significant decreases in high school graduates, which means greater competition for a diminishing number of college candidates (Kiley, 2013). Higher education costs will likely continue to climb, to further a trend of inflation that has risen faster than the consumer price index. It is likely the federal government will continue to reduce federal aid for college students. Institutions that involve faculty members in the enrollment process may have difficulty attracting the most academically talented students because of the decrease in faculty openings.

Thus, we face a new paradigm in higher education and strategic enrollment management (SEM) organizations. It presents some compelling threats and some fresh opportunities. Colleges and universities rely on enrollment as an important source of revenue. Therefore, enrollment managers cannot allow their institutions to drift from their enrollment goals. Implications could include cutting programs, services, faculty members, and staff. In such a challenging environment, organizational leadership becomes critically important.

Knight and Trowler (2000) state that effective leadership can cultivate a culture that supports learning and teaching. Boyce, Zaccaro, and Wisecarver (2004) suggest that leadership traits contribute significantly to leadership effectiveness, leadership development, and career progression. Goleman (1995) advocates a significant characteristic of effective leadership is emotional intelligence, “to monitor and regulate feelings to guide thought and action through five basic competencies: self-awareness, self-regulation,

motivation, empathy, and social skills.” Thus, we find a significant relationship between emotional intelligence, organizational leadership, and strategic enrollment management—each dependent on the other to achieve institutional goals.

THE GAP IN LITERATURE

The primary issue is the fact that there are limited studies regarding emotional intelligence in higher education, most focusing on the emotional intelligence traits of high-performing students, faculty members, and academic administrators. Also, the vast majority of the studies are quantitative in nature, aiming to identify specific characteristics or traits or those with high scores on emotional intelligence tests. Vandervoort (2006) states that components of emotional intelligence include awareness of feelings, psychological insight, the ability to manage emotions, and behavior that meets one’s needs and goals. It is not understood how emotional intelligence is perceived to contribute to the performance of SEM organizations.

An integrative review of the literature highlights that there is little known about the capabilities and practices associated with emotional intelligence in SEM organizations. Empirical evidence is emerging for emotional intelligence in areas of student performance and academic departments. However, Bryman (2004) argues that emotional intelligence cannot be broadly applied; rather, its paradigms may be used differently based on different characteristics, cultures, and situations.

A qualitative study will contribute to the knowledge about organizational leadership, emotional intelligence, and educational studies. A quantitative study would not provide as deep an understanding around the issues that SEM organizations face. Furthermore, this specific study aims to bridge the gap between organizational leadership, emotional intelligence as a leadership characteristic, and the perceptions of how emotional intelligence influences the leadership of enrollment managers.

The research questions addressed by this article are:

1. How do enrollment managers perceive their ability to understand personal moods and emotions as contributing to his or her ability to effectively lead SEM organizations?

2. How do enrollment managers perceive their ability to control or redirect disruptive impulses as contributing to their ability to effectively lead SEM organizations?
3. How do enrollment managers perceive their ability to understand the emotions of others as contributing to their ability to effectively lead SEM organizations?
4. How do enrollment managers perceive proficiency in cultivating and nurturing relations as contributing to their ability to effectively lead SEM organizations?

Method

Emotional intelligence, as a leadership characteristic, is addressed through an integrative review of existing literature. An integrative literature review illustrates new knowledge and reflects a perspective about the topic reviewed (Torraco, 2005). New perspectives are formed by developing a unique framework of looking at an issue or topic (Webster & Watson, 2002). This methodology works well when existing research covers a multitude of areas, thus requiring an integrated way of reviewing, critiquing, and synthesizing the literature. This article will integrate literature from educational studies, organizational leadership, strategic enrollment management, and emotional intelligence to discuss emotional intelligence, as a leadership characteristic, among enrollment managers.

The unique nature of colleges and universities is examined. Its unique position is defined by its role to develop new knowledge and disseminate existing knowledge, rather than create profit. Its structure is a complex relationship between academia and student life, brick-and-mortar and digital modality, and private and public well-being.

Also, how the structure and culture of high education intersect with organizational leadership is examined. Increasingly, there is evidence that illustrates emotional intelligence is connected to effective leadership practices in the university environment (Bryman, 2007; Coates & Anderson, 2007; Dulewicz & Higgs, 2003; George, 2000; Herbst, 2007; Rantz, 2002; Rowley & Sherman, 2003; Scott, Coates, & Anderson, 2008). There are critics who point to an apparent lack of emotional intelligence among higher education leaders

(Anderson & Coates, 2009; Dulewicz & Higgs, 2003; Herbst, 2007). Goleman (1995) states that a significant characteristic of effective leadership is emotional intelligence, which is the ability to acknowledge and regulate emotions to guide action using five core competencies: self-awareness, self-regulation, motivation, empathy, and social skills. Thus, there is an important paradigm for strategic enrollment management (a function of higher education), organizational leadership, and emotional intelligence—each dependent upon the other to achieve institutional goals.

Three databases—Academic Search Premier, Classic Catalog, and Google Scholar—were searched to identify literature on SEM, organizational leadership in higher education, and emotional intelligence as a leadership characteristic. Key subject terms were used as descriptors to identify the most appropriate and relevant literature.

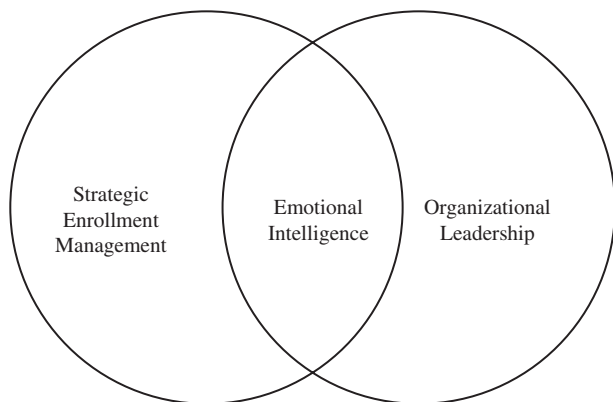
Finding the most appropriate literature was completed by using the three databases mentioned above. Articles were also identified by using references from relevant journals, such as the *Journal of College Admissions* (Rapelye, 1990), *Leadership Quarterly* (MacKenzie, Moorman, & Moorman, 1990; Hollander, 1992; Pescosolido, 2002; Zaccaro & Wisecarver, 2010), and *Journal of Personality Assessment* (DiPaolo & Salovey, 1990).

Each article found was analyzed based on the criteria presented here. First, articles were examined for compatibility with the topics of SEM, organizational leadership in higher education, or emotional intelligence as a leadership characteristic. Then, articles were retained or eliminated based on their strengths and weaknesses.

Second, the articles retained were organized into themes, allowing them to illustrate the role of emotional intelligence among strategic enrollment managers and the need for additional research to best understand its influence on effective leadership practices in higher education. The integrated analysis of each article, as illustrated in Figure 1, shows the relationship between SEM, organizational leadership in higher education, and emotional intelligence as a leadership characteristic.

In summary, three bodies of literature provide the basis for the paper—literature on SEM organizations, organizational leadership in higher education, and emotional intelligence as a leadership characteristic.

Figure 1. A Model That Illustrates the Relationship Between Strategic Enrollment Management in Higher Education, Organizational Leadership in Higher Education, and Emotional Intelligence



Strategic Enrollment Management in Higher Education

The literature on SEM in higher education addresses the importance enrollment performance has on the culture, resources, and perception of colleges and universities (Hoover, 2014; Quirk, 2005). Literature for this category was selected for review only if it met all of the following criteria:

- *Location of enrollment performance.* Literature selected on SEM in higher education was limited to literature addressing enrollment performance in the United States.
- *Type of enrollment division.* Literature selected on SEM in higher education was limited to departments or divisions that encompass admissions, financial aid, retention, and marketing.

Baker (2012) defines enrollment management as the functions and systems that optimize quantity, quality, and compositions of the study body while generating net tuition revenue required to run a financially sustainable school. It is how the institution approaches challenges and opportunities relating to its financial health, perception, economic impact, and social environment. It is a process integrated by recruitment, cost, financial aid, student life, and academic affairs.

Whether public or private, two-year, four-year, or graduate, traditional or online, depends on recruiting

and enrolling new students to complete educational programs. From the vantage point of sustaining an institution, SEM addresses the size of the student population to stay within the desired range—preventing being taxed beyond capacity and being able to deliver quality instruction. There are revenue implications that will depend on the type of institution and its priorities. These priorities will determine the desired head count and the marginal cost associated with providing instruction and services (Bontrager, 2004).

The historical roots of SEM date back to Harvard College in 1646. The first law of Harvard College introduced the first admissions practice:

When any Scholar is able to Read Tully or such like classical Latin Author *ex tempore*, and make and speak true Latin in verse and prose *suo (ut aiunt) Marte*, and decline perfectly the paradigms of Nouns and vers in the Greek tongue, then may he be admitted to the College, nor shall any claim admission before such qualifications. (American Institute of Instruction, 1868)

Financial aid was introduced by Lady Ann Radcliff Mowlson, who provided a scholarship to Harvard College for the “yearly maintenance of some poor scholar” (Godzicki, 1975, p. 15).

Coomes (1994) states that early American college enrollment levels were driven by institutional expansion. Before the Revolutionary War, higher education consisted of 12 small provincial colleges. As the nation expanded westward, colleges would follow. This expansion of higher education required the development of new administrative functions. Hossler (1986) found that in many early American colleges the president and members of the faculty assumed the recruiting function. Rudolph (1990, p. 126) adds, “The president was just as likely to spend time beating the bushes for new students as he was teaching the capstone moral philosophy course, or administering the college.”

Scannell (2013) found the most common reporting line would be to the chief academic or chief financial officer. Other institutions structure enrollment responsibilities under the vice president for university relations. Another model places enrollment responsibilities such as marketing and communications, alumni

relations, publications, and development under Institutional Advancement. This model can be very effective when there is a concerted effort by enrollment managers to cultivate a strong partnership with academic affairs (Scannell, 2013).

Baker (2011) offers four components to SEM:

1. *Admission*, a subset of SEM, is the coordinated effort that advances and tracks students from prospects to enrolled students and beyond. The admissions function interacts strategically with the functions involved in managing registration, orientation, curriculum, and student life. Today, the admissions office is responsible for several functions, much of which exists in an environment where tuition costs are increasing, and the marketplace for enrolling students is more competitive. The admissions office is expected to meet revenue goals based on student head count and maintain the desired profile or characteristics of incoming classes. Rapelye (1999) reflects on the role of Admissions by saying:

As admission professionals, we are simultaneously educators and business managers, bringing in millions of dollars of revenue to our institutions and (hopefully) spending smaller amounts in financial aid. We serve as advisors to our presidents, spokespeople to our alumni/ae and the outside world including the media, leaders to our staffs, and, if we are fortunate, counselors to our college students. We deliver the class to the faculty, calculate the statistics for our trustees, fill out questionnaire after questionnaire for guidebooks and survey groups, and work with parents, guidance counselors and students. (p. 23)

2. *Retention* focuses on the school's ability to keep and reenroll students from one year to the next. A combination of programs and community members assist in helping admitted students persist to degree completion. Huddleston (2000) highlights that student retention is a widespread concern among colleges and universities. At least 40% of all entering students will earn their baccalaureate degree from an institution that differ from the one they initially enrolled (National Center for Education Statistics, 1996). Educational and vocational advising is vital to student persistence in college

(Huddleston, 2000). Effective academic and career advisement programs are vital in retaining students at all levels within an education setting.

3. *Marketing* is the process that matches a product or service to the needs, interests, and abilities of prospective purchasers. Regarding higher education, the purchasers are prospective students. Marketing clarifies the institution's image, establishing enrollment targets to meet school composite goals. Krachenberg (1972) reflects on the comprehensive value of marketing by saying, "Marketing deals with the concept of uncovering specific needs, satisfying these needs by the development of appropriate goods and services, letting people know of their availability, and offering them at appropriate prices, at the right time and place" (p. 380). Employing marketing concepts, educational institutions have formulated plans that create institutional awareness, identify student demographics, forecast student demand, and develop strategic plans for enrollment and retention.

Duniway (2012) offers financial aid as an additional component to the SEM model. He says, "Financial aid plays an increasingly critical role in attracting new students and ensuring that students can continue to degree completion. Financial aid can also significantly impact the net financial resources per student available to fund instruction and other services" (p. 31). Students' decision to attend a particular college or university is influenced by educational values, family lifestyle, or socioeconomic status. Institutions can affect the decision process through tuition pricing and sophisticated financial aid strategies. Financial aid administrators are crucial to enrollment planning both for the support of new student enrollments and for student retention. Most institutions offer a financial aid office, which responds to student and family questions or concerns regarding scholarships and financial aid. Much like the admissions office, the financial aid office is also responsible for the needs of the institution, particularly those related to revenues and enrollments (Huddleston, 2000).

Scannell (2013) argues that SEM is a process where different functions work together for recruiting, funding, retaining, tracking, and employing students. Duniway (2012) asserts that SEM is a complex activity.

There is no other department or division within higher education that functions so comprehensively.

Organizational Leadership

The literature on organizational leadership in higher education addresses the role of leadership in higher education (Knight & Trowler, 2000; Middlehurst, Goreham, & Woodfield, 2009; Scott et al., 2008). We will discuss how the literature of this topic has evolved and issues that exist between research and practice. Literature for this section was based on the following criteria:

- *Type of industry.* Literature selected on organizational leadership in higher education was limited to literature addressing leadership in the higher education industry.
- *Type of institution.* Literature selected on organizational leadership in higher education was limited to literature addressing public universities.
- *Location of institution.* Literature selected on organizational leadership in higher education was limited to literature addressing institutions in the United States.

To best understand emotional intelligence as a leadership character, it is imperative to discuss leadership and leaders. The discipline of leadership has been studied for more than 100 years. Greek philosophers such as Plato and Socrates, along with numerous authors, have analyzed leadership and the influence of leaders. There are currently more than 200 leadership definitions, yet there remains a certain mystery as to what leadership is and how it works. Stogdill (1974) concluded that there are almost as many definitions of leadership as there are persons who have attempted to define the concept.

Researchers have developed theories based on a vast array of research findings. First, researchers believed that leaders possessed certain traits that enabled them to effectively lead others. Notable leaders such as Martin Luther, George Washington, and Napoleon Bonaparte were considered to be great men that were endowed differently than others. Focusing on traits revealed common characteristics shared among leaders like responsibility, participation, and status (Stogdill, 1948).

An example of a notable trait theory is the charismatic leadership theory, proposed by House (1977), which focuses on a leader's ability to leverage a strong desire for confidence, conviction, and power to influence others.

Scholars quickly realized that searching for a single or set of traits that could reliably predict leadership was to a degree inaccurate and unproductive. Researchers such as Bass (1990), Stogdill (1948), and House (1977) found that leaders are no different than other people. So their focus shifted to describing the actions and behaviors that seemed essential to leadership. For example, scholars at the University of Iowa identified three styles of leadership behavior that lie on a continuum: (a) autocratic style, (b) democratic style, and (c) laissez-faire style (Lewin & Lippitt, 1938). These styles have been incorporated into the development of managers and identifying effective leadership behaviors. Despite new developments in leadership theory, the results of trait and behavior approaches to leadership were mixed and inconclusive.

Contemporary research has evolved to focusing on the relationships between leaders and followers. Theories such as the transformational leadership theory¹ and leader-member exchange theory² place value in how groups of people with common goals work collaboratively to influence change. Drucker (2007) identified four components that are central to the leadership phenomenon:

1. Leadership is a process.
2. Leadership involves influence.
3. Leadership occurs in groups.
4. Leadership involves common goals.

Northouse (2010) further defines leadership as a process whereby an individual influences a group of individuals to achieve a common goal. Hollander (1978) believes leadership is a process of influence between a leader and those who are followers. Fiedler (1967) defines a leader as the person in a group who directs and coordinates task-oriented group activities. Each of these definitions, among many others illustrated by authors and researchers throughout history, has centered their definitions and theories of leadership on the influence phenomenon.

For this study, we will define leadership as an influence relationship between leaders and followers, who have a shared goal and work collaboratively to create positive change. This definition is used as the framework for describing leadership and role of emotional intelligence as a characteristic.

LEADERSHIP VERSUS MANAGEMENT

The university setting has two different types of cultures; the management culture and the academic culture (Kuiper, 2005). Within each culture exists opposing motivations, obligations, and goals (Parish, 2011). Institutions that have not adopted a co-curricular learning model have an academic culture that is focused on research, teaching, and learning. The management culture is focused on positioning the university to be a profitable business. The notion of two cultures existing within the university environment is reflective of the two opposing paradigms—leadership and management—both having an influence on the success of the university.

A large body of scholarly work in recent years has argued persuasively, if not conclusively, that management is qualitatively different from leadership. Many writers are convinced that leading others involves at minimum sharing power, focusing on a particular vision, and empowering others to achieve great things. For managers, performance-based outcomes are the focus of the daily operation.

Ramsden (1998, p. 3) describes management in higher education as being perceived as “intrusive, restrictive and grounded in unnecessary administrative tasks that are concerned with functional effectiveness and efficiency.” In contrast, leadership is seen as a collaborative process, focused on influencing or motivating others in a new direction aligned with shared goals (Knight & Trowler, 2000).

Scott et al. (2008) conducted a study of the capabilities of effective leaders at Australian institutions. The study contains of a sample of 500 leaders, across a range of roles, from colleges and universities. Findings assert the perceptions of management are more operationally focused on day-to-day matters. Managers had a formal position and were predominantly concerned with ensuring the efficiency and effectiveness of the organization. In contrast, findings illustrated the

perceptions of leadership differed from management. Leaders were perceived to be more strategically focused on the future of the organizations, using a set vision for collective advancement. Leadership is perceived to be a mix of formal and informal positions. Leaders were seen to “do the right thing” (Scott et al., 2008, p. 2) and possess a high level of strategic capability.

Middlehurst et al. (2009) further describe the differing perceptions of leadership and management in higher education. Leadership is perceived to be the antithesis of authoritative power. Leaders in higher education are driven to use different sources of power, such as credibility and expert knowledge, to influence the action and attitudes of others. Management is perceived to come from an authoritative energy. Managers don’t motivate or enthuse; rather, they command and dictate because they have the power to do so.

Gardner (1983) captured the importance of thinking about concepts and definitions when he asserted that “the first step is not action; the first step is understanding” (p. xiv). Leadership is a complex phenomenon that is easily (and commonly) misunderstood. It does not necessarily relate to formal positions, it does not involve wielding power, it is not defined by the achievement of specified goals, and it seems to have very little in common with management. This research investigation is primarily concerned with enrollment managers’ perceptions, processes, and practices of emotional intelligence to bring about effective leadership.

LEADERSHIP STYLES

The study on transformational leadership has evolved in the past decade and a half. Leadership is interrelated with transformation: the transforming of people, organizations, and society through an influence relationship between leaders and followers. Our knowledge about leadership characteristics and style has been enhanced, which has led to several theories being established as dominant paradigms in the leadership field. Despite the development, there are several facets of different forms of leadership that we do not know much about. Therefore, it is most appropriate that we examine where leadership studies should go in the future. Leaders have an important role in cultivating and sustaining employees’ performance. There is limited research that addresses how transformational leadership produces

a high-performing workforce that exceeds goals and expectations.

Organizations with a strong climate cultivate relationships of trust between employers and employees. Employers trust that their employees will work to their full potential. Employees trust that their work will be adequately rewarded. The relationship between leaders and employees is also built on trust. Leaders trust that followers will join the coalition with conviction. Followers trust that leaders will guide them with confidence and a clear vision.

Trust is defined as a psychological expectation that another party will perform particular actions that are important to oneself (Akker, Heres, Lasthuizen, & Six, 2009). The trust employees have for their leader is strongly dependent on their integrity. Integrity is the devotion to a set of values, norms, and principles (Akker, Heres, Lasthuizen, & Six, 2009). Trust can be viewed from two lenses: conditional and unconditional. Conditional trust is where both parties are willing to work together, as long as each behaves compassionately and ethically. Unconditional trust is based on the shared values between individuals. These shared values become what structures the relationship and drives the experience (G. R. Jones & George, 1998). The core aspects of trust, as it relates to emotional intelligence, focus on a leader's behavioral consistency with words and benevolence toward others (Butler, 1991). A leader's words must be consistent with future actions to develop or maintain trust with direct reports.

Also, scholars have defined trust on the notion that direct reports believe their leaders behave in a way that is positive and is helpful to them (i.e., benevolence). Hosmer (1995, p. 393) proposed, "trust is the reliance ... and on a voluntarily accepted duty on the part of another ... to recognize and protect the rights and interests of all others engaged in a joint endeavor or economic exchange." Effective leaders do not seek to fulfill self-interest at the expense of others. At a minimum, leaders strive to satisfy the group's interest (utilitarianism).

Podsakoff, MacKenzie, Moorman, and Fetter (1990) found that transformational leadership might be the best theory that links followers' trust in their leaders. Transformational leadership is a process where leaders motivate followers to greater levels of morality and

collective purpose. Transformational leadership moves individuals beyond a perspective that is focused on self-interest. Therefore, members of an organization take part in collaboration and develop cohesion. Furthermore, transformational leaders act consistently with their moral principles (integrity), care for others, consider the consequences, and act as role models. Employees develop trust in their employers when they see the benevolence of their leaders.

The social learning theory suggests that people learn within a social context. The theory bridges behavior and cognitive theories because it incorporates attention, memory, and motivation. Bandura and Walters (1963) claims behavior is learned by observing others and using those observations to develop new new behaviors. Bandura proposes that observational learning can take place in three ways.

1. *Live model.* People learn by observing the actual behavior that is being displayed by the leader.
2. *Verbal instruction.* People learn by the verbal descriptions of how the leader wants followers to participate and engage in behavior.
3. *Symbolic.* People learn by the behavior that is displayed through media, including movies, television, Internet, literature, and radio.

Kark and Shamir (2002) illustrate the relationship between transformational and transactional leadership and role modeling. Transformational leaders tend to articulate what followers and the organization can develop and gain. Transactional leaders are more practical and less idealistic. Their work is focused on the implementation of change rather than the formulation of change. Applying the social learning theory, if transformational behaviors mirror the promotion focus that is characterized by the leader, the followers will likely inherit that behavior.

We should also consider the role of virtuous leaders and how a character can positively influence organizational behavior. Aristotle argues that moral virtues are the state between extremes of excess and deficiency. He says, "Courage is the mean between cowardice and foolhardiness. Generosity is the mean between miserliness and extravagance" (McKeon, 1941, p. 39). Additional examples of virtuous qualities include ambition, kindness, patience, perseverance, respect, sportsmanship, and truth-

fulness. Each of these virtues drives intrinsic values and benevolence. Leaders that serve as role models provide an example of desired behaviors within the organization. Leaders illustrate through their behavior that generosity is most desirable compared to miserliness and extravagance. Aristotle's virtue theory gives leaders balance, which ultimately gives the organization balance. Effective leaders are virtuous and desire to influence others through value-based principles. These principles are innately learned and adopted by others in the organizations.

Motivation has been thoroughly studied by psychologists, behavior specialist, business leaders, and leadership scholars. What motivates workers in the workplace and how does leadership impact motivation factors? Pink's (2009) theory on motivation is backed by four decades of research on human motivation in our personal lives, school, and work. His theory is an assumption that the driving force behind human behavior is rewards and punishments in an environment. Managers must reward desired behaviors and punish behaviors that are discouraged. The author argues that human beings are not much different from horses—humans can be moved in the right direction by dangling a crunchier carrot or wielding a sharper stick. Wilson, Barrett, and Gray (1989) argue there are two driving forces of human behavior: the reward–punishment drive and the biological drive (e.g., hunger and thirst). Researchers were led to a third drive after encountering situations where biological and reward–punishment were not producing the expected results.

Harlow and Moss (1947) found that intrinsic value is a drive that motivates people to action. Harlow tested monkeys by giving them several puzzles to figure out. He discovered that when presented with a puzzle, the monkeys seem to enjoy the challenge without the presence or expectations of a reward. Conrath and Deci (1969) replicated Harlow's study on humans and found that humans too have the tendency to find satisfaction in challenges without the expectation of rewards.

Moral managers understand that part of developing an ethical climate means aligning the skills of direct reports with roles and tasks that provide challenges and offer to mean. Former CEO of Southwest Airlines Herb Kelleher was asked which stakeholder is more important, the shareholders, customers, or employees. Kelleher (as cited in Hyken, 2014) said, "The employees

come first, and if employees are treated right, they treat the outside world right; the outside world uses the company's product again, and that makes the shareholders happy. That is the way it works, and it's not a conundrum at all." Because ethical leadership is people centered, there is an obligation to provide an organizational structure or team design that gives employees intrinsic values. Pink (2009, p. 4) proposes that more businesses should adopt the self-determination theory, which suggests that human beings have an innate drive to be more autonomous, self-determined, liberated, and connected to others. A few suggestions for managers to enhance motivation for others is to provide:

- *Autonomy.* Provides employees the independence to do their work in a way that is most accommodating or fits the employees' skill set.
- *Mastery.* Allows employees to become better at something that matters to them. Many organizations provide training or send employees to professional conferences.
- *Purpose.* An investment to fulfill employees' desire to be a part of a cause or project that is greater than them.

Increasing employee satisfaction is a compassionate and ethical component for the employer. It is the responsibility of managers to develop an organizational structure that is in the best interest of internal stakeholders.

Leadership in Strategic Enrollment Management

The literature on strategic enrollment managers addresses the importance of core concepts, best practices, and the infrastructure of successful SEM organizations (Bontrager, 2004). Literature for this section was chosen based on the following criteria:

- *Type of publication.* Literature selected on leadership in SEM organizations was limited to publications with an emphasis on topics specific to higher education.
- *Type of enrollment division.* Literature selected on enrollment management in higher education was limited to departments or divisions that encompass admissions, financial aid, retention, and marketing.

Studies of leadership in higher education often reveal the argument of existing knowledge, especially the nature and meaning of leadership across institutional and cultural contexts (Kezar, Carducci, & Contreras-McGavin, 2006). Broadly speaking, there are two overlapping categories of leaders predominant in the scholarly literature. The first category is associated with institutional and departmental management positions. These studies tend to focus on the preferred characteristics or approaches of institutional and departmental managers for responding to institutional changes, including management tips and strategies. The second category, which deals with the more traditional work of academics (including teaching and research), is discussed within the management discourse of effectiveness. In these latter studies, leadership is perceived as an instrument to support planning development implementation and evaluation of academic work to achieve excellent performance. Understood in this way, it is the role of leaders to lead their academic colleagues to make good teaching or productive research, which ultimately echoes the focus or purpose of institutional and departmental leadership in the first category. While these positional and instrumental orientations to leadership may be the prevailing discourses in institutions and scholarly literature, this article shows that individual academics interpret leadership in many different ways.

Much like general definitions of leadership, literature relating to higher education has identified several definitions of leadership in a higher education context. Ramsden (1998) defines leadership in higher education as “everyday process of supporting, managing, developing and inspiring academic colleagues” (p. 4). Another well-supported definition is concerned with managing change on both a personal and institutional level (Knight & Trowler, 2000). Other perceptions of higher education leadership are concerned with how people related to each other (Kuiper, 2005).

There is a strong belief that higher education leadership needs to be contextually appropriate to the characteristics, culture, and situations of the discipline (Gibbs, Knapper, & Picinnin, 2008). SEM organizations depend on characteristics that reflect a commitment to change and a high level of expertise to lead the enrollment effort. SEM leaders must have the ability to communicate a vision and clarify goals. A particular

implementation process that involves goals, structures, and strategies is deployed to reach desired outcomes. Bontrager’s argument coincides with several definitions of organizational leadership, where leadership is defined as a process (Hollander, 1978; Northouse, 2010), involves shared goals (Drucker, 2007), and directs task-oriented group activities (Fiedler, 1967).

SEM leaders have an important role of change agent. SEM was established in response to a need for institutional change due to declining enrollment in the 1960s and 1970s, the need to improve retention, and an emphasis on student diversity (P. Jones, 2003). SEM leaders may utilize strategic planning as a driver for change management. Deploying a well-done strategy involves a particular vision, articulating the vision with a plan, and using motivation tactics to elevate employees toward the vision (Ellis, 2010). Determining what changes or advancements are needed is the responsibility of SEM leaders, executive leadership, and the board of trustees (Hossler & Kalsbeek, 2008).

Northouse (2010) argues organizational leadership must be collaborative. SEM leaders are challenged to create an environment where admissions, retention, and marketing function cohesively. Huddleston (2000, p. 66) says, “Integration, communication, and collaboration with the academic affairs area are critical for a model’s successful operation, long-term vitality and acceptance by the campus community.” Ballard and Long (2004) argue that faculty members should be incorporated in the SEM process. Penn (1999) states that enrollment management has no authority in the classroom. Therefore, the involvement of faculty is critical since faculty members have a major role in the retention of students.

Another role of SEM leaders is to elevate the performance of employees within the organization. Leaders should possess the ability to transform attitudes and behaviors that enable employees to accomplish more than the standard (Northouse, 2010). P. Jones (2003, p. 42) says, “How a leader communicates an attitude and vision will set the pace and tone in the workplace, which, in turn, inspires, motivates, and obtains significant (often extraordinary) results from people and builds powerful, productive teams.”

Finally, SEM leaders must be able to implement effectively leadership characteristics, such as emotional

intelligence, that are most appropriate for the situation. Situational leadership is a theory that states the leader of an organization must adjust style and approach and to match the development level of the people the leader is trying to influence (Hersey & Blanchard, 1977). Deploying the most appropriate leadership is dependent on the degree of maturity of those being an influence. For example, employees with a high maturity level benefit most from relationship behaviors from the leader. Relationship behaviors provide listening and support through two-way communication. Employees with a low maturity level need task behavior from the leader. Task actions are the approach of telling people what, when, where, and how to perform (Hersey, Blanchard, & Natemeyer, 1979).

Leadership characteristics, such as emotional intelligence, provide the necessary social awareness skills to recognize maturity level of others. Then, leaders can use self-management and social skills to understand the most appropriate leadership style that best influences the attitudes and behaviors of employees. Deploying emotional intelligence skills, such as empathy, make others a matter of importance and value. Rosenberg and McCullough (1981, p. 165) found that “mat-tering is a motive: the feeling that others depend on us, are interested in us, are concerned with our fate, or experience us as an ego-extension exercises a powerful influence on our actions.” High-performing SEM leaders and organizations do not happen by chance. There is a substantial correlation between leadership principles and effective practices among enrollment managers. Through leadership, there is a commitment to the needs, roles, skills, interests, values, and interactions of people (Black, 1999).

Emotional Intelligence as a Leadership Characteristic

The literature on emotional intelligence as a characteristic of leadership addresses the role of emotional intelligence as a tool for application of leadership. We explore the importance of using emotional intelligence to help enrollment management divisions navigate the increased demands on performance. Literature for this category was selected for review only if it met all of the following criteria:

- Type of study. Literature selected on emotional intelligence was limited to literature addressing organizational leadership.
- Location of institution. Literature selected on emotional intelligence was limited to literature addressing organizational leadership in the United States.

Experts believe the human brain has two different types of intelligence: cognitive and noncognitive—the right and left hemispheres. The first brain, or the emotional brain, is located in the right hemisphere. This side acts initially, after which the second brain, which is located in the left hemisphere, is activated. The second brain is called the logical brain, as it contains information about reasoning, the fundamentals of behavior, and cultural rules. Although they are different, these two types of intelligence are constantly interacting with each other. Goleman (1995) believes that there are two active minds—one that thinks and another that feels. The rational mind is the understanding of our identity, and the emotional mind is the understanding of feeling. In most cases, these two minds are extraordinarily harmonious and balanced. When emotions start to flare, this balance is disturbed, and the emotional mind dominates the rational mind (Sobhaninejad & Yoozbashi, 2008). Despite their differences on the surface, the definitions of emotional mind all focus on one thing: awareness of emotions, their management, and the establishment of social relations.

Salovey and Mayer (1990) defined emotional intelligence as being able to monitor and regulate feelings to guide thought and action using five basic competencies: self-awareness, self-regulation, motivation, empathy, and social skills. Goleman (1995) added to this definition by describing emotional intelligence as abilities that are distinct and complementary to the cognitive abilities measured by the intellectual quotient (IQ). Hein (1996) defined emotional intelligence as the ability to control emotions and establish a harmony between feelings and logic so that it brings us the utmost prosperity. Bradberry and Greaves (2009) defined emotional intelligence as the ability to know, understand, and control emotions and to use them in life. Goleman (1995) adds that emotional intelligence is a kind of social skill and the ability to

communicate effectively with others, which includes sympathizing with them and controlling the emotions as well as resolving the conflicts. It has been praised as a tool that can assist organizations in identifying transformational leaders, reducing turnover, stimulating creativity, improving organizational culture, and enhancing employee acceptance of radical change (Carson, Carson, & Birkenmeier, 2000; Huy, 1999).

For this study, we will define emotional intelligence as the capacity for recognizing our feelings and those of others for the purpose of motivating and managing our relationships and ourselves. This definition is used to understand the perceptions and relevance of emotional intelligence, as a leadership characteristic, for enrollment managers.

RESEARCH HISTORY

In its infancy, emotional intelligence was studied as a characteristic of personal development and management. More specifically, emotional intelligence researchers focused their attention on children, people with disabilities, and people who are highly gifted. Researchers were interested in understanding whether their unique or underdeveloped cognition affected the management and use of the emotional brain.

Mayer, DiPaolo, and Salovey (1990) conducted a study that examined people's abilities to recognize emotional content in faces, colors, and abstract designs. Findings were correlated to their abilities to empathize with others to learn more about the role of people's abilities to identify and communicate about basic human emotions. The findings suggest the ability to extract emotional information from faces, colors, and abstract designs were related to empathy. Empathy requires the accurate identification of the emotional responses of other people. The data reported in the study contribute to the theories that a person must accurately perceive emotions in other before empathy can take place. "Individuals who are unable to deduce that certain colors or ambiguous designs suggest consensually agreed upon feelings may be unlikely to feel empathy in more complex interpersonal situations as well" (p. 770).

Moore (2009) conducted a study on the relevance of emotional intelligence among K–12 school administrators. The author states, "Studying emotional intelli-

gence provides leaders with the awareness necessary to meet the needs of staff that are engaged in developing a common vision for their school, maintaining a focus on high achievement for all students, and creating school cultures of trust and respect (p. 1)." Empirical results conclude emotional intelligence and emotional intelligence coaching should be strongly encouraged for school administrators. School administrators can benefit from learning how to deal with the emotions of others as well as their own. The author recommends that universities, school boards, and state department of educations should strongly consider implementing emotional intelligence development and coaching programs for potential and current school administrators. School administrators that have high emotional intelligence will not only have stronger relationships with their colleagues, teachers, parents, and students but may be more effective in leading change and initiating school reform.

Chin, Anantharaman, and Kin (2015) examined the relationship between the level of emotional intelligence and organizational performance. The performance of the organization was measured by financial and non-financial outcomes. The Genos Emotional Intelligence construct was used to measure the level of emotional intelligence. Research findings show that emotional intelligence within the organization positively affects the growth rate, company size, government capital expenditures and overall influence on the progress and performance of an organization. Organizations are concerned about their performance, be it financial or nonfinancial. As for the financial aspect, the concern is largely for survival purposes. And for an organization to survive in a very competitive environment, many jump to any model or formula to improve their performance. The findings of this study argue that emotional intelligence positively influences environmental aspects, which will positively affect the financial performance of the organization.

Existing literature shows an overwhelming correlation between emotional intelligence and organizational success. However, the state of emotional intelligence, as a leadership characteristic, is found to take different forms in different discipline areas and organizational cultures (Gibbs et al., 2008). Leadership is not a one-size-fits-all approach. Leaders should

pay careful attention to the context rather than make an assumption about the general applicability of emotional intelligence or any other leadership theory or practice. It should not be assumed that literature connecting emotional intelligence to performance or organizational sustainability will hold the same effects in areas that have been underresearched, such as enrollment management. The challenges are different, the culture is different, and the disciplines are different. The gap in literature provides a rationale for studying the perceptions and relevance of emotional intelligence as a characteristic for enrollment managers.

PARADIGMS

From Mayer and Salovey's (1990) original Emotional Intelligence Theory, Goleman (1995) presented a framework to conceptualize emotional intelligence as four elements: self-awareness, self-management, social awareness, and social skills. The following description of these elements, also illustrated in Figure 2, will serve as a framework for this study:

- *Self-awareness.* The ability to recognize and understand feelings and intentions, as well as their effect on others. Principles of self-awareness include self-confidence, realistic self-assessment, and a self-deprecating sense of humor. Self-awareness depends on one's ability to monitor one's emotional state and to correctly identify and name one's emotions.
- *Self-management.* The ability to control and redirect negative impulses and feelings, and the ability to suspend judgment and to think before acting. Principles include trustworthiness and integrity, comfort with ambiguity, and openness to change.
- *Social awareness.* The ability to understand the emotions of others, to recognize others' viewpoints, expertise in building and retaining talent, valuing diversity, and appreciating the organization's goals. In essence, this part of emotional intelligence is about understanding and being in touch with the environment and acting most appropriately to those conditions.

Figure 2. Theoretical Elements of Emotional Intelligence

SELF-AWARENESS	SOCIAL AWARENESS
<u>Self-confidence</u>	<u>Empathy</u>
Emotional self-awareness	Organizational awareness
Accurate self-assessment	Understanding the environment
SELF-MANAGEMENT	SOCIAL SKILLS
<u>Self-control</u>	<u>Influence</u>
Trustworthiness	Inspirational leadership
Conscientiousness	Developing others
Adaptability	Influence
Drive and motivation	Building bonds
Initiative	Teamwork and collaboration

- *Social skills.* The ability to effectively manage relationships and build networks, and to find common ground and build rapport. Principles of social skills include leading change, persuasiveness, and expertise building and leading teams. People who are good in this discipline are also good at conflict resolution and communicating the vision to others, enlightening them, and creating motivation and inspiration throughout the team (Goleman, 1995, pp. 7–11).

EMOTIONAL INTELLIGENCE AND HIGHER EDUCATION

Higher education institutions, like most organizations, are dependent on effective leadership. It is also recognized that leadership in a higher education context is uniquely different from leadership in other settings. Effective leadership in the higher education context is evolving and emergent (Parrish, 2011). Goleman (1995) studied more than 120 organizations and found that emotional competencies were responsible for 67% of effective leadership performance. Chen, Jacobs, and Spencer (1998) discovered that emotional intelligence competencies were 53% more frequent in high-performing employees compared to other cognitive competencies. Cavallo and Brienza (2001) studied more than 350 managers and 1,400 employees and found that emotional intelligence was a distinguishing factor in effective leadership. Empirical evidence proves there is a relevant connection between emotional intelligence, effective leadership performance, and highly productive and successful organizations.

Anderson and Coates (2009) conducted a research study of roles and capabilities of leaders from Australian universities. Findings illustrated a dynamic combination of emotional intelligence, academic competence, and appropriate skills and knowledge. Salovey and Mayer (1990) argue that empathy is a central characteristic of emotional intelligence. Similarly, empathy has been identified as an important quality for leadership in higher education (Bryman, 2004; George, 2000).

Pescosolido (2002) found that managing the emotional processes of oneself and others has a significant and positive impact on the effectiveness and performance of the team or organization. Rowley and

Sherman (2003) argue the need for leaders in a higher education context to exercise self-control and appropriately manage others and intricacies of their interpersonal relationships. Bass, Waldman, Avolio, and Bebb (1987) attest that emotional intelligence, particularly related to using and managing emotions, is important for transformational leadership.

Theories supporting the importance of emotional intelligence for enrollment managers are the foundation for this integrative review of the literature and had a significant influence on the methodological approach that was adopted.

Implications for Emotional Intelligence as a Leadership Characteristic in Higher Education Research and Practice

No end is in sight for the transformation of higher education in the contemporary era. Change is plenty. Challenges are abundant. The next 20 years can mimic the previous 20 years with increases in managerial control, increases in competition, and increases in scrutiny and accountability (Jones, Lefoe, Harvey, & Ryland, 2012). Institutions turn to enrollment management to generate revenue and strengthen retention to create sustainability and institutional advancement. Consequently, enrollment professionals face pressures to meet enrollment demands, diversity quotas, and balancing a mix between resident and nonresident students. What are the implications for a division, department, or team when managerial control, market competition, and public accountability increase?

The absence of leadership erodes the organizational environment (Goleman, 1995). More research is needed to understand the best practices for effective leadership in organizations focused on enrollment management in higher education. Emotional intelligence is a tool, among many, that can be used for the practice of effective leadership. Empirical evidence argues that the following emotional intelligence attributes are important:

- Self-confidence
- Empathy
- Self-control
- Influence

Goleman (1995) presented a framework to conceptualize emotional intelligence as four elements: self-awareness, self-management, social awareness, and social skills, as illustrated in Figure 2. However, critics argue higher education leaders (Anderson & Coates, 2009; Dulewicz & Higgs, 2003; Herbst, 2007) lack these emotional intelligence attributes.

Boyce, Zaccaro, and Wisecarver (2010) suggest that leadership traits contribute significantly to leadership effectiveness, leadership development, and career progression. Goleman (1995) states that a significant characteristic of effective leadership is emotional intelligence, which is the ability to acknowledge and regulate emotions to guide action using five core competencies: self-awareness, self-regulation, motivation, empathy, and social skills. An important paradigm emerges for enrollment management (a function of higher education), organizational leadership, and emotional intelligence, each dependent upon the other to achieve institutional goals. Existing articles focus on the emotional intelligence traits of high-performing students, faculty members, and academic administrators. Unfortunately, there are limited studies regarding emotional intelligence in enrollment management. Consequently, there is a strong need for further study as to perceptions and relevance of emotional intelligence among enrollment managers.

In an environment where enrollment performance (the ability to meet enrollment objectives) is increasingly important, emotional intelligence research may provide a guide to best leadership practices in the field. Leadership is important. How we implement it and influence the performance of others is challenging and situational (Northouse, 2010). What works in the private sector may not work in higher education. Leadership practices that are effective in academic departments may not resonate in enrollment management divisions. Emotional intelligence research has a prominent role in understanding (research) and supporting (practice) the organizational leadership of enrollment managers and the performance of enrollment divisions.

Notes

1. Transformational leadership: An influence process that motivates followers to accomplish more than what is usually expected of them (Northouse, 2010).

2. Leadership–member exchange: Leadership process that makes the dyadic relationship between leaders and followers the focal point of the leadership process (Northouse, 2010).

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