"Network Enablers": Exploratory Study of High Goal-Enabling
Professionals in Higher Education

_____

A Dissertation

Presented to

The Faculty of the Curry School of Education

University of Virginia

_____

In Partial Fulfillment

of the Requirements for the Degree

of Doctor of Philosophy

_____

by Juliet J. Trail

B.S., Guilford College

M.A., New Mexico State University

December 2016

ABSTRACT

In the field of higher education, goal attainment is fundamental to professional success for all employees. "Goals" in the higher education context are multiple and multifaceted, encompassing research, scholarship, teaching and the administration of all activities of the institution. As the mission complexity and resource compression of higher education continues to increase, it will become progressively more important to identify and to understand more about members of academic networks who have a direct impact on the success of others and on the system as a whole. Such individuals may be considered exemplars of distributed leadership who serve to facilitate knowledge-intensive work, organizational learning, and innovation. This research explored the skills, behaviors, and perspectives of a potentially significant group of academic professionals who were identified by their colleagues as being personally successful while also consistently enabling the success of others, termed Network Enablers (NE).

Three research questions guided the present study: (1) What patterns emerge in asking colleagues to identify Network Enabling individuals in their academic network? (e.g., are those nominated identified multiple times by peers?); (2) In what ways do NE participants describe their motivation for network enabling?; (3) In what ways do participants describe their professional roles and identities (e.g., do they consciously see themselves as coaches, mentors, and/or leaders?)

Data were collected from a survey of 240 full-time employees of a professional school at a research university and from generative knowledge interviews with 14 individuals who were nominated three or more times by their peers for the study. Interview participants were examined in terms of how they referenced specific skills, behaviors, and perspectives during a generative

knowledge interview (GKI) process. Themes from the interview narratives were captured by a coding framework that merged the competencies of the Emotional and Social Competencies Inventory (ESCI) with the identified characteristics of resonant leaders and of energizers in networks, along with novel traits that emerged from the interview data.

The findings of the study were used to develop a visual model for the emerging concept of Network Enablers. The NE orientation was found to be characterized by contextual factors, individual traits, and a balanced investment in relationships (people) and ideas (projects). When combined, these aspects contributed to the outcomes of high-frequency mentoring (including formal and informal problem-solving and guiding), trust-based networks of relationships, and entrepreneurial behaviors (including innovation and catalyzing change). NE may offer insight into a group of professionals in higher education – from across genders and across academic position-types – who have a skill set that significantly contributes to the success of complex, knowledge-intensive organizations like institutions of higher education. The NE theoretical model may provide a useful framework for researchers from across the fields of emotional intelligence, organizational network analysis, distributed leadership, and higher education to consider the importance of having network enablers present and nurtured in organizations. This, in turn, could influence how organizations might recruit, develop, reward, recognize, and retain network enablers in the future.

Juliet Trail
Leadership, Foundation and Policy
Curry School of Education
University of Virginia
Charlottesville, Virginia

APPROVAL OF THE DISSERTATION

This dissertation, "Network Enablers": Exploratory Study of High Goal-Enabling Professionals in Higher Education, has been approved by the Graduate Faculty of the Curry School of Education in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

_____

Chair signature

_____

Committee Member signature

_____

Committee Member signature

_____

Committee Member signature

_____ Date

DEDICATION

To my mother, who always knew I could.

ACKNOWLEDGEMENTS

varied and valuable strategic and operational initiatives supporting the vision, the faculty, and the students of arts & sciences with Meredith Woo and Ian Baucom have all contributed to my observations of what it means to enable networks in higher education. Further, each of these individuals have deepened my understanding in ways that contributed directly to this dissertation. I am profoundly grateful to each of them and to the many other colleagues in each of those schools who have shared with me the human experience of being professionals in higher education, often in ways that inspired me to study the best of what it can mean to be such a professional.

Finally, my deepest gratitude to my family and to my network of friends, collaborators, and "Artners" beyond the university who have also helped me to test, explore, and imagine how to approach this work. My parents, Janet and Rod Trail, dedicated their lives to their students and showed me what passionate dedication and commitment look like. My fiancé, Jeremy Johnson, has shared *me* with this work in a generous and loving way that has helped make this final stretch all the richer. Artner and partner in dreaming-what-is-possible, Laura Lee Gulledge, has been with me since the inception of my notion to study network enablers and her keen eye and mind have enhanced the ways in which I view, study, and know the world. A final word of thanks to other friends who have helped me to explore and deepen my understanding of this work and of our world: Natalia Ayala, Dina Gilison, Andrea Hidalgo Jacobs, Pamela Coburn, Chad Van Pelt, Jeremy Velardez, Johanna Royo, Beth Marshall Johnson, Kim Yarbray, Karla Loya, Lauren Larken Scuderi, Sasha Harrison Juwarker, Michael Wingate, and Shakti Sackett as well as inspirational teachers Tim Lindeman (Guilford College), Martha Rowe (NMSU), and Chris Sanders (NMSU). You are all a part of the village that it took to create this work, and I am forever filled with gratitude.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

BACKGROUND

In the field of higher education, goal attainment is fundamental to professional success for all faculty and staff members, including those in administrative leadership roles (Coco, 2011). "Goals" in the higher education context are multiple and multifaceted, encompassing research, scholarship, teaching and the administration of all activities of the institution. Across all of these domains, the successful attainment of goals is central. Colleges and universities are becoming ever-more complex enterprises, or "multiversities," that host a myriad of individual and collective endeavors in order to pursue the research, teaching and administrative missions of the institution (Kerr, 2001; Sigurdson, 2013).

Both the increasing complexity of the work to be accomplished and resource compression that often constrains the amount of time, money or other available resources intensify the interdependency and teamwork needed by the individuals in an organization in order to accomplish their goals, thus increasing the significance of the personal networks of the individuals within an organization (Dearborn, 2002; Cross & Parker, 2004; Kezar, 2014). Organizational researchers have noted the rising importance of collaboration, interaction, and the work of teams in recent decades (Cross et al, 2008; Hannah and Lester, 2009; Aalbers et al, 2013; Kezar et al, 2006). Organizational Network Analysis (ONA) has evolved as a field of study focused on mapping and understanding the characteristics and impacts of individual and collective networks in both for-profit and non-profit professional settings (Cross et al, 2009; Kezar, 2014).

In higher education, rising tuition costs for students coupled with declining federal and state levels of funding support have brought much scrutiny, both from within institutions and from parties external to them, regarding the efficiency and effectiveness of colleges and universities as organizations (Ehrenberg, 2002; Fitzgerald et al, 2012).

> Higher Education institutions are no longer the protected entities whose legitimacy is taken for granted, but instead are expected to face the complexity of balancing the need to operate according to market pressures, teach an increased number of students despite diminishing financial means while struggling to maintain traditional academic and educational principles of quality (Van Ameijde et al, 2009, p 764).

To meet these challenges, it is imperative to utilize lessons taken from all professional sectors regarding maximization of the effectiveness of organizations and to apply these wisely to institutions of higher education (Collins, 2005). For example, academe has much in common with "knowledge-intensive work" in other sectors, which is defined as focusing on solving novel, challenging problems and characterized by having dynamic personnel networks, where individuals must locate relevant expertise across various members within the organization and beyond it, in order to frame problems and acquire the information and insights necessary to develop successful solutions (Baker et al, 2003; Wu et al, 2012; Cross & Cummings, 2004).

Research efforts seeking to understand how the roles and actions of members in higher education institutions contribute to thriving, effective organizations often focus on leaders and leadership behaviors (Niculescu-Mihai, 2007; Yoder, 2005; Bento, 2011; Hannah & Lester, 2009; Kezar, 2013). Traditional analyses of leadership have tended to emphasize top-down, hierarchical leadership structures and behaviors – an approach that has less relevance in the faculty-driven and highly decentralized environment of academe (Gronn, 2000; Kezar, 2011). A potentially more useful paradigm for understanding academic institutions is that of distributed leadership, which places networks of interactions between individuals at its core, considers the

boundaries of leadership to be open and available for all members of the organization to demonstrate or embody, and recognizes the distribution of expertise across the many individuals of the institution, whose differing capabilities and skills must be leveraged for success (Mayo et al, 2003; Bento, 2011; Hannah & Lester, 2009; Bolden, 2011; Gronn, 2000; Spillane, 2004).

In a distributed leadership environment, individual actions may contribute to or detract from the ability of departments, schools, or the broader institution to make progress on its missions of research, teaching and administrative operation (Van Ameijde et al, 2009). Power, in this context, is defined as the ability of a person or unit to take or fail to take actions that are desired by others; this power is understood to be shared rather than tightly controlled by a single leader or elite few (Salancik & Pfeffer, 1977; Pearce & Conger, 2003). Bolden (2011) reviews the emerging theory and research dedicated to distributed leadership, noting that closely-related concepts of shared leadership, collective leadership, emergent leadership, and democratic leadership have also been used to point to a shift from an individual-actor perspective on leadership to a systemic perspective; "common across all these accounts is the idea that leadership is not the monopoly or responsibility of just one person, with each [term] suggesting a similar need for a more collective and systemic understanding of leadership as a social process" (p. 252). This systemic perspective has been expressed as 'situated,' or contextually-based, leadership practice built upon distributed cognition and activity theory as conceptual foundations (Spillane et al, 2004); a collective social process emerging from the interaction of multiple actors best understood using a relational ontology (Uhl-Bien, 2006); and as a manifesting of "conjoint agency," or the holistic array of individual and group contributions "more appropriately understood as a fluid and emergent, rather than as a fixed, phenomenon" (Gronn, 2000, p. 324).

A university exemplifies a shared and collective system of power and activity, with its multiple departments and centers housed within a number of schools or colleges, alongside various administrative units and university-wide offices. All of the units have their own bodies of knowledge and expertise, their own prioritization of various organizational goals, and differing internal and external stakeholder groups with whom they are deeply engaged. They are all composed of networks of individual faculty and staff members who pursue individual goals as well as those of the unit, school and/or institution (Kezar & Lester, 2011). Furthermore, the values of competence, self-regulation, collegiality, academic freedom, and autonomy are deeply rooted at every level (Bento, 2011; Van Ameijde et al, 2009).

Even formal leadership roles are highly distributed in the modern multiversity and include academic department chairs and center directors, deans, assistant and associate deans, administrative CEOs, CIOs, CFOs, vice presidents, vice provosts, provost as well as a president or chancellor. Bodies of faculty and staff further contribute to formal leadership of academic institutions through faculty senates and employee councils; committees for promotion, hiring, curriculum and other academic or administrative tasks (Kezar & Lester, 2011). Individual and teams of faculty and staff participate in informal leadership of the institution through their contributions to research and discovery enterprises, as well as the instruction and training of the next generation of undergraduate and graduate students. Each individual, group or body may be said to engage in leadership behaviors as they influence and direct the activities and operations of the organization, whether it is at the within-unit, cross-unit or institution-wide level (Gronn, 2002; Bento, 2011; Van Ameijde et al, 2009). All of these individuals within the larger, complex organization respond to multiple constituencies and address operational and interactional issues with varying styles, competencies, and levels of effectiveness. "Leadership behaviors" in this

context, then, are those in which individuals act or influence other individuals, groups or

networks to act in ways that promote learning, adaptation and successful accomplishment of

goals (Hannah & Lester, 2009).

As James MacGregor Burns noted, "Leadership is one of the most observed and least

understood phenomena on earth…there are almost as many definitions of leadership as there are

persons who have attempted to define the concept" (quoted in Bass & Stogdill, 1990, p. 11). The

exact definition and proper tools for evaluating effective leadership remain highly contested

today. The importance of having effective leaders, however, continues to compel institutions of

higher education as well as all public and private organizations to seek to identify, empower and

train effective leaders (Dearborn, 2002; Tucker et al, 2000; Hartley, 2004; Sadri, 2012; Coco,

2011). In academe, improved leadership behaviors and practices are needed if institutions are to

provide excellent instruction, conduct ground-breaking research, increase efficiency of

operations and attract quality students, faculty and staff (Eddy & Murphy, 1997; Van Ameijde et

al, 2009).

STATEMENT OF THE PROBLEM

> While it may well have taken some eight centuries for this [present] level of significant
> change to be experienced within universities, there can be little doubt that the academy is
> no longer isolated from wider market forces. The endemic effects of massification as well
> as universalization, managerialism, marketization, diversification and discourses of
> organizational renewal, internationalization and strategic change have taken their toll…In
> a relatively short period of time, academic work and academic identity has shifted from
> being largely autonomous, self-governing with particular privileges and public duties, to
> a profession that has been modernized, rationalized, re-organized and intensely
> scrutinized (Fitzgerald et al, 2012, p. 2).

The complexity of the challenges facing higher education, and the evolving nature of the

academy in response to them, represent a major paradigm shift from the medieval university or

even the strong research institutions of the post-WWII era. These complex challenges create an environment of uncertainty and ongoing change, whether considering a single domain of operations or conceptualizing the role of higher education and its contributions to students and the wider world (Kezar et al, 2006). Organizational capacity to respond to and thrive in the midst of change is therefore essential for the overall health and success of academe in the present era (Kezar & Lester, 2011; Van Ameijde et al, 2009; Bento, 2011).

Leadership in a complex environment will occur in traditional, top-down contexts as well as shared or distributed ones. In this sense, "shared leadership supplements but does not replace hierarchical leadership," and our understanding can benefit from the integration of both perspectives (Pearce & Conger, 2003, p. 281). In the educational research literature on distributed leadership, there is still a strong acceptance of the basic ontology of leadership as built upon the actions of leaders, followers, and shared goals, with researchers like Spillane still describing actors in terms of a primary designation as leader or follower (Bolden, 2011). Researchers such as Gronn (2008) similarly conclude that distributed leadership frameworks will be best utilized in conjunction with traditional, hierarchical leadership studies and call for the development of 'hybrid configurations' that can embrace or consider both. The present study will intentionally utilize a distributed leadership framework that will consider the effective actions of all members of an academic organizational network to constitute leadership, while acknowledging that both hierarchical and distributed leadership frameworks remain valid and actively pursued in education research.

We will therefore consider, in the decentralized, knowledge-intensive work environment of college and universities, how might the distributed leadership framework be used to aid the study of postsecondary institutions? While much work has been done to research

distributed/shared leadership and network analysis in the for-profit sector, less research has been

conducted within the sphere of higher education (Bento, 2011; Pearce & Conger, 2003). The

terminology of 'shared leadership' is more common in studies placed outside the academic

sector (Pearce & Conger, 2003), while 'distributed leadership' has been most commonly used by

researchers of primary and secondary education (Bolden, 2011; Spillane et al, 2004). Network

analysis researchers across sectors have focused primarily on mapping and identifying the

structural characteristics and outcomes of networks; they have paid far less attention to the

relational processes that emerge and evolve between network members, while almost no research

has focused on the psychological profiles and characteristics of various key contributors to

networks (Baker, Cross & Wooten, 2003; Cross & Cummings, 2004; Kezar, 2014; Uhl-Bien,

2006). As Kezar and colleagues (2006) note:

> [A] major theme in recent leadership literature is collaboration, networks, and
> partnering…In general, the work of leadership is building a culture that encourages
> teamwork and collaboration and then redesigning organizational structures and processes
> accordingly in support of this culture…Creating networks with others is indispensable to
> leadership [in higher education] in the new context of reduced funding and greater
> competition (p. 76).

The notion of empowerment has become a key concept for those who study leadership

and organizational behavior in collaborative environments, with empowerment here defined as

the sharing of power and enabling of organizational members to act and contribute (Shaver,

2004). Empowerment is a significant component of models on relational leadership approaches

(Komives et al, 1998; Astin & Leland 1991; Bolman & Deal, 2003) and has been linked to

increases in productivity, effectiveness and group development (Conger and Kanungo, 1998).

It is timely and compelling, then, to inquire: in using a distributed leadership framework

to analyze the academic organizational environment of higher education, what are the

characteristics of individuals (faculty and/or staff) who provide the greatest benefit to their

networks through empowering others, and who thus contribute significantly to the overall health and well-being of the 21st century multiversity? Individuals who are both personally successful and strongly empowering to the success of others in the network might be described as **Network Enablers** (**NE) –** invented term for purpose of this study.   Understanding more about the perspectives and motivations of such individuals in academic networks will help us to better describe the distinct value of these individuals and to further consider the potential benefits to organizations that restructure the hiring, evaluation, and reward/recognition processes in order to better recruit and retain such individuals. In order to explore the potential value of NE two things must be determined: how might such individuals be identified within an academic institution and what methodological framework will be useful in studying them?

CONCEPTUAL FRAMEWORK

Distributed Leadership and Network Analysis

In the distributed leadership environment of the multiversity, goals are complex and pursued at the individual, team, department/unit, school and institutional levels (Van Ameijde, 2009). Distributed leadership is closely-related to the terms "shared leadership" or "grassroots leadership" by various researchers (Gronn, 2002; Pearce & Conger, 2003; Kezar & Lester, 2011). Other similar terms in the research literature include collective, emergent, delegated, democratic, and dispersed leadership (Bolden, 2011). Bennett *et al* (2003) identify several shared premises common to many of these researchers, across preferred terminology: leadership emerges from groups or networks of interacting individuals, the boundaries of what may constitute leadership are considered to be open rather than limited or fixed, and expertise is distributed across the many, not the few (p. 7). Bolden (2011) suggests that distributed leadership

is a useful umbrella term to point to these various understandings of collective or shared leadership that emanates from any member of an organization, and will be adopted as the primary terminology of the present study.

"Effectiveness" in distributed leadership is understood to be the ability of individuals and groups to successfully achieve goals and, in a complex environment, this is highly dependent upon the quality of organizational networks composed of individuals and groups (Cross & Parker, 2004; Wu et al, 2012). Balkundi and Kilduff (2005) integrate social network theory and leadership, focusing on the key role that networks play in supporting or negating the actions of individual "leaders." In term of the complexity of the higher education environment, the primary characteristics of complex systems are: (1) they are self-organizing, meaning that they are dynamic and involve emergent knowledge or outcomes; (2) they are non-linear and discontinuous, operating in a "punctuated equilibrium" of dynamic, fluid projects and interactions; and (3) they exhibit "multileveledness," defined as motion across social levels of the organization (Boyatzis, 2010). Academia meets all three of these criteria of a complex system, featuring ongoing endeavors and interactions that are dynamic, discontinuous and multileveled. The faculty and staff who make up the full-time workforce of academic institutions constitute the members of its organizational network.

Organizational network analysis (ONA) research consistently demonstrates that networks vary in quantity – the number of connections that an individual has; type – one-way interactions versus reciprocal between each pair of individuals in the network; and quality – positive versus negative interactions between each pair of individuals, also described as being strong ties or weak ties based upon the regularity, reciprocity and depth of information exchanged in said tie (Aalbers et al, 2013; Baker et al, 2003; Cross & Cummings, 2004; Kezar, 2014). A number of

patterns emerge regarding roles that individuals may play across the wider network of their unit and/or the wider organization. "Central connectors/central actors" in a network often have the highest number of direct connections in a network and can thus have a substantial impact on a community; "brokers" (sometimes called "boundary spanners") are those who tend to integrate important sub-groups in a network who are otherwise not connected to one another, and who may have these connections regardless of their formal authority or role; "peripheral players" are loosely connected (showing relatively few connections) or isolated members of a network that represent an under-utilized resource to the community; "fragmentation points" are areas where two knowledge or function areas of a unit fail to have a broker (connector) in common and are thus unable to assist one another; "external connectors" are those who have active links beyond the unit or organization (Cross et al, 2006; Cross & Cummings, 2004).

The notion of members of the network as "gatekeepers" emerges as a combination of broker and external connector behaviors. Gatekeepers, also referred to as "hubs," are strongly networked to both internal and external information sources (i.e., they have high centrality in the network), and they serve as knowledge catalysts by helping or hindering the flow of information across the network (Hannah & Lester, 2009). In the present study, Network Enablers (NE) will be those who are identified by multiple colleagues as being consistently effective at meeting his/her personal goals while also consistently enabling others around them to meet their goals. These NE could possibly exhibit characteristics of the broker, gatekeeper/hub, &/or central actor.

Research on the *quality* of network interactions has demonstrated that there are a number of factors that consistently contribute to success of teams, projects and organizations, including: meta-knowledge of expertise across the group, meaning that members of the network are aware of the expertise and skills offered by the other members of the network; and trust between

members of the network proves crucial to successful knowledge exchange and innovation, where

trust includes both benevolence – belief that the other is invested in one's well-being and goals –

and competence – belief that the other has the necessary knowledge or skills to be helpful (Cross

et al, 2008; Kezar, 2014).

Alongside the issues of meta-knowledge and trust, some individuals in a network are

found by colleagues to be "energizers" while others are "de-energizers." Energizers are found to

have higher work performance outcomes, linked to motivating others to implement ideas through

high-quality interactions and a clustering tendency of these energizers to attract other high-

performers to their network (Cross, Baker & Parker, 2003).

> This desire to work for or with energizers seems to account for our final finding about
> energy and performance: Not only were energizers better performers, but people who
> were closely connected to energizers were also better performers. In other words,
> energizers raise the overall level of performance around them…[They] also have a
> striking impact on what individuals and groups learn over time. People rely on their
> networks for information to get their work done. When we have a choice, however, we
> are much more likely to seek new information and learn from energizers than de-
> energizers...[In turn,] energizers think of their work as a balance of tasks and
> relationships, and this manifests itself daily in myriad decisions and behaviors expressing
> a genuine concern for others (ibid, p. 64).

Energy is more than just the observable behavior in an interaction, it also depends upon

the characteristics of the individuals involved in a given interaction and the relationships

between them. Energy is created in conversations that balance several dimensions of an

interaction: ability to create a compelling vision, creating opportunities for others to

meaningfully contribute, giving their full attention to the other, being open and flexible about the

means to attain goals, and inspiring hope and optimism in others around goals. "People feel like

they get the truth from energizers, even when it is not necessarily pleasant. [Energizers] maintain

integrity between their words in actions" (Cross, Baker & Parker, 2003, p. 54-55).

Emotional Intelligence and Resonance

This description of energizers closely resembles the concept described by Emotional Intelligence (EI) researchers as "resonant leadership," which includes the interpersonal characteristics of cultivating a sense of shared purpose, vision or mission as well as a perception of caring or mutual regard among both parties. Such interactions are linked with people feeling optimistic, engaged, challenged and inspired, and "because of the increased openness and higher functioning [thus created], people in this state are more adaptive, innovative and creative, and are more capable of learning and changing" (Boyatzis et al, 2013, p. 19). Schoo (2008) described this outlook as "positive leadership," a phenomenon linked to professional outcomes including positive relationships, teamwork, learning, recognition, staff retention, and health and wellbeing. Positive leadership can be found where emotionally intelligent leaders utilize a refined attunement to the emotions that motivate and inspire the people around them (Goleman, Boyatzis, & McKee, 2002a; Ingram & Cangemi, 2012). Resonant leaders stimulate a degree of cognitive and emotional openness in others, which attracts others and keeps them engaged; dissonant leaders, by contrast, stimulate dis-engagement and avoidance in others, driving them away (Boyatzis, 2012). Emotional and social intelligence, as measured by EI, provides a lens for understanding the difference between resonant (energizing) interactions and dissonant (de-energizing) ones.

The concept of emotional intelligence (EI) has been refined and tested by researchers for the measurement and analysis of interpersonal and intrapersonal behaviors across all professional sectors (Mayer, Salovey & Caruso, 2008; Qualter & Gardner, 2007; Van Rooy & Viswesvaran, 2004; Sadri, 2012). EI may therefore provide a useful framework to use in the analysis of the interpersonal and intrapersonal skills, behaviors, and perspectives of NE individuals who have a

consistently enabling and empowering impact on their own work and the work of others around them. The concept of EI evolved out of attempts to define and measure intelligence more broadly, expanding beyond the parameters of intelligence quotient (IQ) and general mental ability (GMA). It has also been used widely as an indicator of effective leadership behaviors (Boyatzis, 2007; Cherniss, 1990; Dearborn, 2002; Goleman, 1998; Goleman, Boyatzis & McKee, 2002b; Ingram, 2012; Hartley, 2004; Niculescu-Mihai , 2007; Romanelli, Cain & Smith, 2007; Tucker et al, 2000; Yoder, 2005).

Salovey and Mayer (1990) first coined the term "emotional intelligence," building upon Gardner (1983) who had described intrapersonal (self-awareness) and interpersonal (social awareness) forms of intelligence. Many researchers have found that EI is a stronger predictor of success in professional settings than IQ, once the appropriate baseline of knowledge and skills has been reached (Cherniss et al, 2006; Dearborn, 2006; Goleman, 1995; Goleman, Boyatzis & McKee, 2002a; Mayer & Salovey, 1993; Tucker, 2000). EI is "a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (Mayer & Salovey, 1993, p. 433). The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) was the first major EI indicator to be developed in the research base. The MSCEIT is an EI measurement tool built in four quadrants: (1) perceiving emotions accurately in oneself and others, (2) using emotions to facilitate thinking, (3) understanding emotions, emotional language, and the signals conveyed by emotions, and (4) managing emotions so as to attain specific goals (Mayer & Salovey, 2008). A "high EI individual, most centrally, can better perceive emotions, use them in thought, understand their meanings, and manage emotions better than others….The high EI individual,

relative to others, is less apt to engage in problem behaviors and avoids self-destructive, negative behaviors" (Mayer, Salovey & Caruso, 2004).

A limitation of the MSCEIT, however, is the focus on have participants enter a laboratory setting and complete a number of tests that focus on their ability to correctly perceive and identify the emotions of others through cards or interactions. A laboratory setting is not always a feasible means for analyzing EI, and later indicators move beyond the identification of various emotions in others to study more complex phenomena, including behavioral management skills in the self and with others, in addition to accurate emotional recognition in the self and in others.

Goleman, Boyatzis and McKee (2002a) subsequently developed the Emotional and Social Competency Inventory (ESCI), the second major EI indicator to enter common use among EI researchers. The ESCI also involves a four quadrant model, defining key competencies in each quadrant. The four ESCI quadrants are termed self-awareness, self-management, social awareness, and relationship management. Self-awareness contains the competencies of emotional self-awareness, accurate self-assessment, and self-confidence. Self-management consists of emotional self-control, transparency, adaptability, achievement, initiative, and optimism. Social awareness consists of empathy, organizational awareness, and service orientation. Relationship management consists of inspirational leadership, influence, developing others, acting as a change catalyst, conflict management, building bonds, and inspiring teamwork and collaboration. (Goleman, Boyatzis & McKee, 2002a). The ESCI is a multi-item indicator that can be taken in any setting. It can rely upon only self-report measures, which creates limitations based on the possibility self-report biases such as social desirability in the responses of participants. This has been mediated to some extent by the use of the ESCI as a 360-degree

report instrument, to be taken by the participant and a number of colleagues, direct reports, and supervisor.

Emotional intelligence has been strongly correlated with both effective work performance and with leadership (Goleman, 1998; Dearborn, 2002; Romanelli, Cain & Smith, 2006; Tucker, Sojka, Barone & McCarthy, 2000; Yoder, 2005; Sadri, 2012). EI competency research conducted across more than 200 for-profit and non-profit companies and organizations worldwide found that the difference between low performers and top performers is twice as dependent upon emotional competence as it is upon technical skill and cognitive ability, and success was as much as four times more dependent upon emotional competence as opposed to technical skills or cognitive ability in comparing low- and top-performers among senior leaders (Cherniss, 1999; Goleman, 1998).

In the higher education domain, EI has been linked to campus climate and effective leadership (Yoder, 2005; Parrish, 2015; Vandervoort, 2006; Coco, 2011), to academic and professional success (Romanelli, Cain & Smith, 2006), and to the leadership practices and outlook of college and university presidents (Niculescu-Mihai, 2007). In a review of the literature on EI in higher education, Coco (2011), notes:

> The topic of emotional intelligence has strategic implications within higher education. Academic leaders…need to manage complex situations through effective planning, organizing, leading, and controlling…Individuals in positions of academic leadership could benefit from learning more about the role emotional intelligence has in organizational success. Future research on this subject could include the development of a conceptual model linking EI and academic leadership outcomes (p. 115).

Parrish (2015) used a mixed-mode case-study approach to study 11 academic leaders, finding that EI was recognized by all participants as an important requirement for leadership, and further, that the traits of empathy, inspiring and guiding others, and responsible self-management were the most applicable for the academic leaders studied. A number of these studies involve case

study method and relatively small sample sizes, such that a limitation of the present research on EI in higher education is the need for larger-scale studies to examine the reliability and generalizability of findings. Furthermore, EI has not been used widely to study effective individual (non-"leader") and network behaviors in higher education, a notable gap in the research base that the present study seeks to fill.

RESEARCH PURPOSE AND RESEARCH QUESTIONS

Some individuals within higher education settings distinguish themselves by not only consistently meeting their own goals, but also by routinely enabling others around them to meet their goals as well. They may do this by leading or supporting successful research laboratories composed of colleagues, graduate students, postdoctoral fellows and/or undergraduates; they may be outstanding teachers who educate and inspire the next generation in undergraduate or graduate education; they may be program directors, chairs, or highly esteemed colleagues within a department who work towards team, unit, school and/or institution-wide goals; they may be involved in the administration and operations of the academic unit in supporting other faculty or staff or units of the institution. And while ample work has been done across for-profit, non-profit and academic sectors to identify high performers that serve to bridge and empower other members of their organizational networks, almost no work has been done to profile these individuals and understand what skills, behaviors, and perceptions they exhibit. This information could help organizations to better identify, recruit, develop, recognize, and retain these important citizens of professional networks.

The purpose of the present study was to identify and explore the characteristics of academic professionals (faculty &/or staff) who provide a benefit to their professional networks

through consistently empowering others, thus contributing significantly to the overall health and well-being of the 21st century multiversity. Individuals who are both personally successful and strongly empowering to the success of others in the network will be described as Network Enablers (NE) – invented term for purpose of this study. Understanding more about NE individuals in academic networks will help us to better describe the distinct value of these individuals and to further consider the implications regarding how to attract and nurture them in academia. This study identified a small group of Network Enablers and the following research questions guided the study:

1. What patterns emerge in asking colleagues to identify Network Enabling individuals in their academic network? (e.g., are those nominated identified multiple times by peers?)

2. In what ways do NE participants describe their motivation for network enabling?

3. In what ways do participants describe their professional roles and identities (e.g., do they consciously see themselves as coaches, mentors, and/or leaders?)

DESCRIPTION OF THE STUDY

In order to explore the attitudes, perceptions and behaviors of a selection of Network Enablers, a single higher education institution was selected for initial study. NE individuals were identified for the study based upon the following definition: an individual who is effective at meeting personal goals while also consistently enabling the goal-attainment of those around them (including colleagues, trainees, students and others). This enabling behavior was not limited to that benefitting others involved in direct projects or efforts of the NE individual, but also those in the wider network beyond those with any direct benefit to the NE individual.

A professional school within a large public institution was selected as the site for the study. The school had roughly 100 full-time faculty and 140 full-time staff, providing an ample population size for the professional network. The academic professionals in this school actively contribute to myriad complex research and pedagogical projects and they tend to engage in multiple tasks and roles within the network, in a high stakes environment. The school is highly placed in national and international rankings among its peers, contributing to the prestigious and competitive environment, in which all employees pursue a wide variety of individualistic, unit-level, and school-level goals. This dynamic, eclectic, and pressure-filled environment demonstrates the "complex system" environment found in higher education and thus provides an ideal site for the present study. Faculty and staff of this school also commonly use the language of goal attainment in discussing annual progress and future expectations.

In order to identify potential NE individuals within this academic network, the researcher distributed a survey to all full-time employees of the school. The survey invited respondents to "Please nominate three to five colleagues that come to mind, based upon the following description: This person is effective at meeting his/her own professional goals while also consistently enabling those around them (including colleagues, trainees, students and others) to meet their goals. The type of person sought here is a "go-to person", who will consistently take the time to answer questions, share insights, or problem solve.... even on projects unrelated to her/him."

The full nomination pool was constructed to include faculty or staff members nominated to a sufficient degree by peers: a person nominated for the study by *three or more* peers was considered a prime candidate for the study; someone nominated *twice* was considered a secondary-target nominee, to be utilized if there was an insufficient number of participants

resulting from the primary candidate pool; someone nominated *once* was considered a tertiary-target nominee. Candidates for the study were selectively sampled to yield a balance of male and female participants, as well as a balance of participants by position type of tenure/tenure-track faculty, general faculty (consisting of all faculty appointments outside the tenure-track), and staff. This was to help provide a balance for any possible gender or position type effects across all research questions. A target of 12-15 participants of the study was sought, or approximately 5-6% of the overall workforce of the school.

This nomination survey represents an attempt at snowball sampling instead of conducting a full, formal organizational network analysis (ONA) of the school. ONA involves consent for participation of all, or at least the vast majority, of the members of the given network and was therefore considered too intrusive and potentially time-intensive to be successfully pursued in the current research. Formal ONA would enable the identification of those type of actors commonly labeled hubs, brokers, gatekeepers, or central actors – which are likely roles that overlap with the network enabling orientation. Future study might test a nomination survey method against the results of formal ONA, in order to test for overlap between NE and other ONA labels of actors in professional networks.

Data collection included the nomination survey to identify participant of the study, followed by Generative Knowledge Interviewing (GKI) of the 14 participants who consented to participate. The GKI process is a qualitative methodology developed by Melissa Peet and has been demonstrated to be effective at eliciting tacit knowledge. Tacit knowledge is that which is known unconsciously – including insights, intuitions, hunches – and that which informs how we know how to accomplish things and how we decide why to do things, incorporating our frames of reference, assumptions and values (Peet, 2012). The GKI method makes it possible for the

interviewer to "decode" the tacit knowledge of an individual, by eliciting an individual, or group, to share stories (e.g., examples, experiences, and reflections) "in ways that reveal their patterns of responses and make the coordinating parameters and tacit core capacities generating those responses visible" (Peet, 2012, 49). This methodology was of particular use in the present study, since having a "network enabling orientation" is not a concept that is explicitly articulated, recognized, or developed in academic organizations. Thus, the skills, behaviors, and perspectives associated with network enabling were treated as likely to be more from the tacit than the conscious domains.

Participants in the study were those who exhibited an enabling orientation towards others over time, as recognized by their peers. It will be possible that this orientation developed without conscious thought about or recognition of this aspect of their professional contribution to the organization. A discussion of consciously-recognized skills and motivations would therefore be less effective than a "generative" process such as GKI, which helps the participant to *become* conscious of core and motivating thoughts, skills, values, and frameworks about which they may be partially- or wholly un-conscious. The GKI lasted approximately 90 minutes with each participant, with actual interview time totaling 23.5 hours for 14 participants.

Data were analyzed using both emic and etic coding. The ESCI emotional intelligence framework was used as the foundation for etic coding, which its 20 component skills grouped into four quadrants (self-awareness, self-management, social awareness, social management). The transcript data was also analyzed for other emic themes that might emerge from the network analysis literature on high-performing actors, such as energizers, from EI researchers in their discussions of resonant leadership, and themes that were truly novel, arising from the data. The

process for developing and considering the interrelationship of codes will be discussed in detail in Chapter 3: Methods.

<div align="center">ASSUMPTIONS</div>

This study contained a number of assumptions. I assumed that institutions of higher education, and schools within them, are highly complex systems, characterized by endeavors and interactions that are dynamic, discontinuous and multileveled. I assumed that the knowledge-intensive work of academic institutions requires successful goal achievement on the part of individuals, teams, units, schools, and university-wide initiatives. I assumed that a distributed leadership framework is useful for considering the actions of individuals that contribute to successful goal attainment – at the individual, unit, and organizational levels – to be instances of leading. I assumed that organizational network analysis (ONA) is a useful framework for considering the interactional behaviors of members of the network, and in particular for viewing some members of the network as being "high contributors" by virtue of the positive quality of their network relationships. I assumed that such individuals, termed Network Enablers (NE), can be successfully identified by their peers on the basis of consistent demonstration of goal achievement, both on their own behalf and in having an empowering impact on others around them. Further, I assumed that NE individuals can be studied using a GKI methodology, in order to elicit rich information about their underlying skills, perceptions, and behaviors. I assumed that the intrapersonal and interpersonal skills identified in the ESCI would offer an appropriate foundational tool upon which to identify the tendencies of NE individuals. I also assumed that the ESCI could be usefully integrated with additional novel codes for a more robust and nuanced analysis of the transcript data. Finally, I assumed that a relatively small study sample would reveal patterns or similarities across NE individuals in regards to their skills, perceptions, and

behaviors that could inform the development of a profile of the "network enabler type" in higher education institutions for future testing in larger-scale research studies.

LIMITATIONS

The assumptions of this study lead to a series of limitations. The data collections, analysis and interpretation are limited by the effectiveness of the survey nomination and the GKI processes. The study sample lacks a control group to provide a contrasting sample of peers that might be identified for their *lack* of a network-enabling orientation. Instead, the present study utilizes an appreciative inquiry approach to the NE orientation: initially seeking to identify the best-in-class or most positive cases available for how members of academic organizations might positively impact the goal achievement of others while also meeting their personal goals. By studying positive cases first, it is possible to effectively reinforce and strengthen these cases within organizations (Cooperrider & Whitney, 1999).

The first-person narrative of the GKI participants is susceptible to intentional or accidental deception or error in responses (Creswell, 2008). The generative knowledge interviewing process helps to mediate this effect, with its focus on having participants relay instances, examples, and stories of times that match the interview prompts – from which, the researcher identifies skills, behaviors, and perspectives of the participant that emerge from the data, as opposed to asking directly for their reasoned (and possibly more biased) opinions. The relatively small sample size means that the results of this study will not be immediately generalizable (Lincoln & Guba, 1985). Instead, the researcher used the techniques of grounded theory to develop observations based on common patterns and themes emerging out of the

qualitative data (Glaser and Strauss, 1967). Future research should test the conclusions thus developed with larger populations and across multiple research sites.

The researcher enters the study with his/her own set of values, experiences and beliefs and may thus consciously or unconsciously introduce researcher bias as a potential validity threat in qualitative research (Creswell, 2008). This researcher has been a professional member of an institution of higher education for more than a decade and may hold potential attitudes, perceptions, and values through being exposed to the organizational culture of universities that could contribute to researcher bias in data collection or analysis (Lincoln & Guba, 1985).

SIGNIFICANCE OF THE STUDY

The study contributes to the higher education and emotional intelligence literature by exploring the skills, behaviors, and perspectives of a group of network enabling professionals in an academic organization. It also considers the actions of these NE individuals from the distributed leadership framework, as actors in organizational networks whose actions are highly effective on the goal-attainment of the individual and the wider network of colleagues around them. The highly effective, high-impact nature of the work of these individuals can thus be considered to be instances of distributed leadership. In this way, the present study also contributed to the leadership literature, particularly that around distributed or shared leadership frameworks. Higher education leadership studies have focused almost exclusively on those in named positions of power and authority, thus neglecting to analyze the potential high-impact distributed leadership behaviors of actors at every level of the organization. This may contribute to forming a more complete picture of how leadership can and should occur in the complex, knowledge-intensive higher education environment. Further, the data analysis methodology combined an existing EI framework, the Emotional and Social Competencies Inventory, with

additional codes from network analysis, resonant leadership, and novel network-enabler (NE) codes, to both build upon the established research base around the ESCI and to expand upon it. This allows the present study to utilize the principles of grounded theory to integrate elements of emotional intelligence and network analysis into a profile of the common strengths and trends in NE individuals in higher education. The identification of these particular strengths can help institutions of higher education to recognize and further develop the network enabling capacities of academic professionals, in order to increase the distribute leadership occurring across levels of the organization.

CHAPTER 2

LITERATURE REVIEW

NETWORK ANALYSIS

All individuals have distinct resources available to them, often described as "capital,"

including: financial capital, or monetary resources; human capital, or the physical, mental, and

educational resources of the individual; and social capital, or relationships with others, which can

manifest as cooperation, collaboration, influence, power or obstruction (Burt, 1992). As Burt

states, "the social capital of people aggregates into the social capital of organizations," which is

to say that social capital benefits and belongs simultaneously to the individual, the others with

whom they are in relation, and the greater social/organizational unit (p. 9). Social capital

includes social organization and the trust, norms and networks associated with that organization

(Burt, 2000). Further, networks that span across positions and social/organizational divides have

been consistently found to impact performance outcomes and success of both individuals and the

organizations they serve (Cross & Cummings, 2004; Burt, 1992).

Research dedicated to organizational network analysis (ONA), sometimes also referred to

as social network analysis (SNA), studies how networks exist and how they impact the

interactions and outcomes of individuals and organizations or groups. This field of research:

> …challenges the underlying belief that the formal organization or social system has the
> most dominant impact on individuals and their choices. It suggested that informal
> networks of relationships have a significant impact…[and that] important close peers or
> even distant contacts can impact choices and attitudes…This research takes a decidedly
> non-authoritative and non-hierarchical approach to thinking about social systems and
> how they operate, by examining all people at any level or within any unit…The theory
> and methodology of social network analysis also attempts to look at the dynamic
> interactions between formal structures and informal relationships" (Kezar, 2014, 94).

A robust body of research exists using ONA to map and evaluate the relationships of all

professional members of a network to one another and to link the success and productivity

impacts of those relationships to that of the wider network (Aalbers et al, 2013; Baker et al, 2003; Cross & Cummings, 2004; Cross et all, 2008; Hannah & Lester, 2009; Kezar, 2014). In knowledge-intensive work, such as the domain of higher education, individual and collective success is based on obtaining the right information to solve novel and challenging problems; broad networks in an organization increase the perspectives and access to diverse knowledge and skills of others, thus contributing to the ability to tackle complex problems in ways that are nimble, dynamic and effective (Cross & Cummings, 2004). "A network can supplement a person's ability to respond well to new challenges when that person knows who to seek out for information or expertise relevant to a new project" (ibid, p. 929).

In the context of higher education, faculty and staff seek to complete a very wide array of tasks relating to the teaching, research, and administrative missions of their individual positions as well as those of the unit, school, and wider university. In addition to this, all academic professionals learn from and contribute to the field(s) of knowledge and expertise in which they participate. It is difficult to overstate how complex this working environment is, particularly when considering issues around successful goal attainment at both the individual and collective levels (Kezar et al, 2006). Challenges to such success include: introduction and proliferation of new technologies required for official use; assessment concerns regarding the quality, delivery, or outcomes of efforts in teaching, research and administrative domains; and resource constraints including those of time, money, other physical resources, and available personnel with expertise on a given task in a given unit. In this highly complex environment, informal networks of relationships evolve for each individual to varying degrees and with varying contributions to their success (Kezar & Lester, 2011).

While massive amounts of information are now available through various technologies, these are often underused as individuals remain more likely to turn to colleagues than database/technology systems for information; thus, relationships remain *critical* for growth and learning, problem solving, and understanding how people accomplish their work (Cross & Parker, 2004). Person-to-person connections in ONA often utilize the designation of "strong ties" versus "weak ties," to qualify the nature of the relationship. As Kezar (2014) explains, strong ties have three characteristics: frequent interaction, an extended history, and intimacy or mutual confiding between parties. Weak ties are typical of less dense, or less deeply interconnected, networks and are better suited for basic information sharing about simple and routine tasks. In contrast, "strong ties are most useful for communication of tacit, non-routine, and complex knowledge, such as teaching and learning" (p. 98). Individuals who have many strong ties emerge as "central actors" – sometimes categorized as gatekeepers, brokers, or hubs – and are defined as those who have the most ties to other individuals in a network (Cross & Parker, 2004; Freemen, 1979). Central actors have better access to information and knowledge across the network or organization, have a better ability to communicate across the system, and are likely to have great influence within the network (Freemen, 1979; Kezar, 2014; Hannah & Lester, 2009).

As stated earlier, healthy networks demonstrate strong meta-knowledge of expertise across the group through a shared familiarity with the expertise and skills offered by the other members; they also exhibit relationships built on trust, in terms of benevolence, the sense that another is invested in one's well-being and goals and competence, or deeming that the other party has the necessary knowledge or skills to be helpful (Cross et al, 2008; Kezar, 2014). Central actors are linked directly to both of these qualities: they are well-positioned to understand the knowledge and skills of others across their well-developed personal network and

to share this information as needed across with other members of the group/organization and they are sustained in their well-connected position by virtue of the trust they share with others.

Central actors are the same individuals likely to be identified by others as "energizers" – which could be used synonymously with the notion of a "go-to" person. Cross & Parker (2004) conducted a qualitative study of seven previously analyzed networks to study how energizers differ from de-energizers in networks. Energizing interactions were found to be influenced by particular characteristics of the individuals and the relationships between them. Specifically, energizing relationships were those built upon a balance of five dimensions: ability to articular a compelling goal, expressing the potential for each individual to contribute, a strong sense of engagement or investment, a perception of making progress towards the goal, and the belief by both parties in the potential to succeed regarding the task or issue at hand (ibid, p. 57-8). Both network mapping and qualitative analysis consistently showed that people would avoid going to de-energizers in the network and would instead approach energizers whenever possible (Cross et al, 2008).

ONA studies have primarily focused on structural or interactional aspects of networks, however, and much less research is available on the relationship-based and qualitative elements (Baker et al, 2003; Cross & Cummings, 2004). Baker, Cross & Wooten (2003) conducted a meta-analysis of all social network research from 1978-2001, finding a demonstrated link between position in a network as determined by strong (or "positive") ties and individual performance, after controlling for traditional network and information-processing predictors of performance. Positive ties contributed directly to "the dynamics in organizations that lead to the development of human strength, foster resiliency in individuals, make possible healing and restoration, and cultivate extraordinary individual and organizational performance" (p. 330).

Further, research has tended to focus on network structure and network position in terms of power, instead of studying the relational nature of positive ties and energizing relationships (e.g., Brass & Burkhardt, 1992; Burt, 1992; Krackhardt, 1990). Instead, "we suggest that patterns in energizing networks can be generative and enabling" (Baker et al, 2003, p. 340). The authors call for additional research to be done to explore the role of individual behaviors and traits, relationship characteristics, and contextual factors like network structure and tasks that are present in energizing or enabling network environments.

In a similar fashion, Aalbers and colleagues (2013) state, "scholars have only begun to explore the effect of individual psychological differences on network structures…Social network researchers seldom discuss the effects of individual psychological differences on network structure and particularly not in the context of knowledge transfer," which is an essential element for work in complex environments like higher education (p. 625). There is an overall paucity of network analysis research, particularly of this qualitative and relational type, in the higher education domain (Kezar, 2014). The present study seeks to address these gaps in the research base by conducting a qualitative study of the skills, perceptions, and behaviors of Network Enablers in a higher education institution. This researcher thus employs the term NE to designate a specific orientation or type of person present in organizations. Adams and Arnkil (2013) use the phrase in a parallel manner to refer to the leadership behavior that cities or municipalities might display to mobilize stakeholders and enhance social innovation:

> "…we return to leadership. There is an opportunity here for municipalities to reinvent themselves, to morph into network enablers and facilitators of innovation. This will require new attitudes, new skills and changed behaviors" (p. 11).

Another compelling reason for continued study of central actors in networks is the demonstrated high cost to organizations of employee turnover, particularly regarding the

devastating potential impact when a well-connected employee leaves (Ballinger et al, 2011). "The loss of a small number of highly-connected employees can often have a dramatic impact on performance and innovation. Worse yet, there is often a knock-on effect, as the departure of a well-connected individual increases the likelihood that people connected to him/her also leave" (ibid, p. 112-3). Additionally, there is the time required for the next person to acquire the information needed to understand the organization, for others to understand their skills and abilities, and for building trust-based, productive relationships across the network. Ballinger and colleagues (2011) found that individuals who had a consistent reputation as knowledgeable and reliable became frequent go-to members of the network, and that unless steps were taken to offset the increased demands that this put upon the individual, they were at an increased risk for burnout and departure. This same study found that "while information flow and decision-making networks were important to understanding turnover [of top performers], relationships with an emotional component were even more important for retention," and that "positive, energizing relationships improve organizational commitment and retention" (ibid, p. 127).

The burnout scenario occurs frequently in higher education, similar to other domains: dedicated faculty/staff tend to be reliable, committed, and giving of their time, energy, insight, and effort across many initiatives and projects. This might include teaching a heavy load, advising many students, maintaining a thriving research program and/or scholarly productivity, serving on multiple committees or projects, or taking on an ever-increasing array of administrative tasks and initiatives. Losing key members of a department can further destabilize that team, unit, or school and lead to subsequent departures by others. Understanding how to positively recognize and appropriately protect such Network Enabling individuals is thus of extreme importance for higher education organizations.

DISTRIBUTED LEADERSHIP

Organizations involved in knowledge-intensive work increasingly depend on cross-functional and self-managing work teams as well as individual efforts in order to sustain success, in contrast to the more formally-structured and hierarchical operations of decades gone by (Van Ameijde et al, 2009). Higher education is no exception to this, and must balance the need to respond to market pressures, expanding enrollments, and constrained resource allocations, while maintaining academic integrity across teaching, research, and administrative missions. The research base on distributed leadership is relatively new (Gronn, 2002), and is also referred to as shared leadership by some emerging researchers (Pearce & Conger, 2003) or as grassroots leadership by others (Kezar & Lester, 2011). Bennett *et* al (2003) note three commonalities among various shared or distributed leadership researchers: leadership is held as an emergent property of the group or network of interacting individuals, the boundaries of leadership are open rather than fixed or closed, and expertise is distributed across the many, rather than the few (p. 7). Hannah and Lester (2009) offer two fundamental principles as held in common by researchers across terminologies: first, that leadership is a shared process of mutual influence in which multiple individuals engage, and second, that leadership arises from the interactions of diverse individuals who together form a group or network in which essential expertise is a dispersed quality (p. 34). Organizational learning in this context involves the interactions of networks full of "varied and often conflicting individuals, groups, functions, policies, and processes" (*Ibid*, p. 34). This learning is spurred by individual actors embedded across social networks located at multiple levels of the organization, where the learning itself is an emergent phenomenon accomplished through collective endeavors.

Academic environments have a strong ethos of autonomy, with notions of authority based on expertise, self-regulation, and academic freedom, making it a particularly strong match for the

distributed leadership approach (Bento, 2011). Researchers like Spillane focus on the primary and secondary education setting for viewing distributed leadership to understand the day-to-day operations of leader and follower interactions in school settings, viewing these as a "web of leaders, followers, and situations that give activity its form" (2004, p. 10). Overall, "a distributed view of tasks and activities implies the existence of a new form of the division of labour at the heart of organizational work," and that new form is best conceived through a relational, systemic or distributed perspective (Gronn, 2000, p. 318).

"There is a growing recognition of the need to study distributed leadership in the social context of organizations…in order to generate new hypotheses" (Van Ameijde et al, 2009, p. 768). Van Ameijde and colleagues (2009) therefore pursue a qualitative study of working teams in a higher education organization designed to explore promoting and inhibiting factors of distributed leadership in a complex university environment, including tensions between top-down managerialism, academic freedom, and a traditionally pluralistic culture. The study identifies a number of critical conditions that enable distributed leadership to successfully occur, including: autonomy for teams, clearly defined goals, shared internal support for the goal, clearly defined responsibilities within the team, presence of key internal expertise, and a critical mass without overcrowding of members on the team. Critical internal processes necessary for success include: information sharing within the team, mutual performance monitoring/accountability, coordinating activities toward team goals, adaptive and continuous realignment in dynamically changing circumstances, and inclusiveness, sometimes referred to as empowerment, to actively involve one another in sense-making and decision-making.

Van Ameijde and colleagues conclude that higher education institutions need to utilize distributed leadership to deal with increasing rates of environmental change and should therefore

focus on development of leadership capacities across the members of the organization, rather than restricting it to designated individuals in formal leadership positions. Such widespread leadership development work would develop the skills of the workforce as a whole while also "facilitating the conditions conducive for the emergence of successful distributed leadership and the formation of informal networks of expertise" (*Ibid*, p. 777). A limitation of Van Ameijde's study, however, is the fact that much of the work of colleges and universities takes places by individual effort rather than via formal teams, and thus parallel studies of influence and cooperation/collaboration are needed on the individual level of the network as well.

Yukl (1998) notes that a distributed leadership paradigm involving reciprocal and recursive influence processes among network members differs greatly from studying "unidirectional effects of a single leader on subordinates, and new research methods may be needed to describe and analyze the complex nature of leadership processes in social systems" (p. 459). Mayo et al (2003) note that a network perspective uses theoretical concepts and data on relationships among social actors to test theories. They point to a number of research questions that arise from this perspective, calling for further research in all of the following areas: determining the relationship between vertical and shared leadership; exploring how shared leadership network parameters are linked to team effectiveness and other group-level processes; and studying what personal characteristics of individuals contribute to their position in and impact on the shared leadership network. Uhl-Bien notes that traditional, hierarchical leadership studies focus on the leader as the primary entity at the heart of leadership, whereas "the key difference between relational and entity perspectives is that relational perspectives identify the basic unit of analysis in leadership research as *relationships,* not individuals" (2006, p. 662). The present study contributes to the exploration of interpersonal and relational characteristics by

analyzing the skills, perceptions, and behaviors of a group of individuals identified by their colleagues as Network Enablers.

Kezar and Lester (2011) argue that the research on shared leadership contains an important focus on the process of leadership as a distributed phenomenon across many individuals in an organization, but that it limits focus to an assumed connection between top-down leadership efforts and those emerging from the bottom upwards in a "grassroots" way. They therefore advocate for a shift to research on grassroots leadership that will not assume that connections to top-down leaders are necessarily inherent or prevalent. This perspective builds upon the work of feminist scholars, who argue for authentic forms of shared leadership that can redistribute power and empower individuals throughout an organization (Astin & Leland, 1991). Grassroots leadership in institutional settings differs from that found in community organizing, due to the unique strategies, tactics and approaches to be found in institutional settings for the members of the organization to navigate power dynamics and deal with obstacles or challenges. Higher education in particular:

> …has a unique tradition – shared governance – creating a vehicle for faculty and staff to participate in decision making and in which they can play a shared leadership role…No particular mechanism epitomizes shared governance, and various structures exist ranging from faculty senates (that interact with boards and presidents); collective assemblies of faculty, staff, and administrators; committee structures; and trustees and presidents delegating decisions down to departments." However, "administrators tend to define the agenda for shared governance, [making] the results of shared governance typically support administrative efforts and interests, and faculty interests are increasingly inconspicuous (Kezar & Lester, 2011, 24-25).

The "shared" or distributed leadership model may therefore fall short of capturing the many ways in which faculty and staff share influence and make progress on goals at the individual and group level. Kezar and Lester therefore call for a shift in focus from those in formal positions or teams of authority to a broad-based and inclusive study of the leadership

from a grassroots perspective inclusive of the behaviors and characteristics of all individuals in

academic organizations. The current dominance in higher education leadership research on

formal and authority-driven paradigms is in fact quite at odds with the culture of faculty

autonomy and shared governance.

Kezar and Lester (2011) use an instrumental case study method to analyze grassroots

leadership efforts at five unique higher education institutions: a community college, a liberal arts

college, a private research university, a technical university, and a regional public university.

They identify the following commonalities to grassroots faculty and staff leadership: such efforts

provide a balance to the corporate, revenue- or prestige-seeking model stemming from top-down

leadership models; grassroots leaders may engage with complex ethical issues on campus,

bringing those into the foreground of community dialogue in ways that central administration is

less likely to do; grassroots leaders were able to respond to a broad array of proposed policy

changes around issues such as diversity and inclusivity, environmental/sustainability practices,

etc. and that such efforts may otherwise go unattended or unrecognized if they are not part of the

strategic priorities of central administration; grassroots leaders are able to embrace changes in

ways that central administration may be too constrained to do; grassroots leaders typically

contributed to increased equity for various communities on campuses; they may improve the

relationship between individuals or the institution and the wider public or community; they tend

to advance a more student- and learning-centric agenda; and, most significantly, "faculty and

staff grassroots leadership provided a more general model of leadership for others on campus,

creating greater leadership capacity among the community" (Kezar & Lester, 2011, p. 20). The

present study builds upon this body of research by further investigation of ways in which

Network Enablers demonstrate the behaviors or actions of a leader, from a distributed or a

grassroots frame, and how they enhance the overall leadership capacity of their academic network.

<div style="text-align:center">EMOTIONAL INTELLIGENCE</div>

Organizations involved in knowledge-intensive work increasingly depend on cross-functional and self-managing work teams and individual efforts that are nimble, dynamic, and able to respond in ways that are effective, creative and innovative (Aalbers et al, 2013; Kezar et al, 2006). Such organizations are described as learning organizations, wherein "learning and adaptation are best driven by coalitions of activists embedded in social networks at multiple levels of the organization [who] serve as catalysts to spur organizational learning through social interaction" (Hannah & Lester, 2009). In this environment, leading is viewed as an influence process used to serve the needs of individuals, groups, networks and systems in order to enable learning and adaptation (Kezar et al, 2006). Such leaders are more akin to social architects and orchestrators of emergent processes necessary for learning. Hannah and Lester (2009) refer to leaders that are effective in this manner as gatekeepers or "hubs," who serve as knowledge catalysts and who support a learning organization in a number of ways, including: helping or hindering information flow, serving as informal organizational leaders, linking the ideas and knowledge of semi-autonomous networks together via strong ties across the network, and motivating others through a deep knowledge of the vision and purpose of initiatives.

Leaders who have strong emotional intelligence have been found to excel at providing an inspiring, connected, and empowering environment for others (Boyatzis, 2012). Highly emotionally intelligent leadership has been linked to more effective teamwork, organizational learning, personnel retention, recognition, job satisfaction, and overall well-being of the members of the unit/organization (Schoo, 2008; Goleman et al, 2002; Ingram & Cangemi, 2012).

Emotionally intelligent leadership has also been described as "resonant leadership" because of the level of cognitive and emotional openness these individuals generate in the organization around them (Goleman et al, 2002b; Boyatzis, 2012; Boyatzis et al, 2013). The impacts of resonant (emotionally intelligent) leadership bear an extremely close resemblance to the impacts attributed to the central-actor/hub "energizers" in a network, and the present study seeks to further explore this overlap.

The term emotional intelligence (EI) first appears in the 1986 doctoral dissertation of Wayne Payne, although Payne's work was not published in peer reviewed literature. The first peer reviewed usage of the term is the 1990 study by Salovey and Mayer that defined EI as an individual's ability to perceive and understand emotions in the self and in others, and to manage emotions in the self and in others. Their work builds upon Thorndike's (1920) theory of social intelligence as well as Gardner's (1983) intrapersonal (self-awareness) and interpersonal (social awareness) forms of intelligence. Daniel Goleman further popularized the term in adapting his earlier work on emotional literacy into the EI construct, published in a 1995 bestselling book *Emotional Intelligence: Why It Can Matter More than IQ,* which also garnered the cover of *Time Magazine.* Reuven Bar-On subsequently adapted the theories from Goleman into his own 1997 doctoral dissertation work, establishing the EQ-I*,* a multidimensional questionnaire breaking down EI into more than a dozen scales (Bar-On, 2004).

The two most commonly administered instruments for EI are the MSCEIT and the ESCI (Ashkanasy, 2005; Conte, 2005). The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) tracks an individual's abilities across four quadrants: perceiving emotions accurately in oneself and others; using emotions to facilitate thinking; understanding emotions, emotional language, and the signals conveyed by emotions; and managing emotions so as to attain specific

goals (Mayer & Salovey, 2008). The MSCEIT is based upon EI defined as "an ability to recognize the meaning of emotions and their relationships, and to reason and problem-solve on the basis of them. EI is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them" (Ciarrochi, Forgas, & Mayer, 2001, p. 9).

Goleman, Boyatzis and McKee (2002a) developed the Emotional and Social Competency Inventory (ESCI), building a four quadrant model as well, and identifying key competencies for each quadrant. Table 2.0 provides the definitions of the key EI competencies as grouped into the

Table 2.0. Dimensions of Emotional Intelligence (Adapted from Goleman, 2000, 80).

Self-awareness	Self-management	Social awareness	Social skills
Emotional self-awareness – recognizing one's emotions and their effects Accurate self-assessment – rational judgement about one's strengths and limitations Self-confidence – a strong and positive sense of self-worth	Self-control – keeping disruptive emotions and impulses under control Trustworthiness – consistent honesty and integrity Conscientiousness – responsibly managing oneself Adaptability – flexibility to adjust to situations and overcome challenges Achievement – drive to meet a personal standard of excellence Initiative – willingness to embrace opportunities	Empathy – understanding others and taking active interest in their concern Organizational awareness – empathizing at the organizational level Service orientation – recognizing and meeting customers' needs	Developing others – bolstering the abilities of others through feedback and direction Leadership – the ability to assume responsibility and motivate with a convincing vision Influence – employing a range of convincing tactics Communication – listening and sending clear, convincing messages Change catalyst – ability to initiative new ideas and manage change Conflict management – resolve disagreements and negotiate resolutions Building bonds – nurturing and maintaining relationships Teamwork and collaboration – promoting cooperation and working with others

quadrants of self-awareness, self-management, social awareness and social skills. The ESCI competencies focus on categorizing behaviors in the form of strategies, skills, and styles which an individual may use to respond in an ideally appropriate and productive way to an individual or situation (Boyatzis, 2007).

A primary difference between the MSCEIT ability model of EI and the ESCI competency model is how information is collected: the MSCEIT is primarily used by psychology researchers and involves the subject taking a battery of emotion-identifying tests in a laboratory setting; the ESCI involves both self-report and 360-degree peer and supervisor feedback about the perceived attitudes and behaviors of the individual in the normal professional setting. The ESCI survey is also approachable for both the respondent and the peer evaluators, taking less than an hour to complete through a web-based portal (Momeni, 2009). As explained in the Hay Group Accreditation materials for the ESCI, the instrument has been used widely in both for-profit and academic sectors. As of 2010, the most current edition, the model utilizes international baseline norms established from a 2001-2008 database consisting of 62,055 assessments of 5,761 individuals. The professional settings of this population were: North America (39.8%), Europe (27.7%), Asia (6.7%), Africa (5.0%), Australia (4.4%), the Mid-East (1.6%), South America (0.9%), or from unspecified localities (14%). The competency model studied by the ESCI was more appropriate and useful in the present study than the MSCEIT ability model.

The construct of emotional intelligence has not been without controversy, since its emergence as a field of study in the early 1990's with the work of Mayer, Salovey, and Caruso, and its even wider popularization through the work of Goleman, Boyatzis, and McKee. The instruments that each team of researchers developed have gone through successive series of refinements to test their reliability, validity, and in particular the construct validity. Some have

argued that emotional intelligence as a construct is too all-encompassing (Locke, 2005) and lacks

discriminant validity from the Big Five personality traits (Conte, 2005). Others defend the

promise of emotional intelligence as a construct and useful tool for further research (Daus &

Ashkanasy, 2005; Cherniss et al, 2006;). In 2001, Roberts *et al* conducted a multivariate

investigation of the MEIS, the earlier version of the MSCEIT by Mayer-Salovey-Caruso, in

order to determine if the construct would meet the traditional standards for a new "intelligence,"

finding at that time only equivocal results.

In a 2004 meta-analysis of the research on EI, Van Rooy & Viswesvaran provide support

for EI being distinct from overall intelligence (IQ) or personality (as measured by the Big Five

personality factors). First, they offer a shared definition among EI researchers of "EI as the set of

abilities (verbal and non-verbal) that enable a person to generate, recognize, express, understand

and evaluate their own, and others, emotions in order to guide thinking and action that

successfully cope with environmental demands and pressures" (p. 72). The meta-analysis

includes 57 studies with a total sample size of 12,666 from a total of 69 independent samples in a

variety of countries and occupations. It revealed a positive correlation between EI and

performance of .23 and an overall predictive validity for EI that held relatively constant across

all performance domains. From this, they conclude that EI findings should generalize across

many populations, professions, and outcomes. They also found that EI held incremental validity

over the Big Five, while the Big Five did not hold incremental validity over EI, leading to a

conclusion that while the two were correlated (3 of the 5 Big Five traits had correlations with EI

in excess of .31), EI could be considered a better overall predictor of performance than the Big

Five.

Daus & Ashkanasy (2005) argue that the ability model of EI, as tested via the MSCEIT, demonstrates psychometric properties consistent with a form of intelligence, including convergent and discriminant validity. In another article, these researchers identify four common conclusions from across EI research: EI is a distinct form of intelligence, some individuals have greater EI than others, EI develops over a person's lifespan and can be further developed through training, and EI involves, at a minimum, the ability to identify and perceive emotions in the self and others, as well as ability to understand and manage emotions successfully (Ashkanasy & Daus, 2005).

The impacts of EI have now been studied across extremely diverse settings, including impacts on management practices and leadership development (Hartley, 2004; Dearborn, 2002; Ingram & Cangemi, 2012; Sadri, 2012), US Air Force recruiter selection (Cherniss, 1999), leadership teams in global corporations (Spencer & Spencer, 1993), EI in healthcare professions (Romanelli et al, 2006), and in primary and secondary education (Qualter & Gardner, 2007; Mayer & Cobb, 2000). EI is a clear predictor of personal success of the individual. Further, the emotional intelligence of those in positions of power (supervisors, managers, leaders) has a direct impact on how other employees perceive the organizational climate, including their sense of trust, engagement in their work, and collegiality (Momeni, 2009). Momeni concludes that "EI should be a criterion for selecting employees who must work in teams, lead others, and have efficient relationships to other departments and the community" (ibid, p. 45).

In the domain of higher education, EI has been used to inform course design across undergraduate curricula (Vandervoort, 2006) and graduate curricula (Tucker et al, 2000). It has been studied in the context of academic leadership, with clear linkages established between high EI and effective leadership behaviors (Coco, 2011; Niculescu-Mihai, 2007; Parrish, 2015).

However, "while the importance of emotional intelligence for effective leadership in higher education and the benefits of incorporating emotional intelligence in the development of leadership in higher education have been established, a lack of clarity around the explicit emotional intelligence traits that are most significant for academic leadership exists" (Parrish, 2015, p. 826). The present study contributes to the understanding of what emotional intelligence traits are exhibited by the distributed leadership provided by network enabling individuals in an academic network.

<div align="center">CONCLUSION</div>

The research base is well-established regarding network analysis, distributed leadership, and emotional intelligence. In each area of study, however, there is a need to investigate the traits, skills, dispositions, and behaviors that contribute to the interpersonal effectiveness of individuals in their professional roles and networks. Higher education provides a useful setting for analyzing the interrelationship between networks, distributed leadership, and emotional intelligence, specifically through professionals in those networks who are considered consistently effective at meeting both personal goals and empowering others around them to achieve goals ("Network Enablers"). The present study investigates which emotional intelligence traits are exhibited by and explores the tacit skills, behaviors, perspectives, and motivations of Network Enablers in the academic setting, with NE individuals being viewed as strongly-contributing leaders in academic networks using a distributed leadership framework. It was assumed that NE individuals would demonstrate a strong array of the characteristics of both emotional intelligence, as mapped by the ESCI competencies, and of the central actors in networks often described as energizers of hubs. The results of the study show a strong correlation

between Network Enablers and the traits of both emotionally intelligent actors/leaders and

energizers/hubs.

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this research was to explore the characteristics of NE individuals in professional academic networks, using emotional intelligence as a foundational framework for data analysis and exploring the skills, behaviors, and perceptions of such individuals. From a distributed leadership perspective, such individuals are strong contributors to leadership and may operate in roles described by organizational networks analysts as energizers, central connectors, gatekeepers, hubs, and/or brokers. The interconnection of an NE individual's profile and the network-enabling role that they play was investigated. Chapter one provided the problem statement, conceptual framework, research questions and overall description of the study. Chapter two presented a review of the literature surrounding network analysis, distributed leadership and emotional intelligence. Chapter three includes a description of the study design and further details about the data collection and analysis process, as well as a review of the validity and limitations of the study that were outlined in chapter one.

RESEARCHER PARADIGM

The present qualitative study employed a constructivist approach and utilized the techniques of grounded theory. The values and biases of the researcher have bearing upon the analysis, as do the values and biases of the subjects of the study (Creswell, 2008). The constructivist framework asserts that individuals seek to understand the world in which they live and work, and the role of the researcher is to investigate the complexity of these views – accepting variety rather than a limited number of categories – and to nest understanding within social and historical experiences. In this framework, meaning is developed through interactions,

and constructivism is thus sometimes called social constructivism, since it is built upon

interactional, positional, and cultural norms and experiences. The researcher must generate or

inductively develop an understanding of patterns of meaning, which may emerge as a theory to

explain the phenomena of study (Lincoln & Guba, 2000), with an emphasis on meaning-making

and sense-making activities to be explored by the researcher and tested with the subjects on an

iterative basis (Lincoln & Guba, 2013).

Grounded theory, originally described by Glaser and Strauss (1967), includes the

following components: simultaneous collection and analysis of data, construction of analytic

codes and categories from the data instead of using existing code systems, constant comparison

of the data at each stage of analysis, evolving theory development at each stage of collection and

analysis, sampling towards theory construction rather than population representativeness, and

analytic memos to elaborate categories with notes to specify properties, interrelationships

between categories, or gaps (Charmaz, 2006). Grounded theory is an explanatory theoretical

framework, seeking to provide fresh theories rather than reviewing phenomena through existing

theories and ideas. The goal of grounded theory research is to establish close fit of theory with

data, usefulness, conceptual density, durability over time, modifiability and explanatory power

(Glaser & Strauss, 1967). Grounded theory employs logic to identify substantive areas and to

specify relationships between the areas in order to understand complex phenomena (Charmaz,

2006).

The constructivist grounded theory approach deeply informed the present study. The

nomination process involved a subjective sets of nominations to identify the potential subjects of

the study. The researcher then utilized a generative knowledge interview process to conduct

semi-structured, in-depth interviews with the study subjects. These interviews explored the

experiences, observations, motivations, and behaviors of the participants. The researcher developed codes and used analytic memos to explore connections, subcategories, or gaps in codes in an ongoing basis to track the emergence of new understandings and theory. The goal of the research was to describe the core phenomenon of Network Enablers in detail, identifying common themes in the skills, behaviors, and perspectives that emerged from the data. The participants' experiences provided data to construct and validate the emerging observations, building on the purposes and applications of grounded theory (Schraw et al, 2007).

DESIGN

A survey of all academic professionals in a professional school was used to establish a list of potential subjects for the study. The nomination process was based upon the following prompt: "Please nominate three to five colleagues that come to mind, based upon the following description: this person is effective at meeting personal goals while also consistently enabling those around them (including colleagues, trainees, students and others) to meet their goals. The type of person sought here is a go-to person, who will consistently take the time to answer questions or problem solve even on projects unrelated to her/him." A minimum survey response rate of 20% was sought. In survey research, response return rates are desired to be as large as possible, with studies in leading education journals often reaching a return rate as high as 50% (Creswell, 2008). The response rate is contingent upon many factors, and in grounded theory it is considered even more central to ensure that the survey responses come from a representative population, particularly when there are lower return rates (ibid, p. 390). The demographics of survey respondents was tracked to help analyze the degree to which the respondent population was representative. In addition, the researcher took a number of steps to help maximize the

return rate of surveys: all full-time employees of the school were pre-notified by an internal colleague, who shared an endorsement of the research and encouraged survey responses (Appendix C); the survey introductory email (Appendix D) and the survey itself (Appendix E) were short and succinct, to better encourage survey participation; the survey invitation email was sent out on the same day as the pre-notification email, and two reminder emails were sent after 1 and 2 weeks, respectively, to non-respondents. These steps all agree with the best practices to encourage strong survey response rates, as described by Creswell (2008, p. 390-1).

In the survey responses, individuals were nominated based on the network enabling description statement (Appendix E). Nominated individuals receiving three or more nominations by colleagues (survey respondents) were categorized as ideal study participants (primary target); those receiving two nominations provided a second tier of potential participants (secondary target); those nominated a single time provided a third-tier pool (tertiary target). A target of 12-15 participants was sought, representing roughly 5-6% of the workforce of the study site. The rationale for this target is discussed in the upcoming section, "Participants." Interview participants completed a Generative Knowledge Interview (GKI) process, consisting of a single, semi-structured interview lasting, on average, 100 minutes in length.

As described previously, the GKI is designed to help uncover *tacit* knowledge, attitudes, beliefs, and motivating factors. Experts and leaders often possess a vast body of knowledge that is almost fully tacit or unconscious in nature, meaning that they may not yet be aware of or able to consciously describe what it is they know or how they make the choices that they do (Peet, 2010). Tacit knowledge consists of insights, intuition, and instincts that inform how people approach technical problems – the knowledge needed to accomplish a task – and how they

interpret or conceptualize the world around them via frames of reference, beliefs, etc. (Nonaka & Takeuchi, 1995).

NE individuals in the present study were not only expert within their chosen field and discipline, but were also identified by their colleagues as having a consistently empowering or enabling *orientation* towards others around them in their academic network. The conditions and beliefs which instill this network-enabling orientation were assumed to have a high likelihood of being tacit to an even greater extent than the skills and frames of reference utilized in their formal professional role, since interactional or network enabling behaviors are rarely, if ever, taught, described, or articulated in common society. The GKI was a useful tool for helping the participants to discover more about what they already knew, but did not necessarily know *consciously*, with regards to their empowering and enabling orientation towards others in their professional environment.

SITE

Academic institutions provide an excellent site for exploring the tacit expertise and behaviors of higher education professionals (Peet, 2010). From a network analysis perspective, star performers or "hub" individuals have a detrimental impact on the wider organization when they leave for another job, often setting off a chain reaction of departures from those around them (Cross & Parker, 2004). In academic organizations, this might be a faculty member who leaves a research group, destabilizing that group and leading to several later departures by other key faculty in the research area, or it may be a key instructor or academic administrator who leaves, about whom later colleagues will opine "we had to hire three people to replace her/him."

These hub individuals (closely related to the terms central actors, energizers, etc.) are thus key not only to successful accomplishment of complex, knowledge-intensive work (Baker et al, 2003), but also via their impact on the effectiveness of the network as a whole, from a systems level. For this reason, it was appropriate to conduct this study at an institution of higher education, specifically at a public research university. A professional school of this university was chosen as the specific research site. The school was appropriate for the study because they use the language of goal-setting and goal-attainment in the professional annual evaluations of faculty and staff. Further, faculty and other academic professionals at this school are part of a thriving and complex system characterized by a dynamic, eclectic, high-stakes environment.

There are 240 full-time employees of the school, grouped into three position type categories: tenured-tenure track (TT) faculty, general faculty, and staff. In general, these position types are differentiated by the array of professional responsibilities typical to each category. Tenured or tenure-track faculty are traditionally responsible for contributions as well as the display of excellence in the domains of research, teaching, and service. The service component might include administrative committees, programs, or duties that serve the department, the school, the wider university, or sometimes communities beyond the university. The category of general faculty includes those with responsibilities and demonstration of excellence in one or two of the TT domains, but not all three. For example, a strong teaching responsibility combined with service/administrative duties, but without the expectation of conducting original research. General faculty at the research site of this study often include a primary responsibility for administration and service, with only a secondary responsibility to either teaching or research. Finally, the category of staff employees is traditionally responsible for administrative duties, without expectation of teaching or conducting original research.

The overall race/ethnicity demographics of the 240 full-time employees of the school are: 86% white, 5% Asian, 5% African American, 2% Hispanic and 2% Non-resident Alien; the overall gender demographics are: 49.6% male and 50.4% female. Study participants from the primary-target pool were selectively sampled for a target balance of 50% male and 50% female subjects from each school, and a target balance of 1/3 TT faculty, 1/3 general faculty, and 1/3 staff, in order to explore any effects of gender or position type with regards to the network-enabling orientation of these higher education professionals. While the race/ethnicity of the survey respondents and of interview participants was tracked, cross-ethnic or -racial differences were not a focus of the present study.

<div align="center">PARTICIPANTS</div>

For successful design of grounded theory research, participants of the study must be able to provide relevant and useful data for exploring the attitudes, skills, and behaviors of network enabling individuals (Creswell, 2008). Further, the sampling should be "intentional and focused on the generation of a theory" (ibid, p. 433). A target interview population of 12-15 people was set by the researcher, as part of an assumption of sufficiency to reach *saturation* of the data. "Saturation in grounded theory is a…subjective determination that new data will not provide any new information or insights for the developing categories" (ibid, p. 433). According to Glaser & Strauss (1967), smaller sample sizes and the resulting limited data are not problematic, because grounded theory aims to develop conceptual categories and data collection is utilized to illuminate properties of a category and relations between categories. Sufficiency of the participant pool of interviewees was therefore subjective, and the goal was to develop conceptual

categories and their interrelationships as a first step in a grounded theory of network enablers in higher education.

A selective sampling process was therefore devised to help identify NE individuals via a survey of nomination across all full-time employees of the school. The gender, race/ethnicity, and position type demographics of the survey respondents was tracked as well, but without specific targets set. Within the nomination pool of primary-target participants (and secondary- or tertiary-target individuals, if needed), selective sampling was done towards a target of roughly fifty percent female and fifty percent male participants, and of 33% respectively of TT faculty, general faculty, and staff. Given the small overall sample size, it was not possible to stratify these targets, such that within each position-type category there would be 50% male and 50% female. This strategy would be ideal in future research with larger sample sizes. The selective sampling was done in order to explore any possible gender or position-type effects that were deemed to have bearing in the investigation of a network-enabling orientation.

The survey was distributed to every full-time employee (defined as 75%-100% effort) of the school: a total of 240 people across faculty and staff position types. 67 people (28%) surveyed submitted complete responses. These respondents nominated a total of 109 individuals for consideration as network enablers. Within this figure, 37 people were nominated 3 or more times, and thus considered primary target nominees. Of the 37 primary target nominees identified through the school-wide survey, 18 (49%) were contacted with invitations to participate and 14 of these accepted and completed participation in the study. The researcher had established an interviewee target of 12-15 individuals, predicting this as the number needed for saturation of the data, and thus this target was met.

One limitation in the data available to the researcher was the lack of access to personnel records of those nominated by the survey. As a result, the gender, race/ethnicity, and position-type information for primary target nominees could be estimated through accessing public information available on the school website, but could not be fully confirmed. The 18 primary-target individuals invited to participate in the study were thus selectively sampled, as far as was possible from the publicly available information about their demographics on the school website, for a goal of half male/half female and one-third each of the three major position-type categories. The gender, race/ethnicity, and position-type of the 14 (38%) primary target nominees who consented to full participation in the study were confirmed through a Participant Background Information Sheet (Appendix G), which each interviewee was invited to complete. This information is not available, however, for those who did not participate in the interview process, thus limiting the ability to analyze trends across participants, nominees, and all employees of the school. Future research could carefully track this for nominees as well as participants, to look at representativeness or trends within the nomination pool versus the full employee pool.

Participants consented to participate in a single generative knowledge interview, estimated to last 90 minutes. A total of 14 interviews were conducted yielding 23.5 hours of interview data to analyze, or an average interview total length of 100 minutes (one hour and forty minutes). The researcher did not enter the study with any assumptions that primary-target nominees, or secondary/tertiary, would necessarily involve any particular gender or position-type distribution. Instead, all full-time members of the network were considered in the study, regardless of personal demographics or position type. This is consistent with the fact that organizational network analysis is typically done across all members in all role types within a select organization or group, utilizing a *bounded network approach*, in which the researchers

consider "groups in which effective collaboration yields strategic and operational benefits to an organization" (Cross & Parker, 2004, p. 145). This process is compatible with the grounded theorist practice of theoretical sampling, mentioned previously. The collaborations and interactions among the various employee types in a relatively-small, intense, high-stakes professional school offered clear strategic and operational benefit to the organization and made study of all position types of the school logical and ideal. Further, the existence of energizers/central actors/hubs has been noted across genders and position types in a wide array of organizations (Borgotti & Foster, 2003; McGuire, 2000), making the lack of specific assumptions about gender and position type feasible in approaching the present exploratory study.

Table 3.0. Participant Demographics: Survey Respondents and Interviewees vs. All FT Employees

Survey Respondents (n=67, 28%)	
Gender	43% Male, 54% Female, 3% Unknown
Race/Ethnicity	80% White, 6% Asian, 3% African American, 7% 2+ Races, 5% "Other"/Unknown
Position Type	61% Staff, 30% Faculty (of these, 62% were Tenured/Tenure-Track and 38% were General Faculty), 9% Unknown
Interview Participants (n=14, Selected from the Primary-Target Nomination Pool)	
Gender	36% Male, 64% female
Race/Ethnicity	79% White, 14% Asian, 7% African American
Position Type	36% Staff, 29% General Faculty, 36% Tenured/Tenure-Track
All Full-Time Employees of School	
Gender	50% Male, 50% Female
Race/Ethnicity	86% White, 5% Asian, 5% African American, 2% Hispanic, 2% Non-Resident Alien
Position Type	661% Staff, 39% Faculty (of these, 30% are General Faculty and 70% are Tenured/Tenure-Track)

Table 3.0 shows a demographic breakdown for the survey respondents and interview participants. Again, personnel records were not available to the researcher, and instead

respondents were asked about their gender, race/ethnicity, and position type on the survey.

Responses to these items were not required, in order to respect any privacy concerns of survey

respondents who wished to limit the personal information that they shared with the researcher.

As mentioned, interview participants were invited to complete a Participant Background

Information Sheet (Appendix G) that included questions about gender, race/ethnicity, and

position type. 100% of interview participants consented to provide full information on this sheet.

The breakdown for all full-time employees of the school is also provided, for comparison.

DATA COLLECTION

Data collection included a school-wide survey sent to all full-time employees of the

professional school to identify potential study participants; conducting of a generative

knowledge interview of approximately 90 minutes in length; and the sharing back of an

interpretive GKI Initial Analysis Memo with each participant which invited their approval and/or

feedback on the emerging interpretation of their interview data. Following Peet (2010), interview

questions were written to elicit rich reflections from the participants that would contain insight

into their skills, perspectives, and behaviors on both the explicit and implicit levels (Appendix

A). Further, Melissa Peet, who developed the GKI process, was a mentor to this researcher

during the development of the study and was consulted in the drafting of useful and appropriate

interview questions.

Generative Knowledge Interviewing is based on a group of fundamental principles of

human complexity and self-organization: (1) each person possesses a unique set of "coordinating

parameters" containing core qualities and capabilities that are expressed in response to

complexity and change in life in self-similar ways; (2) people adapt continuously to their

environment, eliciting the development of new patterns via new neural networks in the brain and resultant new connections in emotion and behavior; (3) the ways in which an individual responds to life are an expression of their coordinating parameters and tacit knowledge; and (4) when individuals or groups share stories these can be elicited in ways that reveal the coordinating parameters and tacit knowledge, *generating* a recognition in the interviewer of the unique core capacities of the interviewee(s) (Peet, 2012, p. 49). The interview process uses storytelling to identify and stitch together "strips of experience that bring a sense of energy and aliveness…and also have the potential to produce more enduring expansive and transformative consequences" (Carlsen and Dutton, 2011, as quoted in Peet, 2012, p. 49).

The semi-structured interview setting is used, then, to ask the participant to recall stories about key work and/or life experiences, while the researcher seeks to deeply dwell inside the experiences thus shared, to identify themes, ideas, images, or word that emerge in response to the stories – these emergent themes may not be explicitly articulated by the speaker, so the interviewer prompts and reflects back to the speaker by asking for more information about, or testing the appropriateness of an unspoken but emergent word/theme with the participant in an ongoing basis. These efforts at aligning and verifying the emerging themes were made during the interview by probing statements and questions from the interviewer, and also by sharing GKI Analysis Memos with each participant after the conclusion of the interview, to seek correction or corroboration of the emergent analysis.

Interview questions, shown in Appendix A, were written to help explore participants' attitudes, underlying beliefs or assumptions, and actions in both ideal and challenging professional situations (positive and negative incidents). These included the eliciting of a series of personal stories around the following five major interview prompts: reflections of time, both

recent and further back, in which the participant felt deeply engaged and purposeful in the work s/he was doing; times where the participant felt a deep sense of accomplishment, at least one of which including a larger-scale, collaborative effort of some kind; a set of challenging experiences in work and/or life and how s/he worked to resolve them; a series of reflections about times of mentoring/advising/guiding/problem-solving with someone, including at least one formal and one informal example of such mentoring and at least one story of a challenging experience regarding such mentoring; and, finally, the interviewee was invited to reflect upon the time investment with others in collaborative and/or mentoring-type activities in terms of how they reconcile themselves to the overall time investment and what formal or informal benefits or rewards they perceive from that investment. Probing questions or statements were offered by the researchers to further explore the emerging themes or constructs being generated either explicitly or implicitly from the stories shared by participants.

DATA ANALYSIS

The results of the ESCI were useful in rating each participant across the four emotional-social quadrants of EI: self-awareness, self-management, social awareness, and social management. Trends across participants in areas of strength may prove particularly useful for developing theory about the elements of a Network-Enabling orientation. These results were carefully considered alongside the qualitative data collected throughout the GKI process. Interview data was coded using a constant comparative method, using analytic memos to record trends as well as interrelationships between codes or categories, and for probing for gaps in the data or in the findings. The researcher gave attention to similarities or differences in how participants described their experiences and actions during times of success or challenge. Careful

note was made of discrepant data or areas of potential bias, either on the part of the participant or the researcher, encountered during the interviews or the analysis process.

Coding of the data involved usage of terminology from EI and from network analysis of professional role types (e.g., hubs, brokers, central connectors, gatekeepers, energizers). However, coding was not limited to these extant terminologies or theories, but instead sought to accurately capture and organize the data collected. The exploration of the interrelationship between EI and network roles is perhaps entirely unique to this study and thus correlative categories and codes were developed as needed to capture the interplay between these concepts. The coding process, then, involved a blending of emic, or inductive/novel codes, and etic, or deductive/extant-theory-based codes (Headland et al, 1990). In this way, both EI and ONA informed the present research without limiting it in terms of complexity or completeness of the analysis and theory development. Data was coded initially into emic and/or etic categories, and then was re-considered for the coding of patterns through the merger or amplification of codes. This made it possible to test the emerging interpretation of the data for plausibility, confirmability, and overall validity (Miles & Huberman, 1994).

FRAMEWORK AND GROUNDED THEORY CODE DEVELOPMENT

As noted previously, several areas of research were utilized in order to create a meaningful data analysis framework: the Emotional and Social Competency Inventory (ESCI) four-quadrant model, research on energizers in networks, several additional behaviors identified in research on resonant leadership, and novel codes developed by this researcher that emerged from the data and were not captured by the previous groups of codes. In the focused phase of coding, an axial coding approach was used to integrate the codes within the four quadrants

offered in the ESCI framework. This deep exploration of the interrelationship between EI and the

principles of energizers in networks is perhaps entirely unique to this study, and was further

enhanced by the fully novel Network Enabler (NE) codes that emerged from the data. The

blending of these emic, or inductive and novel codes, and etic, or deductive and extant-theory-

based codes, allowed for the blending and enhancing of the competencies of EI, network

energizers, and resonant leaders by the addition of novel NE codes. The data was coded into

emic and/or etic categories, and was assessed in an ongoing basis for the emergence of patterns

through the merger or amplification of the emerging coding framework. This approach helps to

improve the plausibility, confirmability, and overall validity of the emerging interpretation

(Miles & Huberman, 1994).

A constant-comparative coding approach was used to test and consider the presence of

codes from the established traits of energizers (Cross et al, 2003) and resonant leaders (Boyatzis

et al, 2013), as well as adding completely novel emic codes for other "network enabling"

behaviors emerging from the data. The energizer, resonant leader, and network enabler codes

thus developed will be discussed in the next section, including how these were interpolated with

the four quadrants of the ESCI. The combination of etic and emic coding allowed for a more

thorough and nuanced analysis of the participants of the study, and were able to build upon the

ESCI as the primary structure for the categorization of the analysis.

The process utilized for coding and data analysis was further informed by the coding

approach of grounded theory. Grounded theory coding consists of a phase of initial coding,

followed by a phase of focused coding (Charmaz, 2006). In the initial coding phase, the

researcher is open to the questions: what is the data a study of? (Glaser & Strauss, 1967), and

what theoretical category does this specific datum indicate? (Glaser, 1978). Best practices during

this phase include openness of the researcher, close analysis of the data, use of short and precise codes, moving quickly through the data, and ensuring overall that the codes fit the data rather than trying to force the data to fit the codes (Charmaz, 2006, p. 49). The use of the constant comparative method in this phase involves comparing comparison of data within the same interview and across different interviews, and across multiple interviews where applicable (Glaser & Strauss, 1967). This approach to initial coding is very compatible with generative knowledge interview analysis, as both methodologies assume that the observations, intuitions, and ideas of the researcher truly matter and have potential validity, as they may be based upon covert meanings that are only just beginning to emerge from the data (Charmaz, 2006) or it may be part of the "generative listening" process in which the researcher dwells deeply within the stories of the participants, to listen for and discern the tacit information revealed by their statements (Peet, 2012).

In the second phase of grounded theory coding, focused coding, the researcher uses the most significant and most frequent initial codes to analyze large amounts of data. The movement from initial coding to focused coding may be a non-linear process. For example, a later participant may provide insight to make explicit something that was merely implicit in statements from an earlier interview. Such insights enable a deeper exploration of the earlier interviews against the full set of codes adopted during the focused coding decision-making (Charmaz, 2006). Axial coding can be employed during this phase to explore codes in detail, relating codes to one another to construct themes (Schraw et al, 2007). This helps to balance the efforts during initial coding that sort and "fracture" data into distinct codes, by now forging linking relationships between categories in ways that can occur on a conceptual rather than purely descriptive level (Strauss & Corbin, 1990, p. 125). The consideration of the relationship

between the codes emerging from the data (categorized by the researcher as "Network Enabler,"

or NE codes) with the definitions and codes found in the data from the ESCI, from network

research on energizers, and on high-EI resonant leaders was a variation on axial coding, where

all relationships among and between codes were considered for conceptual linkages that could

help to categorize and frame the data. The following sections will now discus the method by

which codes were developed during initial phase and how they were applied to the complete data

set during focused phase, with further rationale provided for how conceptual categorization was

done, in an axial coding manner. The blending of codes from pre-existing literature and

frameworks represents a departure from pure grounded theory research, while the NE codes

developed in the study emerge in ways fully consistent with those recommended by grounded

theory researchers.

EMOTIONAL AND SOCIAL COMPETENCY INVENTORY CODES

Table 3.1 shows the ESCI, which categorizes emotional and social competencies into

four quadrants, each consisting of specific components, that total to 20 component skills.

Table 3.1. Emotional and Social Competency Inventory (ESCI)

Quadrant 1 (Q1) Self-awareness *(3 component skills)* - Accurate self-assessment - Emotional self-awareness - Self-confidence	Quadrant 3 (Q3) Social awareness *(3 component skills)* - Empathy - Organizational awareness - Service orientation
Quadrant 2 (Q2) Self-management *(6 component skills)* - Conscientiousness - Adaptability - Achievement - Initiative - Self-control - Trustworthiness/Integrity	Quadrant 4 (Q4) Social skills/management *(8 component skills)* - Developing others - Communication - Change catalyst - Conflict management - Building bonds - Influence - Teamwork and collaboration - Leadership

The definitions of the 20 ESCI component skills are provided in Table 3.2. These were used as the base for etic coding in the study. In a few cases, these definitions were merged with closely-related terminology from the energizer or resonant leader literature, as will be described in detail in the sections on the development of codes from these respective sources.

Table 3.2. ESCI Codes and Definitions

ESCI Skill	Coding Definition
EI-Quadrant 1: Self-awareness	
EI-Q1: Accurate self-assessment	Rational judgment about one's strengths and limitations
EI-Q1: Emotional self-awareness	Recognizing ones emotions and their effects
EI-Q1: Self-confidence	Strong and positive self-worth
EI- Quadrant 2: Self-management	
EI-Q2: Conscientiousness	Responsibly managing oneself
EI-Q2: Achievement	Drive to meet a personal standard of excellence
EI-Q2: Adaptability	Flexibility to adjust to situations and overcome challenges;
EI-Q2: Trustworthiness	Consistent honesty and integrity
EI-Q2: Initiative	Willingness to embrace opportunities
EI-Q2: Self-control	Keeping disruptive emotions and impulses under control
EI-Q3: Social Awareness	
EI-Q3: Empathy	Understanding others and active interest in their concerns
EI-Q3: Organizational awareness	Empathizing at the organizational level
EI-Q3: Service orientation	Recognizing and meetings others' (students/colleagues) needs
EI-Q4: Social Management	
EI-Q4: Developing others	Bolstering abilities of others' through feedback and direction
EI-Q4: Change catalyst	Ability to initiate new ideas and manage change effectively (connected to Entrepreneurial Drive)
EI-Q4: Communication	Listening and sending clear, convincing messages
EI-Q4: Conflict management	Resolve disagreements and negotiate resolutions
EI-Q4: Building bonds	Nurturing and maintaining relationships
EI-Q4: Influence	Employing a range of convincing tactics
EI-Q4: Teamwork/collaboration	Promoting cooperation and working with others
Ei-Q4: Leadership	Ability to assume responsibility and motivate with a convincing vision

The four ESCI quadrants – self-awareness (quadrant 1, or Q1), self-management (Q2), social awareness (Q3) and social management (Q4) – proved to be useful containers for nesting the additional codes developed from findings on energizers, resonant leaders, and network enablers.

This will be described in detail following presentation of the codes that were developed from energizer, resonant leader, and network enabler considerations.

ENERGIZER CODES

Cross, Baker & Parker, (2003) provide a detailed look at energizers, identifying a number of significant traits that informed the development of emic codes for the present study. Energizers were found to:

- exhibit a clustering tendency of these energizers to attract other high-performers to their network,
- think of their work as a balance of tasks and relationships
- express genuine concern for others
- maintain integrity between their words and actions

Furthermore, "energy" itself in relationships emerged from more than just the observable behavior in an interaction. It also depended upon the characteristics of the individuals involved in a given interaction and the relationship between them (ibid, p. 54-55). Energy was created in interactions that balance several dimensions:

- ability to create a compelling vision,
- creating opportunities for others to meaningfully contribute,
- giving their full attention to the other,
- being open and flexible about the means to attain goals, and
- inspiring hope (optimism) in others around goals.

A logical conclusion from the findings listed above is that "energizers" would tend to exhibit some or all of these personality traits and elements of energetic exchange. Therefore, these traits were added as "Energizer" or "EGZ" codes in the data analysis framework, shown in Table 3.3:

Table 3.3. Energizer (EGZ) Codes and Definitions

EGZ Skill	Coding Definition
Clustering tendency	Tendency of energizers to attract other high-performers to their network
Conscious investment in people	Conscious decision to approach work as a balance of tasks and relationships
Caring/Mutual Regard	Expressing genuine concern for others
Trustworthiness/Integrity	This heading was added to ESCI-Q2 skill Trustworthiness, already defined by ESCI as "consistent honesty and integrity" to include EGZ definition, "integrity between their words and actions"
Leading by Vision	The ESCI skill of Q4, Leadership was relabeled" Leading by Vision", already defined by ESCI as "ability to assume responsibility and motivate with a convincing vision"
Create Opportunities	Creating opportunities for others to meaningfully contribute/to be more effective
Deep Listening/Attention	Merged with a novel Network Enabler (NE) code: "engaging in deep, active listening" to include EGZ skill: "giving full attention to the other"
Adaptability	Expanded definition of this Q2 skill from ESCI definition, "flexibility to adjust to situations and overcome challenges," to include EGZ definition, "open and flexible about the means to attain goals"
Inspiring Hope/Optimism	Inspiring hope (optimism) in others around goals

Table 3.3 shows that the ERCI component of "leadership" was merged with the energizer trait of having the ability to assume responsibility and motivate with a convincing vision. These two items were conceptually closely-related, and during the initial phase of coding the data, leading by vision emerged as a succinct theme. In approaching the potential merger of categories in the axial focused during the focused phase, it was noted that the term "leadership" is highly contested, and there are as many definitions of the terms as there are researchers of the concept (Bass & Stogdill, 1990). Therefore, the more focused energizer definition was deemed appropriate to give specificity to the ESCI leadership trait at the discretion of this researcher.

A second energizer trait, that of giving full attention to the other, was similarly merged with a novel Network Enabler (NE) code that emerged from the data during the initial coding phase. Also note that NE codes will be discussed in detail in a forthcoming subsection of this chapter. The quality of focusing completely on the other, with attention and a sense of "being

present with" others was used interchangeably by participants with stories of deep listening, and

thus at the axial coding stage, these two categories were blended into a single code.

RESONANT LEADERSHIP CODES

Boyatzis et al (2013) describe an enhanced Emotional Intelligence (EI) framework that

they describe as "resonant leadership," which is characterized by:

- cultivating a sense of shared purpose, vision or mission
- a perception of caring or mutual regard among both parties
- refined attunement to the emotions that motivate and inspire the people around them

Each of these traits was added as "Resonant Leader" or "RL" codes in the data analysis

framework, shown in Table 3.4:

Table 3.4. Resonant Leader (RL) Codes and Definitions

RL Skill	Coding Definition
Shared Purpose/Mission	Cultivating a sense of shared purpose, vision or mission
Caring/Mutual Regard	Merged EGZ definition, "Expressing genuine concern for others" with RL definition, "perception of caring or mutual regard among both parties" – for final definition: "Genuine caring; perception of mutual regard among both parties"
Refined Social Attunement	Refined attunement to the emotions that motivate and inspire the people around them

Table 3.4 shows another instance of the merging of closely related concepts, here the energizer

trait of expressing genuine concern with the resonant leader trait of stimulating a perception of

caring or mutual regard among both parties. "Expressing genuine concern" is another way of

stating that one stimulated a "perception of caring." Further, and the resonant leader trait of

"caring," as develop in Boyatzis et al (2013), is not treated separately from the trait of "mutual

regard," rather there is an implicit "and/or" treatment of these terms, or, in other words, the

resonant leader trait could be stated as generating a "perception of caring and/or mutual regard

among both parties." Again, this is a discretionary element on the part of this researcher, to

understand these to be very closely related concepts that were appropriately merged in the axial coding phase of data analysis. The final operational definition used by the researcher throughout the focused phase of coding the entire data set was as follows: "genuine caring; perception of mutual regard among both parties."

NETWORK ENABLER CODES

Finally, the data was analyzed to seek skills, behaviors or perspectives from participants that could not easily be categorized by the ESCI, EGZ or RL codes described thus far. The following set of network enabler (NE) codes and definitions emerged directly from the generative knowledge interviews conducted with study participants, shown in Table 3.5:

Table 3.5. Network Enabler (NE) Codes and Definitions

NE Skill	Coding Definition
High-frequency Engagement with Work	Feelings of engagement and purpose connected to work as the norm, happening all the time or in every moment
Heeded Criticism	Internalized a criticism and worked to change a damaging behavior as pointed out by another/others
Heeded Mentor's Advice	Acted upon a mentor's advice regarding a major life decision/commitment
Growth Mindset/Excited by Ideas	Driven by a love of ideas, change and growth
Humility	Humbleness, self-deprecation, striving to put others first and ego second
Integrity in Adversity	Responding to conflict/adversity with reinforcing of value/principles to guide thought and action
Resilience, Persistence, Patience	Display of internal resources of resilience, persistence, and/or patience
Entrepreneurial drive	Seeking or utilizing opportunities to build something new and unique (connected to change catalyst)
Spotting unmet potential/ gaps	Identifying unrealized potential or unconventional interconnections and acting on them
Feel others' success as own	Deep empathy enabling one to experience another's success as one's own, without ego
CSC Investment in People	This is a merger of the EGZ, "approach work as a balance of tasks and relationships" with NE definition, "making a conscious decision to invest in people/relationships"
Bridge Unconnected Networks	Pulling from unlikely/unconnected networks to create novel solutions
Getting Right People Together	Anticipating what people/groups to bring together and when/how/why
Deep Listening/Attention	Merged EGZ, "giving one's full attention to the other, being fully present" with NE, "engaging in deep, active listening"
Help Others Reframe/Evolve	Helping others to see in new ways, expand their choices, make meaning of situations/people
Meet Others Where They Are	Seeking to engage/help others based on where the other is, adapting to their readiness
Familial Bonding	Turning non-family relationships into bonds with a familial strength or regard
High-frequency Mentoring	Mentoring exchanges (formal &/or informal) occur all the time, share insights, problem-solve, glutton for interaction
Loneliness, Longing for Mentors	Feelings of longing for close colleagues, friends at work, mentors
Create Authentic Experiences	Seek and create authentic teaching/research exper. for self and for others
Promote Inclusive Collaboration	Value/promote inclusive collaboration, transparency, full commitment from all
Dislike Lies/Secrets/Exclusion	Active dislike of lying, secrecy, avoidance of truth, manipulation, targeted exclusion
Referencing Another NE Nominee	Making direct reference to another NE nominated person from the study pool
Role Congruence	Formal role responsibility to enable success of others across the work network
Unanticipated/Swift Success	Ripple effects or unanticipated levels of success either in time or scope (relate to EGZ: energizers as high performers who amplify things)

NESTING PROCESS TO INTEGRATE CODES

The various skills identified in the codes from ESCI, EGZ, RL and NE frameworks

needed to be organized into a useful and practical system for analysis of the data, as suggested by

axial coding methodology in grounded theory research (Schraw et al, 2007). The researcher then

carefully analyzed the relationship of additional emic codes to that provided by the four-quadrant

framework of the well-established ESCI. In almost every case, the additional emic codes (EGZ,

RL, NE) seemed to help provide a more nuanced approach to understanding one of the identified

20 ESCI skills of that model. In the Dedoose qualitative data analysis software, this could be

readily established in a system of parent and child codes, in order to meaningfully aggregate, or

consider separately, each code. This was accomplished by developing a nested framework that

integrated all of the codes together, as shown in Table 3.6. To assist in data analysis, codes were

named with their source (ESCI by quadrant as Q1-4, EGZ, RL, or NE) and then the code title.

Table 3.6. Integrated Codes Table

CODE Title: ESCI Quadrant PARENT CODE	Nested: Level 1 CHILD CODE	Nested: Level 2 GRANDCHILD CODE
Emotional Intelligence		
EI-Q1: Self-awareness		
	EI-Q1: Accurate self-assessment	
	EI-Q1: Emotional self-awareness	
		NE: High-frequency engagement with work
	EI-Q1: Self-confidence	
EI-Q2: Self-management		
	EI-Q2: Conscientiousness	
		NE: Heeded criticism
		NE: Heeded mentor's advice
	EI-Q2: Achievement	
		NE: Growth mindset/excited by ideas
	EI-Q2: Adaptability	
	EI-Q2/EGZ: Trustworthiness/Integrity	
		NE: Humility

		NE: Integrity in Adversity
		NE: Resilience, Persistence, Patience
	EI-Q2: Initiative	
		NE: Entrepreneurial drive
		NE: Spotting unmet potential/gaps
	EI-Q2: Self-control	
EI-Q3: Social awareness		
	EI-Q3: Empathy	
		EGZ/RL: Caring/Mutual regard
		NE: Feel others' success as own
		RL: Refined social attunement
	EI-Q3: Organizational awareness	
	EI-Q3: Service orientation	
		NE/EGZ: CSC Investment in People
EI-Q4: Social management		
	EI-Q4: Developing others	
		EGZ: Create opportunities
		NE: Bridge unconnected networks
		NE: Getting right people together
	EI-Q4: Change catalyst	
	EI-Q4: Communication	
		NE/EGZ: Deep listening/attention
		NE: Help others reframe/evolve
		NE: Meet others where they are
	EI-Q4: Conflict management	
	EI-Q4: Building bonds	
		NE: Familial bonding
		NE: High-frequency mentoring
		NE: Loneliness, longing for mentors
	EI-Q4: Influence	
	EI-Q4: Teamwork/collaboration	
		NE: Create authentic experiences
		NE: Dislike lies/secrets/exclusion
		NE: Promote inclusive collaboration
	Ei-Q4: Leading by vision	
		EGZ: Inspiring hope/optimism
		RL: Shared Purpose/Mission
EGZ: Clustering tendency		

	NE: Referencing another NE Nominee	
NE: Role congruence		
NE: Unanticipated/swift success		

NESTING CODES

The rationale utilized for the nesting of the codes will now be discussed in detail, by quadrant of the model. ESCI quadrant 1, Self-awareness, is shown in Table 3.7. Here the code "NE: High-frequency engagement with work" was nested under emotional self-awareness, since recognizing one's emotions and their effects could include the particular skill of recognizing consistent feelings of engagement with one's work and professional life. In this quadrant, other elements were left as established by the ESCI.

Table 3.7. EI-Q1 Self-awareness with Definitions

EI-Q1: Accurate self-assessment	rational judgment about one's strengths and limitations	
EI-Q1: Emotional self-awareness	recognizing ones emotions and their effects	
	NE: High-frequency engagement with work	Feelings of engagement and purpose connected to work as the norm, happening all the time or in every moment
EI-Q1: Self-confidence	strong and positive self-worth	

ESCI quadrant 2, Self-management, is shown in Table 3.8. This quadrant includes six ESCI component skills, enhanced for a more nuanced understanding by the addition of 8 emic NE codes. The ESCI skill of conscientiousness, responsibly managing oneself, was enhanced by adding two NE nested codes: heeding criticism (internalizing a criticism and working to change a damaging behavior as pointed out by another) and heeding mentor's advice (acting upon a mentor's advice regarding a major life decision or commitment). These are both elements of

Table 3.8. EI-Q2 Self-management with Definitions

EI-Q2: Conscientiousness	responsibly managing oneself	
	NE: Heeded criticism	Internalized a criticism and worked to change a damaging behavior as pointed out by another/other(s)
	NE: Heeded mentor's advice	Acted upon a mentor's advice re: a major life decision/commitment
EI-Q2: Achievement	drive to meet a personal standard of excellence	
	NE: Growth mindset/excited by ideas	Driven by a love of ideas, change and growth.
EI-Q2: Adaptability	EI: flexibility to adjust to situations and overcome challenges; EGZ: open and flexible about means to attain goals	
EI-Q2/EGZ: Trustworthiness/Integrity	EI: consistent honesty and integrity; EGZ: consistency between their words and actions	
	NE: Humility	humbleness, self-deprecation, striving to put others first and ego second
	NE: Integrity in Adversity	Responding to conflict/adversity with reinforcing of value/principles to guide thought and action
	NE: Resilience, Persistence, Patience	Display of internal resources of resilience, persistence, and/or patience
EI-Q2: Initiative	willingness to embrace opportunities	
	NE: Entrepreneurial drive	Seeking or utilizing opportunities to build something new and unique
	NE: Spotting unmet potential/gaps	Identifying unrealized potential, unconventional interconnections and acting on them
EI-Q2: Self-control	keeping disruptive emotions and impulses under control	

what would constitute responsibly managing oneself, but as will be shown with each child-grandchild code relationship, the nesting allowed data analysis to examine the skill of conscientiousness in a more nuanced way.

The ESCI Q2 skill of achievement was enhanced through addition of nested NE code growth mindset/excited by ideas, since being driven by a love of ideas, change and growth can be considered to be a component of striving to meet personal standards of excellence. In this

case, excellence takes the form of embracing ideas and growth. The ESCI skill of adaptability was left as a stand-alone code, although as previously described, the definition of this item was enhanced through the addition of a related energizer trait, so that flexibility to adjust to situations and overcome challenges (ESCI definition) was combined with being open and flexible about the means to attain goals (EGZ trait).

The ESCI Q2 skill of trustworthiness was expanded to the label trustworthiness/integrity, to highlight the energizer trait of integrity, defined as consistency between words and actions, with the pre-existing ESCI definition of trustworthiness as consistent honesty and integrity. Further, three NE codes were added underneath this item, in order to allow a more in-depth analysis of this skill. First, humility (humbleness, self-deprecation, striving to put others first and ego second) was added as a nested component, since humility would be one value or principle within an individual's personal integrity. Second, integrity in adversity was added in order to capture particular stories that emerged from the data regarding instances where participants would respond to conflict with a reinforcing of their values and principles, in order to guide their thoughts and actions even while under duress in ways that remained consistent with their integrity. Third, resilience/persistence/patience was added as a nested component, since a display of these traits was another common way in which participants displayed their own personal values and principles, in both thought and action.

Continuing in the analysis of ESCI quadrant 2, the ESCI skill of initiative, willingness to embrace opportunities, was enhanced through addition of two NE codes: entrepreneurial drive and spotting unmet potential/gaps. Both of these were common elements emerging from the data. Entrepreneurial drive, seeking out or utilizing opportunities to build something new and unique, was used to highlight not just a general willingness to embrace opportunities, but rather the

emerging theme of doing so around very new and unique enterprises. Similarly, participants exhibited an ability to spot unmet potential or gaps, by identifying unrealized potential or unconventional interconnections (between people or ideas) and acting on them. A final ESCI skill of self-control was left as defined by the ESCI.

ESCI quadrant 3, Social Awareness, is shown in Table 3.9. This quadrant includes three ESCI component skills, enhanced for a more nuanced understanding by the addition of four additional emic codes. The ESCI skill of empathy, understanding others and taking an active interest in their concerns, was enhanced for analysis by the addition of three codes. First, the EZR/RL trait of caring/mutual regard was added to capture expression of genuine caring and perception of mutual regard among both parties. Second, the NE code of feeling others' success as one's own was added to capture a theme of participants exhibiting a deep empathy whereby they experienced another's success as if it were their own personal success, but without a sense of ego. This quality would be something like the kind of pride in accomplishment a parent feels

Table 3.9. EI-Q3 Social Awareness with Definitions

EI-Q3: Empathy	understanding others and active interest in their concerns	
	EGZ/RL: Caring/Mutual regard	EGZ: genuine caring; RL perception of mutual regard among both parties
	NE: Feel others' success as own	Deep empathy enabling one to experience another's success as one's own, without ego
	RL: Refined social attunement	RL: refined attunement to the emotions that motivate and inspire the people around them
EI-Q3: Organizational awareness	empathizing at the organizational level	
EI-Q3: Service orientation	recognizing and meetings others' (students/colleagues) needs	
	NE/EGZ: CSC Investment in People	NE: making a conscious decision to invest in people/relationships; EGZ: csc. decision to balance people vs. projects

when a child walks across a graduation stage, or scores a winning field goal, and relates directly to the ESCI skill of empathy. Third, the RL trait of refined social attunement, defined as a refined attunement to the emotions that motivate and inspire people around them, was added as another dimension of empathy.

ESCI quadrant 4, Social management, is shown in Table 3.10. This quadrant includes eight ESCI component skills, enhanced for a more nuanced understanding by the addition of fourteen additional emic codes. This quadrant is the most expansive of the ESCI model, and is made even more so by incorporation of the additional codes. This level of detail into the analysis of the social management behaviors of participants was consistent with the generative knowledge interview focus on determining the skills, behaviors and perspectives of interviewees through reflections about past situations and circumstances. Such situations involve the relaying of specific behaviors exhibited by the participant and other subjects of each reminiscence, many of which fall into the varied categories grouped in this study under the behavior-oriented ESCI quadrant of social management. It is therefore appropriate to find that a vast array of codes, nearly half of the total employed in the study, reside in this sector of emotional intelligence. It was a natural outgrowth of the iterative coding process used to capture, in the most robust manner possible, all of the emerging themes regarding skills, behaviors and attitudes of participants that emerged from the data. It is thus a logical, though emergent element of the data analysis.

The first ESCI-Q4 skill is developing others, defined as bolstering abilities of others through feedback and direction. This is enhanced by three additional codes: creating opportunities (EGZ trait: creating opportunities for others to meaningfully contribute or be more effective), bridge unconnected networks (NE: pulling from unlikely or unconnected networks to

Table 3.10. EI-Q4 Social Management with Definitions

EI-Q4: Developing others	bolstering abilities of others' through feedback and direction	
	EGZ: Create opportunities	creating opportunities for others to meaningfully contribute or be more effective
	NE: Bridge unconnected networks	Pulling from unlikely/unconnected networks to create novel solutions
	NE: Getting right people together	Anticipating what people/groups to bring together and when/how/why
EI-Q4: Change catalyst	ability to initiate new ideas and manage change effectively (connected to Entrepreneurial Drive)	
EI-Q4: Communication	listening and sending clear, convincing messages	
	NE/EGZ: Deep listening/attention	NE: Engaging in deep, active listening; EGZ: giving one's full attention to the other, being fully present
	NE: Help others reframe/evolve	Helping others to see in new ways, expand their choices, make meaning of situations/people
	NE: Meet others where they are	Seeking to engage/help others based on where the other is, adapting to their readiness
EI-Q4: Conflict management	resolve disagreements and negotiate resolutions	
EI-Q4: Building bonds	nurturing and maintaining relationships	
	NE: Familial bonding	Turning non-family relationships into bonds with a familial strength or regard
	NE: High-frequency mentoring	Mentoring exchanges (formal &/or informal) occur all the time, share insights, problem-solve, glutton for interaction
	NE: Loneliness, longing for mentors	Feelings of longing for close colleagues, friends at work, mentors
EI-Q4: Influence	employing a range of convincing tactics	
EI-Q4: Teamwork/collaboration	promoting cooperation and working with others	
	NE: Create authentic experiences	Seek and create authentic teaching/research experience for self and for others
	NE: Dislike lies/secrets/exclusion	Active dislike of lying, secrecy, avoidance of truth, manipulation, targeted exclusion
	NE: Promote inclusive collaboration	Value/promote inclusive collaboration, transparency, full commitment from all
Ei-Q4: Leading by vision	ability to assume responsibility and motivate with a convincing vision	
	EGZ: Inspiring hope/optimism	inspiring hope and optimism in others around goals (related to refined social attunement)
	EGZ: Shared Purpose/Mission	cultivating sense of shared purpose, vision or mission

create novel solutions), and getting the right people together (NE: anticipating what people or groups to bring together and when, how and why to do so). The second ESCI-Q4 skill is change catalyst, left as defined by the ESCI as ability to initiate new ideas and manage change effectively. It is noteworthy that being an effective change catalyst is related to the EI-Q2 emic code (NE), entrepreneurial drive. The researcher used internal motivation versus external behavior as the differentiator between these two related items: evincing a passion for being able to design new programs or projects would be seen as the internal motivator of entrepreneurial drive, while discussing the impact on a project or organization's change or evolution through the implementation of novel solutions was a behavior that would be coded as being a change catalyst.

The third ESCI-Q4 skill is communication: listening and sending clear, convincing messages. This was enhanced through the use of three additional codes: deep listening and attention (from the merger of the NE skill of engaging in deep, active listening and the EGZ trait of giving one's full attention to the other and being fully present), helping others reframe or evolve (NE: helping others to see in new ways, expand their choices, and/or make meaning of situations/people), and meeting others where they are (seeking to engage and help others based on where the other is, adapting to the other's readiness). As stated earlier, during the axial coding phase, researcher discretion was used in noting that the quality of focusing completely on the other, with attention and a sense of "being present with" others was used interchangeably by participants with stories of deep listening. Thus these two categories were blended into the single "deep listening and attention" code. The fourth ESCI-Q4 skill of conflict management, resolving disagreements and negotiating resolutions, was left as defined in the ESCI.

The fifth ESCI-Q4 skill, building bonds (nurturing and maintaining relationships) was enhanced by the use of three additional codes: familial bonding (turning non-family relationships into bonds with a familial strength or regard), high-frequency mentoring (formal or informal mentoring exchanges occurring all of the time, sharing insights, problem-solving with frequency), and loneliness/longing for mentors (feelings of longing for close colleagues, friends at work, mentors). High-frequency mentoring is again differentiated from earlier codes by being behaviorally-oriented: this is used to denote references to the actions taken to consistently mentor others. The item of loneliness or longing for mentors emerged from the data, and while it is the opposite of a surfeit of bonded relationships, it is part of the overall ecology of building bonds to note where growth or expansion is desired by the individual, and was thus nested within the building bonds ESCI trait.

The sixth ESCI-Q4 skill of influence, employing a range of convincing tactics, was left as defined in the ESCI. The seventh Q4 skill of teamwork and collaboration, promoting cooperation and working with others, was enhanced by the use of three additional NE codes: creating authentic experiences (the seeking and creation of authentic teaching or research experiences for self and for others), disliking lies/secrets/exclusion (active dislike of lying, secrecy, avoidance of truth, manipulation, or targeted exclusion), and promoting inclusive collaboration (valuing and promoting inclusive collaboration, transparency, and full commitment from all). The coding of dislike of lies, secrets or exclusion was another element to clearly emerge from the data, and will be studied in some depth in the data analysis results section of this chapter.

The final ESCI-Q4 skill of leadership, renamed as leading by vision (ability to assume responsibility and motivate with a convincing vision) was enhanced by the use of two additional codes: inspiring hope and optimism (EGZ: inspiring hope and optimism in others around goals)

and shared purpose or mission (RL: cultivating sense of shared purpose, vision or mission).

These two specific behaviors provide a nuanced consideration of the ways in which individuals

may lead others.

Finally, as shown in Table 3.11 three codes were developed that did not fit easily into the

existing ESCI framework. These were left as stand-alone codes that do not aggregate into any of

the four ESCI quadrants.

Table 3.11. Stand-alone Codes Not Nested in ESCI with Definitions

EGZ: Clustering tendency	clustering tendency of energizers to attract other high-performers to their network	
	NE: Referencing another NE Nominee	making direct reference to another NE nominated person from the study pool
NE: Role congruence	Formal role responsibility to enable success of others across the work network	
NE: Unanticipated/swift success	Ripple effects or unanticipated levels of success either in time or scope (relate to EGZ: energizers as high performers who amplify things)	

The first of these emic codes is the energizer trait of exhibiting a clustering tendency,

whereby energizers attract other high-performers to their network. This code was enhanced with

a nested NE code, referencing another NE nominee: making direct reference to another NE-

nominated person from the study pool. This was a specific theme that emerged from the data,

and could be used as an element of a clustering tendency that an individual might exhibit.

Second was role congruence, an NE code for having formal role responsibility to enable success

of others across the work network. It was not assumed that every person that might exhibit a

network-enabling orientation would necessarily be in a position congruent for that behavior, so

this code was developed to help denote when or if someone indicated that the specific NE

orientation, to consistently enable the success of others, was closely related to a formal part of

their role or responsibilities. Finally, unanticipated or swift success was an added NE code for

capturing ripple effects or unanticipated levels of success either in timeline or scope of endeavors. This theme was also clearly emergent from the data, and like the clustering tendency code, it relates very well to the noted trait of energizers as high performers who tend to amplify things through strong impact of their work.

<div align="center">VALIDITY</div>

A number of strategies were incorporated into the study in order to strengthen the validity of the research. Data collection involved accumulation of "rich data" from the nomination survey of all full-time employees of the school, detailed interview notes, verbatim transcripts with a target of 12-15 participants and use of analytic memos (Maxwell, 2005). The generative knowledge interview focus on the sharing of stories and examples of behavior helped to reduce the risk of self-report bias among interview participants (Creswell, 2008). A clear, complete list of all data collected was maintained to provide an audit trail throughout the process. Finally, the researcher maintained a journal of the reflections and thought process involved in data analysis, to help clarify researcher perspective and provide another source for external audit, if needed, to verify that insights were logical and free from undue bias.

In grounded theory research, validation is taken to be an active component of the research process, by sharing theoretical interpretations back with participants to verify the accuracy and completeness (Creswell, 2008). This was accomplished through probing statements and questions with interviewees in an ongoing basis throughout the interviews, and through the development of a GKI Analysis Memo for each participant that shared an emerging interpretation with an invitation to confirm or clarify the analysis. Appendix F. contains the participant GKI analysis memo email that was sent to each person, and Appendix H. provides the

template used for the formatting of the analysis memos. Analysis Memos were distributed by

email to each participant following the interview. Eight of the 14 interview participants sent a

response to the invitation to confirm, clarify, or correct anything contained in the analysis. Seven

of the eight confirmed the analysis, providing the following comments:

- "Wow – that was crazy. It's like you took a little slice of my soul and read it like tea leaves. What's interesting is that I read it and said yeah – that's me but if anyone ever sat at a table and said those words to me I would be totally embarrassed and would deny it all – I would say yes to some but I would be doing a lot of head shaking."
- "I like it!!!! No really – I appreciate all the kind things that you said about me."
- "Wow! Thanks for sharing the brief analysis memo with me. It seems accurate. I do not have any edits to recommend."
- "After review, I have to say, you have summarized well both much of what is behind my motivations and my approach. Taking that probably rambling interview and crafting such a concise and insightful summary is a gift."
- "I'm completely humbled by your far too kind assessment. I don't have anything to add, but am saving this for a reminder for whenever I need a boost!"
- "This looks great and I think you've done a great job of capturing who I am. Well done!"
- You are doing truly interesting and useful work and I love that it is focused on positive impact…Great job pulling all of those stories together and summarizing some of the key elements."

The eighth person responded to indicate a response of humility and less surety about the results,

with the following comment: "Thanks for sending this. I think it is a little overstated since I get a

lot of this stuff wrong on a daily basis." This comment did not include any specific corrections or

changes to be made, and was interpreted by the researcher as indicating that the analysis

represented, for this person, a more accurate view of the "aspirational self," or who one strives to

be, while also acknowledging that in day to day life, one may make mistakes and feel that the

aspiration is tempered by that humble learning process. Overall, the confirmation of the analysis

contained in these comments was helpful in establishing the validity of the emerging

interpretations and analysis, in building on the principles of grounded theory research.

IMPLICATIONS

The findings of the study contribute to the literature through a qualitative and empirical analysis of the attitude, perceptions, and behaviors common to a small population of network-enabling individuals in higher education. This should inform scholars of network analysis, distributed leadership, and emotional intelligence. As described previously, while network enabling behaviors and actors have been identified across these disciplines as highly impactful in knowledge-intensive, complex organizations, little research has been conducted to profile these individuals and explore their attitudes, motivations, or professional goals. The selective sampling process established by the nomination survey is designed to locate a group of network enabling individuals in the organization, a process which is less cumbersome than traditional organizational network mapping to identify network actors such as energizers, hubs, and central actors. The results of the study should verify whether NE individuals were successfully identified through this process, and can thus inform potential methods in future to study networks and to identify key actors.

The data analysis framework developed in the study will have implications for consideration by institutions of higher education, as well as researchers in EI, network analysis, and distributed leadership spheres. The principles of grounded theory will be applied to seek patterns in the data analysis, towards the development of profile of network enablers. Researchers from any of these areas may find utility in testing and refining the emerging profile of the present study.

Results from the study will have implications for common practice as well, by informing higher education institutions about the profile and positive impact of NE individuals. Such recognition of the value of the NE orientation could inform the recruitment, skill development,

aligning of recognition and reward structures, and more effective retention of these key actors in the network. Further research will be needed to test and generalize the results, before the link from identification to practice will be firmly established, however.

CHAPTER 4

FINDINGS

This study explores the characteristics of academic professionals (i.e., faculty and staff) who provide a benefit to their professional networks through empowering others, thus contributing significantly to the overall health and well-being of the 21st century multiversity. Specifically, the present research identifies and examines individuals viewed by their peers as both personally successful and consistently contributing to the success of others, labeled Network Enablers (NE) by the researcher in this study. This examination of NE individuals was conducted using the Emotional and Social Competency Inventory (ESCI) along with novel codes developed by the researcher. The following three research questions guided this study: (1) What patterns emerge in asking colleagues to identify Network Enabling individuals in their academic network?; (2) In what ways do NE participants describe their motivation for network enabling?; and (3) In what ways to participants describe their professional roles and identities (e.g., do they consciously see themselves as coaches, mentors, and/or leaders)?

This chapter presents the results of the research including detailed analysis of themes that emerged from the data. I first provide an introduction to the framework used to analyze the data, which included the use of the ESCI model as a primary organizational tool, enhanced by additional codes offered from the organizational analysis literature on energizers, from the EI literature on resonant leaders, and developed by the researcher for this study. The ESCI provided an excellent categorization framework, and all additional codes were nested within the four quadrant ESCI model. I therefore provide a variety of tables and figures to display the data in order to enable detailed data analysis. Second, I address the findings specific to each research question in the study.

RESULTS OF THE DATA ANALYSIS

The integrated emic and etic codes proved to be a useful framework for the present research. A grounded theory approach to coding was employed, such that the codes from the ESCI, energizer, and resonant leader literature were considered along with additional novel "network enabler" (NE) codes that emerged from the data during the initial phase of coding. The axial coding process then provided an opportunity to merge these three established bodies of work – that around emotional intelligence, the nuanced EI research on resonant leadership, and the area within organizational network analysis focusing on energizers – with the network enabler (NE) codes, allowing for a refinement of the data analysis. The integration of nested codes within the ESCI components also allowed for aggregation of the data in order to analyze trends among the four quadrants of the ESCI model. As demonstrated by the rich data obtained in the study, it was helpful to have this blending of established and novel codes in order to develop a much more nuanced understanding of trends within the ESCI model. In terms of the use of grounded theory techniques, it is hoped that the findings can continue to be tested and refined with larger populations in the future, to further test the validity, reliability, and generalizability of the findings.

The findings of the study are displayed in Table 4.0, grouped by research question. The next three sections will analyze the findings associated with each research question.

Table 4.0. Summary of Findings by Research Question

1. What patterns emerge in asking colleagues to identify Network Enabling individuals in their academic network?

- 67 (28%) of employees responded to the survey, yielding 109 total NE-type individuals were identified.
- The 109 people nominated included 37 in the primary target group, receiving 3 or more nominations.
- Within the primary target group: 15 people were nominated 3 times, 10 were nominated 4 times, and another 12 were nominated 5 or more times.
- Additional comments provided by 16 respondents revealed additional patterns: one set of comments described NE as enjoyable, ambassadors of the school, common in the organization, and as positive colleagues who excel at listening, fostering trust, and belief in the potential of others; another set of comments included observations that NE individuals are often not in "big, impressive" or supervisory positions, and that they may not be commonly found among faculty, or outside of project-based collaborations; a third group of comments noted the overburdened and unrecognized quality of NE contributions, in terms of compensation and overall acknowledgment of this type of person.

2. In what ways do NE participants describe their motivation for network enabling?

- The ESCI model was a useful construct for trying to categorize the ways in which participants described their motivations. The most-referenced ESCI themes, by code frequency, were: trustworthiness/integrity (181), communication (159), empathy (124), teamwork/collaboration (108), building bonds (94), and developing others (81).

- The novel codes employed in the study were useful for conducting a deeper, more nuanced analysis. Out of 50 coded themes, 13 of the top 20 were novel codes, using a weighted code score (W score) to rank them in proportion to both frequency and percentile of participants referencing a given theme.

- The top 10 themes by W score were: helping others to reframe/evolve (W=72.4), trustworthiness/integrity (63.0), caring/mutual regard (52.9), deep listening/attention (49.0), integrity in adversity (48.3), building bonds (43.0), accurate self-assessment (36.2), resilience/persistence/patience (36.1), high-frequency mentoring (29.1), and empathy (28.3).

3. In what ways to participants describe their professional roles and identities?

- Major areas of commonality regarding role and identity included: deep commitment to mission and purpose of work combined with viewing relationships as fundamental to success; desire to ensure others have the resources needed for success and to enable the growth of others; higher personal integrity at all times, including times of adversity; blurring of boundaries between professional and personal life; intense work ethic regarding project commitments and the needs of others; passion for ideas to enable growth (of self/others) combined with entrepreneurial drive, spotting unmet potential or gaps, and bridging unconnected networks.

- When all of the gender distributions from the 49 themes of the study are averaged, the overall percentage of participants referencing the themes as a whole is 50.0% female and 50.3% male. There were variations in gender distribution on some specific themes, even though overall there is an overall parity between genders.

- When all of the position type distributions are averaged, the overall distribution of references is 36.1% general faculty, 32.6% staff, and 30.2% TT faculty. General faculty spoke about NE role congruence more frequently, accounting for 48.6% of total references – compared to 25.8% for both staff and TT faculty – and this may be a factor influencing the overall average distribution of references. There were variations in position-type distributions on some specific themes, as well.

- 86% (n=12) of participants saw themselves as leaders in one or more of a variety of ways: having responsibility for major initiatives, guiding of an area of the school or the school as a whole, supervising teams of others, and/or by providing intellectual leadership in their area of focus. 100% of participants recognized themselves as mentors, and often in informal ways even more than formal ones. They tended to view mentorship as reciprocal and as a foundation for building healthy organizations.

RESEARCH QUESTION 1

The first research question of the study was what patterns would emerge in asking colleagues to identify Network Enabling individuals in their academic network. This was accomplished through conducting a survey of all of the academic employees of a professional school at a large, public research university. The school employs 240 full-time individuals, who constituted the survey population. 67 people completed the survey (28%), providing a satisfactory response rate. As noted in chapter 3, the target survey response rate was a minimum of 20% and this exceeded that threshold. As Creswell (2008) notes, even more important than the response rate is the representativeness of the respondent sample, to help prevent response bias and to increase generalizability of the results, even with smaller overall survey response sizes (p. 390). The demographics of the survey respondents will be discussed here, to analyze the potential representativeness of the respondent population.

The survey contained two questions items regarding network enablers and three demographic questions (inviting respondents to indicate their gender, ethnicity, and professional position category). Question one of the survey prompted the following:

> "Please nominate three to five…colleagues [at this professional school] that come to mind, based upon the following description: This person is effective at meeting his/her own professional goals while also consistently enabling those around them (including colleagues, trainees, students and others) to meet their goals. The type of person sought here is a "go-to person" who will consistently take the time to answer questions, share insights, or problem solve.... even on projects unrelated to her/him. Please provide first and last names for each person."

The second NE-related question was an open comment field item, inviting respondents to provide "any comments about this inquiry, seeking to identify people who consistently enable others around them to meet their goals."

The demographics of the survey respondents were as follows: gender distribution was 43% male, 54% female and 3% preferred not to indicate gender. Ethnicity was 80% Caucasian/white, 6% Asian, 3% African American/black, 7% two or more races (with 75% of those indicating Hispanic/Latino/a as one of the two or more races), and 5% "other" or not indicated. In considering the representativeness of this sample, it is important to note that the overall race/ethnicity demographics of the 240 full-time employees of this school are 86% white, 5% Asian, 5% African American, 2% Hispanic and 2% Non-resident Alien, and the overall gender demographics are 49.6% male and 50.4% female.

Finally, respondents were invited to indicate their role and position type, at their discretion. The breakdown of position types of respondents was as follows: overall 41 were staff (61%) and 20 were faculty (30%), with 6 unidentified/unknown (9%). Of the faculty respondents: 3 (15%) were research faculty, 4 (20%) administrative and professional faculty, 2 (10%) assistant professors, 5 (25%) associate professors, 5 (25%) full professors, and 1 (5%) indicated position type as "faculty" but rank was not indicated. The full school population has a faculty to staff ratio of 39% faculty to 61% staff, so the faculty to staff distribution of the survey respondents was in relative parity with the overall employee distribution of the school. Table 3.0 in the previous chapter contains these demographics in summary form. In conclusion, the respondent population sample was representative of the overall school population in terms of gender, race/ethnicity, and position type. This representativeness helps to give confidence that within the 28% overall response rate, there is a satisfactory level of population resemblance that increases the reliability of the survey results.

Question one of the survey, which solicited nominations based on the network-enabler orientation description provided above, was directly designed to respond to the first research

question of this study, regarding the patterns that might emerge from asking colleagues to identify Network Enabling individuals in their academic network. Overall, 109 individuals were nominated at least once by a survey respondent; 109 is 45% of the total school population of 240 full-time employees. Further, the study established a target criterion of receiving three or more nominations to qualify an individual as a primary target participant; those receiving two nominations were considered a secondary target population and those receiving a single nomination were considered a tertiary target population. 37 of total 109 nominated persons (34%) were nominated three or more times, being eligible as primary target participants. This total of 37 primary target nominees constitutes 15% of the overall full school population of 240. Another 23 individuals received two nominations, and were considered secondary target nominees; 49 additional individuals received a single nomination, as a tertiary target population.

Another pattern that emerged in this nomination process was that the frequency of nominations, defined as the total number of times a given individual received nominations from survey respondents, ranged from 1–13. Figure 4.1 shows the number of people receiving nominations by frequency count of total nominations. The breakdown of those receiving three or more nominations, the primary target pool, was as follows: 15 people were nominated 3 times; 10 people were nominated 4 times; 4 people were nominated 5 and 6 times, respectively; 1 person was nominated 7 times; 2 people were nominated 9 times; 1 person was nominated 13 times. This pattern is quite significant, as the study is postulating that when an individual is deemed by multiple colleagues to fit the network enabler definition (as provided in question 1 of the survey), that person is likely to indeed fit the definition. A person receiving a higher frequency of nominations would therefore be likely to fit the definition to an even greater, or more obvious, extent in the eyes of her/his peers. It had seemed overly ambitious, however, to

Figure 4.1 Number of People Nominated Shown by Frequency (#/Nominations Received)
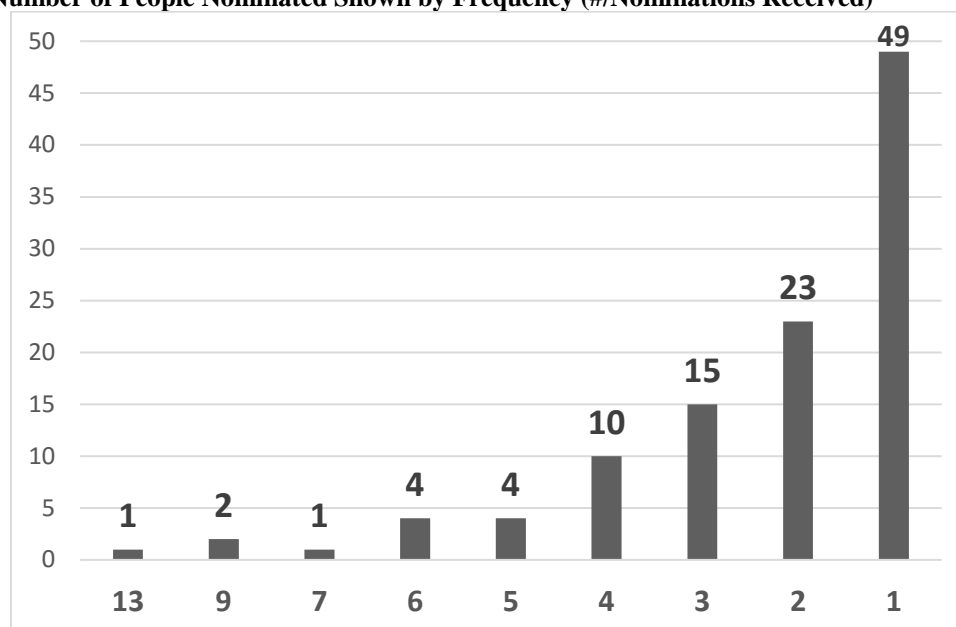
assume that nomination frequencies of four, five, six or even higher rates would be achieved and thus the primary target range was set at a more modest "three or more nominations." This distribution shows that more ambitious primary versus secondary target definitions might be set in future studies of this nature. A primary target population of 37 individuals is 15% of the total school population of full-time employees. As this is an exploratory study of network enablers, it is not possible to say whether this represents a reasonable, inflated, or compressed proportion of such individuals within a given organizational population. This would be of interest to study in future research: once a more targeted profile of a NE is established, in building upon the present study, larger organizational populations could be studied to observe if there are norms in the percentage of NE individuals that would be "likely" to be present. Additionally, the researcher did not have access to personnel files to confirm the gender, race/ethnicity, or position-type of each nominee from the survey. Instead, those primary target nominees who agreed to participate were provided with a voluntary Participant Background Information Sheet (Appendix G), where they were invited to provide gender, race/ethnicity, and position-type. Thus, it is not possible to

analyze the overall distribution of these characteristics across the full nomination pool. Future research would be enhanced by such an analysis.

The last item of the survey to be considered is the open field item that invited any comments from respondents about the nomination request. Sixteen of the 67 respondents provided substantive responses to this item, with another 5 writing in "none" or N/A. One gave general thanks for the overall survey and another cited that they were very new but had been able to provide several nominations, even so. The other 14 provided remarks on the concept put forward in the nomination prompt. Several of these were entirely positive and provided insight into how the NE-type of colleagues are esteemed by others: "I enjoy working around such people," "they are the [school's] ambassadors," "many people at [this school] fit that profile, it's encouraged in the culture," and "glad you are exploring this and hopefully there is a way to highlight the unique attributes of these leaders." One very eloquent commenter shared:

> "These people move through life with a hopeful and positive attitude. They trust people. They make themselves available to their co-workers. They are good listeners and offer advice on challenging situations that you face, however they have the consistent attitude that you will succeed no matter what challenge you face. They are willing to brain storm on ideas and share their wisdom/experience based on their experience. They are enthusiastic supporters. They believe that everyone can succeed and assume excellence in everyone. This is a contrast to a person that interacts in a competitive manner and assumes incompetence."

Another group answering this question provided some balance or sensitivity around the issue: "It is the atypical faculty member who regularly exhibits….the traits you note in #1 above," "the people who do this are often NOT in the big, impressive positions," "I rarely, if ever, go to supervisors or above for this kind of need," "In a way I think it would be easier to identify the opposite characteristic," and "I'm not sure there are many formal or informal channels for non-project-based collaboration of this type." Three commenters were concerned about the unrecognized or over-burdened status of such individuals: "I hope I'm not setting them

up for any extra work!," "Those who go above and beyond…often have items placed on their plate because it will be done well, without complaint, and in a timely manner, *without compensation*," and "We need to do better on acknowledging those who go above and beyond."

All of these comments are helpful in considering the phenomenon of network enabling. The person citing "the unique attributes of these leaders" is taking for granted, as the researcher intentionally does in this study, that the actions of enabling and empowering the success of others is, in fact, a leadership behavior. Furthermore, this person notes the need to highlight those unique attributes, which is indeed the principle purpose of the present research.

Those offering words of caution are likewise helpful in considering this phenomenon. It is *not* unexpected to see this cast as a rare, rather than common trait among colleagues (in this case, the commenter is specifically considering this behavior in faculty members). It is also interesting that two of those commenting say that these are often not the people in the "big, impressive positions" or "at the supervisor level or above." Again, the concepts of grassroots or distributed leadership posit that leadership behaviors can and do get exhibited by actors at multiple levels of the organization, and therefore the study of "leadership" using a distributed leadership framework would not be limited to only those individuals in the big, impressive positions. For this very reason, this study intentionally included all employee types and all position levels, in order to enable survey respondents and participant nominations to emerge from every sector of the professional academic network. Finally, the comments offered here come from only those employees who chose to participate in the survey, and to answer the optional request for any observations or comments about the request; it is impossible to know the views of others in this organization who did not respond to the survey.

RESEARCH QUESTION 2

The second research question asked in what ways NE participants would describe their motivation for network enabling. The concept of this motivation was considered in terms of the ways in which participants identified specific skills, behaviors, and perspectives during their generative knowledge interview (GKI). These skills, behaviors, and perspectives emerged as themes in the interview narratives and were captured by the coding framework. For example, a participant who consistently cites stories and examples where caring or mutual regard played a dominant part, could be understood to be motivated by this component of behavior in terms of their network enabling orientation. Likewise, someone repeatedly demonstrating entrepreneurial drive in their narrative can be understood to be a person highly motivated in their NE orientation through the excitement of identifying opportunities to build something new and unique. In this way, the elaborate coding system of ESCI components as parent codes, further enhanced by the use of energizer (EGZ), resonant leader (RL) and network enabler (NE) child codes allowed for a mapping of these traits and the degree to which they emerge as themes of the study, in its attempt to identify the skills, behaviors, and perspectives of those with a network enabling orientation.

Of the 37 primary target nominees identified through the school-wide survey, 18 (49%) were contacted with invitations to participate and 14 of these accepted and completed participation in the study. Initially, a target was established for a participant pool of 12-15, or 5-6% of the overall school population. From the 37 individuals in the primary target population, roughly half (49%) were selectively sampled to attempt to pursue the half male/female and one-third divide of the three major position-type categories, as explained in chapter 3. In fact, 14 (78%) of those contacted consented to full participation; these 14 represent 38% of total eligible

pool of primary target nominees. Participants consented to participate in a single generative knowledge interview, estimated to last 90 minutes. A total of 14 interviews were conducted yielding 23.5 hours of interview data to analyze, or an average interview total length of 100 minutes (one hour and forty minutes).

Throughout the ensuing discussions of research questions 2 and 3, a "participant" will be defined as someone who completed a generative knowledge interview with the researcher; survey respondents represent a second "participant" population of the study but their observations are recounted only in the prior section discussing research question 1 on the responses to the survey. Thus, interview subjects will be referred to in discussions of questions 2 and 3 by the terms participant (meaning *full interview completion participant*) or interviewee.

Table 4.1 provides information about each interviewee, as well as assigning that person an alias by which s/he will be identified in quotations. The overall breakdown of demographics, presented previously in chapter 3, are the following: of the 14 interview participants, 36% were male and 64% were female; 79% were white, 14% were Asian, and 7% were African American; 36% were staff, 29% were general faculty, and 36% were tenured/tenure-track faculty. The numbered order (1-14) presented here is based on the order in which the interviews were conducted. All interviews were conducted in a period of 35 days in total, so there was no significant time lag or timing impact created by the order of interviews which resulted. The table also provides the number of times that each participant was nominated by respondents to the survey. As mentioned, those nominated three or more times were considered primary-target nominees. When nominees began to receive even higher numbers of nominations, the researcher tried to take this into account while also still seeking to selectively sample half men/women and one-third of each position type. As a result, the 14 interview participants as a cohort were

nominated as follows: five received 3 nominations; one received 4 nominations; four received 6 nominations each; one received 7 nominations; one received 9 nominations; and two received 13 nominations. The high frequency nominees, such as those nominated 6 or more times, were assumed by the researcher to be strongly revered by colleagues as exhibiting a network enabling orientation, thus making them very ideal interview participants.

Table 4.1. By-Participant Breakdown of Interviewees, with Assigned Alias

#	Assigned Alias	#/Nomin-ations	Gender	Race/Ethnicity	Position Type
1	Alice	13	Female	White/Caucasian	Staff
2	Becky	3	Female	White/Caucasian	Staff
3	Caroline	3	Female	White/Caucasian	General Faculty
4	David	7	Male	White/Caucasian	Tenured/Tenure-track Faculty
5	Erica	6	Female	White/Caucasian	General Faculty
6	Francine	9	Female	Asian	General Faculty
7	Greg	6	Male	White/Caucasian	General Faculty
8	Hilary	13	Female	White/Caucasian	Staff
9	Ivan	6	Male	White/Caucasian	Tenured/Tenure-track Faculty
10	Jessica	3	Female	White/Caucasian	Tenured/Tenure-track Faculty
11	Kevin	3	Male	White/Caucasian	Staff
12	Linda	3	Female	Black/African American	Tenured/Tenure-track Faculty
13	Matt	4	Male	Asian	Tenured/Tenure-track Faculty
14	Nicole	6	Female	White/Caucasian	Staff

INTERVIEW RESULTS

A total of 1,175 references were coded from the interview data. A single reference could be coded multiple times if the related text addressed multiple themes. As described in the earlier section on the grounded theory code development, the ESCI was used as the outer framework of parent codes, and the vast majority of additional EGZ, RL and NE codes were nested within the four quadrants of the model. This enables detailed analysis using the 20 component skills of the ESCI model along with 31 novel codes, to yield 51 total themes. When aggregated by parent code, these themes can be assessed as totals grouped into the four ESCI quadrants, noting that 4 novel codes that did not nest within the ESCI can be considered independently of the ESCI.

Figure 4.3 presents the outcome of aggregating the data into the four ESCI quadrants. The social management quadrant had 502 references (45%), the self-management quadrant had 351 references (31%), the social awareness quadrant had 203 references (18%) and the self-awareness quadrant had by far the fewest references at 66 (6%).

An aggregate total of references was obtained for each of the four ESCI quadrants, since the 20 established components of the ESCI were used as parent codes to all novel EGZ, RL and NE codes employed in the study. It is therefore possible to look at the ESCI comprehensively, and within each quadrant, to analyze the data.

Figure 4.2. Overall Distribution of References by ESCI Quadrant
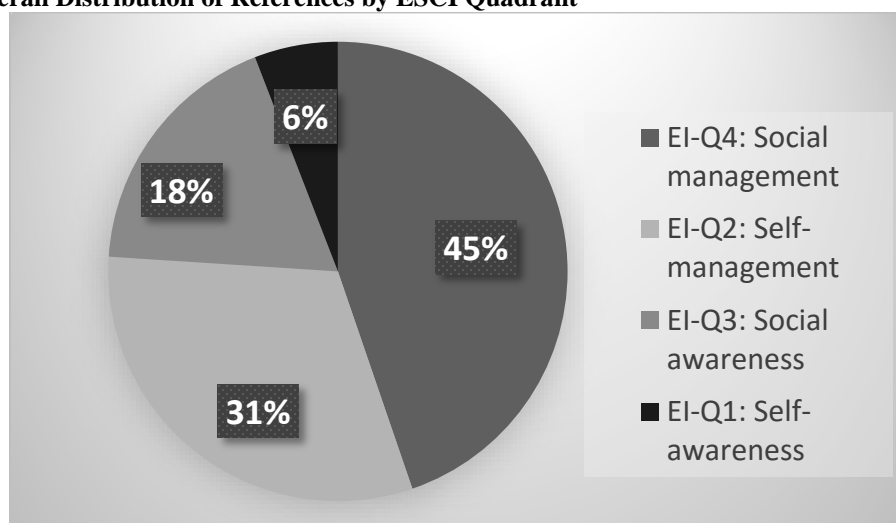
Table 4.2 provides an overview summary of the data when considering the ESCI and the 20 component skills of that model. The table provides both the frequency in which each skill was referenced (this is the nested total, aggregating the ESCI skill reference totals with those of the nested codes associated with it), and the total number and percentage of participants who made a reference to that skill. The number of coded references is the aggregated total that includes the nested "child" code frequencies for each ESCI skill. Because of the robust nature of this model, it is helpful to consider the analysis for each quadrant, in turn.

Table 4.2. ESCI Skills, References, & Participant Frequencies (Aggregated Totals Including Child Codes)

ESCI Quadrant	ESCI Skills	# of Coded References by ESCI quadrant	# of Coded References by ESCI Skill	# of Participants Referencing ESCI Skill	% of Participants Referencing ESCI Skill	Average # References Per Participant (n = 14)
EI-Q1: Self-awareness	EI-Q1: Accurate self-assessment	66	39	13	93%	2.8
	EI-Q1: Emotional self-awareness		22	6	43%	1.6
	EI-Q1: Self-confidence		5	4	29%	0.4
EI-Q2: Self-management	EI-Q2/EGZ: Trustworthiness/Integrity	351	181	14	100%	12.9
	EI-Q2: Initiative		59	12	86%	4.2
	EI-Q2: Achievement		53	13	93%	3.8
	EI-Q2: Adaptability		26	10	71%	1.9
	EI-Q2: Conscientiousness		21	6	43%	1.5
	EI-Q2: Self-control		11	8	57%	0.8
EI-Q3: Social awareness	EI-Q3: Empathy	203	124	12	86%	8.9
	EI-Q3: Service orientation		51	11	79%	3.6
	EI-Q3: Organizational awareness		28	11	79%	2.0
EI-Q4: Social management	EI-Q4: Communication	502	159	9	64%	11.4
	EI-Q4: Teamwork/collaboration		108	13	93%	7.7
	EI-Q4: Building bonds		94	14	100%	6.7
	EI-Q4: Developing others		81	7	50%	5.8
	Ei-Q4: Leading by vision		18	2	14%	1.3
	EI-Q4: Change catalyst		16	8	57%	1.1
	EI-Q4: Conflict management		16	7	50%	1.1
	EI-Q4: Influence		10	5	36%	0.7

Quadrant 1 (Q1) of the ESCI, self-awareness, is shown in detail in Figure 4.3. Here the skill of accurate self-assessment received the highest number of references by a very clear margin (39, 59%); emotional self-awareness was second in total references (22, 33%); and self-confidence received the fewest references (5, 8%).

Figure 4.3. ESCI Quadrant 1: Self-Awareness
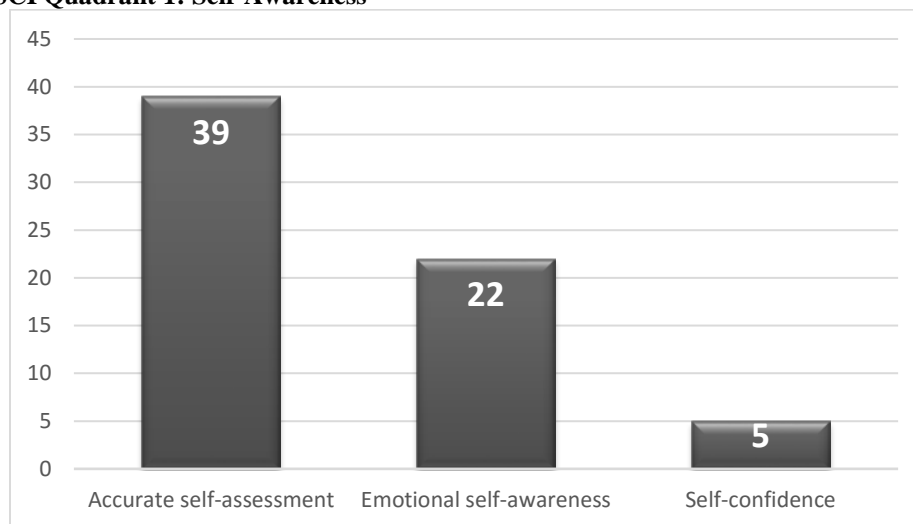
Quadrant 2 (Q2) of the ESCI, self-management, is shown by component in Figure 4.4.

Just as Q1 showed a clearly dominant theme, in Q2 the theme of trustworthiness and integrity

received 52% of the references (181). This was, in fact, the most frequently referenced area of

the 20 total ESCI components overall. The other Q2 traits received the following number of

references, in descending order: Initiative 59 (17%), Achievement 53 (15%), Adaptability 26

(7%), Conscientiousness 21 (7%), and Self-control 11 (3%).

Figure 4.4. ESCI Quadrant 2: Self-Management
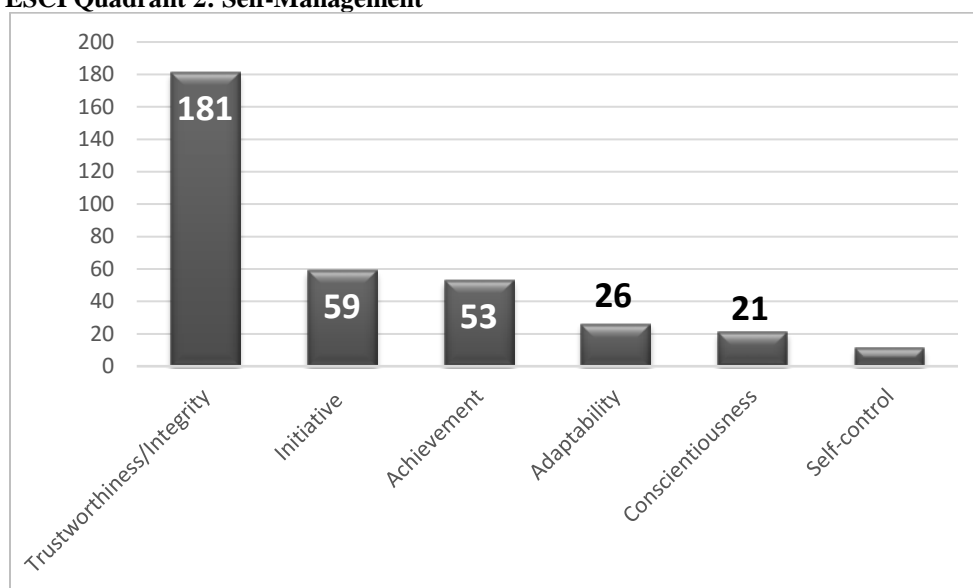
Quadrant 3 (Q3) of the ESCI, social awareness, is shown by component in Figure 4.5. Again in Q3, the theme of empathy is clearly dominant, receiving a total of 124 (61%) references. The other two themes in this quadrant are service orientation, with 51 (25%) and 28 (14%) of references, respectively.

Figure 4.5. ESCI Quadrant 3: Social Awareness
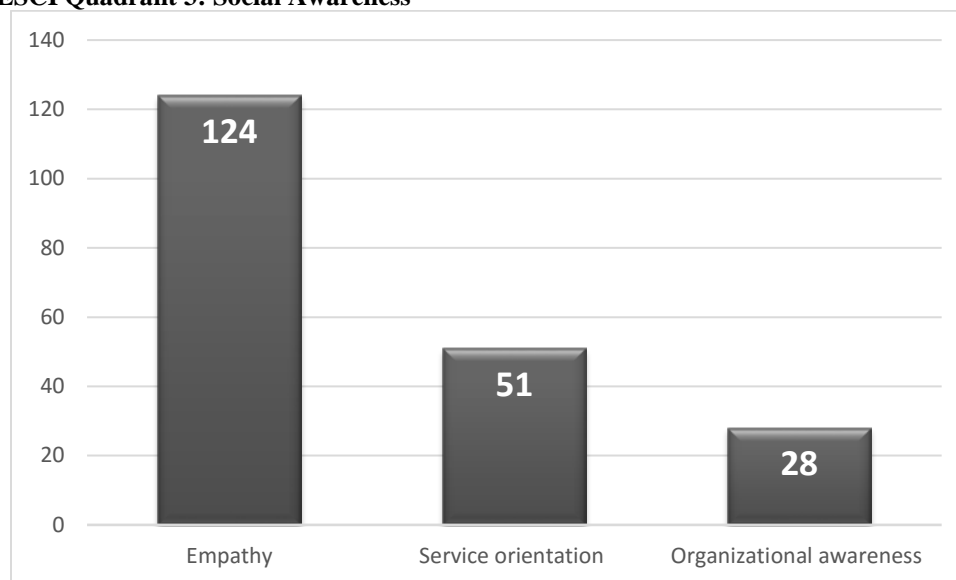
Quadrant 4 (Q4) of the ESCI, social management, is shown by component in Figure 4.6. Here, four of the eight themes received more than 80 references each, while the other four lag far behind with less than 20 references each. The theme of communication was also clearly dominant among the themes in this quadrant, with 159 (32%) of the references. Teamwork and collaboration had 108 (22%) of references, while building bonds had 94 (19%), and developing others had 81 (16%) of the references. In the group that received fewer total references, leading by vision had 18 (4%), change catalyst had 16 (3%), conflict management had 16 (3%), and influence had 10 (2%).

Figure 4.6. ESCI Quadrant 4: Social Management
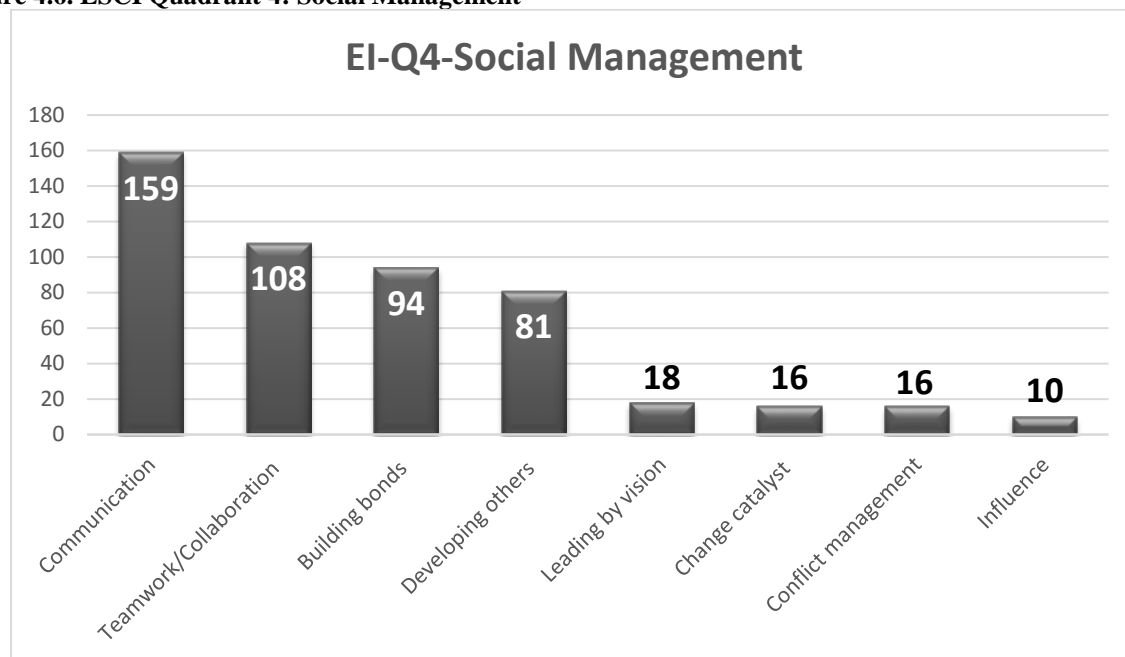
Finally, in considering the aggregated analysis of the themes, one can disregard placement by quadrants and consider the total frequency in which a given theme was referenced in the data. Figure 4.7 and Table 4.3 display a ranked listing of the twenty component skills of the ESCI in two formats. Six of these themes received more than 80 references: trustworthiness/ integrity (181), communication (159), empathy (124), teamwork/collaboration (108), building bonds (94), and developing others (81). Those interviewed for the study frequently referred to these elements of the ESCI framework.

A second group of themes generated 39–59 references: initiative (59), achievement (53), service orientation (51), and accurate self-assessment (39). Finally, ten themes received less than thirty total references: organizational awareness (28), adaptability (26), emotional self-awareness (22), conscientiousness (21), leading by vision (18), change catalyst (16), conflict management (16), self-control (11), influence (10), and self-confidence (5).

Figure 4.7. ESCI Components in Ranked Order
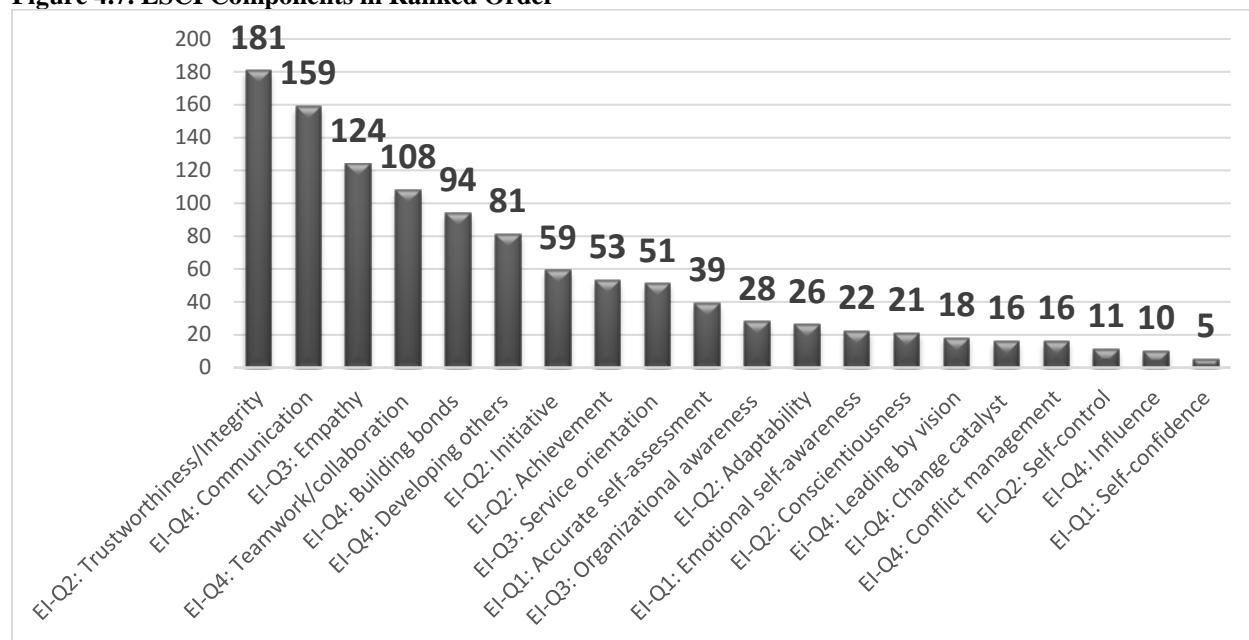
Table 4.3. ESCI Components in Ranked Order (Table Presentation)

Emotional Intelligence	
EI-Q2: Trustworthiness/Integrity	**181**
EI-Q4: Communication	**159**
EI-Q3: Empathy	**124**
EI-Q4: Teamwork/collaboration	**108**
EI-Q4: Building bonds	**94**
EI-Q4: Developing others	**81**
EI-Q2: Initiative	**59**
EI-Q2: Achievement	**53**
EI-Q3: Service orientation	**51**
EI-Q1: Accurate self-assessment	**39**
EI-Q3: Organizational awareness	**28**
EI-Q2: Adaptability	**26**
EI-Q1: Emotional self-awareness	**22**
EI-Q2: Conscientiousness	**21**
Ei-Q4: Leading by vision	**18**
EI-Q4: Change catalyst	**16**
EI-Q4: Conflict management	**16**
EI-Q2: Self-control	**11**
EI-Q4: Influence	**10**
EI-Q1: Self-confidence	**5**

In order to fully analyze the data, it is necessary to now consider the trends that emerge from both the disaggregated references. Tables 4.4 and 4.5 provide full disaggregated and aggregated totals of reference frequency for each theme, along with the number and percentage of participants referencing each theme, allowing us to arrive at a weighted code score (*W score*) for each theme. The weighted score is derived by using percentile of referencing participants as the multiplier of the raw code count for that theme. This is particularly helpful for identifying themes that were significant not just in terms of total number of references made across all participants, but also in terms of how universal it was across participants.

Table 4.4. Complete References, Part 1 of 2

Id	Parent	Child	Code Count	Aggregated	# of Participants Referencing	%-ile of Participants Referencing	Weighted Code Score
1		EI-Q1: Self-awareness (66 References)					
2	EI-Q1: Accurate self-assessment		39	39	13	93%	36.2
3	EI-Q1: Emotional self-awareness		10	22	6	43%	4.3
4		NE: High-frequency engagement w/ work	12		6	43%	5.1
5	EI-Q1: Self-confidence		5	5	4	29%	1.4
6		EI-Q2: Self-management (351 References)					
7	EI-Q2: Conscientiousness		10	21	6	43%	4.3
8		NE: Heeded criticism	5		4	29%	1.4
9		NE: Heeded mentor's advice	6		3	21%	1.3
10	EI-Q2: Achievement		26	53	13	93%	24.1
11		NE: Growth mindset/excited by ideas	27		12	86%	23.2
12	EI-Q2: Adaptability		26	26	10	71%	18.6
13	EI-Q2/EGZ: Trustworthiness/Integrity		63	181	14	100%	63
14		NE: Humility	20		9	64%	12.9
15		NE: Integrity in Adversity	52		13	93%	48.3
16		NE: Resilience, Persistence, Patience	46		11	79%	36.1
17	EI-Q2: Initiative		1	59	1	7%	0.1
18		NE: Entrepreneurial drive	29		10	71%	20.7
19		NE: Spotting unmet potential/gaps	29		12	86%	24.9
20	EI-Q2: Self-control		11	11	8	57%	6.3
21		EI-Q3: Social Awareness (203 References)					
22	EI-Q3: Empathy		33	124	12	86%	28.3
23		EGZ/RL: Caring/Mutual regard	57		13	93%	52.9
24		NE: Feel others' success as own	8		7	50%	4.0
25		RL: Refined social attunement	26		12	86%	22.3
26	EI-Q3: Organizational awareness		28	28	11	79%	22.0
27	EI-Q3: Service orientation		22	51	11	79%	17.3
28		NE/EGZ: CSC Investment in People	29		11	79%	22.8

Throughout the coming sections, in providing a detailed analysis of themes within each quadrant as well as the stand-alone themes not nested within the ESCI, excerpts will be used to illustrate emerging trends. Each excerpt will identify the assigned alias as well as the gender (female or male) and role type (staff, general faculty, or tenure-track/"TT" faculty) of the speaker. In the remaining discussion of research question 2, it should be noted that overall there was relative parity across participant demographics for both gender and position type, and the discussion of research question 3 contains a full consideration of the gender and position type distributions across all themes, including statistics and implications.

Table 4.5. Complete References, Part 2 of 2

Id	Parent	Child	Code Count	Aggregated	# of Participants Referencing	%-ile of Participants Referencing	Weighted Code Score
29		EI-Q4: Social Management (502 References)					
30	EI-Q4: Developing others		11		7	50%	5.5
31		EGZ: Create opportunities	24	81	9	64%	15.4
32		NE: Bridge unconnected networks	22		9	64%	14.1
33		NE: Getting right people together	24		10	71%	17.1
34	EI-Q4: Change catalyst		16	16	8	57%	9.1
35	EI-Q4: Communication		15		9	64%	9.6
36		NE/EGZ: Deep listening/attention	49	159	14	100%	49.0
37		NE: Help others reframe/evolve	78		13	93%	72.4
38		NE: Meet others where they are	17		7	50%	8.5
39	EI-Q4: Conflict management		16	16	7	50%	8.0
40	EI-Q4: Building bonds		43		14	100%	43.0
41		NE: Familial bonding	9	94	4	29%	2.6
42		NE: High-frequency mentoring	34		12	86%	29.1
43		NE: Loneliness, longing for mentors	8		4	29%	2.3
44	EI-Q4: Influence		10	10	5	36%	3.6
45	EI-Q4: Teamwork/collaboration		23		13	93%	21.4
46		NE: Create authentic experiences	27	108	10	71%	19.3
47		NE: Dislike lies/secrets/exclusion	29		11	79%	22.8
48		NE: Promote inclusive collaboration	29		9	64%	18.6
49	Ei-Q4: Leading by vision		5		2	14%	0.7
50		EGZ: Inspiring hope/optimism	-	18	-	-	-
51		RL: Shared Purpose/Mission	13		9	64%	8.4
52	EGZ: Clustering tendency		-		-	-	-
53		NE: Referencing another NE Nominee	22	22	7	50%	11.0
54	NE: Role congruence		16	16	9	64%	10.3
55	NE: Unanticipated/swift success		15	15	8	57%	8.6

SELF-AWARENESS QUADRANT

ACCURATE SELF-ASSESSMENT

The most significant theme for self-awareness was that of accurate self-assessment, particularly when taking into account the *W scores* within this quadrant: 36.2 for this theme, with no other theme receiving a score over 5.1. Some stories that emerged revealed accurate self-assessment presented rational apprehension of one's own strengths. Others revealed apprehension of one's limitations. An example of a statement where a participant reflects on her strength is this one:

> Where I get my energy is from collaborating with people who get excited about the same ideas as I do, and trying to make things happen in a way that is beneficial to multiple aims. It has to be like really consistent for me but it starts with the relationship. It's really, really fundamentally, for me, where I draw energy is from the people that I'm connecting with. I love the people on my team [and] people all around the organization…that's what really motivates me (Hilary, staff, female).

Jessica articulated the following discussion about her personal limitation or struggle to set limits: "I'll come back to my ultimate struggle, okay? Is in my whole life, how much do you do for yourself versus how much do you do for others? And what I mean by that is I get a lot of flak here for, 'You've got to start saying no. You need to start saying no.' And there's a truth to that but then I go, 'But if I had said no to some things, lots of these amazing opportunities that I've had would not have been there'" (TT faculty, female). Matt expressed conscious awareness of basic, driving principles in life:

> Somewhere along the way in my life I decided that I would not be an incentive driven human being. I would be a purpose, mission driven human being. So that got resolved in my mind. It's an evolution. Most people have to go through it. I've been through it…. So the moment I became purpose driven and mission oriented that became my primary personality, so I don't worry about other things because [now] your energy, your time, your activity are rationalized and justified on the mission. What is the right thing to do for the mission and purpose? Therefore, *this* is the right thing to do (TT faculty, male).

Each of these excerpts also demonstrate how deeply layered the narratives of participants were throughout this study. In the first example, recognizing the gathering of motivation and energy from working closely with others, the participant demonstrates affinity for teamwork/ collaboration as well as a growth mindset, exemplified by seeking others who get excited about the same ideas. The second example arose as the participant recounted several instances of entrepreneurial drive, seeking to develop new and unique initiatives, which involved a deeper investment in others and collaborations that had been viewed as detrimental to a rapid move from associate to full professor. The quotation provided was in the context of how this person deals with others providing counsel about "you need to say no," in order to focus on preparations for promotion to full professor; advice that is hard to heed because the ability to "do for others" is part of this person's personal integrity and also led to a number of "amazing opportunities" that were areas of deep personal accomplishment. The third example relates to emotional self-awareness and integrity, through the articulation of deeply-held principles that are used to guide thought and action. This excerpt also addresses the leading by vision subtheme of sense of shared purpose or mission: the foundation for cultivating a sense of shared purpose or mission with others must naturally be a commitment to it within one's own person, which this participant describes in an explicit and eloquent manner.

EMOTIONAL SELF-AWARENESS

Emotional self-awareness was demonstrated in statements like, "I am a good listener so people would vent to me. Though sometimes I would get all torqued up again, you know, and I'd have to talk myself down" (Becky, staff, female). The awareness of getting worked up from listening to another person is a clear instance of recognizing one's emotions and their effects, and "talking myself down" would be an example of self-control, another of the ESCI skills. It is also

evident in statements like this one: "I get my energy in sort of more relational [interactions] and from a professional…perspective, it's trying new stuff, having success and building things" (Greg, general faculty, male). This excerpt combines both self-awareness, regarding where one obtains energy, and the initiative subtheme of entrepreneurial drive: enjoyment of building new things.

HIGH-FREQUENCY ENGAGEMENT WITH WORK

The theme emotional self-awareness had a related subtheme (child code) of demonstrating high-frequency engagement with work. One participant asserted that "life is founded on 100% dedication to work that matters to you. Accomplishments come as an outcome of living right. You don't need to chase outcomes for themselves, they'll just come" (Ivan, TT faculty, male). The phrase "living right" in the former statement was presented by this participant in the context of discussing his integrity, personal values, and the conscious investment in other people that he pursues and that is free (for him) from expectations around any personal gain from the building of relationships. Another expressed it this way, "every moment I spend in the classroom I am fully engaged and I expect others to be as engaged as they possibly can. I happen to love teaching and I love being in that room…I think I am as engaged with my students as any of my colleagues" (David, TT faculty, male).

SELF-CONFIDENCE

The final theme within this quadrant, self-confidence, was less likely to arise in the participant interviews than the contrasting theme of humility (treated as a sub-theme of integrity), with 5 and 20 respective references to these two themes, respectively. Stories relaying confidence were often provided in a deeper context, such as:

> I'm blunt. Where I do have confidence…is, I learned how to nuance through [advising others] … I usually don't get myself in trouble – at least nobody tells me that I do – by being honest with people. I think people hear it. I think partly they hear it because I've established some rapport with them. And I don't judge: I try not to judge people until I fully understand where they are coming from (Alice, TT faculty, female).

This statement combines a number of ESCI component skills: self-confidence, trustworthiness/ integrity, and the communication subtheme (child code) of meeting others where they are. Thus, this confidence appeared very much within a network enabling context, where this person builds "rapport" with others to establish bonds of trust and honesty, utilizing a strength for knowing "how to nuance" the feedback that they share with others, to help provide non-judgmental but helpful insights. Other examples of self-confidence were about professional competence: "I'm very confident in my skills. I have a skillset and I'm confident in my skills. It's not an ego thing, it's just a, 'Well, yes, I can do that.' Period" (Kevin, staff, male). Confidence was also described as an emerging outcome of growth and success: "The third year [after a promotion] is when you would gain confidence. You made these decisions; it has stuck. You've resolved conflicts. You have been able to communicate effectively why certain things happened. Others start to accept your reasons and your decisions and so confidence develops" (Matt, TT faculty, male).

SELF-MANAGEMENT QUADRANT

The *W scores* in this quadrant of the ESCI vary quite widely, from 0.1 to 63. The strongest motivators revealed here were trustworthiness/integrity ($W=63$) and two integrity subthemes, integrity in adversity ($W=48.3$) and resilience, persistence, patience ($W=36.1$).

The narratives about personal honesty, trustworthiness, and integrity were truly rich and complex. Integrity was one of only three themes, along with deep listening/attention and building bonds, to be referenced by 100% of participants. One faculty member shared the following:

> You hire a dean hoping that he has a vision and [that] you share that vision. You want to help marshal the resources to help move in that direction. And so you just want people around you to share some portion of the vision; just be cognizant. If people aren't comfortable coming to you and telling you what they are excited about, what they hate or if they're struggling, you know, it's those conversations that probably at the end of the day take the most time, but at the end of the day that's how you build trust, [you must be] transparent and honest (Greg, general faculty, male).

This excerpt demonstrates integrity along with the theme of organizational awareness, as well as the subtheme of conscious investment in people (a child code of service orientation). Another example of integrity is revealed by this statement: "If someone has said, 'Can you keep this confidential?' I will not share with anybody and that doesn't matter if I know that those two are best friends and she wouldn't even mind or he wouldn't mind if it was shared. If someone has come to me to ask my advice and they say, 'I don't want anyone else to know,' I will not tell anybody" (Francine, general faculty, female).

The aspect of integrity that entails consistency between thoughts and actions was expressed by one participant as, "our character and our conduct is the essential dimension of leadership. If you can't get that part right everything else is irrelevant" (David, TT faculty, male). Another expressed the need for strong two-way development of trust through both communication and sharing of one's own personal integrity:

> I want to have a dialogue. I want to have an engagement. I want to give the reasons. I want to tell the person why I see the things the way I see it, and why I let certain kinds of things persist, so that person has confidence in my judgment and my fact-base, and [realizes] that I am mindful and I have reflected and talked about these kinds of things….

> So, next this person gains confidence in my judgment and my value system and in my faculties…. I try and do that with everyone. It's tiring. It's energy-draining. But the other side of it is people will do what I ask them to do to help me. That's the trust I gain with folks (Matt, TT faculty, male).

Many of the participants referenced their consistency in being open, honest, and direct with others. Statements like this one were common: "I always give advice...If I have an opinion, and they come to me, I'm going to give it. And sometimes I have to preface it with, 'Do you want the truth? Do you really want to know what I really think?' And they always say yes. And I'm like, 'Okay. Alright, this is what I think'" (Caroline, general faculty, female). Another participant highlighted an open request for honest communication from their colleagues, "I am very aware of [my limitations] and so when I hire a new team I tell people I have a tendency for this, and I say, 'I need you to speak up. I want you to be able to be honest with me.' I want to be a really good leader and I know that, because I've been told this, I can get in my own way" (Erica, general faculty, female). The last example display not only integrity but also accurate self-assessment in recognizing a personal weakness and openly informing direct reports about it and inviting them to be honest about providing feedback to her about it.

INTEGRITY IN ADVERSITY

The subtheme of integrity in adversity was used to track places in which individuals faced challenging situations, and worked to resolve them by a conscientious examination of their own values and principles, to guide their thoughts and actions in response to the adversity. This theme was described by 93% of the participants. One faculty member launched a new workshop for graduate students, but kept it as secret as possible, saying, "I thought that if anybody knew that I was doing this they would be really not cool with it because it was taking away from my research time. But I thought it was important. I just thought it was important. We didn't have a

very good program for helping PhD students…work through, papers before there was a workshop" (Jessica, TT faculty, female). One participant directly worked to establish some programming to highlight women in the field, only to initially be told that it would never happen:

> I was so mad. It wasn't going to happen. I was hurt and frustrated because I thought this was the best thing to do. You throw your hands up. We *now* have all-women's events. I mean it was a moment in time and sometimes I think…in higher ed. you have to put your helmet on and run into the wall about 8 times before someone will finally allow you to take the helmet off and make it happen (Alice, staff, female).

This particular example demonstrates both integrity in adversity and the subtheme of resilience, persistence, patience. This person told multiple stories where an earlier answer of "no" did not shake personal convictions, or sway this person's efforts to manifest successful related efforts at a later time. Another person relayed the way in which they rely upon principles in dealing with delivering difficult feedback to others: "Preparation is absolutely key for difficult conversations. By which I mean, first of all [in importance], and the second I would say is empathy. Those are the two in my opinion [that] are important for two things to happen. The first outcome is effective communication. The second outcome is an understanding of the other side that a fair decision has been made" (Matt, TT faculty, male). This particular excerpt touches upon multiple themes of the study: integrity in adversity, empathy, and communication.

Other stories relayed times in which participants found themselves unable to live authentically with regards to their personal integrity, and were willing to leave institutions, positions, or teams in order to extricate themselves from conflicts with their own principles. Coming out of one such situation, one person remarked, "That's not the kind of school I think we are and it's not the way I think we should behave" (David, TT faculty, male). Another was faced with recognizing a problem in a team that others were not in agreement about, and shared: "For me the challenge was how to navigate within the University greater structure of what you can do.

How to show empathy and be direct and have difficult conversations and ultimately to go against what other people on my team wanted to do" (Francine, general faculty, female). Here this person references empathy, conflict management through difficult conversations, and ultimately taking action based on personal integrity that went against the opinion of the team as a whole.

RESILIENCE/PERSISTENCE/PATIENCE

Continuing in the self-management quadrant, the theme of resilience/persistence/patience was sometimes explicitly described: "It's about … if you're going to risk, you're going to fail. And if you're going to fail the question is how are you going to respond to that failure? And are you going to let it beat you down and make you hide, right, and never try again or are you going to learn from it and learn there are no guarantees?" (Jessica, TT faculty, female). In another instance, Jessica blended integrity in adversity with resilience, persistence and patience as a strategy to live in harmony with their values and principles:

> I came to [this school] specifically because of what I thought they believed in. And I struggle sometimes because I'm like, 'Do we still believe that?' I came here because it was very community oriented but as we have moved to more [emphasis on] research, people don't have time for anybody else. Right? Research is a very selfish thing. You've got to write by yourself potentially. It's tough. It's hard. You have to get resilient. You don't have time to sit and listen to people. It's not a management role. Because that's the thing, research is research. Mentoring is a management thing (Linda, TT faculty, female).

Greg described patience in seeking to resolve a conflict between colleagues: "I was trying to be balanced, and find a solution because it takes, sometimes, years [to find a solution]" (general faculty, male). Linda also relayed a persistent willingness to speak out against a powerful, senior colleague who generally went un-challenged: "I think my continued engagement was because I felt there were voices that weren't being heard. The group was being railroaded and I have very little tolerance for abusive power. And as a tenured faculty member I think it's my responsibility

to actually say what I think and stand up for myself and others who can't necessarily" (TT faculty, female). This second except shows again the blending of both persistence and integrity in the face of adversity: being willing to speak up despite the powerful status of another colleague.

ACHIEVEMENT

The next area of the self-management quadrant that was strongly articulated among participants was achievement. Achievement had a *W score* of 24.1, and the related subtheme of growth mindset/excited by ideas had *W score* of 23.2. Achievement, at times, took the form of guiding principles: "I just want to do a good job. So for me it's just I've always been a person who wants to achieve things…that sounds more externally motivated but… I just want to end my day and feel like, 'Alright, I did what I could. I did my best. My absolute best, whatever that looks like'" (Francine, general faculty, female). It was also expressed as a love of hard work and challenge, as in this story of working to set up a new program, which one person shared, "So that was just more fun and more work and more frustration and stress and we were all in it together. There was a real sense of 'We can do this.' And stakes were high," (Erica, general faculty, female). Another participant stated, "I believe in hard work and resilience and risk-taking" (Jessica, TT faculty, female). Yet another said, "Like any good work that I enjoy there are a lot of challenges. I've said for many years that if I'm about to push my [computer] monitor off the back of my desk then that's a good day. Because I need some level of frustration, because if it's all just too easy, then it's too easy. Like, what's the point?" (Alice, staff, male). Another theme here was having really high productivity at work: "I have more energy, I think, than most any two people put together…. When I'm doing things that I love I'm hyper, more energized. I feel

like I can do more when I'm doing the right things. I can sort of sense when I'm being in that space where I'm able to do more things effectively, efficiently" (Kevin, staff, female).

HAVING A GROWTH MINDSET/EXCITED BY IDEAS

The subtheme of having a growth mindset and being excited by ideas (*W*=23.2) was referenced by 86% of the participants. Statements like the following were common: "I love ideas and I would hope that my students are as interested in ideas – not facts and figures and data they've got to memorize – but ideas that they can think about, test out, use as a vehicle for improving the repertoire of their own behaviors" (David, TT faculty, male). Others related it to an overall growth mindset and the enthusiasm of seeing new potential for projects and collaborations: "What I've gotten excited about…is I've started to see that there are a lot of faculty working in different areas that we can connect under one bushel and maybe shine a brighter light for [the school] and for [the university]" (Jessica, TT faculty, female). Some saw this as a norm for the organization as a whole: "I think we are curious professionals, you know. We are interested in what people are doing. 'How do you do that?' 'What are you dreaming of?' 'Let's pass ideas around'" (Caroline, general faculty, female). Which another person articulated in the midst of a story of launching a new large initiative, saying that it "melds nicely with the way I like to work, which is spend a lot of time with a lot of stakeholders before you move forward with something. And it's nice to be in the education space because everybody is expected to continue to learn and grow" (Greg, general faculty, male). Finally, some used the growth mindset to understand their own drive for personal improvement:

> We have all of these life experiences. I want to be aware. I want to continue to get more effective in these areas so I do regular 360's and feedback has gotten better. I'm hiring a new team now so I'll have a new opportunity to do all of that again. It's always very exciting (Erica, general faculty, female).

INITIATIVE

A third strong area in the self-management quadrant was initiative, particularly due to the strength of the subthemes of entrepreneurial drive (W=20.7) and spotting unmet potential/gaps (W=24.9). The ESCI component of initiative, defined as willingness to embrace opportunities, was used on its own just once, as a participant described the process of rising beyond intimidation to accept responsibilities in the midst of a big promotion: "And that was like a huge, scary thing for me because I had just been thrust into this world…[and] meeting with someone who had been multiple levels above me and then suddenly I was having to, like, present this idea,…like, having to put together puzzles and initiate meetings and do stuff with people that was so far outside my comfort zone, but I was very motivated to make it happen because of that" (Hilary, staff, female).

Within the area of initiative, however, it proved far more common for the participants to express a motivation for not just being willing to embrace an opportunity, as in the prior excerpt, but rather seeking out new, unique, and unconventional projects and initiatives. As one person explained, "I clearly love to do new stuff and try new stuff so, you know, it's one of my motivators and education is so impactful for individuals and the economy. I believe that. So, that's a motivator for me and I can use…in my sort of motivation of other people. You know, 'You're doing fantastic stuff. Here, let's do more'" (Greg, general faculty, male). Another stated, "I like being [in] that start-up [phase], you know, innovation, where you're like there's no bad ideas. Everybody had a lot of ideas and that's just so much fun to me; that's just incredibly fun" (Erica, general faculty, female), while yet a third described, "There's something gratifying about being able to actually go through the entire design process, is what I'll call it, where you actually

define what the need is. And then you get to engage with the people for whom you are developing the solution and ask what they think" (Caroline, general faculty, female).

A number of the participants had helped to identify new subfields in their discipline, had developed and launched centers or institutes for deeper study, had contributed to or led the design of new academic programs and/or academic services, or otherwise been trailblazers at the helm of conceptualizing, and, often, then implementing new or unique ideas. As noted previously, the internal motivator of entrepreneurial drive was used to capture themes around insights and intent, while the change catalyst code was used to categorize new ideas that were successfully put into place. An example, founding a new institute, was articulated this way:

> Some of the issues that I care about, that I find interesting, that are challenging, don't have data because they're new and they're complex, so that led me to now be involved in [the new institute] …. That is both a service role… as well as a thought leadership component. And I call it thought leadership because in my world research is data analytics. That's one type of thought leadership in my opinion. And so what I'm trying to do here at the institute is build out a new sort of paradigm of thought leadership (Jessica, TT faculty, female).

Another founded a center in a field that was not the person's primary discipline, and received some criticism from fellow academics for not having a doctorate specifically in the field of the new center. To which, this individual replied, "Yeah, I know but I built the damn center. It's given you activities. But that's just one of those idiosyncrasies" (David, TT faculty, male). A third person stated it in this way: "What people will say is that I tend to look at things a little bit differently from others, so there tends to be some twists in what I do…. And not just a superficial kind of, "We're going to put A and B together and get this other thing," but like in ways that actually affect [the field beyond academia] and our thinking [within the field]" (Linda, TT faculty, female).

A related subtheme of initiative is the ability to spot gaps: to intuitively recognize unmet potential and to envision unconventional possible solutions, demonstrated by 86% of participants. These might be to correct gaps in existing systems, or entirely new interconnections that meet a potential that others have not yet understood. As one participant put it, "It's so natural to me to like think, 'Okay, this is a really great idea. How do I make it happen?'" (Hilary, staff, female). Furthermore, this person's desire to implement good ideas went well beyond implementing the ideas of others. This same participant relayed at least five robust examples of new programming, curricula, and major initiatives that this individual had helped to envision and coordinate from conception to implementation. Concerning a cross-school initiative that developed, Hilary described that, as soon as colleagues in her area confirmed "that they thought the institute [I'm part of now] was the perfect way to help them figure out this puzzle, and since I already had an existing relationship with both of them, we just started brainstorming, 'What can this look like? What can we do? Who do we need to have? Who are the people that we should involve?' Just started a flurry of conversations around what this thing could be that could be the sort of gelling force." Another participant described finding motivation from "creating things that I felt people needed, again, sort of making me feel useful, that I wasn't necessarily benefiting from but that was okay because as long as there was a place where I was making a difference and I was helping people then I could do that and that could be enough for me in this moment" (Linda, TT faculty, female).

At times, spotting unmet potential involved taking unconventional actions. For example, Ivan, a TT faculty participant (male) relayed a major success that occurred when he decided to act outside of the convention of his academic group, which encourages paper publications as the

primary form of peer-reviewed scholarship, and instead wrote a book, which later became the

most highly-cited book of the next decade and was held to be a seminal work in expanding the

field. The ability to sense unmet potential took many other shapes across the participant pool.

Some went beyond academia to help found new enterprises where a start-up might meet a need

that traditional academe could not; others saw that a single project actually provided a template

that could be offered nationally for others to develop upon and expand the potential of a

pedagogical approach; another leveraged a vacation to build lasting relationships in other

countries that later proved instrumental in establishing opportunities for students abroad. The

widespread nature of this skill bears further investigation in future studies, as an ability that may

be one of the distinctive attributes of network enablers.

The remaining themes within the self-management quadrant received lower *W scores,*

though all were still referenced in the study: adaptability (W=18.6), humility (W=12.9), self-

control (W=6.3), conscientiousness (W=4.3), heeded criticism (W=1.4), and heeded mentor's

advice (W=1.3).

ADAPTABILITY

Adaptability included flexibility to adjust and overcome challenges as well as being open

and flexible about goal attainment. In the midst of a difficult situation, one participant decided to

"step back, and I thought, 'What's the next angle?' So I just took a totally different slant and…. I

just tried something totally different, let's yank her out of the frame where she has to change her

dialogue that's in her head" (Alice, staff, female). Another person explained that "informal

[mentoring] doesn't have to be through me because I do carry a title – so my ability to use

informal, unofficial means is somewhat constrained and limited – the moment I walk into a

situation or an office, I'm mindful of that. So for me it's important to have others who can do

some of that for me" (Matt, TT faculty, male). This example combined the willingness to adapt approaches with organizational awareness, in recognizing that being in a position of some authority may make it harder to be accepted as an informal advisor, making it preferable to leverage other colleagues to build the informal mentoring relationship instead.

HUMILITY

Humility was referenced by 64% of participants, and arose as a tendency to put others first and ego second, or to downplay one's own role in favor of supporting the collective outcome or collective effort, rather than individual achievement. One participant, when asked to identify the favorite thing about her role, said, "It's [being] Oz. It's knowing that I don't need the spotlight, right, I don't like it very much," and instead she sees her job as one of service to the students, where "I really, from behind the scenes, move them through the program" (Alice, staff, female). It was used in the context of coaching others, as in this example: "We are all human and so I tell [my team], 'I still have, and I know I will forever, moments where I'm like, 'Ahhh. Missed that opportunity. I could have said that to that student. It would have made a greater, better impact and I didn't but I'll learn for next time that if I'm approach with that or something happens I'll know to go more that direction as opposed to the other.'" (Erica, general faculty, female). This example shows both humility and a growth mindset towards ongoing self-improvement. Humility was expressed in other cases as a recognition of one's personal position or achievements not as an individual accomplishment, but rather as contingent upon being part of a healthy network of colleagues: "If I am effective in anything I do it's because I have a cast of fantastic support staff" (Matt, TT faculty, male).

SELF-CONTROL

Self-control was referenced by 57% of participants, and was defined as keeping disruptive emotions and impulses under control. As one person explained, "[Colleagues] have told me that one of the reasons they like me in this position is I'm calm at good and bad times. I show a certain equanimity that they appreciate. This point was illustrated in a number of stories from Matt (TT faculty, male), including an incredibly stressful meeting that was becoming negative and unproductive in ways that would have damaged this person's career: "We lost it. Half an hour into [the meeting]," arguments broke out. And despite not being in charge of the meeting, "I stand up. I remember, I stood up and said, 'In my own defense, I think I should intervene here.'" He then proceeded to ask a number of reframing and clarifying questions of the group, to remind them of the greater purpose of the meeting. "In light of my questions they settled down quickly and then the tension got turned to answering those specific questions. One of my [colleagues] came out and said, 'You dodged a bullet there. If you hadn't stood up and said what you said [it would not have turned around].'" Another person shared her response to a very heated situation with a colleague, involving disagreements in front of another collaborating group: "We had that one meeting that was a total blow up. After that meeting I was furious…I was so furious I could not even speak to her. She starts in on me as soon as we're walking out of that room…We get out of the building and I'm like, 'We're going to have to talk about this some other time. Right now I'm just too angry to even have this conversation'" (Hilary, staff, female). The participant did indeed have a debrief conversation with the dissenting colleague, and even pulled in a more senior colleague for the conversation in order to try to set up a constructive setting for the interaction.

A second trend in self-control was to use it in internal self-coaching, as a response to challenging times. As one person explained that she would tell herself, "'Look you have a choice. We have a choice to look at this as good or bad and I'm going with good.' And when I was in that negative place, I would start my mornings with that. I would get out of bed and I would think, consciously think, 'Today is going to be a good day. Today is going to be good. You're going to be happy. You're going to stay positive.' And I had to do that" (Becky, staff, female). Linda demonstrated self-control in recovering from a professional disappointment, by:

> …pushing myself to understand where are places that I can engage? How can I create meaning for myself? How can I re-engage with people who I'm disappointed in? And rebuild all of that without an expectation I think of what the long-term outcome would be, but in creating just a healthier work environment for myself and also re-engaging with the institution because I have a very hard time being part of organizations or institution and not be deeply engaged and I was pretty disengaged (TT faculty, female).

CONSCIENTIOUSNESS

Conscientiousness was defined as responsibly managing oneself, as in the following example demonstrating both honesty and conscientiousness: "If I haven't been present [with someone], I'll decide that I think I need to go back. And when I go back I'll say, 'You know, we had that conversation and I've got to tell you, I was still thinking about X. What I should have done was cancel the meeting because I knew I wasn't going to be able to be present but instead I tried to be present, wasn't present, can we try again? Here is what I heard you say…'" (Erica, general faculty, female). Another example of thoughtful consideration of others is demonstrated by Matt's statement about interactions with other people:

> There are 3 questions that are unvoiced but always asked, they are implicit, not explicit, but you've got to have good answers to those 3 questions otherwise you cannot be a person who is put in this position of having to lead. That is, the other person [is] always asking, 'Can I trust you?' 'Are you committed to being at your best?' 'Do you care about me?' Those 3 questions are always in the back of my mind. And if I answer those 3

questions for each individual then they would be willing to give me a pass. They would be willing to go along. They would be willing to trust my judgment. (TT faculty, male).

A related subtheme for conscientiousness, heeding a criticism, was used to denote times when a participant had truly internalized a criticism and used it to make personal growth. An example was when Matt took on an editing role for a journal:

> When I started out I didn't know how to do it…I wrote some harsh letters and I was challenged by a senior professor saying I had to work on my communication of negative decisions. This professor brought to my attention that how damaging that could be for a junior person. And I've always paid great attention and care to the construction of these letters so much so that … fast forward 3 or 4 years and [at a professional] conference, one of the authors whose paper was rejected came up to me and says, 'That was the best rejection letter he has ever received in his life' (TT faculty, male).

A second subtheme of conscientiousness was heeding a mentor's advice, by taking it to heart and basing a major life decision or commitment on that advice. Several people credited a mentor with their decision to complete graduate degrees or pursue their present type of position in academia. When one person returned to thank the mentor for the advice to complete a Master's degree, "he was like, 'I probably tell 10 people that I want them to get some sort of advanced degree and you are probably the one that did it.' I thought that was awesome. But I did it, because he said, 'you need to think about this'" (Alice, staff, female). In another case, at another institution earlier in her career, Jessica heeded the advice to abandon a new endeavor that she was planning to launch with a colleague: "the faculty dean, he was wonderful, and he said, 'I so admire your intentions. But you'll never get tenure here if you do that. You do this, please know this is killing your career here.' And I think [it] would have killed my career anywhere. And that was good career advice. So we didn't do it" (TT faculty, female).

SOCIAL AWARENESS QUADRANT

The theme of caring and mutual regard was the strongest in the social awareness quadrant ($W=52.9$). This was a subtheme of empathy ($W=28.3$), along with refined social attunement ($W=22.3$), and feeling others' success as one's own ($W=4.0$).

CARING/MUTUAL REGARD

Caring and mutual regard was threaded throughout the participant narratives, referenced by 93% of the participants, with statements like the following: "it just feels good to help someone get through or resolve something" (Francine, general faculty, female); "it's just really rewarding to see that we did find her [a promoted] position that she's not only doing great at, but it's not got the same kind of sacrifices she would have to make personally to go do that other position" (Greg, general faculty, male); "I just feel so incredibly blessed to be surrounded by the wonderful people I work with. When people say, 'How can you stay in one place for 30 years?' I'm like, 'If you worked where I work with the people I work with, with the students I support, you wouldn't even have to ask that'" (Erica, general faculty, female); and "I genuinely care about the relationships I have with my students and I try to be as respectful as possible" (David, TT faculty, male). Often these were stories of mentoring colleagues, direct reports, or students and helping to ensure their growth or resolution of issues. "Those unguarded moments where they ask you for a problem that they have that they're struggling with so you answer in that moment, I think is wonderful. It's unrehearsed. It's spontaneous. You speak your mind. You speak your heart. You have their well-being and they've had a problem solved in the moment and so I think that's very, very valuable" (Matt, TT faculty, male).

The subtheme of caring is closely connected to the parent theme of empathy, defined as understanding others and taking active interest in their concerns, and referenced by 86% of participants. As Erica stated, "I think it's a gift that we give to each other in relationships with colleagues: that people recognize that we're vulnerable, that we're human, that we make mistakes, that we ask forgiveness. I mean, this is all part of a community, right? There shouldn't be anything here that isn't like life stuff, right?" (general faculty, female). In some instances, empathy was conveyed by being proactive agents, as in the case of Alice noticing a student in distress: "I saw him starting to go off the rails and I reached out to a colleague who works with our alumni and I said my guess is he was frustrated with [a particular program]," and then proceeding to directly intervene to convince the student to take a new academic course, which in the end did help him to turn things around successfully (staff, female). The level of empathy was so deep that Hilary shared her struggles with it: "I had to learn, and I've been coached…to stop taking it all on as my own problem, because I have the tendency to, sort of, *feel* what people tell me, in addition to hear it. And so, having to separate that out and sort of set aside their part, my part, and their feelings, my feelings, kind of tease those apart and keep those separate" (staff, female).

EMPATHY

Empathy was explicitly identified as Greg described a long-standing mentoring relationship, regarding being there for the mentee whenever she has a concern or conflict: "That's a big investment of my time and it's absolutely worth it. Absolutely worth it. And…I don't have to do a lot [with her], other than just be empathetic. Maybe ask questions that make her think a little bit differently about what she's seeing or how she might approach it but she will often find the solution that makes sense" (general faculty, male). This particular excerpt

demonstrates both empathy and another significant theme around helping others to reframe or evolve (child code of communication). Francine also discussed empathy explicitly during her interview:

> I'm able to draw from personal experience that I try to either fuse or weave into my counseling but not in a didactic, like, 'I know how you feel because *da da* [way],' because I don't know how you feel. You're going to feel how you're going to feel about it but at least I'm informed somewhat in terms of empathy...It's more [like], 'gosh, I'm sorry, I've been there too. It sucks. It's painful. It's going to take a while. It's not going to be pretty but I promise you, you will get through it and there will be a light at the end of the tunnel and you'll be stronger as a result thereof, [and] I know this to be true because it's been true for myself, but you also can't dismiss the fact that you have to go through something' (general faculty, female).

In this example, Francine helps to counsel others to recognize and respect their own emotional process, to enhance their emotional self-awareness, and she wishes to encourage them to be resilient in the face of difficulties by sharing her own experience with going through challenges and being able to eventually heal and recover.

Kevin displayed an empathetic understanding of others as he discussed the tension between work productivity and relationship-building:

> I *should* say, 'Well, [they're] paying me for my efficiency, therefore I should give that constantly.' But I fundamentally disagree because, again, we're people. We're not robots…. You're paying me to think. But more importantly and what [the school] has struggled with fairly recently is community. And if we're struggling in terms of our sense of community, you don't overcome that by working harder...Then [all that] happens is you get silos. Everything becomes a silo, right? ...So we have a lot of people who are 'busy' because they don't enjoy what they're doing, they are maxed out in terms of their time, they can't have the interactions with anybody to actually have something other than, like, what is the work right in front of me. It would be great if you did research on this or whatever the research, but to say, "What is a balance that makes sense?" You know? I mean for me, it's … honestly … if I had to put a number on it I'd say it's probably say it's 75/25, maybe even more 60/40 work versus relationship (Kevin, staff, male).

Kevin here extends his empathy to understanding that pressure to increase productivity and decrease the quality of interpersonal relationships can cause colleagues to not enjoy their work

and to feel overly busy and stressed about time. He is encouraging organizations to consider nurturing a healthier balance of time investment for its employees that would create a more engaged organization by recognizing the value of time invested in interpersonal relationships. This is an example of empathy blended with organizational awareness, consistent with the narrative richness found across interviews.

REFINED SOCIAL ATTUNEMENT

Another related subtheme of empathy was refined social attunement, or sensitivity to emotions that motivate and inspire the people around them, referenced by 86% of the participants. As one person put it, "just having the institutional knowledge of, you know, 'Oh I can call her she'll know who does this'…. Even if you don't [personally] know how to tell people anything to help you still say, 'Talk to so and so because they'll know.' Yeah. And if they can't help you they'll tell you who can" (Caroline, general faculty, female). This type of attunement helped people to anticipate likely outcomes for new initiatives, as in the case of Alice, who said, "I have some stuff that's going to be happening that I've already said 'I will lose my credibility with this team if you make me do this. I will lose my credibility with some faculty if you make me do this'" (staff, female). This attunement also enabled people to monitor interactions in an ongoing basis: "I try to be very sensitive to how my comments are being taken and I watch people very carefully" (David, TT faculty, male); "I was a sensitive kid and [now] I'm almost overly attuned to how people say things" (Jessica, TT faculty, female). It also allowed people to anticipate what might excite or inspire others, as in this comment about designing a curricular experience for students: "Let them experience this the same way [as a totally new experience]. I think that will resonate with them. They'll have those 'ah-ha' moments about themselves and sort of [recognition of] where they are" (Alice, staff, female). Finally, this

attunement could be used to understand how to leverage people who were strongly embedded in the community, such as this staff member, who sought out deeper contact with a more senior colleague who had many healthy work relationships:

> When I first [started] I wasn't in the same office as her but as soon as an opening [came]…I told my supervisor that I wanted to sit in that office, because part of what I did revolved around interactions with faculty members. And faculty members would come to her for PowerPoints and that sort of thing and then other people [to] just…talk and be friendly and that sort of thing. And I feel that is an important component to work (Kevin, staff, male).

FEEL OTHERS' SUCCESS AS ONE'S OWN (WITHOUT EGO)

The less-frequently referenced subtheme of feeling another's success as if it were one's own, though without a sense of ego, was expressed by 50% of the participants of the study. This theme was about taking a deep sense of pride and joy in seeing another, with whom there is deep empathy, succeed. One participant had mentored a colleague that was holding an interim position for quite some time: "So finally just last week I got an email, 'TA-DA!' They actually made him a director and so now he is officially applying for full membership to our [professional] group" (Caroline, female, general faculty). In another case, Hilary talked at length about a colleague with whom such a deep bond was forged that she helped the person to gather funds to renovate his house at a critical time of need for his family and later encouraged him take a better position, even though it meant leaving for another unit. The deep sincerity of emotion shared with the researcher while Hilary read aloud the thank you note received by the mentee following this career move left no doubt that the participant felt every bit as elated and touched as the colleague did. Kevin shared a story about the informal mentoring of a colleague that led to this person accepting a prestigious position at another institution, to which news the participant responded, "I'm going to miss you. I'm going to miss our interactions but for you I'm super excited because I know this is an awesome opportunity" (staff, male).

Another theme in this quadrant of the ESCI is organizational awareness, referenced by 79% of participants ($W=22.0$). This term is defined as empathizing at the organizational level, which could be observed when individuals showed an understanding of and active interest in concerns at the school- or institution-wide level. As Matt put it, in the context of helping colleagues to solve problems, "I step back and try to think about the institution as a whole and explain to the person why solving the problem, *this* way is better in solving the problem" (TT faculty, male). This type of understanding was often expressed in terms of trying to help other colleagues to benefit from better understanding the organization:

> I do feel this need, as I understand more about how to get things done, and sharing that information with more people. And [this information] is not meant to be secret, so I don't feel like I'm [betraying confidences], it's just [others] not knowing the things to share. And so, I think those are: sense-making and helping people understand where resources are, or who do you go to, to get things done, and even as people, new faculty members join us, helping them to know what they should ask for (Linda, TT faculty, female).

This type of awareness is also succinctly summed up by this statement: "People come to me for the pulse on things" (Hilary, staff, female). Greg used this awareness to see the conditions necessary for success of the school as a system of colleagues in different roles:

> Part of what makes our faculty so successful: they've got the passion. They've got the capacity and capability, but you've got to wrap a team around [them] to make sure they can focus on what's important, because there's a lot of stuff behind the scenes that has to happen to make everything work. So that's really exciting, to watch that happen and watch your faculty and your students really have amazing engagements (general faculty, male).

SERVICE ORIENTATION

The final theme within the social awareness quadrant is service orientation ($W=17.3$, referenced by 79% of participants), with its related subtheme of conscious investment in people

(*W*=22.8, referenced by 79% of participants). While lower in weighted score than the other themes and subthemes in this quadrant, it should be noted that all but one theme in this quadrant was referenced by 79% or more of the participants, and had strong weighted scores (in the range of 17.3-52.9). Participants expressed a service orientation towards all constituents of the school: colleagues in the faculty and staff, students, alumni, and the overall importance of the academic domain itself in contributing to the world. As Erica explained it, "I realize [in my position] …I would rather expend my 'stress calories' and energy towards creating solutions, what our students and faculty need, what's the right mix of resources, how do I build relationships with other departments to share the purchasing of resources so our money goes further, you know, all these things" (general faculty, female). Jessica stated this in the context of receiving an award: "I kind of feel like you should be serving others, and so when I get [this award], it's not about people elevating me…There's no way that award would have happened without [our team] …. I'm only up there because I have 3 other people making it happen. And, I want us [on the team] to feel that way." (TT faculty, female). Kevin relayed a goal of contributing at a level of 5 out of 5, where:

> [A] '5,' to me, is you going away would impact [the school]. When I say that I don't just mean that in the sense that we'd miss your work. I mean that as the kind of person that when they leave you kind of look back and you go, 'How did we ever let that person go?' Or, oh wow, I'm so happy for them because I knew this was a stepping stone to something bigger and greater...But wow, they really leave an impact with what they did.' [Impact] both professionally and personally which, again, I consider one in the same (staff, male).

CONSCIOUS INVESTMENT IN PEOPLE

The subtheme of conscious investment in people was another novel concept that arose directly from the data. This subtheme captured the many instances where participants would

express a conscientious and thoughtful decision to invest in relationships, in a way that balanced

or privileged these with regard to projects. This is a particularly distinctive finding of the current

study, and may be another major differentiator of the network enabler orientation, when

combined with some of the other skills highlighted in the data. This type of investment was not

directly asked about in the interview protocol, and yet arose as a significant concern of 79% of

participants. For example, Ivan really grappled with the notion that 'work-life' would be a

separate construct from, simply, 'life' and stated that "organizations are emergent from

relationships," explaining that the building of relationships is, itself, fundamental work:

"Sometimes outcomes or collaborations resulted directly from my relationships, and sometimes

not – but that's not really the point. Being fully invested in the colleagues around you, for

themselves, is the point. Helping them to succeed. All of life is built on relationships" (TT

faculty, male). A theme arose between participants linking investment in people with the

potential for success in organizations, as in this statement: "It's just about networking and

building relationships, maintaining relationships, building trust and being willing to be

somebody people want to pick up the phone and share their idea or share their concern" (Greg,

general faculty, male).

Alice explained it in this way: "At the end of the day, it's really about the people who are

around you. If you don't invest now – when it comes your time to need or ask or want, who is

going to be there for you? It's not like I'm [treating] this as a bank account, just making deposits

all around the university. I *genuinely* care" (staff, female). Some participants struggled with the

tension between making an investment in others versus what is formally rewarded by academic

institutions: "You can't mentor if you're not willing to sacrifice your time for somebody else's,

especially informally, because you're not rewarded for it," and since "it's not rewarded by the

institution, it takes a selflessness. It takes a risk of knowing I may not get a return for this investment…. And you've got to be willing to say, 'Okay. It's okay. The person is more important'" (Jessica, TT faculty, female).

SOCIAL MANAGEMENT QUADRANT

The social management quadrant contains the largest number of ESCI component skills (8) as well as a number of sub themes based on novel codes that emerged from the data (14). The weighted scores are very helpful in dealing with this large array of themes and subthemes, with its use of percentile of participants that referenced a given code being used as the multiplier of the raw code count, to appropriately scale by resulting *W score*. This creates an ordered ranking, based upon both total frequency in which a theme appeared across all participants, as scaled according to the total percentage of interview participants who made a reference to each theme.

Table 4.6 provides averages of the weighted scores, by ESCI component. The next section will consider the component areas, in descending order: communication (*W*=34.9), teamwork/collaboration (*W*=20.5), building bonds (*W*=19.3), developing others (*W*=13.0), change catalyst (*W*=9.1), conflict management (*W*=8.0), influence (*W*=3.6), and leading by vision (*W*=3.0).

The most significant component of this quadrant, in terms of raw code counts, as well as averaged *W score*, was communication, along with its three subthemes of deep listening/attention, helping others to reframe/evolve, and meeting others where they are.

Table 4.6. ESCI-Q4 Social Management Quadrant: Totals and Weighted Code Scores

Parent	Child	Code Count	Aggregated	# of Participants Referencing	%-ile of Participants Referencing	Weighted Code Score	Averaged *W score*
EI-Q4: Social Management (502 References)							
EI-Q4: Developing others		11		7	50%	5.5	
	EGZ: Create opportunities	24	81	9	64%	15.4	13.0
	NE: Bridge unconnected networks	22		9	64%	14.1	
	NE: Getting right people together	24		10	71%	17.1	
EI-Q4: Change catalyst		16	16	8	57%	9.1	9.1
EI-Q4: Communication		15		9	64%	9.6	
	NE/EGZ: Deep listening/attention	49	159	14	100%	49.0	34.9
	NE: Help others reframe/evolve	78		13	93%	72.4	
	NE: Meet others where they are	17		7	50%	8.5	
EI-Q4: Conflict management		16	16	7	50%	8.0	8.0
EI-Q4: Building bonds		43		14	100%	43.0	
	NE: Familial bonding	9	94	4	29%	2.6	19.3
	NE: High-frequency mentoring	34		12	86%	29.1	
	NE: Loneliness, longing for mentors	8		4	29%	2.3	
EI-Q4: Influence		10	10	5	36%	3.6	3.6
EI-Q4: Teamwork/collaboration		23		13	93%	21.4	
	NE: Create authentic experiences	27	108	10	71%	19.3	20.5
	NE: Dislike lies/secrets/exclusion	29		11	79%	22.8	
	NE: Promote inclusive collaboration	29		9	64%	18.6	
Ei-Q4: Leading by vision		5		2	14%	0.7	
	EGZ: Inspiring hope/optimism	-	18	-	-	-	3.0
	RL: Shared Purpose/Mission	13		9	64%	8.4	

COMMUNICATION

Communication was the theme in this quadrant that received both the highest aggregated count of total references, as well as the highest averaged *W score.* The aggregated totals include the theme of communication along with its three subthemes of deep listening/attention, helping others to reframe/evolve, and meeting others where they are. Communication as a stand-alone theme was referenced by 64% of participants, as defined as listening and sending clear, convincing messages. It should be noted that comments focusing on deep, active listening were coded as "deep listening/attention" rather than as communication. An example of direct references to communication is in this statement, regarding an enterprise in which Matt needs to

give feedback to a number of people, where he indicates that the most important thing: "it is the preparation to communicate. I do sit with…the other person who engages in the communication process…[and] we go over the scenarios, we go over how this will be received, we go over what should be emphasized, what should not be emphasized," and furthermore, in the case of having to give difficult feedback, "empathy is very, very important. Tailoring the message to the individual I think is absolutely critical" (TT faculty, male). Caroline noted:

> [I'm always] …figuring out, 'What's the balance? When are you open and available?' Because things are decided and dreams are made when you're really in informal conversations. When people just drop in or drop by. There are things that happen in those conversations when you look back you think, 'Oh my goodness. We never would have done that if we hadn't of had that moment to think about it; to talk about it' (general faculty, female).

Communication was also discussed as the need for ongoing, open sharing between colleagues: "I'm really solicitous of the feedback, not just the positive. I want to know, like, what can we fix, what can be better, you know, how can we change this to make it more of the objectives that we are trying to get? We want it to be really impactful for the students" (Hilary, staff, female).

DEEP LISTENING/ATTENTION

The communication subtheme of deep listening and attention stood out, having 100% of participants reference active listening and the need to give one's full attention to the other person, in order to be fully present. The types of rich comments shared on this topic include: "I spend the vast majority of my time listening and helping to facilitate communication across silos in the organization" (Linda, TT faculty, female); "Before those meetings [that I agree to set up], I will sit in my own head and say, 'pay attention.' That's my thing: 'pay attention.' In other words…this isn't about me, it's about you. And so, if you've asked to meet with me, I need to be completely present for you" (Erica, general faculty, female); "I tend to work for who I'm working with, you know? So like, right now, the two of us are working together, like, I'm

working for you [the researcher]. Like, I'm not checking my email. I'm not going on

Facebook…. We're working together…here we are" (Kevin, staff, male); and, "I don't think I

would be seen as someone who is watching their watch. When you're in my office, just the

nature of the office, you're almost the most important thing there is. I don't have distracting

pictures and certificates. And I mean that. You're the most … when you're in my office, you're

it" (David, TT faculty, male).

Another element of deep and active listening that frequently occurred was responding to

those seeking advice or guidance with a series of questions, rather than providing opinions or

answers. For example, with Greg being sought out by a direct report to discuss a new promotion

opportunity, "So, I didn't give her any recommendations but I just wanted her to walk through,

'What would the work be like? What would the schedule be like? Where are you in your life? Is

that the right thing?'" (general faculty, male). Becky described it in this way:

> Mostly I just listen…I like to listen and sometimes I'll say, "Okay, did you think about
> this or do you think maybe they meant this…" kind of thing. And try to look at it in a
> different light because sometimes when you're dealing with someone and they are
> difficult and they say something, you're already set up to find the negative in that and
> maybe they didn't mean it as negative as it came out. And when you tell somebody, and
> you hear somebody say, "You think maybe they meant this?" I think that helps (staff,
> female).

This second example shows a blending of the asking of probing questions with another

important subtheme, that of seeking to help others reframe or evolve in their understanding.

HELP OTHERS REFRAME/EVOLVE

Helping others to reframe and evolve has the *highest* weighted code score of the fifty

used in this study (W=72.4), and was referenced by 93% of the participants. It also has the

highest raw code count, 78, of all the fifty themes of the study. It is not surprising that a study of

those who have a consistently enabling and empowering impact on others around them would

have a strong inclination to help others reframe or evolve in their understanding and/or behaviors, but it is still highly significant that this is the highest weighted-score theme of the study. This theme was considered fundamental by the participants themselves, as well, as in this clear statement about how to interact with colleagues: "It's about framing individually. It's about framing the data. It's about framing the decision. It's about framing the process. It was about framing the involvement of people. It was framing about what problem we are going to solve as a result of this" (Matt, TT faculty, male). Another shared this, "The listening is a good start but you're also willing to help them see it in a new way, or at least share your insight about what you've heard. That maybe they are not seeing it just because, sometimes you know, a third party is just really helpful" (Becky, staff, female). David explained, "The kind of subject matter I deal with, if people pay attention to it, usually has some sort of personal impact for them. And to me that's why I teach. I teach to enable people to think about things differently – and not better, not worse – but *differently* and in so doing increase the repertoire of their behaviors" (TT faculty, male). When asked for more information about what types of informal mentoring she engaged in, Linda responded:

> Informal? I think it's often helping with sense-making. Certainly pointing people in the direction of resources, and I can come back to that later. [But more importantly], it's sense-making. I know all organizations have cultures and I've been to a lot of places and [been] under-represented on multiple dimensions in all those places and [this institution] has been a culture that has just taken the longest to figure out. And I think there's lots of really, really good things about it and I want people to get up to speed faster in making sense of the culture…so, helping them to interpret situations or expectations…in the spirit of making people more successful and being able to fully engage in a place that I think has a lot to offer (TT faculty, female).

Many times, the desire to help others reframe or grow emerged as a group of questions a participant would pose after first deeply listening to someone, such as, "How did we get to this situation? Why do you think we're in this situation? Not who is to blame but what are the

complications and what might your role in where we are but more importantly where can we go together?" (Greg, general faculty, male). The long-term nature of the exchanges was seen as an asset to the ability to help others, as exemplified by this statement from David: "I think over time it's the nature of our conversations to afford people the opportunity to see positive options and it's been my experience they usually take that opportunity…Even in disastrous things usually there are some viable options and I think helping people see those, even in the grimmest of circumstances, is important" (TT faculty, male). The tendency to ask questions to help nurture someone's growth or perspective was often done proactively, as in Erica's example:

> A member of my team recently got promoted to [a position with another group at the school] …. She had been on the team for 8 years and from year 4 on, [in] every performance review [I] was like, 'So are you happy? What do you want to do?' She was capable of so much more than what she was doing, I thought. So when she came in and said, "I'm [accepting the promotion offer],' I was so delighted because it was the perfect place for her (general faculty, female).

This last example shows an investment in the other that was given preference over keeping a strong employee on the team. Seeking out the right thing for the other person to develop and grow was consistently valued over self-serving aims.

MEET OTHERS WHERE THEY ARE

The final subtheme of communication, meeting others where they are, was referenced by 50% of the participants. This theme was noted where people explicitly describe a desire to understand and respond to someone based on that person's readiness and stage of understanding or development. Examples included: "Whether it's your students, faculty or staff, that's who we are, right? We've got nothing without them, so we better figure out where they are coming from. Maybe figure out where they want to go and that may not be where they are" (Greg, general faculty, male); or, in this case of mentoring a student who was considering leaving the school, "…[with] this particular student I felt I did a good job meeting him where he needed to

be met in the moment. So validating his concerns and giving him all of his options and supporting him, because in the moment it wasn't my job to convince him to stay or tell him it was a stupid idea to leave" (Francine, general faculty, female); and this example of learning how to better interact with colleagues: "The trick is, for those people who don't want [direct] feedback, [to] not necessarily give feedback but engage with them in a different way. And with somebody who wants feedback, to be able to give more of the kind of feedback that they want. It takes [several] years to figure out that" (Matt, TT faculty, male). Alice, when stepping into a role supervising a large team of people, remarked, "I had to meet [with] each one of them, because they were so different where they are, and then go from there" (staff, female).

TEAMWORK/COLLABORATION

The next significant area of the social management quadrant is teamwork and collaboration, with its three subthemes of creating authentic experiences, disliking secrets/lies/exclusion, and promoting inclusive collaboration. Teamwork and collaboration were referenced by 93% of the participants, recognizing times of promoting cooperation and working with others. Nicole, in meeting with a new group of colleagues to share some best practices, said "I've been very happy to share that and hope that we can collaborate on that [in the future] and that I can continue to guide them and hopefully save them some time and some headaches…that I experienced myself" (staff, female). In helping to bring together a consortia of people around a common issue, Linda noted, "Some of the people that were brought together were able to say, 'This is a real issue. How can we pull in other people? How can we think about it? What are the possible changes that we can make very quickly?' That felt really good to be able to coordinate across different entities and feel [it] worked" (TT faculty, female).

Both of the female tenure-track faculty (Jessica and Linda) and one of the male tenure-track faculty (Ivan) mentioned that all, or the vast majority, of their research and scholarly work was done in collaboration. As one of them noted, "I always work with at least 1 other person. I don't write by myself. I don't find it fun. And I feel like I get a better product when I work with somebody" (Jessica, TT faculty, female); while Ivan said "I have about 20 different research partnerships in progress, with collaborators from around the world" (TT faculty, male). Another Greg observed, "At the end of the day there's really nothing, or there's very little in this business that doesn't get done with a team wrapped around it" (general faculty, male). In yet another example, David remarked that there is "a lot of activity in the literature about teams and team formation. The several groups I've mentioned [already] were very effective. They didn't think about themselves as being an effective team. They *were*," and when asked to expand on the ways in which these groups operated as effective teams, added: "The way people cooperate and collaborate. The way they work hard to be understanding of other people's positions: very willing to give up their own positions openly to accommodate something for the group as a whole. I think a willingness to listen and respect other people is invaluable" (TT faculty, male). This last example moves from valuing cooperation and collaboration, to articulating the value of inclusive commitment to the effort, related to the subtheme of promoting inclusive collaboration, and a reiteration of the importance of truly listening to one another.

DISLIKE LIES/SECRETS/TARGETED EXCLUSION

Within the three subthemes of teamwork/collaboration, the one with the highest *W score* (22.8) is disliking lies, secrets, avoidance of truth, manipulation, or targeted exclusion. 79% of participants brought up the damaging nature of these actions, expressing consistent disdain for them. This was a novel code that emerged from the data, and captured a variety of negative

traits or behaviors articulated by the participants. Subsequent research would benefit from a deeper and more nuanced exploration of this theme, perhaps breaking down the traits into a series of subcategories to examine these in further detail. As an example, Hilary described grappling with exclusion versus collaboration:

> People ended up getting in their little pods, you know, the energies within their pod [where] there's this weird competitive dynamic sometimes that develops. Like, 'Well they did this…' you know, people pointing fingers… [But just] *stop that* and let's figure out what's cool that we all care about, and make that happen. So [I] just try to keep people aligned around a certain overall good…. That's sort of where I always focus. Like, what's the overall benefit to everybody because there's more than enough good things to go around. It's not like if you get something it takes it away from me (staff, female).

David noted, "I think faculties are very reluctant to share positive, constructive information. One of the reasons is… [some leaders] were pretty clear they didn't want to hear it. But I think people are pretty reluctant, unless it is pretty clear that whatever it is they say will be respected and appreciated" (TT faculty, male).

At times, participants had directly struggled with feelings of exclusion, as in the following: "There are moments in any tasks I have here that I can feel included or marginalized. And that can happen hour to hour or day to day; it just happens. I don't think anybody intentionally does that but I think sometimes when you have faculty who, there is no doubt about it, this is a stratified environment, they have PhDs, I do not, and as much as we would love to believe that caste system does not exist, it most certainly does" (Alice, staff, female). In another related observation, Jessica described also trying to combat the sense of a 'caste system,' in this story:

> I work with a woman who, I try to empower her. She could be seen as 'the staff person' but I believe we are only going to get things done if she believes that…we're teammates. So I really try and develop, when I work with people, especially women – it's faculty/staff, because there's such a baggage that goes with the faculty/staff relationship. Partly because lots of faculty are asses…You know, I mean, there is an elitist attitude,

right? Maybe because I struggled so much to get my PhD, right, that … and I never thought I was going to be in academics, so, I find there is a lot of elitist attitudes about, 'I'm now the academic and you serve me.' I just find that so, *BLEH*, I don't enjoy that (TT faculty, female).

CREATING AUTHENTIC EXPERIENCES

The second subtheme of teamwork was creating authentic experiences (*W*=19.3), referenced by 71% of participants, and defined as seeking and creating authentic teaching/research experiences for self and others. This theme included a preference for educational experiences that would be impactful in students' lives beyond the classroom, research topics and methods that held true value and promise for impact on the world beyond the university, and a desire for interactions in the academic setting that had integrity. Examples from across genders and role types included: "Students have written to me saying that I have changed their mindset, I've transformed their thinking and I made them take courses of action in their life, almost a pivotal moment, as a part of the course that they've had with me, and so that's gratifying. That's what I came into this business for, to be a teacher" (Matt, TT faculty, male); "I think that's a real opportunity for students to…really, really adapt what they've learned to a different culture, in a different environment…one of the reasons that I love these projects so much…is that they are mutually beneficial," (Nicole, staff, female). In describing a particular course, another participant reflected: "You know, it's almost 30 years later, [and] former students, I'll meet them [out socially] and they'll say, 'Do you remember when we did…,' So it seemed to have been useful for them" (David, TT faculty, male). Recalling a particular assignment or moment from a course taken decades previously was thus a clear marker for this participant that the educational experience had been truly effective. Kevin shared this about a pedagogical project, and its critique made a student who had professional familiarity with the subject from prior work experience: "He knows what that publicly looks

like. And he says, 'That's scary how real that is.' And so, again, for me, I'm like, 'Yay!' You know? Nailed it! That's awesome" (staff, male). In each of these cases, participants looked for true, long-lasting impact or accuracy of the content of their work in ways that created highly authentic experiences for others.

PROMOTING INCLUSIVE COLLABORATION

The third subtheme of teamwork was promoting inclusive collaboration (W=18.6), referenced by 64% of participants. This theme provides a clear counterpoint to the active dislike of secrecy and exclusion, as discussed above. Overall, the participants expressed satisfaction with situations and people who were all fully committed to tasks and principles at hand, as well as those where the participant was clearly respected and included. For example, "I felt really valued from my perspective and even now they include me on emails that I'm like, 'I'm out! You all decide how you want to do that, I'm out!' But they include me, which I appreciate" (Alice, staff, female); "I was working hand-in-hand with another professor such that we were essentially co-authors on the [project]. He had more of the content side of things, I had more of the technology side of things, and then we kind of came together on the pedagogy of how to make this work…And so, it was fun" (Kevin, staff, male); "So that was just more fun and more work and more frustration and stress and we were all in it together. There was a real sense of 'We can do this!'" (Erica, general faculty, female); and "Those are usually very rewarding experiences…[where] the faculty by and large takes that whole process very, very seriously…. That would be yet another one of those kinds of committees that I've appreciated, both the responsibility and the shared integrity of the committee" (David, TT faculty, male).

The third major theme area of this quadrant is building bonds, with the three related subthemes of high-frequency mentoring, loneliness/longing for mentors, and familial bonding. Two of these four elements particularly stand out in the data. First, building bonds was referenced by 100% of the participants (W=43). High-frequency mentoring was also very strong, with 86% of participants making reference to this theme (W=29.1). Building bonds was defined as nurturing and maintaining relationships. This skill was expressed consistently as a fundamental element of life itself, in professional sectors as much as personal ones. As previously cited, Ivan succinctly articulated that "organizations are emergent from relationships," and further, that "relationships create productivity: the exchanges that occur create benefit, to the individuals and the organization" (TT faculty, male). This was echoed by Greg, who noted, "When it comes to building an organization that's healthy, it's about investing in the people around you, and that takes time. And it takes some patience," and in explaining a career opportunity that arose unexpectedly from existing relationships, this same person remarked: "it's about trusting relationships, trying to keep your network" (general faculty, male). Many of the participant narratives wove the building of strong relationships into stories of how unexpected connections later became possible, leading to highly successful projects or opportunities that were never even dreamt of when the relationship first began. Another such example was shared in this comment:

> My whole life is networks. I'm an introvert actually. I like to engage with people when there is a purpose…I enjoy people because I always feel like there's something you can get, and not in a selfish way, but you never know. I always say you never know what's going to come. My whole life has been about, 'Wow, that connection. It paid off 5 years from now.' To me, my whole life has been about not the short-term but the long-term (Jessica, TT faculty, female).

Hilary described the fundamental place of building bonds in the midst of a new initiative: "I just felt like building something that was super impactful for the students, for our mission…and [I was] doing it in a way that required me to build and manage a lot of relationships with lots of people that are not used to working together and didn't know each other, so I was kind of like the center of that storm all the time" (staff, female). Other stories relayed the value of building deep, lasting relationships regardless of any ongoing project-based collaborations, as in Erica's example of friendships forged from a collaboration but that continued past the project:

> What came out of that team of 10 are a couple of, I call them spiritual guides, where, they are faculty colleagues, and they will see me and they'll be like, 'Okay…what are you doing? Taking care of yourself?' And we do this for each other. And I'll be like, 'Yeah, I haven't really done that,' and one of them [will] be like, 'You practicing that mindful meditation?' [and I'll say], 'Ohhh, yeahhh, that's right. I need to do that' (general faculty, female).

HIGH-FREQUENCY MENTORING

The building bonds subtheme of high-frequency mentoring also emerged clearly from the data, with 86% of participants referencing this subtheme. The interview protocol contained a section of questions where participants were asked to describe several experiences where they were involved in formal and informal mentoring exchanges that involved guiding, advising, or helping someone to problem-solve. Responses like this were very common: "There are so many" (Matt, TT faculty, male); "People tend to stop by your office or catch you in the hall. Yeah, oh my gosh. I mean, it just happens – it happens a lot" (Nicole, staff, female). Multiple participants gestured to a particular chair or couch, saying it was often full, or considered "my spot" by multiple colleagues who came regularly to share and problem-solve. Alice joked about putting up an "advice 5 cents" cup, like Lucy Van Pelt from the Peanuts cartoon. Jessica, Francine, and Greg all made references like, "people cry in this office a lot," indicating the level of trust and vulnerability they had nurtured in these relationships.

Overall, the informal mentoring domain was strongly endorsed, as in this example: "Yeah, I do a lot. I'm interested in especially the informal, so it's not like you were assigned to be X's mentor. Yeah. I find informal works a whole lot" (Jessica, TT faculty, female). Others commented on the level of trust and the variety of types of issues that others brought to them: "I mean, a lot of people come through my door. Asking about a lot of different things, and I think if anything the reason they do is because like they know I'm going to think about it. They know that I'm going to tell them what I think" (Kevin, staff, male); "With people, team management, any of those kinds of issues that people are afraid to go to the next person up, they always come to me. Faculty, staff, like, everybody comes to me for that kind of point of entry into figuring out what the next step would be in interpersonal-type issues. It's just sort of a pattern I guess" (Hilary, staff, female); "To me, it's just secondhand. I don't even really think about it" (Francine, general faculty, female); "I feel like it's a gift. I think it must just be my DNA, just my genetic make-up, it's just part of who I am. I get in trouble for it though because I work longer because of it especially if there's a lot of stuff going on" (Erica, general faculty, female); "I'm a glutton, I guess, for interaction!" (Alice, staff, female); "You ask around enough and find out I'm one of the people they should talk to. I'm not the only one" (Greg, general faculty, male). Each of these examples is from a different participant, but the variety of these statements is shared here to highlight the consistent nature of these participants finding it "natural," or "part of my DNA" to be involved regularly in formal *and* informal exchanges where they help to guide, advise, or problem-solve with others. This finding helps to confirm that the methodology used to identify network-enabling types of individual through a nomination process from peers was successfully generating a pool of participants who are indeed network enablers.

Several of the participants shared particular stories of hardships they had experienced (e.g., major illness, loss of a family member, experiences of being marginalized and treated as an outsider), that they felt had deepened their desire to reach out and be there for others. This example is representative of that theme in the data:

> I think [what] is the most rewarding is [that] people come back. You know, it's just, um, people come back. I like being a "go to" person. I grew up a nerd so I was never a "go to" person. I was an outcast. So I make up for it now by being a "go to" person and just, you know, it's kind of like that age…when giving the gifts at Christmas was more rewarding than receiving them. You know? And you finally understand that whole thing, like, 'Oh yeah…it is better to give. It's cool.' It's the same kind of thing. It's like … it is very rewarding to have [received an award in this area], but when people walk in... [and] they want your advice and you know they're not going to like 5 other people. They are coming to *you* and they want *your* advice. And they are actually going to listen to what you have to say. I think that means more [than the award I received] (Kevin, staff, male).

Two other subthemes of building bonds were present in the data, but with far less frequency: familial bonding (W=2.6) and loneliness/longing for mentors (W=2.3).

FAMILIAL BONDING

29% of participants made reference to building a relationship at work so strong that it resembled the way you feel for your own family members. Several people expressed this sentiment: "You must be there for others like a parent, it is not about you" (Ivan, TT faculty, male). Some were shared regarding challenges encountered: "[This colleague] whom I love – I truly love this woman. We've been friends for 25 years, but when you try to show her some things, she tells you 10 reasons why it won't work" (Becky, staff, female). Others explained this depth of caring in terms of a tendency to over-commit: "Sometimes I do over commit and then it all starts closing in, but then people around me join in and help. Like, I do that for everybody all the time and they always know I'm there. Like, I'll fit it in whatever it is. If one of my team members needs me or a friend needs me … I mean, I have people, not just [colleagues], [but

also] friends and family, people who know that 24/7 they are in that space with me that no matter what I'm doing if they need me I'll be there for them" (Hilary, staff, female).

LONELINESS/LONGING FOR MENTORS

Loneliness or a longing for mentors likewise arose from the data, with 29% of participants expressing this sentiment. As people discussed their own tendency to mentor others, several reflected on the fact that they had not received the deep mentorship that they would have liked, or actively yearned for: "When I came here, I came here hoping to work, and this is my naiveté, hoping to work with the senior faculty so that together we could create something. [But then] as an assistant professor, I taught the two full professors how to teach the subject. I never had that mentor myself," and later also commenting, "My lamentation, in the biblical sense, was that I never had that person to go to. And that's the way it is. You can lament those things and regret them but that doesn't help you" (David, TT faculty, male). Linda expressed the struggle with feeling lonely or unsupported at work in this way: "I think it's really underestimated the impact of not having friends at work. Especially when the work is all-consuming, some might argue 24/7 in kind of a respect. To then not have people to pull you in, to connect with, is really hard" (TT faculty, female).

DEVELOPING OTHERS

The fourth thematic area in this quadrant is that of developing others ($W=5.5$), especially on the strength of the three related subthemes of getting the right people together ($W=17.1$), creating opportunities ($W=15.4$), and bridging unconnected networks ($W=14.1$). Developing others was defined as bolstering abilities of others through feedback and direction. This general trait was not articulated as the related subtheme areas, which provided better nuance and clarity to the ways in which participants accomplished the work of bolstering abilities of others. Even

when the drive for developing others was raised, it was often in a context with other themes and

subthemes from the study, as in this example:

> I always just say [to direct reports], tell me how I can make sure that when you come in every day you are happy and not, 'If I have to do *X* one more day I'm going to take myself out.' I say if that means mixing some things up or trying something new that's a little bit outside your comfort zone, tell me, and we'll figure out how to make that happen. So to me that's just way fun. You know, doing the discipline stuff is crappy. But you have to do that too. But when I can help people get to where they really want to be, that's awesome (Alice, staff, female).

This example demonstrates creating opportunities and communication, as well as developing

others. Greg shared a story of working for several years with a direct report, where:

> …her first inclination was one of much less patience and so there was a whole lot of coaching, because I had already tested out our limits of what we could and couldn't do.... And so, again, [my role was] just probably allowing her to vent a lot of that, because I understood. I gave a little perspective, but really allowing her to get that out and then challenging with this constraint and this constraint and what you're seeing there are some other ways that we might continue to improve things (general faculty, male).

This second example combined developing others with deep listening as well as helping others

to reframe or evolve.

GET THE RIGHT PEOPLE TOGETHER

The strongest subtheme in this area was getting the right people together, referenced by

71% of the participants. This was defined as anticipating what people or groups to bring

together and when, how, and why to do so. This skill could easily be seen as related to the

empathy subtheme of refined social attunement. It was used to denote projects where the

participant was particularly skillful in identifying potential collaborating parties or groups, and

bringing these individuals into the project in an effective manner. As Greg described it, this

involves:

> …pulling the right people into the room and making sure that everybody is on board and understands the role and then making sure they have what they need to produce the results we're asking for," and, if needed, you "push back a little bit with the team, [in

order to] get that diverse cross-set of experts and functional reps in a room….So those sorts of things are just examples of, you know, aligning a vision, thinking about what individuals as faculty, what individuals as administrators and professionals really are interested in. Sort of making sure you're listening to that rather than just forcing it forward and being ready to say, "You know what? This isn't the right opportunity," because one of those key stakeholders is looking at you just going, 'Wow,' you know, 'not that interested' (general faculty, male).

Jessica described doing this as an intuitive process in a new research area: "I couldn't define it – I didn't really know what it was, until I started really working with other people and started to try to see similarities between the stuff they're doing…. It was more of a process of figuring out how there are several faculty doing things that seem related…. I get a lot of joy in is figuring out what's the connection between that and then how do we make it bigger" (TT faculty, female). Many of the participant relayed stories of successful endeavors that involved unlikely gathering of people from their current position, from prior academic positions, and from personal networks outside of their professional domain. In the midst of one such story, a participant remarked to several new potential collaborators, "If you are interested in partnering up, it would be great to sort of form some sort of coalition of people who are caring about this idea," (Hilary, staff, female). The notion of coalition-building around good ideas was a very consistent theme in the data.

BRIDGING UNCONNECTED NETWORKS

The second strong subtheme in this area was bridging unconnected networks, a theme that is closely related to getting the right people together, but was used to differentiate references in which the participants directly brokered a connection that they had to bring two larger networks of people together on a project or initiative. One person expressed this as "I spend the vast majority of my time listening and helping to facilitate communication across silos in the organization" (Linda, TT faculty, female); another described expanding the

discipline intentionally: "I brought a lot of other fields into our collection…The related disciplines suddenly started to look at [ours] as a field that could be of interest," which led to an effective expansion of the discipline and sub-disciplines (Matt, TT faculty, male); and a third example, "I actually did something new with the [project] this year that is very atypical," by bringing three different units together, "on this project. Generally, they are a lot more silo-ed. [In terms of] who we are and what issues we're working on and all of that" (Hilary, staff, female).

CREATE OPPORTUNITIES

The third subtheme of developing others was creating opportunities for others to meaningfully contribute or be more effective, referenced by 64% of participants. The examples in this area included times of helping broker connections in order to help others realize potential opportunities, as in this example of a student wanting to branch out into a new area, where "I had a good family friend who had just taken over a new position at [a major company in this field], who I called. The guy I had done all the consulting for, and, I just gave her the network" (Greg, general faculty, male). Hilary highlighted this as a central motivator for her in her work: "What I love about what my role is it's a little bit, kind of squishy, but it is super important and interesting to take these really powerful and impactful ideas and get them out…I'm sort of a conduit, a connector of people and ideas and getting the mission spread in a way that makes sense to people outside of academia as well" (staff, female). This second example demonstrates the theme of role congruence as well, with this person having a position that relies upon and allows her to serve as a clear network enabler, connecting ideas and people and enabling those to have a broader impact. Similarly, others brought this up in their guiding of direct reports:

> There is nothing I love more than – and this goes back to even outside of the university –
> I had a woman who reported to me and I knew that she had higher aspirations, and so I

was like, 'What are those? What do you want to do? So how do we make that happen?'
And we did. We got her out to get her a little more exposure, outside of what she was
doing, someone else noticed and then we were able to transition her into a much larger
job. It was outside of the area. She had to move to [another state] to take the position.
That's my job. My job is to help people get to where they want to be (Alice, staff,
female).

The skills included in this analysis of developing others all involve a sense of investment that
was not contingent upon any direct personal gain, as well as experiencing joy in seeing
connections that might between made to serve both projects and other people. There is a
commonality among the participants of not being driven by ego or immediate personal gain that
seems to help bring clarity to the conceptualization of a network enabling orientation.

CHANGE CATALYST

The social management quadrant also includes a group of themes that received lower
overall weighted frequency of references ($W \leq 9.1$). The ESCI theme of change catalyst ($W=9.1$)
was referenced by 57% of participants, denoting ability to initiate new ideas and manage change
effectively. As mentioned, this theme is closely related to entrepreneurial drive, a subtheme of
initiative, referenced by 71% of participants. Taken together, the motivator of discovering new
ideas and acting upon them to lead change was certainly a very common trait across all
participants of this study. As Greg stated, "I play in spaces where it'll probably make the
biggest difference over time which is: 'Where is the school going to go? What kind of skillsets
does the [modern academic] need?' So I'd have to say that's probably the most fun part of my
job" (general faculty, male). Jessica remarked, "We wanted to do something really cool and
different. Because they were all kind of the same" (TT faculty, female). Erica described seizing
the opportunity to help design and launch a new program:

It was insane and I've never – I thought I worked hard in [my prior role]. I have a really
high work ethic. I enjoy what I do, so the line between work and play is not always very
clear to me. That was the singular most satisfying accomplishment in my entire career.

>   And it was because we were off the reservation…And we knocked it out of the park (general faculty, female).

In each of these examples, the participant describes the zeal and enthusiasm they felt when the opportunity to do something important and novel arose.

CONFLICT MANAGEMENT

The next theme in this quadrant is conflict management (*W*=8.0), referenced by 50% of participants. The definition of resolving disagreements and negotiating resolutions was used carefully, for clear instances of the participant serving in a formal way to help resolve conflicts. It should be noted, however, that in high-frequency mentoring, building bonds, developing others, and helping others to reframe or evolve, there is a constant and consistent sense of these individuals helping to resolve issues through problem-solving with people, and enabling them to expand their perspectives and decisions around actions. The coding of conflict management, then, was used for examples such as, "So [in this situation] there are different perceptions, there's conflict, there's accusations. There is the question of self-worth. So managing that has been an interesting process as well. It's a difficult situation to handle" (Matt, TT faculty, male). Or in this situation, where Francine was working with several student groups to resolve a conflict that arose: "Our resolution was, and this was my idea, to have a joint statement. Because… [I saw] that this is an opportunity for learning and bringing the community together and, you know, melding that message and being able to send it out, great. So we did" (general faculty, female). The sense of personal integrity, in being direct and honest with others, was combined with conflict management for Linda, who decided to directly speak with a colleague after a series of heated exchanges in a group setting, saying "I feel that there's tension and I'm not trying to be difficult and I actually think that we can work together and I want to be

helpful…So when I had asked to speak with them, I think they thought I had asked to speak to them because I wanted to escalate a level of tension, but in starting that way it changed their demeanor" (TT faculty, female).

INFLUENCE

The theme of influence (*W*=3.6), employing a range of convincing tactics, was referenced by 36% of participants. This skill was explicitly identified by Greg: "So if you want to grow and have success, I don't know many organizations that you can do that without, you know, being able to influence people or being willing to be influenced" (general faculty, male). Other examples demonstrated the understanding of how to employ a range of tactics for greater success of initiatives, as in Alice's statement, "I learned that in this building I can say, 'This is what we need to do, we need to have this…,' and unless a faculty member has had that [same] idea, it isn't going to happen," and went on to relay a number of faculty colleagues that this person has gone to, to pitch ideas and seek their advocacy to bring ideas forward to the group (staff, female). Caroline articulated this in terms of preparing to ask for additional resources: "It's a stronger voice if you can get people to speak on your behalf" (general faculty, female).

LEADING BY VISION

The last area of the social management quadrant is leading by vision (*W*=0.7), and related subthemes of shared purpose and mission (*W*=8.4), and inspiring hope and optimism (*W*=0.0). Leading by vision was noted for 14% of participants, using the definition of ability to assume responsibility and motivate with a convincing vision. This theme is clearly shown in this example from Greg: "At the end of the day, you've got to have a vision, you've got to figure out how to get people motivated to move that way and that's just listening. I mean, you have to just find out, you know, what is the…team really interested in? [And you discover] 'You know

what, they do like to try out new stuff. They are really excited about that'" (general faculty, male). It was also exhibited in Jessica's story about leading a group in a new direction: "[My partner and I] could *see it* and we got our team to *see it*, because it was different. We were all really excited about it. I think they were. They never told me they weren't. We were all working really hard on it and it was different and it was unique and it was going to be really cool" (TT faculty, female). The concept of leadership is also relevant for consideration in the third research question of the study and will be dealt with in more depth in the coming section.

INSPIRING SHARED PURPOSE/MISSION

The subtheme of shared purpose and mission proved useful in capturing ability of participants to cultivate the sense of shared purpose or mission in the work at hand, and was referenced by 64% of participants. Caroline explained how people had rallied around a shared commitment to a successful outcome on a project that had a significantly problematic person among the group: "It's great when you, even when you have a problem person on a team, it's great we were all trying to figure out how to work around it and keep going" (general faculty, female). Matt reflected on how trying to motivate faculty to work on things can be a challenge: "They are tenured; they march to their own drummer. So getting them to work towards a common purpose is another major task" (TT faculty, male). Alice used a strengthening of shared purpose and mission to build trust when taking on supervision of a new group of people:

> I tried to build my 'street cred.', if you will: I needed to know exactly what they did and I had to be able to do it. I mean, come hell or high water, if someone needs help, I needed to be able to say, 'Tell me what it is; I got it.' And so I did that. I don't think that there is anything that they do that I can't do myself. And that was a major pivot point for them; that I wasn't just telling them what to do, I was saying, 'I understand what you do and let's figure out how to make this better.' So I was moving road blocks (staff, female).

Greg conveyed a philosophy of working independently with a smaller group and then bringing it back to the larger group: "We jokingly talk about working in the university is like riding the

wild snail: you've got to get off the snail and figure out how to do stuff and then get back on the snail once you figure out what works, because then you're going to need to stay with the mothership if you really want to grow and have bigger impact" (general faculty, male).

INSPIRING HOPE AND OPTIMISM

It is worth highlighting that the subtheme of inspiring hope and optimism was not noted in the data. This code, adapted from organizational analysis literature and also mentioned in the description of resonant leaders, was possibly subsumed by the related codes of empathy, building bonds, developing others, and helping others to reframe and evolve. It did not prove useful to this researcher try to parse inspiring hope/optimism discreetly, as separate from these other themes.

THEMES NOT NESTED IN THE ESCI

As mentioned, there were a small group of novel codes developed for the study that were not nested within a major component of the four-quadrant ESCI model. These were: referencing another NE nominee (W=11.0), role congruence (W=10.3), and unanticipated/swift success (W=8.6).

CLUSTERING TENDENCY: REFERENCING ANOTHER NE NOMINEE

The first of these, referencing another network-enabler nominee of the study, was associated with the parent code "clustering tendency." A clustering tendency has been noted in the organizational network analysis research, expressed as a tendency of energizers to attract other high-performers to their networks. In the present research, the researcher did not have access to sufficient information about performance expectations or outcomes of participants in comparison with others, to apply the parent code. The overall notion of a clustering tendency

was suggested in Hilary's statement: "I mean, the biggest thing that I – I joke about this to the committee – and generally the biggest thing that I bring to most things that I participate in, is I draw in the other people that are around me that are awesome" (staff, female). Many of the stories shared by Hilary illustrated that this was not an exaggeration, but that she did indeed bring in other highly-motivated, effective people on projects and, as a result, had a number of initiatives that experienced unanticipated/swift success in terms of time or scope – another theme that was tracked separately in the study.

Rather than being able to track "high achievement" tendencies overall, there was instead sufficient information to note when a participant of the study directly names another person who was also nominated three or more times by their colleagues, and thus also considered a primary target nominee of this study. 50% of participants made an explicit reference to another primary target NE nominee, including both an interviewee referencing another participant who had consented to participate in the study and referencing another primary target nominee who did not participate in the interviews. Because the researcher had access to the first and last names of all nominated individuals, it was possible to note when an interviewee brought up another nominee.

They cited one another in a variety of ways: mentioning them as collaborators, as mentors, as mentees, as bosses or direct reports of one another, as role models, etc. And in fact, this theme was probably even more prominent in the data than the researcher could ascertain, as this reference was coded only when the speaker made it explicit who they were describing. It is likely that other stories were shared which were only described in terms of "she/he" or "that group," that involved additional NE nominees, but were not explicit enough to be captured. The level of overlap relayed in just the explicit examples was frequent enough to make this a strong

theme in the data, confirming that NE individuals seem likely to exhibit a clustering tendency within an organizational network. Further research would be needed to carefully study this phenomenon before drawing strong conclusions.

ROLE CONGRUENCE

The next theme in the data was role congruence, noted for 64% of participants. This was defined as having a formal role responsibility to enable success of others across the work network. Leveraging this role congruence was expressed as a welcome professional condition by participants. Role congruence was found for both genders and all position types, as well. It was not limited to only faculty or only staff roles. For example, "In my [promoted] role, I'm now labeled as the person who gets to do things, which helps people understand why they should be talking to me or why I want to talk to them.," and in further explaining the charge and purview of the role, went on to share, "I've interpreted the role very broadly" (Linda, TT faculty, female). Greg articulated it in this way, "My main role is – it's a highly matrixed role – with lots of great people, lots of great leaders and trying in some ways to make sure they have the resources they need to do the great work they do. And…sort of pulling the right people into the room and making sure that everybody is on board and understands the role and then making sure they have what they need to produce the results we're asking for" (general faculty, male). Greg also described an earlier professional experience that provided a first welcomed glimpse of congruence with network enabling: "I moved into that slot and so my role was essentially to manage the education and support for [a large group]. And so that was kind of my first, 'Oh, this is really cool. These people are having good experiences, some were having bad experiences, and I can try to make them better.'"

Caroline conveyed role congruence in this description: "So, trying to figure that balance of what's the right mix of resources…so we're trying to create the best infrastructure for them to be successful, with the information they need, and then the next step in that is helping them know how to use it, figuring out how to meet their goals as far as their projects…[or] what they'd like to learn" (general faculty, female). Nicole identified her role in this way: "I meet with anyone who is tied to [the school], or wants to be tied to [the school] …And try to figure out what the win-wins are really. I mean, I'm sort of really just trying to figure out how we can collaborate better with everyone in our network" (staff, female).

It was notable that people in very different types of positions found ways to conceptualize their role in terms of helping others to succeed. Some expressed this in terms of empowering students in the classroom, helping faculty discover new areas of possible research or programming, or in making sure that others have the resources that they need to be successful, across the entire academic network. Network enabling, then, did not seem to be limited to only certain role types or specific elements of job descriptions. The notion of "role in-congruence," which could be defined as a role type or job description which specifically focuses on narrow tasks or interactions, and limits the ability of the individual to impact other people and projects more broadly, was beyond the scope of the present study to explore. There is likely a rich array of topics for future research in considering the "network enabling" profile or disposition and the concepts of role congruence/in-congruence.

There were also noted areas of conflict between professional responsibilities and network enabling. In describing this particular conflict for tenured-track faculty members, Jessica made these important comments:

> You've got to have people within your organization that fundamentally are of a giving nature such that they don't need the incentives. Or they have a different incentive

mechanism that you reward them for. So if you really believe in informal mentoring … like if I were dean, or a faculty dean, if I believed that this was really important … [or] if I were CEO of a company, what would I do? I think it would take me either empowering or me myself, right, it all comes from the top, a lot of it does, what do you value? Calling out, having a wide criteria – like, this the hard thing about academics – having a wide criteria of what it means to be a full faculty member. So faculty members, right, there's no incentive at associate level for you to mentor if you want to get full because you're not going to ask me, you know, you're not going to reward me for full by saying, 'Oh, she's a big mentor.' You're going to reward by looking at my publications or maybe some of the things that I've built but you're not going to ask the people I work with, 'Was she the chair of the scholarship committee? Was she a good?' Now if you were a CEO you would ask those things potentially (TT faculty, female).

UNANTICIPATED/SWIFT SUCCESS

The final theme that was not nested within the ESCI framework was that of unanticipated

or swift success, defined as ripple effects or unanticipated levels of success, either in time or

scope. This theme emerged from the data, and was referenced by 57% of participants. As in the

themes of spotting unmet potential/gaps, getting the right people together, and bridging

unconnected networks, the element of seeing unanticipated level or timeline to strong success

seemed to emerge from an intuition or instinct that the participants would manifest in new

endeavors that were highly successful. As Jessica shared:

> I'm really proud of [this new endeavor]. Now, where it goes next – it's *far* bigger, holy cow. When I went to pitch this…I had this idea, but you know, you only make it '*here*' but you've got a vision of where you want to go. And yeah, sure, that was my vision. Did I think we would get there the first year? No! ...So, that's really exciting when you have this little thing and then people jump on board and it becomes either quicker, it gets to where you're visioning quicker, or it gets even better than this thing you had thought about…You never know what happens with your networks. You never know what happens with risk-taking…And I'm quite proud of that because it started as this little idea and, you know, it wasn't that I made it big, right? It took lots of people (TT faculty, female).

Greg shared a story of working on a new pedagogical technology, and realizing, "I could open

that up to a much broader audience…and it took off. In fact, I was back visiting with some

colleagues and it's still one of the largest…offerings that they have…And they actually give

people an option…to actually come in and do some of this face-to-face experiential, …and they come from all over the world to do that" (general faculty, male). In another example, Alice was going through archival news, and realized that a program for the students had been originally launched by an alumnus and was now several decades old and going strong. It turned out that it was not an alumnus who had retained any relationship with the school. Realizing that there could be an opportunity to highlight the program and thank the founding alum, she pulled multiple offices and constituents together to involve him in an important upcoming event where he was personally thanked by those running and benefitting from the program, and following this:

> Then I hear all of a sudden he is coming to his reunion. He has given a gift [to the school]. People are thanking me from the alumni office, engagement and whatever, and all I did was randomly find this man and invite him to dinner, you know, and gave him a little cup, but, because I said this was important, this would be fun, and it was just the right thing to do…. Yeah, so, I was sort of proud of that moment…I could have just walked away. I had enough stuff to do with my day, [and] it was this little tiny thing at the bottom of a paper that happened to be there. It was sort of fun…. I have a job and I have a focus, but when things like that happen I'm more than happy to go out of my way, and do something that benefits more than me and the [people in that program], but also has impact on the engagement and giving side (staff, female).

It is significant that 8 of the 14 participants relayed a total of 15 different references to stories of ripple effects and swift success in either time or scope of projects. This points to a tendency of these individuals to amplify the potential in people and projects in effective, innovative, and/or unanticipated, ways.

SUMMARY OF FINDINGS FOR RESEARCH QUESTION 2

Having now provided a detailed analysis of the entire thematic set of data explored in the study, it is clear that the ESCI model was a useful construct for trying to categorize the drivers, or motivations, of the participants. The concept of motivation was considered in terms of the

ways in which participants identified specific skills, behaviors, and perspectives during the interviews, as captured by the coding framework. When considering the ESCI component themes, using aggregated totals, the top six themes to emerge are trustworthiness/integrity, communication, empathy, teamwork/collaboration, building bonds, and developing others (code count range, 81-181). While integrity is a personally-held systems of values and principles, including honesty, the others in this list all involve interdependence and interrelationship with others. Even empathy, which is internally held, is about understanding and taking active interest in the concerns of others. A second group of four ESCI themes received code counts in the range of 39-59: initiative, achievement, service orientation, and accurate self-assessment. Three of these four are more inwardly focused – on the driven nature, success, and monitoring of the self – while service orientation is again highly interdependent. So, viewed primarily through the lens of the ESCI model, the network enabling motivations of the participants in this study were predominantly focused on relationship-management and interdependence with others as being fundamentally important.

Similarly, the more nuanced framework created through the addition of EGZ, RL and NE codes was also appropriate and useful. Table 4.7 provides the entire study framework, with 20 ESCI component themes as well as 30 novel themes and subthemes, using the weighted score to scale the raw code counts by the percentage of participants in the study who referenced each theme. This disaggregates all of the themes of the study, considering them without imposing the four quadrant ESCI model. Viewed in this ranked order, 6 of the top 10 themes are novel codes – and five of these 6 are network enabler (NE) codes developed by the researcher for the purpose of capturing the themes that emerged from the data. If one considers the top 20 out of 50 themes, 13 of the 20 are novel codes, with 11 of the 13 being NE codes. The weighted score range of the

top 10 themes is 28.3–72.4, while the *W* score range of the next 10 themes is more compressed at

19.3–24.9.

Table 4.7. All References, Ranked by Weighted Code Score

Id	Parent	Code Count	#-Part	%	W-Score	Id	Parent	Code Count	#-Part	%	W-Score
1	NE: Help others reframe/evolve	78	13	93%	72.4	26	NE: Bridge unconnected networks	22	9	64%	14.1
2	EI-Q2/EGZ: Trustworthiness/ Integrity	63	14	100%	63.0	27	NE: Humility	20	9	64%	12.9
3	EGZ/RL: Caring/Mutual regard	57	13	93%	52.9	28	NE: Referencing another NE Nominee	22	7	50%	11.0
4	NE/EGZ: Deep listening/attention	49	14	100%	49.0	29	NE: Role congruence	16	9	64%	10.3
5	NE: Integrity in Adversity	52	13	93%	48.3	30	EI-Q4: Communication	15	9	64%	9.6
6	EI-Q4: Building bonds	43	14	100%	43.0	31	EI-Q4: Change catalyst	16	8	57%	9.1
7	EI-Q1: Accurate self-assessment	39	13	93%	36.2	32	NE: Unanticipated/ swift success	15	8	57%	8.6
8	NE: Resilience, Persistence, Patience	46	11	79%	36.1	33	NE: Meet others where they are	17	7	50%	8.5
9	NE: High-frequency mentoring	34	12	86%	29.1	34	RL: Shared Purpose/Mission	13	9	64%	8.4
10	EI-Q3: Empathy	33	12	86%	28.3	35	EI-Q4: Conflict management	16	7	50%	8.0
11	NE: Spotting unmet potential/gaps	29	12	86%	24.9	36	EI-Q2: Self-control	11	8	57%	6.3
12	EI-Q2: Achievement	26	13	93%	24.1	37	EI-Q4: Developing others	11	7	50%	5.5
13	NE: Growth mindset/excited by ideas	27	12	86%	23.1	38	NE: High-freq. engagement w/ work	12	6	43%	5.1
14	NE/EGZ: CSC Investment in People	29	11	79%	22.8	39	EI-Q1: Emotional self-awareness	10	6	43%	4.3
15	NE: Dislike lies/secrets/exclusion	29	11	79%	22.8	40	EI-Q2: Conscientiousness	10	6	43%	4.3
16	RL: Refined social attunement	26	12	86%	22.3	41	NE: Feel others' success as own	8	7	50%	4.0
17	EI-Q3: Organizational awareness	28	11	79%	22.0	42	EI-Q4: Influence	10	5	36%	3.6
18	EI-Q4: Teamwork/ Collaboration	23	13	93%	21.4	43	NE: Familial bonding	9	4	29%	2.6
19	NE: Entrepreneurial drive	29	10	71%	20.7	44	NE: Longing for mentors	8	4	29%	2.3
20	NE: Create authentic experiences	27	10	71%	19.3	45	EI-Q1: Self-confidence	5	4	29%	1.4
21	NE: Promote inclusive collaboration	29	9	64%	18.6	46	NE: Heeded criticism	5	4	29%	1.4
22	EI-Q2: Adaptability	26	10	71%	18.6	47	NE: Heeded mentor's advice	6	3	21%	1.3
23	EI-Q3: Service orientation	22	11	79%	17.3	48	Ei-Q4: Leading by vision	5	2	14%	0.7
24	NE: Getting right people together	24	10	71%	17.1	49	EI-Q2: Initiative	1	1	7%	0.1
25	EGZ: Create opportunities	24	9	64%	15.4	50	EGZ: Inspiring hope/optimism	-	-	-	0.0

In descending order, the top 10 themes by *W score* are: helping others to reframe/evolve (72.4), trustworthiness/integrity (63.0), caring/mutual regard (52.9), deep listening/attention (49.0), integrity in adversity (48.3), building bonds (43.0), accurate self-assessment (36.2), resilience/persistence/patience (36.1), high-frequency mentoring (29.1), and empathy (28.3).

The next group of 10 themes by *W score* are: spotting unmet potential/gaps (24.9), achievement (24.1), growth mindset/excited by ideas (23.1), conscious investment in people (22.8), disliking secrets/lies/exclusion (22.8), refined social attunement (22.3), organizational awareness (22.0), teamwork/collaboration (21.4), entrepreneurial drive (20.7), and create authentic experiences (19.3). These motivating skills, behaviors and perspectives help to define and differentiate network enablers. Of these 20 top-ranked themes, 18 involve either cultivation of personal emotional awareness and management or social skills around caring for, interacting with, and developing others. Two of these top 20 stand out for being internal and self-directed elements: growth mindset/excited by ideas and entrepreneurial drive. These are a distinct addition to the body of themes that received the highest weighted scores, and the implications of this will be considered more fully in the final chapter of this study.

Nonetheless, 86% (*n=12)* of the participants described a passion and hunger for ideas that could be used to enhance their personal growth and development, and 71% (*n=10)* share a passion for new and *unique* opportunities to build, make, or contribute something in their professional lives. These skills go beyond just self-management or building strong and nurturing relationships with others. Indeed, the unique combination of the love of ideas, growth, and new endeavors, *combined* with self-management and nurturing relationships may be the elements that will truly prove, via future research, to be the necessary co-requisites for identifying and/or cultivating people with a network enabling orientation.

The final research question of the study was: in what ways do participants describe their professional roles and identities? An individual's self-concept regarding role and identity is understood and expressed by that individual in complex ways. Given the data available in the study, the frequency with which individuals made reference to the 50 coded themes will be used to understand the trends in how they viewed their roles and identities. A limitation of the present study is that it is not focused in any formal way on principles of identity-formation. Instead, it will be useful to consider the concept of professional role and identity through the lens of the coding framework employed in the study. This research question will therefore be considered in three ways: (1) what major themes around role and identity arise from the data; (2) are there gender and position-type variations in the distribution of the coded themes of the study; (3) to what extent did participants consciously view themselves as leaders, coaches, and/or mentors? Some quotations cited in the discussion of research question 2 will be considered again in this section, for their relevance in considering how they inform participant role and identity.

(1). MAJOR THEMES REGARDING ROLE AND IDENTITY

A number of major areas of commonality regarding role and identity emerged from the data:

- Participants shared a deep commitment to the mission and purpose of their work in a way that embraced relationships with others as a fundamental element necessary for success. Further, relationships with others were not only fundamental for enterprise success, the participants were driven by a desire to empower others, share insights, and "give them the network."
- They shared an internal sense of identity around making sure that everyone had the resources necessary to be successful. Enabling the success of others most often took the form of helping them to grow and evolve in authentic, meaningful ways.

- A universal high personal integrity contributed to them being willing to "do the right thing" and to be persistent at pursuing it despite adversity, initial answers of "no" from others, failures, or having to go against a group or wider institutional culture to do so.
- A recurring sense of blurring the personal and professional realms led a number of participants to note that, for them, there was no meaningful separation in distinguishing "work life" from "personal life," or just, "life."
- They shared a common intense work ethic, which led a number of people to comment on the challenge of balancing their time commitments, particularly when both project commitments and the needs of others (including mentoring, problem-solving, and general guidance) were also demanding. In such situations, most of them simply continued to give 100% commitment to both, working very long hours as a result.
- The participants were lovers of ideas and growth: new ideas were utilized for the development and growth of their own perspective and behaviors, and were also relayed to others to enable growth in others. Furthermore, they displayed a high tendency to spot unmet potential or gaps in systems or situations, to bridge unconnected networks in designing solutions, and an entrepreneurial drive to establish new and unique endeavors or articulate unconventional or expansive ways of apprehending the world.

Evidence of these major themes can be found, in part, in the high frequencies of the following: 100% of interview participants referenced trustworthiness/integrity, deep listening/attention, and building bonds; 93% (*n=13*) referenced helping others reframe/evolve, caring/mutual regard, integrity in adversity, accurate self-assessment, achievement and teamwork/collaboration; 86% (*n=12*) spoke about high-frequency mentoring, empathy, spotting unmet potential/gaps, growth mindset/excited by ideas, and refined social attunement.

The common theme around a commitment to mission and purpose in relationship with others is also clear in the following statements: "Somewhere along the way in my life I decided that I would not be an incentive-driven human being. I would be a purpose, mission-driven human being….so I don't worry about other things, because then your energy, your time, your activity are rationalized and justified on the mission. What is the right thing to do for the mission and purpose? Therefore, this is the right thing to do" (Matt, TT faculty, male). Caroline wondered "How do you share what's going on such that we can all support each other and support, through our expertise, what we are accomplishing, or how we can support the rest of the

community," including, "facilitating new initiatives, which required definition of the problem, consideration of solutions, development of consensus" (general faculty, female). Greg framed his role in this way: "[We]…wrap the services and support [around colleagues] so that at the end of the day, faculty and students have a great experience, so [it's key,] knowing what your core value proposition is," while recognizing that "you can iterate and try stuff, but you also have to be okay with taking the long view…and a fun part of this place is just hearing people's ideas. Hearing what they are passionate about. Doing your best to give them the network" (general faculty, male).

The second theme, regarding helping others to get the resources they need and enabling their growth, was a fundamental part of identity statements for a number of people: "That's my job: my job is to help people get to where they want to be" (Alice, staff, female). Another phrased it this way: "Education is about ideas and it's about learning, it's about thinking differently…It is about being willing to enter into the thought process and then extend that into the classroom in ways that are meaningful for their fellow class members. Now, it turns out, that's my ideal state. [And] that's what I'd like students to do," and furthermore, "the kind of subject matter I deal with, if people pay attention to it, usually has some sort of personal impact for them. And to me, that's why I teach. I teach to enable people to think about things differently" (David, TT faculty, male). That ability to have impact on others was also expressed by another participant in this way: "[I was] creating things that I felt people needed…I was making a difference and I was helping people…the only reason I want to be a full professor is because I really like the administrative piece, or it's not so much the administrative, I like making a difference….[and] my past experiences] have given me lots of perspective, I think it makes me more sympathetic to those who I perceive as being on the edge and not having full

access of knowing how to get things done. And so when I tend to get access, I tend to share it with other people" (Linda, TT faculty, female). The desire to have positive impact on others was generally expressed in magnanimous ways that could include rather exclude all colleagues, as in this example: "Faculty to staff, staff to student, I want to help. Like, [school] to [university]…I want to help. If we are a learning community, how would we not have time for this? ...We are at an institution of higher education, this is what we do" (Kevin, staff, male).

The ability to help others was commonly recognized as being dependent upon building a close, trusting relationship:

> You don't know about problems to some degree unless you listen to people and you know about them. So you create a trust relationship that they are willing to share, to some degree – either share, or you're looking for and read the potential vulnerability [in the other]…Because if you build that team relationship, then you build a trust relationship, [such] that people become more vulnerable with you (Jessica, TT faculty, female).

Additionally, a high personal integrity consistently helped participants to base their goals and actions on values and principles that remained unshakable, despite adversity. "I think in…higher ed. you have to put your helmet on and run into the wall about 8 times before someone will finally allow you to take the helmet off and make it happen" (Alice, staff, female); "I worked with students to build some things that were needed…I thought that if anybody knew that I was doing this, they would be really not cool with it because it was taking away from my research time. But I thought it was important. I just thought it was important" (Jessica, TT faculty, female); "So those were two of the bigger things, and they were challenges that didn't get resolved. You know, I put it out there, nothing happened, put it out there again a couple of times without being annoying about it, and then it was one of those things where it was like, 'Okay, well if this is the way it's going to be then I'll start looking elsewhere.' I did. I moved to [a different organization] about a year later" (Kevin staff, male); and "The point I made [by leaving

the group entirely] I still think is an important point and I was disappointed that the school did nothing about the circumstance" (David, TT faculty, male).

The blurring of personal and professional life is exemplified in this statement, about aspiring to be a person who has a deep impact: "…the kind of person, that when they leave…they really leave an impact with what they did. Again, both professionally and personally, which, again, I consider one and that same" (Kevin, staff, male). Ivan, when asked to think of a time they felt deeply engaged and purposeful at work, replied "I don't approach things in this way. I do not separate work from life, it is all 'life'" (TT faculty, male). The blurring of personal and professional is also embedded as Hilary talks about dependability in being there for people:

> Sometimes I do over commit and then it all starts closing in, but then people around me join in and help. Like, I do that for everybody all the time and they always know I'm there. Like, I'll fit it in whatever it is. If one of my team members needs me or a friend needs me … I mean, I have people, not just [colleagues], [but also] friends and family, people who know that 24/7 they are in that space with me, that no matter what I'm doing, if they need me, I'll be there for them (staff, female).

In a similar instance, Erica described a start-up phase of a new endeavor: "It was insane and I've never … I thought I worked hard [before that]. I have a really high work ethic. I enjoy what I do so the line between work and play is not always very clear to me. [And] that was the singular most satisfying accomplishment in my entire career" (general faculty, female).

Finally, the participants were consistent in demonstrating a very high work ethic that could be taxed when both project and relational demands were high. For example, "I've been sucked into more worlds now [following the promotion], which is great, because I enjoy that. And if I could just clone myself and be in multiple places at once, it would be even better. But for now, I'll just sort of keep going at warp speed until it settles back down a bit" (Hilary, staff, female). Greg relayed a story of building a new enterprise that went from 5 to over 200 personnel

in under two years, noting "Umm, I didn't sleep for about 2 years… I mean, you do everything in the first year, literally everything" (general faculty, male). Greg also shared that the time demands of building strong, trust relationships with colleagues can be intense: "It takes up a lot of time…. [but] at the end of the day, I think it is about the only time you get anything done. It's fun, at least." In another example of helping to build up a new program offering, Francine explained, "That was the year I worked 40 days of overtime, unpaid and un-comped…I tracked it because tracking things made me feel better…40 days, that was kind of crazy. But that's what I had to pour into the job into order to do it. So I just did it" (general faculty, female). Nicole described it in this way: "Something that I have struggled with in this job is work/life balance…I'm definitely a type-A personality, and I have a very hard time leaving at the end of the day before [things are] done, wrapped up with a bow…and [I'm] having to sort of personally come to terms with the fact that there are so many hours in the day" (staff, female).

The time commitment was not only due to new projects, however. The time commitment invested with colleagues and students regarding listening, supporting, and helping to advise or problem-solve was more difficult for people to quantify, but was universally understood as a significant personal conviction: to be there for others around them. As Erica commented when asked about her approach to the time invested in supporting others, "consistently [central]…I think, in the broadest sense of the word, is relationship. So I hold as a gift the fact that people do this with me. You're right about the time though, and it's very interesting because I am making a conscious decision in the moment. Very conscious" (general faculty, female). Jessica succinctly commented, "I'll come back to my ultimate struggle, okay? Is in my whole life, how much do you do for yourself versus how much do you do for others? ...[but] you can't mentor if you're not willing to sacrifice your time for somebody else's" (TT faculty, female). In considering the

overall time commitment balance, Kevin explained: "What is a balance that makes sense? You know? I mean for me, it's – honestly – if I had to put a number on it I'd say it's probably say it's 75/25, maybe even more 60/40 work versus relationship" (staff, male). The phrase "work versus relationship" here emerged from a longer conversation about how this person approached the balance between time invested in outcome-driven project work versus time spent speaking with, helping, or building bonds with others, much of which does not relate directly to any of the outcome-driven projects on which this person works. Ivan saw the investment in others as an inherently rich domain, saying, "relationships create productivity: the exchanges that occur create benefit, to the individuals and the organization" (TT faculty, male).

Participants also referenced a group of traits that include their own love of ideas and growth for personal development and the development of others as well as an entrepreneurial groups of skills including spotting unmet potential or gaps, bridging unconnected networks, and overall offering innovative, new, and often unconventional ideas or solutions. As Hilary pointed out, in reflecting on a new program she had implemented:

> I mean, [the school] had never done anything like that. I get people still [asking], 'How did this happen? I don't understand…' People ask me that kind of question all the time. Like, 'Did somebody tell you to do this?'…it's not like rocket science. It's a totally different way of [thinking]…it fascinates me that I feel like such an outlier in this way because it's so natural to me to like think, 'Okay, this is a really great idea. How do I make it happen?' Whereas other people might say, 'That's a really good idea' [but do nothing] (staff, female).

Greg noted the enjoyment of getting to "play in spaces where it'll probably make the biggest difference over time, which is 'Where is the [field] going to go? What kind of skillsets does the modern [student] need?'…So I'd have to say that's probably the most fun part of my job?" (general faculty, male). The participants consistently showed a passion for having insights into possibilities and the future, and to also leverage those insights in the building of new endeavors

and projects. As noted previously, network enablers seem to distinctively combine a growth/entrepreneurial mindset with conscious investment in relationships and nurturing the growth of others.

(2). GENDER AND POSITION-TYPE DISTRIBUTIONS

PROFESSIONAL IDENTITY AND GENDER

Tables 4.8 and 4.9 show the gender distribution results for each theme. The final row of table 4.9 shows that when the gender distributions from the 49 themes of the study are averaged, the overall percentage of participants referencing the themes as a whole is 50% female and 50% male. Thus, taken in total, there is an overall parity between genders in how people reference the skills, behaviors, and perspectives represented in the study. Further, Tables 4.8 and 4.9 show the *normalized* distributions for each theme, by gender. Normalization was done to help account for the fact that 64% of the interview participants were female while 36% were male. Normalizing brings those ratios back into proportion with one another, displaying the data weighted to indicate the responses from each group *as if* there were in fact 50% of each gender in the interviewee sample. The practice of normalizing data is done when a study sample is skewed towards under- or over-representation of given population types in the data. This practice is described in the Dedoose Software User Guide, which clarifies that "a graphical representation for code application frequency by sub-group is relatively meaningless if there are unequal numbers of individual cases across each sub-group…Turning *off* the normalization adjustment [therefore] results in a possibly misleading visualization" (Dedoose, 2016).

In the self-awareness quadrant, emotional self-awareness was referenced by predominantly women (84%), while high-frequency engagement with work (64%) and self-

confidence (73%) were referenced more predominantly by men. Given the relatively small sample size in the present study, however, such discrepancies may be the results of fewer overall references. Therefore, gender differentials will be noted here, but would require further study in larger populations to confirm that there indeed gender differences regarding the various themes of the study.

Table 4.8. Gender Distribution, Normalized for All References (Part 1 of 2)

Id	Parent	Child	Code Count	Female-%	Male-%
1		EI-Q1: Self-awareness (66 References)			
2	EI-Q1: Accurate self-assessment		39	44	56
3	EI-Q1: Emotional self-awareness		10	83	17
4		NE: High-frequency engagement w/ work	12	36	64
5	EI-Q1: Self-confidence		5	27	73
6		EI-Q2: Self-management (351 References)			
7	EI-Q2: Conscientiousness		10	46	55
8		NE: Heeded criticism	5	69	31
9		NE: Heeded mentor's advice	6	53	47
10	EI-Q2: Achievement		26	51	49
11		NE: Growth mindset/excited by ideas	27	41	59
12	EI-Q2: Adaptability		26	43	57
13	EI-Q2/EGZ: Trustworthiness/Integrity		63	39	61
14		NE: Humility	20	51	49
15		NE: Integrity in Adversity	52	51	49
16		NE: Resilience, Persistence, Patience	46	49	51
17	EI-Q2: Initiative		1	100	0
18		NE: Entrepreneurial drive	29	37	63
19		NE: Spotting unmet potential/gaps	39	55	45
20	EI-Q2: Self-control		11	60	40
21		EI-Q3: Social Awareness (203 References)			
22	EI-Q3: Empathy		33	67	33
23		EGZ/RL: Caring/Mutual regard	57	51	49
24		NE: Feel others' success as own	8	64	36
25		RL: Refined social attunement	26	56	44
26	EI-Q3: Organizational awareness		28	61	39
27	EI-Q3: Service orientation		22	71	29
28		NE/EGZ: CSC Investment in People	29	28	72

In the self-management quadrant, nearly all of the themes had a relatively balanced occurrence in the narratives of both male and female participants. Using a disparity of 60%-40%

or more as a guide, heeded criticism and initiative were referenced more by women (69% and 100%, respectively, though noting that the 100% figure includes just a single reference and should therefore be treated as an outlier). Trustworthiness/integrity and entrepreneurial drive were referenced more by men (61% and 63%, respectively).

Table 4.9. Gender Distribution, Normalized for All References (Part 2 of 2)

Id	Parent	Child	Code Count	Female-%	Male-%
29	EI-Q4: Social Management (502 References)				
30	EI-Q4: Developing others		11	60	40
31		EGZ: Create opportunities	24	48	52
32		NE: Bridge unconnected networks	22	71	29
33		NE: Getting right people together	24	63	38
34	EI-Q4: Change catalyst		16	48	52
35	EI-Q4: Communication		15	45	55
36		NE/EGZ: Deep listening/attention	49	38	62
37		NE: Help others reframe/evolve	78	41	59
38		NE: Meet others where they are	17	23	77
39	EI-Q4: Conflict management		16	63	38
40	EI-Q4: Building bonds		43	67	33
41		NE: Familial bonding	9	66	34
42		NE: High-frequency mentoring	34	69	31
43		NE: Loneliness, longing for mentors	8	36	64
44	EI-Q4: Influence		10	19	81
45	EI-Q4: Teamwork/collaboration		23	56	44
46		NE: Create authentic experiences	27	28	72
47		NE: Dislike lies/secrets/exclusion	29	41	59
48		NE: Promote inclusive collaboration	29	37	63
49	Ei-Q4: Leading by vision		5	12	88
50		EGZ: Inspiring hope/optimism			
51		RL: Shared Purpose/Mission	13	32	68
52	EGZ: Clustering tendency				
53		NE: Referencing another NE Nominee	22	49	51
54	NE: Role congruence		16	58	42
55	NE: Unanticipated/swift success		15	46	54
	All Distributions Averaged, by Gender:			50	50

In the social awareness quadrant, empathy (67%), feeling others' success as one's own (64%), organizational awareness (61%), and service orientation (71%) were all referenced more often by women. Conscious investment in people was referenced more often by men (72%).

Caring/mutual regard and refined social attunement, were also referenced by slightly more female than male participants. Within the present study, then, women more consistently referenced the component skills of the social awareness quadrant than men.

In the social management quadrant, men referenced the following themes to a greater extent: meeting others where they are (77%), loneliness/longing for mentors (64%), influence (81%), leading by vision (88%), and shared purpose/mission (68%). Women referenced another group of themes more frequently than men: bridging unconnected networks (71%), getting the right people together (63%), building bonds (67%), familial bonding (66%), and high-frequency mentoring (69%). Again, the limitation of these discrepancies is in the small sample size overall. A larger-scale study is necessary to confirm the results of the present study.

Finally, the stand-alone themes of role congruence and unanticipated/swift success were both relatively closely-distributed between male and female participants: role congruence was referenced by 58% women to 42% men and unanticipated/swift success was referenced by 46% women and 54% men.

Overall, women more frequently referenced this group of themes: heeding criticism, empathy, feeling others' success as own, organizational awareness, service orientation, bridging unconnected networks, getting right people together, building bonds, familial bonding, and high-frequency mentoring. Men more frequently referenced the following themes: high-frequency engagement with work, trustworthiness/integrity, entrepreneurial drive, conscious investment in people, meeting others where they are, loneliness/longing for mentors, influence, leading by vision, and shared purpose/mission.

The influence of gender on behavior has been widely researched, and the testing of socialized aspects of gender-specific behaviors led to differentiate between agentic and

communal gender role behaviors (Eagley, 1987). Agentic behaviors refer to those likely to be described as assertive and to be leveraged in obtaining a goal, such as self-sufficiency, independence, dominance, aggression, and task orientation; communal behaviors refer to interpersonal relationships and are likely to be described as caring, empathetic, and nurturing, such as sympathy, social orientation, helpfulness, and expressivity (Eagley, 1987; Carli, 2001; Barbuto & Gifford, 2010). Women have been found to be more likely to display communal behaviors than male counterparts (Eagley et al, 2003). Barbuto & Gifford (2010) tested this again using the five servant leadership dimensions of altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship in 368 male and female servant leaders, and found both genders to equally and effectively utilize both agentic and communal servant leadership dimensions. This finding indicates less certainty about overall gender trends between agentic and communal behaviors, and may capture the fact that gender roles in leadership or professional positions also shifts over time in ways that may cancel out gender trends as greater equality between the sexes is expressed in the workplace.

It is still interesting to note that among the themes more frequently referenced by women, the majority are communal in nature: heeding criticism, empathy, feeling others' success as own, organizational awareness, service orientation, building bonds, familial bonding, and high-frequency mentoring, while two others are less easily categorized as primarily communal versus agentic: bridging unconnected networks and getting right people together. The group of themes more frequently referenced by men contain several that are more clearly agentic in nature - entrepreneurial drive, influence, leading by vision, and shared purpose/mission – and several that are less clearly agentic: high-frequency engagement with work, trustworthiness/integrity, conscious investment in people, meeting others where they are, loneliness/longing for mentors.

Further study of larger populations would be necessary to further test and draw conclusions about these gender trends within the themes, and are noted as observations rather than conclusions in the present study.

PROFESSIONAL IDENTITY AND POSITION TYPE

The academic professionals of the school are grouped into three major employment categories: general faculty, staff, and tenured/tenure-track (TT) faculty. The distribution of participants of the study was 28.6% general faculty, 35.7% staff, and 35.7% TT faculty. The data are normalized in Tables 4.10 and 4.11 to show the distribution of references by position type. Normalization of the data is again called for, since a target of 1/3 of each of the 3 positions types was desired but was not quite achieved, instead yielding a 28.6% to 35.7% to 35.7% ratio between position types. Normalizing brings those ratios back into proportion with one another, displaying the data weighted to indicate the responses from each position type *as if* there were in fact 33.33% of each position type in the pool.

When all reference distributions are averaged, the overall distribution by position type is 36% (general faculty), 33% (staff), and 30% (TT faculty). This is close to a 1/3, 1/3, 1/3 distribution across the position types, again demonstrating relative parity overall, across groups. It is noteworthy that network enabling role congruence was the most highly-referenced by the general faculty (48%), contrasted with 26% staff, and 26% TT faculty. The higher degree of role congruence for general faculty may be a contributing factor to the overall distribution of references also being slightly higher with that professional group.

In the self-awareness quadrant, high-frequency engagement with work showed a strong disparity between groups: just 8% of staff referenced this theme, while 47% general faculty and 45% TT faculty did so. This distribution is out of 12 total references, however, so a larger sample

size would be necessary to test the reliability of this result. By contrast, staff referenced

emotional self-awareness with the greatest frequency (57%), compared to general faculty (24%)

and TT faculty (19%).

Table 4.10. Position Type Distribution, Normalized for All References (Part 1 of 2)

Id	Parent	Child	Code Count	General Faculty-%	Staff-%	TT Faculty-%
1	EI-Q1: Self-awareness (66 References)					
2	EI-Q1: Accurate self-assessment		39	39	31	31
3	EI-Q1: Emotional self-awareness		10	24	57	19
4		NE: High-frequency engagement w/ work	12	47	8	45
5	EI-Q1: Self-confidence		5	24	38	38
6	EI-Q2: Self-management (351 References)					
7	EI-Q2: Conscientiousness		10	24	29	48
8		NE: Heeded criticism	5	24	19	57
9		NE: Heeded mentor's advice	6	0	17	83
10	EI-Q2: Achievement		26	40	35	25
11		NE: Growth mindset/excited by ideas	27	35	31	35
12	EI-Q2: Adaptability		26	40	28	32
13	EI-Q2/EGZ: Trustworthiness/Integrity		63	30	34	36
14		NE: Humility	20	35	37	28
15		NE: Integrity in Adversity	52	29	25	45
16		NE: Resilience, Persistence, Patience	46	42	34	24
17	EI-Q2: Initiative		1	0	100	0
18		NE: Entrepreneurial drive	29	64	9	27
19		NE: Spotting unmet potential/gaps	29	40	41	19
20	EI-Q2: Self-control		11	32	34	34
21	EI-Q3: Social Awareness (203 References)					
22	EI-Q3: Empathy		33	63	21	16
23		EGZ/RL: Caring/Mutual regard	57	44	37	20
24		NE: Feel others' success as own	8	43	34	23
25		RL: Refined social attunement	26	32	43	25
26	EI-Q3: Organizational awareness		28	54	30	17
27	EI-Q3: Service orientation		22	37	38	25
28		NE/EGZ: CSC Investment in People	29	43	35	22

In the self-management quadrant, wider disparities between position types were

found for the following: conscientiousness (24% general faculty, 29% staff, and 48% TT

faculty), heeded criticism (24% general faculty, 19% staff, and 57% TT faculty), integrity in adversity (29% general faculty, 25% staff, 45% TT faculty), and entrepreneurial drive (64% general faculty, 9% staff, and 27% TT faculty). The outlier item initiative had just 1 reference, by a staff member.

Table 4.11. Position Type Distribution, Normalized for All References (Part 2 of 2)

Id	Parent	Child	Code Count	General Faculty-%	Staff-%	TT Faculty-%
29	EI-Q4: Social Management (502 References)					
30	EI-Q4: Developing others		11	42	42	17
31		EGZ: Create opportunities	24	51	34	15
32		NE: Bridge unconnected networks	22	27	34	39
33		NE: Getting right people together	24	34	39	27
34	EI-Q4: Change catalyst		16	43	34	23
35	EI-Q4: Communication		15	31	31	38
36		NE/EGZ: Deep listening/attention	49	54	24	22
37		NE: Help others reframe/evolve	78	40	28	32
38		NE: Meet others where they are	17	41	22	38
39	EI-Q4: Conflict management		16	22	42	36
40	EI-Q4: Building bonds		43	46	35	20
41		NE: Familial bonding	9	0	78	22
42		NE: High-frequency mentoring	34	43	44	13
43		NE: Loneliness, longing for mentors	8	0	25	75
44	EI-Q4: Influence		10	75	17	9
45	EI-Q4: Teamwork/collaboration		23	31	25	45
46		NE: Create authentic experiences	27	14	36	51
47		NE: Dislike lies/secrets/exclusion	29	17	30	53
48		NE: Promote inclusive collaboration	29	67	28	25
49	Ei-Q4: Leading by vision		5	83	0	17
50		EGZ: Inspiring hope/optimism	0	0	0	0
51		RL: Shared Purpose/Mission	13	52	35	14
52	EGZ: Clustering tendency					
53		NE: Referencing another NE Nominee	22	27	52	22
54	NE: Role congruence		16	48	26	26
55	NE: Unanticipated/swift success		15	24	44	32
		All Distributions Averaged, By Position Type		36	34	30

Among these results for self-management, the most notable is entrepreneurial drive, with

just 9% of staff participants making reference to the seeking or utilizing of an opportunity to build something new and unique. Staff roles in higher education are more traditionally understood as supporting positions that help to ensure that constituents around them (e.g., faculty, other staff, undergraduate, and/or graduate students) have the resources that they need to be successful, and these do not traditionally include an expectation of creating new enterprises or initiatives. Such position expectations may be a contributing factor to the low distribution of references to entrepreneurial drive among the staff participants of the present study, and a larger population size would also be needed to test the reliability of this result.

In the social management quadrant, there are a number of themes with an uneven distribution across the three role types. As noted previously, network enabling role congruence was the most highly-referenced by the general faculty (48%), contrasted with 26% staff, and 26% TT faculty. This trend carries through a number of themes in the social management quadrant, which may have been supported by the higher distribution of role congruence for network enabling among the general faculty participants of the study. Included in this trend are: creating opportunities for others (51% general faculty, 34% staff, 15% TT faculty), deep listening/attention (54% general faculty, 24% staff, 22% TT faculty), building bonds (46% general faculty, 35% staff, 20% TT faculty), influence (75% general faculty, 17% staff, 9% TT faculty), promoting inclusive collaboration (47% general faculty, 28% staff, 25% TT faculty), leading by vision (88% general faculty, 0% staff, 17% TT faculty), and shared purpose/mission (52% general faculty, 35% staff, 14% TT faculty).

Staff were the largest group to reference familial bonding (78% staff, 0% general faculty, 22% TT faculty) and referencing another NE nominee (52% staff, 27% general faculty, 22% TT faculty). The tenured-tenure-track faculty were the largest group to reference creating authentic

experiences (51% TT faculty, 14% general faculty, 36% staff) and disliking lies/secrets/exclusion (53% TT faculty, 17% general faculty, 30% staff).

Again, one limitation of these findings is the small sample size of the study. For this reason, the variations in theme expression by gender and position type are presented in the prior two sections, but lack sufficient statistical significance for the drawing of firm conclusions from these variations. Instead, the within-group differences suggest an area for future study, particularly with attention given to the issue of role congruence for network enabling and its impact on the expression of these component skills.

(3). PROFESSIONAL IDENTITY AND LEADING, COACHING, AND MENTORING

This study uses a distributed leadership framework to place networks of interactions between individuals at the core of leading and to consider the boundaries of leadership to be open and available for all members of the organization to demonstrate or embody, recognizing the distribution of expertise across the many individuals of the institution, whose differing capabilities and skills must be leveraged for success (Mayo et al, 2003; Bento, 2011; Hannah & Lester, 2009). This perspective considers power to be not singularly place d in the hands of formal positions of authority, but rather to be expressed as the ability of a person or unit to take or fail to take actions that are desired by others, such that power is shared rather than tightly controlled by a single leader or elite few (Salancik & Pfeffer, 1977; Pearce & Conger, 2003). Leading might therefore be accomplished by an individual as they take actions that meet institutional goals, and it might also be accomplished by an individual enabling other colleagues to meet institutional goals in the context of coaching or mentoring those others. Network enablers, then, would fit the definition of distributed leadership both in their personal

effectiveness and in their empowerment of others. It was therefore relevant to analyze to what extent did the participants of this study consciously view themselves as coaches, mentors, and/or leaders?

The participants of the study made reference to leaders, leading or leadership with greater frequency than mentoring or coaching. Leadership or leading was referenced a total of 127 times in the data, or an average of 9.1 references per participant. Mentoring was referenced 68 times, or an average of 4.9 references per participant. Coaching was referenced 26 times, or an average of 1.9 references per participant. These figures include contexts in which participants described the behaviors of others as well as reflections on their own identity or behavior.

Leadership was discussed by 86% (n=12) of participants, including reflections on their own behavior and role in the context of leading or leadership. The two who did not were both staff in position type, and demonstrated effective leadership through the less formal coaching or mentoring of others, but did not make reference to personally recognizing themselves as "leaders." Other participants saw themselves as leaders in a variety of ways: having responsibility for major initiatives, guiding of an area of the school or the school as a whole, supervising teams of others, and/or by providing intellectual leadership in their area of focus. Several people discussed leadership in terms of their ideas about the future of their career: "I can run a program now. What I would like to have is units. I want other areas reporting to me so I get a better understanding of all aspects of what is going on in the building…[I'm] sort of hunting for a bigger view" (Alice, staff, female). Other leadership statements were in the context of their values and aspirations in the present: "I guess the time commitment, to me, it is, certainly if you want to be a good manager or a good leader that you have to be incredibly thoughtful and purposeful about that. It doesn't just happen. You have to really nurture them, the little seed that

they are and form into flowers" (Francine, general faculty, female); in describing managing a conflict, "…maybe I could have been more aggressive but the truth is that's part of leadership and management is you have to try to treat people fair[ly]" (Greg, general faculty, male); and "I think the best informal way that you can provide counsel is the tone. How you conduct yourself as a leader. You're always on stage so I think that's the most informal way of communicating. I see that in others so that's learning for me from them. They see that in me. That's another way in which we mentor" (Matt, TT faculty, male). Some of the participants described themselves in terms of intellectual leadership, as in this example: "So there's an administrative…component [to my role], as well as a thought leadership component…And so what I'm trying to do here…is build out a new sort of paradigm of thought leadership. And so, it's been really hard and I spend a lot of time doing [that]" (Jessica, TT faculty, female).

In a number of instances, the participant told stories in which colleagues clearly identify the participant as a leader. For example, as Kevin was elected to a new committee, he was also immediately made chair of it by unanimous decision. In another example, senior leaders had commented that since David was a long-standing member of a committee, others could now begin to rotate through as chair, "But we're not letting them be chair if [David] is not on the committee" (TT faculty, male). Several people noted the tension between how faculty and staff are esteemed within academic institutions, a situation which can create challenges for staff who are trying to grow as leaders. Hilary gave a detailed analysis of her own struggles in this regard:

> The places where I think there's a little disconnect, historically, are with that sort of faculty/staff piece or like senior level leadership staff. Like, that divide is really prominent here…it's hard to not feel like – even if you're a really confident person, which I am, generally speaking – not [to] feel 'less than' in an environment like this, where the only thing that people really, truly think is important is if you have a PhD and if you publish in the top journals. That's really sort of it in terms of what is the real value. This is the current challenge…for me, but it's also for all of my team members, like, how do you get sort of a bigger frame created where different [employee types] of value are

truly valued? What I do is not framed as faculty support. It's framed as staff leadership… So, being staff within an institution that primarily and historically only valued faculty and finding a voice of, okay, being a leader but not a faculty member. It's sort of a weird transition point for me right now…. I'm kind of like pushing and challenging some of the cultural norms here lately, which has been uncomfortable for some people, including myself. But I've gotten used to being kind of uncomfortable and feeling uncomfortable, because I feel like it's really important for the overall benefit of everyone (staff, female).

The concepts of mentoring and coaching were discussed by 100% of participants, with most of them using the terminology of mentoring, developing, or training others, rather than the term "coaching." This mentoring was often performed more frequently in informal ways, rather than in formal ones. Often, participants grappled with the more formal role or title of "mentor," as in these examples: "The only individuals who would really formally thinking of me as their mentor would be like my doctoral student or post docs…[but] for junior faculty, [especially] women who are junior faculty members, I would poke and say, 'Hey, I see that you have such and such paper that's within this timeframe. Have you thought of submitting it?' And then also saying, 'You should also know that the vast majority of nominations we get are self-nominations.' And so, it's veiled mentoring, right?" (Linda, TT faculty, female); "[This person] became a very, like, we never sat down and said, 'I'm your mentor," you know? But it was very clear [that I was]'" (Kevin, staff, male); and "Well, sometimes people say, 'She's been such an awesome mentor to me.' And I'm just like, 'Oh *yeah* – yes I was.' And maybe it's just me labeling it would be helpful to me" (Alice, staff, female). Another theme was that mentoring was often reciprocal, with the participant and the colleague both supporting one another: "I would say I don't know if I mentored him, or we mentored each other, but it was a very, very rewarding relationship for me. I like to think that I helped him in some small way" (Erica, general faculty, female); and "When I'm mentoring and interacting with other people I am sometimes in the mentor role but I learn a lot from…[and] find great value in just hearing the perspective of other

people, even if you've had more experience or you are more senior, I think I'm always going to

be learning things from other people" (Caroline, general faculty, female). Developing others

through building bonds and sharing expertise was commonly seen by participants as part of the

way a healthy network of colleagues should interact for the benefit of all:

> I think that people are happier when they feel like they matter and they are appreciated
> and they're heard. And I think that if someone is dropping by or you catch them in
> hallway and they're just like looking for a 5 second answer on like, 'What about this?' or
> 'What about that?' You know? Even if you don't have the answer, just being a person
> that they can say that to and know that you will respond in a way that is positive and not
> negative, or just recognizing it can sometimes really, really help. And I think that maybe
> at a larger level, in terms of organizational development, people want to grow and people
> grow by learning and you learn by doing, right? So, if you can learn from other people
> who have done the things you're doing, right, that helps the organization be more
> effective long-term, right? (Nicole, staff, female).

In summary, participants recognized themselves as mentors in informal ways even more than

formal ones, and they tended to see it as reciprocal and as a foundation for building healthy

organizations.

CHAPTER 5

DISCUSSION

This study is built upon an exploration of the ways in which the concepts of emotional

intelligence, energizers in the sphere of organizational network analysis, and resonant leaders as

described in EI research might inform the study of a group of individuals identified by their

colleagues in a professional school of a public research university as being network enablers

(NE). The definition of NE was provided in the nomination survey process as a "person [who] is

effective at meeting his/her own professional goals while also consistently enabling those around

them (including colleagues, trainees, students and others) to meet their goals; a "go-to" person

who will consistently take the time to answer questions, share insights, or problem solve.... even

on projects unrelated to her/him." In utilizing the principles of grounded theory, a coding

framework was developed that combined noted competencies from the three fields of research

mentioned above, while also allowing additional novel "NE" codes to emerge from the data itself

during the initial coding phase of analysis. An axial coding process was then used to explore

codes in detail, relating codes to one another to construct themes and to identify conceptual

linkages that could help to categorize and frame the data (Schraw et al, 2007).

The Emotional and Social Competencies Inventory (ESCI) developed by Goleman,

Boyatzis & McKee (2002) provided the initial four quadrant framework for data analysis, along

with 20 EI competencies that are nested within the four quadrant model. The additional codes

under consideration, from energizer (EGZ), resonant leader (RL), and network enabler (NE)

sources were thus considered within the broader four quadrant framework offered within the

ESCI, and it was useful to map the additional codes to the existing 20 EI competencies of the

ESCI. All but four codes were able to be mapped to the ESCI framework in this way, with the

four free-standing codes that were not so mapped being the clustering tendency (of energizers to attract other high performers), referencing another NE nominee, NE role congruence, and unanticipated/swift success in time or scope of endeavors. This created a total of 50 coding themes that were tracked in the interview transcript data.
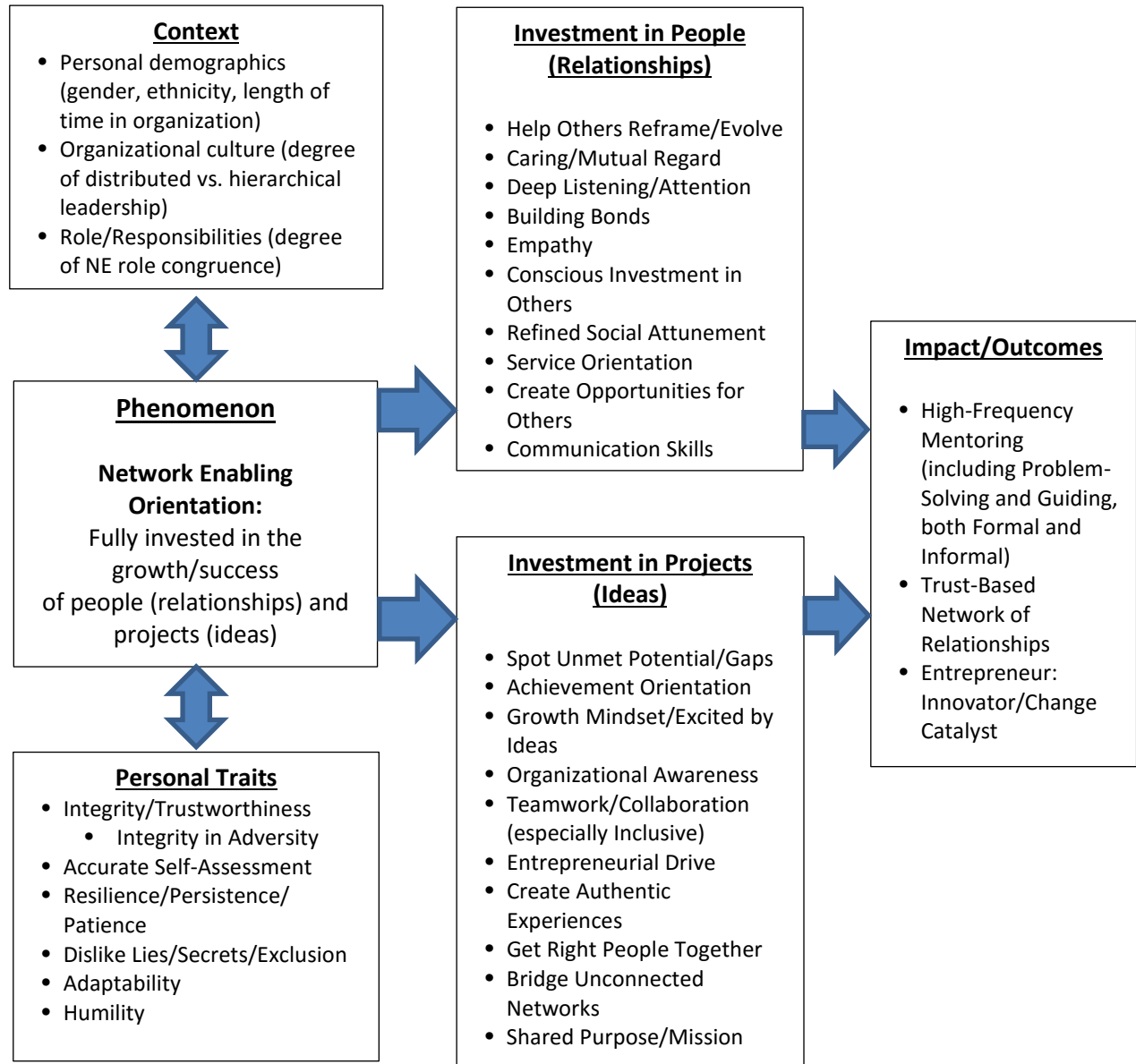
TOWARDS A GROUNDED THEORY APPROACH TO IDENTIFYING NETWORK ENABLERS

As described in detail in the previous chapter, the interview participants of this study demonstrated a passionate commitment to both the people and the projects of their professional academic network, in ways that were appropriate to their various roles and responsibilities. The emotional and social competencies inventory (ESCI) as well as the additional coding framework developed from energizer, resonant leader, and emergent themes in the data were appropriate and helpful in analyzing the range of skills, behaviors, and perspectives demonstrated by the NE interview participants of the study. Further, while some across-group differences emerged when data were analyzed by gender and by position-type, the total distribution of references in the study were not strongly represented by women more than men, or by one of the three position types (staff, general faculty, TT faculty) over another. Instead, people found ways to successfully express their network enabling *within the context of their professional role and responsibilities.* The issue of role congruence for NE individuals remains a promising area of future study, where the facilitation or hindrance of NE-expression across position types in higher education, or in other organizational spheres (e.g. for-profit and non-profit organizations) might be explored in more detail. Finally, the work of NE individuals represents effective distributed leadership, recalling that this perspective notes that "leadership is not the monopoly or responsibility of just one person," but instead requires "…a more collective and systemic understanding of leadership

as a social process" (Bolden, 2011, p. 252). As the NE participants of this study met their own professional goals and responsibilities, they also found ways to consistently empower others and enable the professional success of those around them in the network. The contribution to increased goal-attainment across many members of the professional network is thus an example of effective distributed leadership in operation. The NE individuals thus contribute to healthy networks – and by extension, to healthy systems and organizations overall. This phenomenon is therefore of interest for institutions of higher education to consider further in the recruitment, development, recognition, and retention of NE individuals within all position types of the organization. How, then, should institutions and future researchers seek to identify network enablers?

Utilizing the principles of grounded theory, an emerging theory is set around a core category, which must be: central to all other categories, frequent across the data in all, or almost all, cases, logical and consistent with the data to avoid any forcing of the data, titled in a way that is sufficiently abstract, able to grow in depth and explanatory power through refinement, and a category that holds across varying conditions, such that it varies in how it may be expressed but remains accurately defined (Creswell, 2008, p. 436). Grounded theorists then present the theory as a visual coding paradigm, as a series of theoretical propositions/hypotheses, and/or as a story written in narrative form. Building upon the overview of findings reviewed in the prior section on the distributed leadership of NE, the core category of this theory is: the Network Enabling (NE) orientation can be defined as full investment in the growth/success of both people (relationships) and projects (ideas). Figure 5.1 shows the visual coding paradigm emerging from the present study.

Figure 5.1 Visual Coding Paradigm of a Network Enabling Orientation

Context
- Personal demographics (gender, ethnicity, length of time in organization)
- Organizational culture (degree of distributed vs. hierarchical leadership)
- Role/Responsibilities (degree of NE role congruence)

Phenomenon

Network Enabling Orientation:
Fully invested in the growth/success
of people (relationships) and projects (ideas)

Personal Traits
- Integrity/Trustworthiness
  - Integrity in Adversity
- Accurate Self-Assessment
- Resilience/Persistence/ Patience
- Dislike Lies/Secrets/Exclusion
- Adaptability
- Humility

Investment in People (Relationships)

- Help Others Reframe/Evolve
- Caring/Mutual Regard
- Deep Listening/Attention
- Building Bonds
- Empathy
- Conscious Investment in Others
- Refined Social Attunement
- Service Orientation
- Create Opportunities for Others
- Communication Skills

Investment in Projects (Ideas)

- Spot Unmet Potential/Gaps
- Achievement Orientation
- Growth Mindset/Excited by Ideas
- Organizational Awareness
- Teamwork/Collaboration (especially Inclusive)
- Entrepreneurial Drive
- Create Authentic Experiences
- Get Right People Together
- Bridge Unconnected Networks
- Shared Purpose/Mission

Impact/Outcomes

- High-Frequency Mentoring (including Problem-Solving and Guiding, both Formal and Informal)
- Trust-Based Network of Relationships
- Entrepreneur: Innovator/Change Catalyst

The context of the potential NE will influence their overall expression of an NE orientation, and includes the individual's personal demographics (gender, race/ethnicity, and length of time at a given organization), the organizational culture (especially the degree to which the culture displays distributed versus hierarchical leadership styles), and the individuals' role and responsibilities (which can display varying degrees of NE role congruence). The NE orientation of an individual will also be based upon the internal characteristics identified in the present study: namely, the respective degrees of integrity/trustworthiness (including integrity in adversity), accurate self-assessment, resilience/persistence/patience, dislike of lies/secrets/exclusion, adaptability, and humility.

These elements then influence the ways in which the individual manifests an investment in people and relationships as well as an investment in projects and ideas. Investment in people and relationships will be demonstrated through the degree to which the individual displays the following behaviors: helping others reframe or evolve, caring and mutual regard, deep listening and attention, building bonds, empathy, conscious investment in others, refined social attunement, service orientation, creating opportunities for others, communication skills. Investment in projects and ideas will be displayed through the degree to which the individual does the following: spotting unmet potential or gaps, achievement orientation, growth mindset/excited by ideas, organizational awareness, teamwork and collaboration (especially promoting inclusive collaboration), entrepreneurial drive, creating authentic experiences, getting the right people together, bridging unconnected networks, instilling a sense of shared purpose or mission. The impact and outcomes that result from network enabling include: high-frequency mentoring (including problem-solving and guiding, in both formal and informal ways), establishment of a trust-based network or relationships, and entrepreneurship, innovation, and

change will be encouraged and catalyzed. Through their impact on an array of people and

projects, the presence of network enablers will likely contribute to the wider success of the

overall network, system, and/or organization.

This visual coding paradigm emerges from the data, organizing the findings and

including themes for which there is strong evidence of relevance in studying the phenomenon of

an NE orientation. The paradigm thus displayed incorporates more than thirty of the fifty coded

themes of the study. The presence of more of the various NE attributes, and the *degree* to which

these attributes are present in the motivations and behaviors of the individual, the stronger the

NE orientation of that person can be said to be. Likewise, the higher the likelihood that this

individual will express the impacts and outcomes included in the theory. Future study could

repeat the use of the entire coding framework with larger population samples, and in multiple

academic and non-academic organizational settings. It may be useful to incorporate more of the

fifty total themes included in the present study than are listed in the visual coding paradigm – or,

it may prove via future research, that the thirty themes incorporated into the model at present

suffice to determine if, and to what extent, a person is a network enabler.

DISCUSSION OF THE ASSUMPTIONS OF THE STUDY

This study is based on a number of assumptions that will now be considered in light of

the findings. **First**, the researcher assumed that a survey nomination process could be used to

effectively identify people who do, indeed, display an NE orientation. **Second,** it was assumed

that the skills, behaviors, and perspectives of NE individuals could be usefully studied using the

framework of emotional and social competencies that are delineated by the ESCI. **Third,** it was

assumed that considerations of energizers, resonant leaders, and novel NE themes emerging from

the data would further amplify and refine the analysis beyond what would be possible in using the ESCI alone. **Fourth,** in building upon organizational analysis theory, all of the full-time employees of the organization were included in the study population, using a bounded network approach in which the researcher considers "groups in which effective collaboration yields strategic and operational benefits to an organization" (Cross & Parker, 2004, p. 145). The effective collaboration of tenured/tenure-track (TT) faculty, general or non-tenure-track faculty, and staff members of this academic network is indeed essential for success of both strategic and operational enterprises in this knowledge-intensive and complex system, making an inclusive approach feasible in the study. The gender and position type differences across the themes of the study were studied to further explore the appropriateness of the conceptual framework and any variations in how it manifested across study participants. **Fifth**, the researcher assumed that each network enabling contributor in the academic network can be considered a strong organizational leader, when viewed using a distributed leadership definition. The distributed leadership demonstrated by NE individuals has particular implications for academic institutions as they consider the types of actors necessary for the health of the organization in their recruiting, skill development, reward, recognition, and retention structures. **Sixth**, the researcher assumed that the principles of grounded theory could be applied to the exploration of network enablers, towards the development of a framework by which researchers and organizations might identify and continue to study these important organizational citizens. **Finally,** other implications of the present study will be discussed, as well as suggestions for future research, before offering concluding statements. Excerpts in this chapter will include some quotations provided in prior instances, when they are illustrative of the final observations of the present chapter.

STUDY DESIGN: IDENTIFICATION OF NE INDIVIDUALS

Before discussing each of the major assumptions of the study in light of the findings, it is necessary to first consider whether the study design was successful in identifying people with a network enabling orientation. The survey nomination process asked the full-time employees of a professional school at a public research university to identify colleagues who were consistently effective at meeting their own goals while also consistently enabling others to be successful at meeting goals, even on projects unrelated to him/her. Individuals who were then nominated three or more times by the survey respondents were considered primary target interview participants, under the assumption that having multiple colleagues hold the person in this kind of regard would increase the chances that the person would indeed display a network enabling orientation. A total of 37 people were in this primary target pool. From this pool, 14 people completed a generative knowledge interview process designed to help elicit both implicit and explicit skills, behaviors, and perspectives from interviewees.

The resulting interview data analysis of chapter four gives confidence that NE-type individuals were successfully identified through this process. Supporting this conclusion are the consistency of references made across all interview participants to building bonds and deep listening/attention (100%, *n=14);* helping others to reframe/evolve, caring/mutual regard, and teamwork/ collaboration (93%, *n=13);* empathy, refined social attunement, and high-frequency mentoring (86%, *n=12).* The level of investment demonstrated by interview participants in the growth and success of others, found throughout their interview narratives, gives further confidence in concluding that they are, indeed, network enabling in orientation. Examples of such remarks are: "Organizations are emergent from relationships," and "Sometimes outcomes or collaborations resulted directly from my relationships, and sometimes not – but that's not

really the point. Being fully invested in the colleagues around you, for themselves, is the point.

Helping them to succeed. All of life is built on relationships" (both comments made by Ivan, TT

faculty, male); and this example of someone whose role is congruent with a network enabling

orientation: "What I love about what my role is…it is super important and interesting to take

these really powerful and impactful ideas and get them out…I'm sort of a conduit, a connector of

people and ideas and getting the mission spread in a way that makes sense to people outside of

academia as well" (Hilary, staff, female).

UTILITY OF THE ESCI IN STUDYING THE SKILLS, BEHAVIORS, AND PERSPECTIVES OF NE
INDIVIDUALS

The second assumption of the study is that the ESCI model would be a useful construct

for trying to explore the ways in which participants described their skills, behaviors, and

perspectives. Across the interview participants, every component of the ESCI model was

referenced at least 5 and as many as 181 times. These reference totals also include the nested

child codes which were used to further enhance and refine the understanding of the 20 ESCI

component skills. The most-referenced ESCI themes, by aggregated code frequency, were:

trustworthiness/integrity (181), communication (159), empathy (124), teamwork/collaboration

(108), building bonds (94), and developing others (81). A second group of themes generated 39–

59 references: initiative (59), achievement (53), service orientation (51), and accurate self-

assessment (39).

The four quadrant framework of the ESCI was helpful in looking at the distribution of

interview references across the areas of self-awareness, self-management, social awareness, and

social management. In descending order of frequency: the social management quadrant had 502

references (45%), the self-management quadrant had 351 references (31%), the social awareness

quadrant had 203 references (18%) and the self-awareness quadrant had the fewest references at

66 (6%). The interview participants thus showed a very strong array of skills, behaviors, and

perspectives around social management – as demonstrated by this quote about how Linda takes

her own increasing understanding of how to successfully navigate the organization and actively

shares it with others as much as possible:

> I do feel this need, as I understand more about how to get things done, and sharing that information with more people. And [this information] is not meant to be secret, so I don't feel like I'm [betraying confidences], it's just [others] not knowing the things to share. And so, I think those are: sense-making and helping people understand where resources are, or who do you go to, to get things done, and even as people, new faculty members join us, helping them to know what they should ask for" (TT faculty, female).

The level of conscientious self-management that the participants displayed is also exemplified by

Matt's statement about recognizing the implicit expectations and needs of others in all

exchanges:

> There are 3 questions that are unvoiced but always asked, they are implicit, not explicit, but you've got to have good answers to those 3 questions otherwise you cannot be a person who is put in this position of having to lead. That is, the other person [is] always asking, 'Can I trust you?' 'Are you committed to being at your best?' 'Do you care about me?' Those 3 questions are always in the back of my mind. And if I answer those 3 questions for each individual then they would be willing to give me a pass. They would be willing to go along. They would be willing to trust my judgment. (TT faculty, male).

This comment from Matt is also representative of the narrative richness that emerged in

the data. The statement involves conscientiousness as well as a refined social attunement, in

articulating several implicit but fundamental questions that people are asking when they

communicate and build relationships with one another. But it is not only meant to share his

understanding of these issues, rather this comment was shared in the context of how he prepares

to engage with others. He is consciously aware of a need to make his trustworthiness,

commitment to be at his best, and his genuine caring to be clearly conveyed and clearly received

by each other person with whom he interacts. This is a sophisticated level of self-management,

indicative of the care and conscientiousness that was common across interview participants. This type of rich narrative was very appropriate for analysis using the ESCI as a categorizing framework.

ENHANCEMENT OF ANALYSIS THROUGH USE OF ENERGIZER, RESONANT LEADER, & NOVEL NETWORK ENABLER THEMES

As described in detail in the third chapter on study methodology, the present study sought to explore the closely-related concepts of emotional intelligence (EI), resonant leadership (RL), and the energizer (EGZ) profile from organizational network analysis in the context of how these aid in describing and categorizing the skills, behaviors, and perspectives of network enablers (NE). Further, in utilizing the principles of grounded theory, it was not assumed that EI, RL, and EGZ traits would be sufficient to fully capture the NE orientation, and thus during the initial coding phase of the data analysis, additional fully-novel NE codes were also identified in the data. During the second phase of data analysis, termed focused coding by grounded theorists, an axial coding process was used to consider the relationship between the codes from EI, RL, EGZ, and NE sources. The definitional framework, as explained in depth in chapter 3, was able to use the four quadrant model of the ESCI as the primary organizational structure, and EGZ, RL and NE codes were primarily nested within related concepts from the 20 ESCI components, with all but four codes nested within the ESCI.

In studying the appropriateness of this robust framework, it is helpful to consider each theme independently, rather than as a nested part of the ESCI (see Appendix L). A weighted code score (W) was established for each theme, using the total number of references per theme, but scaled by the percentile of interview participants making at least one reference to the theme.

This *W score* then represents how often a theme arose in the data, and also how universal a theme was across participants. Viewed in this ranked order, as shown in Appendix L, 6 of the top 10 themes of the study are emic (EGZ/RL/NE) codes – and five of these 6 are network enabler (NE) codes developed by the researcher for the purpose of capturing the themes that emerged from the data. If one considers the top 20 out of 50 themes, 13 of the 20 are emic codes, with 11 of the 13 being NE codes. This provides strong evidence that the addition of EGZ, RL, and especially NE codes was accurate in capturing important themes emerging from the data.

Conceptually, the use of 30 additional emic codes enabled a more nuanced and refined analysis of the trends emerging from the data. For example, the ESCI trait of communication was helpfully parsed for deeper analysis by the addition of three emic child codes: deep listening/attention, helping others reframe/evolve, and meet others where they are. Each of these child codes emerged distinctly in the data, with helping other to reframe/evolve having the highest raw codes count (78) and weighted score of the study (*W=72.4);* deep listening/attention was referenced 49 times (*W=49.0)*; meeting others where they are was referenced 17 times (*W=8.5);* the parent ESCI trait of communication was referenced 15 times (*W=9.6)*. The aggregated code count for this ESCI attribute was 159, making it the second-highest ESCI component when using aggregated totals (after Trustworthiness/Integrity at 181 total references). It is indeed useful to have the emic codes within this ESCI trait, however, to observe that in the realm of communication, the NE interview participants valued communication, and framed this as meeting others where they are as well as bringing their full attention to bear in listening to one another. But even beyond these elements, the motivational goal behind this facility in listening and communicating was the strong desire to help others to reframe, grow, and evolve in their understandings and behaviors. Examples of this group of themes are in these excerpts: "The

listening is a good start but you're also willing to help them see it in a new way, or at least share your insight about what you've heard" (Becky, staff, female); "…that's just a fun part of this place, is just hearing people's ideas. Hearing what they are passionate about. Doing your best to give them the network" (Greg, general faculty, male); and "I think over time it's the nature of our conversations to afford people the opportunity to see positive options and it's been my experience they usually take that opportunity…Even in disastrous things usually there are some viable options and I think helping people see those, even in the grimmest of circumstances, is important" (David, TT faculty, male). In summary, this is an example of the ways in which it was helpful to not simply group all of these statements as merely instances of "communication," but instead to have the three additional emic themes within this trait to understand the statements in a more nuanced and robust way.

INCLUSION OF ALL FULL-TIME EMPLOYEES: GENDER AND POSITION TYPE VARIATIONS

As mentioned, a bounded network approach was used in the study to acknowledge the essential nature of effective collaboration between tenured/tenure-track (TT) faculty, general or non-tenure-track faculty, and staff members of this academic network for the success of both strategic and operational enterprises. Therefore, all full-time employees of the network were included for consideration in the study, both as survey respondents and as potential network enablers to participate in the GKI process. The nature of effective collaboration in "knowledge-intensive work" such as an academic professional school, is focused on solving novel, challenging problems and characterized by having dynamic personnel networks, where individuals must locate relevant expertise across various members within the organization and beyond it, in order to frame problems and acquire the information and insights necessary to develop successful solutions (Baker et al, 2003; Wu et al, 2012; Cross & Cummings, 2004).

Academia is also a complex system, which is defined as: (1) self-organizing, meaning that such systems are dynamic and involve emergent knowledge or outcomes; (2) non-linear and discontinuous, operating in a "punctuated equilibrium" of dynamic, fluid projects and interactions; and (3) exhibiting "multileveledness," defined as motion across social levels of the organization (Boyatzis, 2010). The strategic and operational purposes of higher education feature ongoing endeavors and interactions that are dynamic, discontinuous and multileveled, qualifying this as a complex system. The faculty and staff who make up the full-time workforce of academic institutions constitute the members of its organizational network, and their effective collaboration in this knowledge-intensive and complex system is essential for individual, group, and organizational success. For all of these reasons, all full-time members of this organization were included for consideration and participation in the present study.

Within-group differences by gender and by position type were tracked in the study, as discussed in the chapter four consideration of research question three. Normalization was done in considering the data distribution of gender, in order to help account for the fact that 64.3% of the study participants were female while 35.7% were male. Normalizing brings those ratios back into proportion with one another, displaying the data weighted to indicate the responses from each group as if there were in fact 50% of each gender in the interviewee sample. When the normalized gender distributions from the 50 themes of the study are averaged, the overall percentage of participants referencing the themes as a whole is 50% female and 50% male. Thus, taken in total, there is an overall parity, or balance, between genders in how people reference the skills, behaviors, and perspectives represented in the study. Tables 4.7 and 4.8 of chapter four show the normalized distributions for each theme, by gender.

There were specific themes where men or women made a higher frequency of total references, as described in detail in chapter four. There are some overlaps in these within-theme gender trends between those that are agentic (independent and task-oriented) versus those that are communal (emotion-focused, interpersonal). In prior research, women have been found in some studies to be more likely to display communal behaviors than male counterparts (Eagley et al, 2003), although in other studies the genders exhibited an equal tendency to perform agentic and communal behaviors (Barbuto & Gifford, 2010). There were a number of themes receiving a higher frequency of references by women that could be understood to be communal: heeding criticism, empathy, feeling others' success as own, organizational awareness, service orientation, building bonds, familial bonding, and high-frequency mentoring; with two others that would be less easily categorized as communal versus agentic: bridging unconnected networks and getting right people together. The group of themes more frequently referenced by men contain several that are more clearly agentic in nature - entrepreneurial drive, influence, leading by vision, and shared purpose/mission – and several that are less clearly agentic: high-frequency engagement with work, trustworthiness/integrity, conscious investment in people, meeting others where they are, loneliness/longing for mentors. A future study could examine this issue further, and would benefit from increasing the participant population for increased validity, reliability, and generalizability of the results.

Data normalization was likewise done in considering distributions among the three position types found in this organization: general faculty, staff, and tenured/tenure-track (TT) faculty. The distribution of participants of the study was 28.6% general faculty, 35.7% staff, and 35.7% TT faculty. The overall distribution of referenced themes, by position type, is 36.1% (general faculty), 32.6% (staff), and 30.2% (TT faculty). Thus, general faculty had the highest

relative distribution of references made, overall, followed by staff and then TT faculty. This distribution is close to the balanced split of 33.33% for each of the 3 groups, however, so the effect size here is likely small. The study population is, as noted, too small to truly draw conclusions from the amount of data available. These across-group differences, then, are helpful in considering areas of deeper analysis that would be valuable to pursue in future research.

The slightly higher distribution of NE themes being referenced by general faculty in the study may be related to the fact that network enabling role congruence was the most highly-referenced by the general faculty (48.4%), contrasted with 25.8% staff, and 25.8% TT faculty. Thus, the higher distribution of NE themes in general faculty may be due to the higher role congruence of this group, versus expressing a difference in the degree to which this group may or may not be "more" network enabling than their staff or TT faculty colleagues. It would be useful to conduct a larger-scale study that formally included job descriptions to make a more objective determination of the level of NE role congruence for each participant, as a potential mediating factor in the degree to which that participant expresses an NE orientation. It is beyond the scope of the present study to be able to offer conclusions in this regard, beyond noting the fact that across-group differences did emerge, by position type. These were not striking enough to suggest that any of the interview participants were "more network enabling" or "less network enabling" in their overall personal disposition and behaviors. Rather, people found ways to be NE within their professional context. The qualities of valuing others, seeking to enable the growth and development of others, while also being focused on their own individual tasks, was universal across the participants. It would therefore be of more interest to carefully study the job descriptions of each type of academic employee to see where network enabling is either

explicitly or implicitly encouraged or prevented, and to then consider that in combination with the overall NE orientation of employees.

There are different implications for the advancement of NE individuals in different career paths, however. Overall, NE role congruence may typically be higher for staff and for general faculty types of academic employees than for TT faculty. This could lead to greater career frustration or jeopardy for highly NE faculty on the tenure-track. This did, in fact, seem suggested by the data in the present study. As noted earlier, Linda stated it in this way: "The only reason I want to be a full professor I because I really like this administrative – it's not so much the administrative – I like making a difference" (TT faculty, female). Jessica likewise shared: "My ultimate struggle…is in my whole life, how much do you do for yourself versus how much do you do for others? And what I mean by that is I get a lot of flak here for, 'you've got to start saying no'…. [and] I can't do certain things because I'm not full and would I like to in the long run? Yes. But if I ultimately don't get there, is it life or death? No." (TT faculty, female). Jessica also went on to consider this misalignment between her investment in others and the TT faculty reward structure:

> You've got to have people within your organization that fundamentally are of a giving nature such that they don't need the incentives. Or they have a different incentive mechanism that you reward them for. So if you really believe in informal mentoring … like if I were dean, or a faculty dean, if I believed that this was really important … [or] if I were CEO of a company, what would I do? I think it would take me either empowering or me myself, right, it all comes from the top, a lot of it does, what do you value? Calling out, having a wide criteria – like, this the hard thing about academics – having a wide criteria of what it means to be a full faculty member.

In the above statement, there are certainly implications for higher education, if the type of strong, deeply connected and mutually-empowering network that NE-type individuals build is recognized as desirable, and even necessary for the success of the complex, knowledge-intensive

work taking place. It is not sustainable to rely upon people "of a giving nature such that they don't need the incentives." It is instead necessary to explicitly recognize that which is essential and valuable to any organization, and to align reward and recognition structures with it. In the case of network enabling and TT faculty, there may be some serious misalignment with reward and recognition structures like Promotion & Tenure that should be carefully considered in light of the contributions of network enablers that fall outside the standard criteria now recognized.

The tension between the NE orientation and role congruence was also mentioned by some of the staff participants of the study. In describing a ground-breaking achievement, Hilary noted: "I get people still [asking], "How did this happen? I don't understand…" People ask me that kind of question all the time. Like, you know, 'Did somebody tell you to do this?'" Since staff positions may not carry a stated professional expectation of leading new, ground-breaking endeavors, these colleagues are trying to understand why she took the initiative to act. There are implications here for institutions of higher education to recognize the NE potential among all members of their labor force, including staff, and to be more explicit in welcoming their skill set and impacts in job descriptions and reward/recognition structures. Kevin commented eloquently on this in the context of how organizations and individuals judge the balance of time that people spend on tasks versus relationships:

> What [the school] has struggled with fairly recently, um, is community. And if we're struggling with…our sense of community, you don't overcome that by working harder. Like, working harder which is what happens…Resources are being removed and people are being asked to work harder and more. And then what happens is you get silo'ed. Everything becomes a silo, right? ...So we have a lot of people who are 'busy' because they don't enjoy what they're doing, they are maxed out in terms of their time, they can't have the interactions with anybody to actually have something other than, like, what is the work right in front of me. It would be great if you did research on this or whatever the research, but to say, "What is a balance that makes sense?" You know? I mean for me, it's … honestly … if I had to put a number on it I'd say it's probably say it's 75/25,

maybe even more 60/40 work versus relationship (staff, male).

DISTRIBUTED LEADERSHIP OF NETWORK ENABLERS: IMPLICATIONS FOR HIGHER EDUCATION INSTITUTIONS

Distributed leadership theory asserts the following: leadership emerges from groups or networks of interacting individuals; the boundaries of what may constitute leadership are open rather than limited or fixed; and expertise is distributed across the many, not the few (Bennett et al, 2003). These qualities are common across a host of terms related to distributed leadership across various researchers, including collective, emergent, delegated, democratic, and dispersed (Bolden, 2011); shared leadership (Gronn, 2002; Pearce & Conger, 2003); and grassroots leadership (Kezar & Lester, 2011). "Effectiveness" in distributed leadership is defined as the ability of individuals and groups to successfully achieve goals and, in a complex environment, this is understood to be highly dependent upon the quality of organizational networks composed of individuals and groups (Cross & Parker, 2004; Wu et al, 2012). The distributed leadership demonstrated by NE individuals thus has further implications for academic institutions, as they consider the types of actors necessary for the health of the organization in their recruiting, skill development, reward, recognition, and retention structures. NE individuals in this study were identified by colleagues on the basis on being personally successful at meeting goals and also consistently empowering or enabling to the success of others around them in the network to be likewise successful at meeting goals. This definition meets the criteria for effective distributed leadership, as described above.

Further, the data from the study present a profile of network enabling that goes beyond mere goal attainment of the self and others. The top ten themes, using weighted scores

(Appendix L), indicate that the NE interview participants of this study were deeply invested in: *helping others to grow, reframe, and evolve* in their understanding and behaviors; living with personal i*ntegrity* at all times, even in *adversity*, in ways that enable others to *trust* them; *building bonds* with others that are built on true *caring and mutual regard, deep listening* and giving their full *attention* to the other, *empathy*, and *resilience/persistence/patience*; *accurate self-assessment* helped them maintain a sense of their own limitations and areas for potential growth; and *high-frequency mentoring* made them an organizational resource to support the knowledge base and well-being of their colleagues in an on-going basis. Another group of themes demonstrated that these individuals balance their strongly-empowering impact and focus on others with a high personal work ethic that tends towards the innovative. This is demonstrated by strong consistency and frequent references across themes that included *achievement* orientation; *spotting unmet gaps or potential* in projects or collaborations; a *growth mindset* involving excitement around idea and the use of those ideas to fuel new growth in the self and others; *refined social attunement* along with *organizational awareness* leading to effective empathy and insights on the individual, group, and system levels; an emphasis on working in *teams and collaborations;* and a widespread *entrepreneurial drive* that led to people *creating new opportunities*, *getting the right people together* on projects, *bridging unconnected network* whenever helpful, *creating authentic experiences* in pedagogy and project endeavors, and leading in a number of cases to *unanticipated and/or swift levels of success* of such endeavors.

Taken together, these attributes build a profile of a group of individuals who are fully invested in the success of projects *and* people, in ways that are sustainable over the long-term through the building of strong, trust-based bonds. Trust between members of the network has been demonstrated in the research based to be crucial for successful knowledge exchange and

innovation, with full trust including benevolence – belief that the other is invested in one's well-being and goals – and competence – belief that the other has the necessary knowledge or skills to be helpful (Cross et al, 2008; Kezar, 2014). Additionally, the past decade has seen a strong increase in the array of researchers studying leadership in higher education from a process-oriented or relational framework (Kezar et al, 2006). Komives, Lucas, and McMahon (1998) describe five aspects of a relational approach to leadership, noting empowerment as a key element of this model. Empowerment is defined, in this context, as "the practice of sharing power and enabling organizational constituents to act on issues they feel are important and relevant…[and] developing a culture of trust is a prominent strategy highlighted in the [empowerment] literature; it is also a key strategy for creating learning" (Kezar et al, 2006, p. 77-78). Thus, NE individuals contributed to the trust and empowerment of others, enabling ideal conditions for knowledge exchange, organizational learning, and innovation.

Network enablers exhibit a deep intrinsic investment in ideas (projects) and relationships (people), bring their full attention, intelligence, and insight to bear on ways to contribute to the successful progress of both the projects and the people of an organization. This balance of investment in both ideas and people is exemplified by this statement from Hilary:

> Where I get my energy is from collaborating with people who get excited about the same ideas as I do, and trying to make things happen in a way that is beneficial to multiple aims. It has to be, like, really consistent for me but it starts with the relationship for me. It's really, really fundamentally, for me, where I draw energy is from the people that I'm connecting with. I love the people on my team. I love the people that are academic directors. I mean, there are just people all around the organization. There's so many great people at [this school] and across the university, as I'm learning more people across the university, that's what really motivates me (staff, female).

This narrative connects the love of ideas to the love of people – and using the term "love" to indicate the complete passion and caring this person brings to both. Sentiments of this kind were common across genders and position types, as well.

Institutions of higher education may wish to more deeply consider the value of network enablers, who are demonstrating effective distributed leadership of the organization with dedication and balance in their caring and commitment to projects and people. Identifying, recruiting and retaining NE type individuals may thus have strategic importance for the health of academic organizations. If so, academic organizations should take this into account as they develop hiring approaches, reward & recognition processes, personnel/leadership development programs, and retention strategies. Future studies might help to further explore the issues around NE role congruence, with particular implications for personnel/leadership development of the NE-skill set. It would also be useful to investigate the ways in which NE individuals envision reward and recognition as well as career progress for themselves. Traditional systems for reward/recognition and career progression may not prove to be adequate to nurture and retain this type of employee in the academic network.

IMPLICATIONS OF THE STUDY

There are additional implications of the present research, beyond the distributed leadership implications for institutions of higher education. This study is built upon a merging of the research literature on emotional intelligence (EI), resonant leaders, organizational network analysis (ONA), energizers, and distributed leadership (DL). It may, therefore, be of use to scholars in any of these fields. The institutional setting of a professional school at a research

university has direct application to scholars of higher education, but because the underpinning foundations in EI, ONA, and RL are all pursued across multiple organization types, this study may be easily replicated and tested for relevance in other organizational settings, including non-profit and for-profit sectors. It is likely that Network Enablers exist across organization types, and that they will be strongly contributing members of any organization in which they are located. A DL framework is useful for highlighting the centrality of relationships and networks in understanding the success of organizations. The present study provides supporting evidence that network enabling individuals build strong relationships and exist in thriving personal networks at work, which any organization interested in the success of its endeavors and its employees would benefit from considering.

SUGGESTIONS FOR FUTURE RESEARCH

The limitations of the present study contribute to a number of suggestions for future research. Future studies should test the data analysis framework, generative knowledge interview (GKI) method, and the conceptual model of an NE Orientation against larger populations, multiple organizational settings and organization-types, and against control samples that are either random (mixed) samples, or that specifically seek to identify the opposite of an NE Orientation and to study that phenomenon in contrast to NE.

The 360-degree version of the ESCI could easily be integrated into a study design, to help further reduce any intentional or accidental participant bias in the first-person responses of the GKI. Triangulation interviews could be performed, for a more in-depth and qualitative analysis of the study sample from the perspective of colleagues, supervisors, trainees, or others. Formal network mapping with ONA could be utilized to look at the overlap between NE-type

individuals and other identified actors in networks. This study offers a working hypothesis that

an NE orientation will strongly correlated with the central actors, hubs, and energizers of formal

ONA. In particular, the following description about energizers aligns completely with the

findings of the present study of network enablers:

> Not only were energizers better performers, but people who were closely connected to energizers were also better performers. In other words, energizers raise the overall level of performance around them…[They] also have a striking impact on what individuals and groups learn over time. People rely on their networks for information to get their work done. When we have a choice, however, we are much more likely to seek new information and learn from energizers than de-energizers... [In turn,] energizers think of their work as a balance of tasks and relationships, and this manifests itself daily in myriad decisions and behaviors expressing a genuine concern for others (Cross, Baker & Parker, 2003, p. 64).

It would therefore be helpful in future research to explore this alignment between the construct

of energizers and that of network enablers, to determine if they do, indeed, identify the very

same group, or perhaps overlapping or closely-related groups of people in organization.

In future qualitative research on this topic, multiple raters could be used to help reduce

any possible researcher bias in the coding or interpretation of data. Studies could easily focus on

a particular element or subset of elements of the NE Orientation model, to more deeply study the

constructs and impacts of the individual context, the NE personal traits, the elements of

investment in people/relationships, the elements of investment in projects/ideas, and/or the

outcomes and impacts of network enablers. Such studies would help to test and refine the model,

enhancing its potential validity, reliability, and generalizability.

Finally, one research question that is beyond the scope of the present study is this: can an

NE orientation be effectively taught or nurtured in individuals? This is an important question for

individuals or organizations who wish to maximize or further expand the range of NE talent

available. Longitudinal studies of NE individuals could give insight into natural maturation

effects, while others might track intervention strategies that are designed to teach and/or nurture the traits of network enabling through workforce development or leadership development programming. Organizations that consciously shift their strategy to support greater NE role congruence could be studied to examine the impact on NE expression and behavior across the members of the organization in result. This topic thus provides a very rich and fertile ground for future study.

CONCLUSION

This research demonstrates the relevance and potential significance of identifying academic professionals who are personally successful while also consistently enabling the success of others as Network Enablers (NE). As the mission complexity and resource compression of higher education continues to increase, it will become progressively more important to understand more about members of academic networks who have a direct impact on the success of others and on the system as a whole, who thus facilitate knowledge-intensive work as well as organizational learning and innovation. NE may offer a unique insight into a group of professionals in higher education – across genders and across position-types – who have a skill set that significantly contributes to the success of complex, knowledge-intensive organizations like institutions of higher education. Their placement in and impact on such organizations may not be limited to academic institutions of higher education, and this phenomenon should therefore be further studied across populations and organization types for testing and refinement. The results of the present study lead to the establishment of an initial conceptual model of the NE Orientation. This may provide a useful framework for researchers from across the fields of emotional intelligence, organizational network analysis, distributed leadership, and higher

education to pursue further study into this phenomenon. Insights into the skills and contributions of NE can be helpful for institutions of higher education – and potentially, other organization types as well – to consider the importance of having NE present and nurtured in their organization. This, in turn, could influence how organizations might recruit, develop, reward, recognize, and retain network enablers in the future.

REFERENCES

Adams, E. and Arnkil, R. (2013). Supporting Urban Youth through Social Innovation: Stronger Together, in *Cities of Tomorrow – Action Today. URBACT II Capitalisation.* Published by URBACT.

Ashkanasy, Neal M. and Daus, Catherine S. (2005). Rumors of the death of emotional intelligence in organizational behavior are vastly exaggerated. *J. of Organizational Behavior. 26,* 441-452.

Astin, H. S., & Leland, C. (1991). *Women of influence, women of vision: a cross-generational study of leaders and social change.* San Francisco: Jossey-Bass.

Bar-On, R. (2004). The Bar-On Emotional Quotient Inventory (EQ-i). In Geher, *Measuring Emotional Intelligence: Common Ground and Controversy.* New York: Nova Science Publishers, Inc.

Baker, W., Cross, R., & Wooten, M. (2003). Positive organizational network analysis and energizing relationships. In K. Cameron, J. Dutton, & R. Quinn (Eds.), *Positive organizational scholarship: Foundations of a new discipline* (pp. 328-342). San Francisco: Berrett-Kohler.

Ballinger, G., Craig, E., Cross, R., & Gray, P. (2011). A stitch in time saves nine: Leveraging networks to reduce the costs of turnover. *California Management Review, 53*(4), 111-133.

Balkundi, P. and Kilduff, M. (2005). The ties that lead: A social network approach to leadership, *The Leadership Quarterly, 16*(6) (2005), pp. 941–961.

Barbuto, J.E. & Gifford, G.T. (2010) Examining Gender Differences of Servant Leadership: An Analysis of the Agentic and Communal Properties of Servant Leadership Questionnaire. *Journal of Leadership Education. 9*(2).

Bass, B.M. & Stogdill, R.M. (1990). *Handbook of Leadership: Theory, Research, and Managerial Applications.* New York: Simon and Schuster.

Bennett, N., Wise, C., Woods, P.A. and Harvey, J.A. (2003). *Distributed Leadership.* Nottingham: National College of School Leadership.

Bento, F. (2011). A discussion about power relations and the concept of distributed leadership in higher education institutions. *Open Education Journal, 4,* 17-23. (DOI: 10.2174/1874920801104010017)

Bolden, Richard (2011). Distributed Leadership in Organizations: A Review of Theory and Research. *International Journal of Management Reviews*, 13, 251-269.

Bolman, L.G. & Deal, T.E. (2003) *Reframing organizations: Artistry, choice, and leadership.* San Francisco: Jossey-Bass.

Borgatti, Stephen P.; Foster, Pacey C. (2003). The Network Paradigm in Organizational Research: A Review and Typology. *Journal of Management, 29*(6), 991-1013.

Boyatzis, R. E. (2007). The creation of the Emotional and Social Competency Inventory (ESCI). Retrieved on March 15, 2013 from http://www.haygroup.com/Downloads/uk/misc/ESCI_Article.pdf

Boyatzis, R.E. (2012). Neuroscience research shows how resonant relationships are key to inspirational leadership. *Ivey Business Journal*, January/February, 2012.

Boyatzis, R.E. (2014). Possible Contributions to Leadership and Management Development from Neuroscience. *Academy of Management Learning & Education*, 13 (2), 300-303.

Boyatzis, R.E.; Smith, M.L.; Van Oosten, E.; Woolford, L. (2013). Developing resonant leaders through emotional intelligence, vision and coaching. *Organizational Dynamics*, 42 (1), 17-24.

Burt, R. S. (1992). *Structural Holes: The Social Structure of Competition.* Cambridge: Harvard University Press.

Burt, R. (2000). The network structure of social capital. In B. Staw & R. Sutton (Eds.), *Research in organizational behavior,* vol. 22*:* 345–423. New York: JAI Press.

Carli, L.L. (2001). Gender and social influence. *Journal of Social Issues*, 57, 725-741.

Carlsen, A. and Dutton, J. (2011), ''Research alive: the call for generativity'', in Carlsen, A. and Dutton, J. (Eds), *Research Alive: Exploring Generative Moments in Doing Qualitative Research, Organizational Advancement Series*, Copenhagen Business School Press, Copenhagen.

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis.* London: Sage Publications.

Cherniss, C. (1999). The business case for emotional intelligence. Retrieved on December 5, 2008 from http://www.eiconsortium.org/pdf/business_case_for_ei.pdf.

Cherniss, C., Extein, M., Goleman, D. and Weissberg, R.P. (2006). Emotional intelligence: what does the research really indicate? *Educational Psychologist, 41:4,* 239-245.

Ciarrochi, J., Forgas, J. E, & Mayer, J. D. (2001). *Emotional intelligence in everyday life: A scientific inquiry.* Philadelphia: Psychology Press.

Coco, C. (2011). Emotional intelligence in higher education: Strategic implications for academic leaders. *J. of Higher Education Theory and Practice, 11*(2). 112-118.

Collins, J. (2005) *Good to Great and the Social Sectors: Why Business Thinking is Not the Answer.* Boulder, CO.: Harper Business.

Conger, J.A. & Kanungo, R.N. (1988). The empowerment process: Integrating theory and practice. *The Academy of Management Review, 13*(3), 471-482.

Conte, J.M. (2005). A review and critique of emotional intelligence measures. *J. of Organizational Behavior. 26,* 433-40.

Cooperrider, D.L. & Whitney, D. (1999). *Appreciative inquiry.* San Francisco: Berret-Koehler Communications, Inc.

Creswell, J. W. (2008). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. (3rd ed.) Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.

Cross, B. & Travaglione, A. (2003). The untold story: Is the entrepreneur of the 21st century defined by emotional intelligence? *International Journal of Organizational Analysis, 11*(3), 221-228.

Cross, R., Baker, W., Parker, A. (2003). What creates energy in organizations? *MIT Sloan Management Review*, 44 (4), 51-56.

Cross, R., Cowen, A., Vertucci, L. and Thomas, R.J. (2009). How effective leaders drive results through networks. *Organizational Dynamics, 38*(2).

Cross, R. & Cumming, J. (2004). Tie and network correlates of individual performance in knowledge-intensive work. *Academy of Management Journal, 47*(6).

Cross, R.., & Parker, A. (2004). *The hidden power of social networks: Understanding how work really gets done in organizations.* Boston, Mass.: Harvard Business School Press.

Cross, R., Ehrlich, K., Dawson, R., Helferich, J. (2008). Managing collaboration: Improving team effectiveness through a network perspective. *California Management Review, 50*(4).

Cross, R., Laseter, T., Parker, A. & Velasquez, G. (2006). Using social network analysis to improve communities of practice. *California Management review, 49*(1). 32-60.

Daus, C. & Ashkanasy, N. (2005) The case for the ability-based model of emotional intelligence in organizational behavior. *J. of Organizational Behavior, 26*, 453-466.

Dearborn, K. (2002). Studies in emotional intelligence redefine our approach to leadership development. *Public Personnel Management, 31:4,* Winter, 523-530.

Dedoose Software User Guide. (2016) Analyze workspace: Charts, tables and plots. Retrieved on July 28, 2016:
http://www.dedoose.com/userguide/analyze_workspace_charts__tables__and_plots.htm?q=bm9ybWFsaXpl&ms=AAA=&mw=MjQw&st=Mg==&sct=MA==

Eagly, A. H. (1987). *Sex differences in social behavior: A social-role interpretation*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Eagly, A. H., Johannesen-Schmidt, M. C., & van Engen, M. L. (2003). Transformational, transactional, and laissez-faire leadership styles: A meta-analysis comparing men and women. *Psychological Bulletin*, 129(4), 569-591.

Eddy, J.P. & Murphy, S.D. (1997). 21st century leadership practices needed for higher education. *Education, 117*(3), 327.

Ehrenberg, R. (2002). *Tuition Rising: Why College Costs So Much.* Cambridge, MA: Harvard University Press.

Fitzgerald, T., Gunter, H., White, J. (2012). *Hard labour?: Academic work and the changing landscape of higher education*. Bingley, UK: Emerald Group.

Freemen, C. (1979). Centrality in social networks: Conceptual clarification. *Social Networks, 1,* 215–239.

Gardner, H. (1983) *Frames of Mind: The theory of multiple intelligences.* New York: Basic Books.
Glaser, B. G. (1978). *Theoretical sensitivity.* Mill Valley, CA: The Sociology Press.

Glaser, B.G. and Strauss, A. (1967). *The discovery of grounded theory, strategies for qualitative research,* Mill Valley, CA: Sociology Press.

Goleman, D. 2000. Leadership that gets results. *Harvard Business Review, 78*(2), 78–90.

Goleman, D., Boyatzis, R. & McKee, A. (2002a). *The new leaders: Transforming the art of leadership in to the science of results.* London: Time Warner Books.

Goleman, D., Boyatzis, R. & McKee, A. (2002b). *Primal leadership: Realizing the power of emotional intelligence*. Boston: Harvard Business School Press.

Goleman, Daniel; Boyatzis, Richard (September 1, 2008). "Social intelligence and the biology of leadership." *Harvard Business Review*, *86*(9), 74-81.

Gronn, P. (2000). Distributed properties: a new architecture for leadership. *Educational Management Administration & Leadership, 28*, pp. 317–338.

Gronn, P. (2002). Distributed leadership as a unit of analysis. *The Leadership Quarterly, 13*, 423–451. DOI:10.1016/S1048-9843(02)00120-0.

Gronn, P. (2008). Hybrid leadership. In Leithwood, K., Mascall, B. and Strauss, T. (Eds), *Distributed Leadership according to the Evidence*. Abingdon: Routledge, 17–40.

Hannah, Sean T.; Lester, Paul B. (2009). A multilevel approach to building and leading learning organizations. *The Leadership Quarterly*, 20 (1), 34-4

Hartley, D. (2004). Management, leadership and the emotional order of the school. *J. of Education Policy. 19*(5), 583-594.

Headland, T. N., Pike, K. L., Harris, M., (Eds.) (1990). *Emics and etics: The insider/outsider debate.* Frontiers of anthropology, v. 7. Newbury Park, CA: Sage Publications.

Ingram, J., Cangemi, J. (2012) Emotions, emotional intelligence and leadership: A brief, pragmatic perspective. *Education, 132(*4), 771-778.

Kerr, C. (2001). *The Uses of the University*, 5th edition. Cambridge, MA: Harvard University Press.

Kezar, A. (2013). Understanding sensemaking/sensegiving in transformational change processes from the bottom up. *Higher Education (65).*

Kezar, A. (2014). Higher education change and social networks: A review of research. *Journal of Higher Education*, *85*(1), 91-125.

Kezar, A. & Lester, J. (2011). *Enhancing campus capacity for leadership: An examination of grassroots leaders.* Stanford, CA: Stanford Press.

Kezar, A.; Carducci, R.; Contreras-McGavin, M. (2006). Rethinking the "L" word in higher education. ASHE Higher Education Report, Volume 31, Number 6." *ASHE Higher Education Report*, *31* (6), 1-218.

Komives, S.R., Lucas, N., and McMahon, T.R. (1998). *Exploring leadership: For college students who want to make a difference.* San Francisco: Jossey-Bass.

Lincoln, Y.S. & Guba, E.G. (1985). *Naturalistic inquiry.* Newbury Park, CA: Sage.

Lincoln, Y.S. & Guba, E.G. (2000). Paradigmatic controversies, contradictions, and emerging confluences. In Denzin, N.K. & Lincoln, Y.S. (Eds.), *The handbook of qualitative research* (2nd Ed.) (pp.163-188). London: Sage.

Lincoln, Y. S, & Guba, E. G. *The constructivist credo.* Walnut Creek, CA: Left Coast Press.

Locke, E. (2005). Why emotional intelligence is an invalid concept. *J. of Organizational Behavior, 26*, 425-431.

Mayer, J.D. & Cobb, C.D. (2000). Education policy on emotional intelligence: Does it make sense. *Educational Psychology Review, 12*(2), 163-183

Mayer, J.D. & Salovey, P. (1993). The intelligence of emotional intelligence. *Intelligence. 17,* 433-442.

Mayer, J.D., Salovey, P. & Caruso, D. (2008). Emotional intelligence: New ability or eclectic traits?" *American Psychologist, 63:6,* 503-517.

Mayer, J.D., Salovey, P., Caruso, D. & Sitarenios, G. (2003). Measuring emotional intelligence with the MSCEIT V2.0. *Emotion, 3,* 97-105.

Mayo, M.; Meindl, J.R.; Pastor, J.-C. (2003). Shared leadership in work teams: A social network approach. In *Shared leadership: reframing the hows and whys of leadership.* Eds. Pearce, C. L, & Conger, J.A. Thousand Oaks, CA: Sage Publications.

Maxwell, J.A. (2005) *Qualitative research design: An interactive approach, 2*nd *Ed.* Thousand Oaks, CA: Sage.

McGuire, Gail M. (2000). Gender, race, ethnicity, and networks: The factors affecting the status of employees' network members. *Work and Occupations, 27*(4), 500-523.

Miles, M. B, & Huberman, A. M. (1994). *Qualitative data analysis: an expanded sourcebook.* 2nd ed. Thousand Oaks: Sage Publications.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass.

Niculescu-Mihai, Corina. (2007). *Emotional intelligence and academic leadership: An exploratory study of college and university presidents* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Database (304831636).

Nonaka, I & Takeuchi, H. (1995). *The knowledge-creating company: How Japanese companies create the dynamics of innovation*. Oxford, UK: Oxford University Press.

Parrish, D.R. (2015). The relevance of emotional intelligence for leadership in a higher education context. *Studies in Higher Education*, 40 (5), 821-837.

Payne, W.L. (1986). A study of emotion, developing emotional intelligence: self-integration; relating to fear, pain, and desire. *Dissertation Abstracts International. 47*, 203A.

Pearce, C. L, & Conger, J.A. (2003). *Shared leadership: reframing the hows and whys of leadership.* Thousand Oaks, Calif.: Sage Publications.

Peet, M.R.; Walsh, K.; Sober, R.; Rawak, C.S. (2010). Generative knowledge interviewing: A method for knowledge transfer and talent management at the University of Michigan. *International Journal of Educational Advancement*, 10 (2), 71-85.

Peet, M.R. (2012). Leadership transitions, tacit knowledge sharing and organizational generativity. *Journal of Knowledge Management*, 16 (1), 45-60.

Peet, M.R. (2012). Fostering integrative knowledge and lifelong learning. *AAC&U: Peer Review*. Fall 2011/ Winter 2012, 15-17.

Qualter, P. & Gardner, K. (2007). Emotional intelligence: Review of research and educational implications. *Pastoral Care,* March, 11-20.

Roberts, R.D., Zeidner, M., & Matthews, G. (2001). Does emotional intelligence meet traditional standards for an intelligence? Some new data and conclusions. *Emotion, 1* (3), 196-231.

Romanelli, F., Cain, J., & Smith, K.M. (2006). Emotional intelligence as a predictor of academic and/or professional success. *American Journal of Pharmaceutical Education, 70*(3), 1-10.

Sadri, G. (2012). Emotional intelligence and leadership development. *Public Personnel Management, 41(*3), 535-548.

Salancik, G. & Pfeffer, J. (1977). Who gets power – and how they hold on to it: A strategic-contingency model of power. *Organizational Dynamics, Winter.*

Salovey, P. & Mayer, J.D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality, 9,* 185-211.

Schoo, A. (2008). Leaders and their teams: Learning to improve performance with emotional intelligence and using choice theory. *International Journal of Reality Therapy*, 27 (2), 40-45.

Schraw, G., Wadkins, T., & Olafson, L. (2007). Doing the things we do: A grounded theory of academic procrastination. *Journal of Educational Psychology*, 99(1), 12-25. doi:10.1037/0022-0663.99.1.12

Shaver, H. (2004). *Organize, communicate, empower: How principals can make time for leadership*. Thousand Oaks, CA: Corwin Press.

Sigurdson, K. (2013). Clark Kerr's Multiversity and technology transfer in the modern American research university. *College Quarterly, 16*(2).

Spencer, L. M, & Spencer, S. (1993). *Competence at work: Models for superior performance.* New York: Wiley.

Spillane, J.P., Halverson, R. and Diamond, J.B. (2004). Towards a theory of leadership practice: a distributed perspective. *Journal of Curriculum Studies*, 36, pp. 3–34.

Strauss, A., & Corbin. J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.

Tucker, M.L., Sojka, J.Z., Barone, F.J. & McCarthy, A.M. (2000). Training tomorrow's leaders: Enhancing the emotional intelligence of business graduates. *J. of Education for Business,* 75(6), 331-337.

Uhl-Bien, Mary (2006). "Relational leadership theory: Exploring the social processes of leadership and organizing." *The Leadership Quarterly*, 17 (6), 654-676.

Van Ameijde, J.D.J., Nelson, P., Billsberry, J. & Van Meurs, N. (2009) Improving leadership in higher education institutions: a distributed perspective. *Higher Education, 58,* 763-779. (DOI: 10.1007/s10734-009-9224-y.)

Vandervoort, D.J. (2006). "The Importance of Emotional Intelligence in Higher Education." *Current Psychology*, 25 (1), 3-7.

Van Oosten, E. & Boyatzis, R. (2003). "Building the emotionally intelligent organization." *Ivey Business Journal*. Jan/Feb.

Van Rooy, D.L. & Viswesvaran, C. (2004). Emotional intelligence: A meta-analytic investigation of predictive validity and nomological net." *Journal of Vocational Behavior. 65,* 71-95.

Wu, W., Yeh, R., and Hung, H. (2012). Knowledge sharing and work performance: A network perspective. *Social Behavior and Personality, 40*(7).

Yoder, D.M. (2005). Organizational climate and emotional intelligence: An appreciative inquiry into a "leaderful" community college. *Community College J. of Research & Practice. 29,* 45-62.

Yukl, C.A. (1998). *Leadership in organizations* (4th ed.). Englewood Cliff, NJ: Prentice Hall.

*Statistics on workforce size/gender at the professional school (study site) were obtained from the institutional data dashboard of the research university studied.

APPENDIX A. INTERVIEW PROTOCOL

Generative Knowledge Interview Protocol

For each experience prompt, the researcher will phrase it along the lines of "Tell me about a time when…" or "I'd like you to think back to a situation when…." The introductory information provided to the participant before the interview begins will let them know that the process focuses on sharing stories and reflections, and that it is helpful for them to describe each situation in as much detail as possible, to help take the researcher back to the exact time and place.

1. Tell me about what you do here, professionally.
   a. Probes: Type of tasks you spend time on? How long in position?

2. Engagement (2): When have you felt deeply engaged or purposeful in the last year or so? Describe 2 experiences of deep engagement.
   > Experience 1; Experience 2: What was the context? What were you doing and why was it engaging?
   >> Describe an "a-ha" moment, or a moment of challenge. What was the result?

3. Accomplishment (3): Probe to ensure that two are work related and at least one involves another person.

   > Experience 1; Exp. 2: When you did something that gave you a deep sense of accomplishment and satisfaction (can be from any area of life)
   > Experience 3: Repeat prompt #2, unless both stories 1 & 2 here have focused on solitary achievements. If so, change prompt for #3 to: When you were part of a larger project or effort that gave you a deep sense of accomplishment and satisfaction.

4. Challenging Experiences that you worked through (2)
   > For each experience address:
   > - The nature the challenge and what you were trying to accomplish at the time
   > - Steps you took to resolve the challenge and why
   > - A-ha moments
   > - The impact/result for you and others

5. Mentoring, Advising, Problem Solving: both formal and informal relationships (4)

   > Experience 1: Tell me about an experience when you were mentoring or guiding someone and you found it really rewarding.
   >> * Probe each of these by asking, why did you do "that" (what you did) versus something else.

   > Experience 2: Tell me about an experience when you were mentoring or guiding someone and you found it challenging or frustrating but you were ultimately able to get to the other side.

   > Experience 3: Tell me about a time when someone came to you for ask for help (informal: advice, problem-solving, needed your insight) and you found it really rewarding.

Experience 4: Tell me about a time when someone came to you for ask for help (informal; advice, problem-solving, needed your insight) and you considered it but decided it wasn't in your best interest or their best interest for you to help them.

6. At the end of the day, there are many things you could be doing with your time, and when it comes to coaching/mentoring/taking time to advise or problem-solve with others, why do you do that? What do you get in return for that investment? (Probe for any formal or informal perceived benefits/rewards.)

7. Is there anything else that has been occurring to you during this interview experience that I have not asked about, but that you would like to share?

Project Title: "NETWORK ENABLERS": EXPLORATORY STUDY OF HIGH GOAL-ENABLING PROFESSIONALS
IN HIGHER EDUCATION

How to withdraw from the study: If you wish to withdraw from the study, you may tell the interviewer to stop the interview at any time. If you wish to withdraw from the study after your interview is completed, please inform the researcher and you will be withdrawn and all data associated with your participation, including audio recording of the interview, will be immediately destroyed.

Payment: You will receive no payment for participating in the study.

If you have questions about the study, contact:
Principal Investigator:
Juliet Trail, Ph.D. Candidate,
Higher Education Program, Curry School of Education
PO Box 400772 | University of Virginia, Charlottesville, VA 22903
trail@virginia.edu; 434-243-2939

Doctoral Faculty Advisor:
Brian Pusser, Associate Professor
Higher Education Program, Curry School of Education
PO Box 400265 | University of Virginia, Charlottesville, VA 22903
bp6n@virginia.edu; 434-924-7731

If you have questions about your rights in the study, contact:
Tonya R. Moon, Ph.D.
Chair, Institutional Review Board for the Social and Behavioral Sciences
One Morton Dr Suite 500
University of Virginia, P.O. Box 800392
Charlottesville, VA 22908-0392
Telephone: (434) 924-5999
Email: irbsbshelp@virginia.edu
Website: www.virginia.edu/vpr/irb/sbs

Agreement:
I agree to participate in the research study described above.

Signature: _____ Date: _____

You will receive a copy of this form for your records.

IRB-SBS Office Use Only		
Protocol #	**2016-0124**	
Approved	from: **04/01/16**	to: **03/31/17**
SBS Staff		

APPENDIX C. SURVEY **P**RE-**N**OTIFICATION **E**MAIL: **S**ENT BY **S**CHOOL **L**EADERSHIP **T**EAM **M**EMBER

Dear Colleagues,

I would like to introduce the research work of a doctoral candidate in the Curry Higher Education Ph.D. Program, Juliet Trail. Her study will explore the perspectives and insights of higher education personnel who have a positive and empowering impact on the academic network around them.

Later today, you will receive an invitation to participate in a short survey being sent out by Juliet. This nomination survey will identify others in the school who you would describe as having a consistently enabling or empowering impact on others (colleagues, trainees, students, etc.).

The nomination survey will take 5-10 minutes of your time and, given its relevance to our organization and our work, I encourage your participation.

Responses to the survey will be treated anonymously. This research has the potential to contribute to the knowledge base around empowering individuals in academic organizational networks.

You may contact the researcher, Juliet, at any time with questions about this study (434-243-2939; trail@virginia.edu).

Regards,

[Signature Information of Sender]

APPENDIX D. SURVEY **I**NVITATION **E**MAIL

Dear [First name],

I am a doctoral candidate in the Curry Higher Education Ph.D. Program, conducting a study based at [this professional school]. The focus of my study is on the exploration of higher education personnel who have a positive and empowering impact on the academic network around them.

Findings of this study will be shared back with the school to contribute to the knowledge base regarding professionals who have a significantly positive impact on academic networks. The report of the findings will include only aggregate, de-identified analysis of results – all participant input will be treated in a completely confidential manner. The school will be identified in my research only as "a professional school at a research university."

I am writing to ask for your help in providing nominations for participants of my study. The nomination process should take you only about 5-10 minutes. Those nominated will be invited to participate in a single interview and will receive a document with follow-up analysis from me following the interview. Anyone invited to participate may decline that invitation, or may leave the study at any time. Full participation in the study will involve one interview of roughly 90 minutes in length. Your responses to this nomination survey will be anonymous.

I do hope you will help me by taking a minute to respond to the following brief questionnaire by clicking on this link:

[Question Pro survey link here; set to receive replies anonymously]

You are welcome to contact me at jjt8t@virginia.edu or 434-243-2939 if you have any questions about this request. I thank you for your time and attention to this inquiry.

Sincerely,
Juliet

Juliet Trail
Doctoral Candidate, Ph.D. in Higher Education
Curry School of Education
University of Virginia
jjt8t@virginia.edu | 434-243-2939

APPENDIX E. NOMINATION SURVEY QUESTIONNAIRE

[Survey Questionnaire as set up in Question Pro]

Q1. Please nominate three to five…colleagues [at this professional school] that come to mind, based upon the following description:

> This person is effective at meeting his/her own professional goals while also consistently enabling those around them (including colleagues, trainees, students and others) to meet their goals. The type of person sought here is a go-to person, who will consistently take the time to answer questions, share insights, or problem solve even on projects unrelated to her/him. (Please provide first and last names.)

> 1.
> 2.
> 3.
> 4.
> 5.

Q2. Whether you provide names for nomination or not, do you have any comments about this inquiry, seeking to identify people who consistently enable others around them to meet their goals? Comments:

_____
_____
_____
_____
_____

Q3. Please share your position category and provide your gender and race/ethnicity:

1.   Position category and title (indicate faculty, staff, &/or rank information such as assistant professor, senior researcher, administrative specialist, etc.):

2.   Gender:

3.   Race/ethnicity:

APPENDIX F. PARTICIPANT INVITATION EMAIL

Dear [First name],

I am writing to let you know that you have been identified by your colleagues as someone who consistently enables the success of others, thus having a positive and empowering impact on your academic professional network. This topic is the focus of my doctoral dissertation work for the Curry Higher Education Ph.D. Program.

I therefore reach out to you today to see if you would be interested in being a participant in my study. I would be glad to speak further by phone or in person about this request (trail@virginia.edu | 434-243-2939). Full participation in the study will involve one interview of roughly 90 minutes in length. If needed, we can break this into two shorter sessions totaling 90 minutes.

You may accept or decline this invitation, If you choose to participate, you may leave the study at any time. If you choose to leave the study, no record will be kept of your participation. The report of the findings will include only aggregate, de-identified analysis of results: all participant input will be treated in a completely confidential manner.

The school will be identified in my research, and in any subsequent publication about the research, only as "a professional school at a research university." Findings of this study will be published in the Libra dissertation database and will benefit professional schools at higher education institutions through contribution to the knowledge base regarding professionals who have a significantly positive impact on academic networks.

Please let me know if you would be interested in participating in this study, or if you have any questions about this invitation that I might answer for you.

I thank you for your time and attention to this invitation.

Sincerely,
Juliet

Juliet Trail
Doctoral Candidate, Ph.D. in Higher Education
Curry School of Education
University of Virginia
jjt8t@virginia.edu | 434-243-2939

APPENDIX G. PARTICIPANT BACKGROUND INFORMATION SHEET

Participant's Background Information Sheet
"Network Enablers" –
Exploratory Study of High Goal-Enabling Professionals in Higher Education

Name:_____

Age: _____ **Gender**: _____ **Race/Ethnicity**: _____

1. The title of your position is_____

2. Your position is…

☐ Tenured/Tenure-track

☐ General Faculty (Non-Tenure-Track)

☐ Staff

☐ Other (specify): _____

3. How many years have you been:

At [this institution], in all roles/positions you have held? _____

At [this institution] and in your present role? _ _____

Employed at other higher education institution(s)? _____

Thank You!

APPENDIX H. PARTICIPANT GKI ANALYSIS MEMO EMAIL

Dear [First name],

Thank you once again for participating in my study of Network Enablers, a doctoral dissertation for the Curry Higher Education Ph.D. Program.

As mentioned during your interview, I would now like to share a brief Analysis Memo about your interview with you. As you review this, I invite you to note and share back with me the following:

1. I welcome any comments you have on this analysis, including any clarifications or corrections that you might offer.

2. Please also share with me any additional thoughts about the interview that have come to you since we spoke, perhaps reflecting on the process itself, or building on the topics that you shared during the interview.

If you are willing to share these further reflections with me, please send them by return email to me by [xxxxxxx date].

I thank you again for your time and contributions to this study.

Sincerely,
Juliet

Juliet Trail
Doctoral Candidate, Ph.D. in Higher Education
Curry School of Education
University of Virginia
jjt8t@virginia.edu | 434-243-2939

APPENDIX I. GENERATIVE KNOWLEDGE INTERVIEW, ANALYSIS MEMO TEMPLATE (AS DEVELOPED BY MELISSA PEET)

GKI Initial Results for:

Purpose and Motivating Forces – the underlying elements that bring out your innate sense of aliveness and engagement.

Enabling Contexts and Conditions – the types of people, places, relationships, etc. that bring you to your best.

Core Capacities – the resources, skills, strengths, etc. that you possess to deliver on your purpose.

Transformative Resources – how you turn your struggles and challenges into your unique and powerful contributions.

APPENDIX J. CODING **F**RAMEWORKS AND **C**ODE **D**EFINITIONS

ESCI Codes and Definitions, based on Goleman, Boyatzis, & McKee, 2002

ESCI Skill	Coding Definition
EI-Quadrant 1: Self-awareness	
EI-Q1: Accurate self-assessment	Rational judgment about one's strengths and limitations
EI-Q1: Emotional self-awareness	Recognizing ones emotions and their effects
EI-Q1: Self-confidence	Strong and positive self-worth
EI- Quadrant 2: Self-management	
EI-Q2: Conscientiousness	Responsibly managing oneself
EI-Q2: Achievement	Drive to meet a personal standard of excellence
EI-Q2: Adaptability	Flexibility to adjust to situations and overcome challenges;
EI-Q2: Trustworthiness	Consistent honesty and integrity
EI-Q2: Initiative	Willingness to embrace opportunities
EI-Q2: Self-control	Keeping disruptive emotions and impulses under control
EI-Q3: Social Awareness	
EI-Q3: Empathy	Understanding others and active interest in their concerns
EI-Q3: Organizational awareness	Empathizing at the organizational level
EI-Q3: Service orientation	Recognizing and meetings others' (students/colleagues) needs
EI-Q4: Social Management	
EI-Q4: Developing others	Bolstering abilities of others' through feedback and direction
EI-Q4: Change catalyst	Ability to initiate new ideas and manage change effectively (connected to Entrepreneurial Drive)
EI-Q4: Communication	Listening and sending clear, convincing messages
EI-Q4: Conflict management	Resolve disagreements and negotiate resolutions
EI-Q4: Building bonds	Nurturing and maintaining relationships
EI-Q4: Influence	Employing a range of convincing tactics
EI-Q4: Teamwork/collaboration	Promoting cooperation and working with others
Ei-Q4: Leadership	Ability to assume responsibility and motivate with a convincing vision

Energizer (EGZ) Codes and Definitions, based on Cross, Baker, & Parker, 2003

EGZ Skill	Coding Definition
Clustering tendency	Tendency of energizers to attract other high-performers to their network
Conscious investment in people	Conscious decision to approach work as a balance of tasks and relationships
Caring/Mutual Regard	Expressing genuine concern for others
Trustworthiness/Integrity	This heading was added to ESCI-Q2 skill Trustworthiness, already defined by ESCI as "consistent honesty and integrity" to include EGZ definition, "integrity between their words and actions"
Leading by Vision	The ESCI skill of Q4, Leadership was relabeled Leading by Vision, already define by ESCI as "ability to assume responsibility and motivate with a convincing vision"
Create Opportunities	Creating opportunities for others to meaningfully contribute/to be more effective
Deep Listening/Attention	Merged with a novel Network Enabler (NE) code: "engaging in deep, active listening" to include EGZ skill: "giving full attention to the other"
Adaptability	Expanded definition of this Q2 skill from ESCI definition, "flexibility to adjust to situations and overcome challenges," to include EGZ definition, "open and flexible about the means to attain goals"
Inspiring Hope/Optimism	Inspiring hope (optimism) in others around goals

Resonant Leader (RL) Codes and Definitions, based on Boyatzis et al, 2013

RL Skill	Coding Definition
Shared Purpose/Mission	Cultivating a sense of shared purpose, vision or mission
Caring/Mutual Regard	Merged EGZ definition, "Expressing genuine concern for others" with RL definition, "perception of caring or mutual regard among both parties" – for final definition: "Genuine caring; perception of mutual regard among both parties"
Refined Social Attunement	Refined attunement to the emotions that motivate and inspire the people around them

Network Enabler (NE) Codes and Definitions

NE Skill	Coding Definition
High-frequency Engagement with Work	Feelings of engagement and purpose connected to work as the norm, happening all the time or in every moment
Heeded Criticism	Internalized a criticism and worked to change a damaging behavior as pointed out by another/others
Heeded Mentor's Advice	Acted upon a mentor's advice regarding a major life decision/commitment
Growth Mindset/Excited by Ideas	Driven by a love of ideas, change and growth
Humility	Humbleness, self-deprecation, striving to put others first and ego second
Integrity in Adversity	Responding to conflict/adversity with reinforcing of value/principles to guide thought and action
Resilience, Persistence, Patience	Display of internal resources of resilience, persistence, and/or patience
Entrepreneurial drive	Seeking or utilizing opportunities to build something new and unique (connected to change catalyst)
Spotting unmet potential/ gaps	Identifying unrealized potential or unconventional interconnections and acting on them
Feel others' success as own	Deep empathy enabling one to experience another's success as one's own, without ego
CSC Investment in People	This is a merger of the EGZ, "approach work as a balance of tasks and relationships" with NE definition, "making a conscious decision to invest in people/relationships"
Bridge Unconnected Networks	Pulling from unlikely/unconnected networks to create novel solutions
Getting Right People Together	Anticipating what people/groups to bring together and when/how/why
Deep Listening/Attention	Merged EGZ, "giving one's full attention to the other, being fully present" with NE, "engaging in deep, active listening"
Help Others Reframe/Evolve	Helping others to see in new ways, expand their choices, make meaning of situations/people
Meet Others Where They Are	Seeking to engage/help others based on where the other is, adapting to their readiness
Familial Bonding	Turning non-family relationships into bonds with a familial strength or regard
High-frequency Mentoring	Mentoring exchanges (formal &/or informal) occur all the time, share insights, problem-solve, glutton for interaction
Loneliness, Longing for Mentors	Feelings of longing for close colleagues, friends at work, mentors
Create Authentic Experiences	Seek and create authentic teaching/research exper. for self and for others
Promote Inclusive Collaboration	Value/promote inclusive collaboration, transparency, full commitment from all

Dislike Lies/Secrets/Exclusion	Active dislike of lying, secrecy, avoidance of truth, manipulation, targeted exclusion
Referencing Another NE Nominee	Making direct reference to another NE nominated person from the study pool
Role Congruence	Formal role responsibility to enable success of others across the work network
Unanticipated/Swift Success	Ripple effects or unanticipated levels of success either in time or scope (relate to EGZ: energizers as high performers who amplify things)

APPENDIX K. INTEGRATED CODES TABLE

CODE	CHILD CODE
EI-Q1: Self-Awareness	
EI-Q1: Accurate self-assessment	
EI-Q1: Emotional self-awareness	
	NE: High-frequency engagement with work
EI-Q1: Self-confidence	
EI-Q2: Self-Management	
EI-Q2: Conscientiousness	
	NE: Heeded criticism
	NE: Heeded mentor's advice
EI-Q2: Achievement	
	NE: Growth mindset/excited by ideas
EI-Q2: Adaptability	
EI-Q2/EGZ: Trustworthiness/Integrity	
	NE: Humility
	NE: Integrity in Adversity
	NE: Resilience, Persistence, Patience
EI-Q2: Initiative	
	NE: Entrepreneurial drive
	NE: Spotting unmet potential/gaps
EI-Q2: Self-control	
EI-Q3: Social Awareness	
EI-Q3: Empathy	
	EGZ/RL: Caring/Mutual regard
	NE: Feel others' success as own
	RL: Refined social attunement
EI-Q3: Organizational awareness	
EI-Q3: Service orientation	
	NE/EGZ: CSC Investment in People
EI-Q4: Social Management	
EI-Q4: Developing others	
	EGZ: Create opportunities
	NE: Bridge unconnected networks
	NE: Getting right people together
EI-Q4: Change catalyst	
EI-Q4: Communication	
	NE/EGZ: Deep listening/attention
	NE: Help others reframe/evolve

	NE: Meet others where they are
EI-Q4: Conflict management	
EI-Q4: Building bonds	
	NE: Familial bonding
	NE: High-frequency mentoring
	NE: Loneliness, longing for mentors
EI-Q4: Influence	
EI-Q4: Teamwork/collaboration	
	NE: Create authentic experiences
	NE: Dislike lies/secrets/exclusion
	NE: Promote inclusive collaboration
Ei-Q4: Leading by vision	
	EGZ: Inspiring hope/optimism
	RL: Shared Purpose/Mission
Codes Not Nested in ESCI Quadrants	
EGZ: Clustering tendency	
	NE: Referencing another NE Nominee
NE: Role congruence	
NE: Unanticipated/swift success	

APPENDIX L. ALL REFERENCES, RANKED BY WEIGHTED CODE SCORE

Id	Parent	Code Count	#-Part	%	W-Score	Id	Parent	Code Count	#-Part	%	W-Score
1	NE: Help others reframe/evolve	78	13	93%	72.4	26	NE: Bridge unconnected networks	22	9	64%	14.1
2	EI-Q2/EGZ: Trustworthiness/ Integrity	63	14	100%	63.0	27	NE: Humility	20	9	64%	12.9
3	EGZ/RL: Caring/Mutual regard	57	13	93%	52.9	28	NE: Referencing another NE Nominee	22	7	50%	11.0
4	NE/EGZ: Deep listening/attention	49	14	100%	49.0	29	NE: Role congruence	16	9	64%	10.3
5	NE: Integrity in Adversity	52	13	93%	48.3	30	EI-Q4: Communication	15	9	64%	9.6
6	EI-Q4: Building bonds	43	14	100%	43.0	31	EI-Q4: Change catalyst	16	8	57%	9.1
7	EI-Q1: Accurate self-assessment	39	13	93%	36.2	32	NE: Unanticipated/ swift success	15	8	57%	8.6
8	NE: Resilience, Persistence, Patience	46	11	79%	36.1	33	NE: Meet others where they are	17	7	50%	8.5
9	NE: High-frequency mentoring	34	12	86%	29.1	34	RL: Shared Purpose/Mission	13	9	64%	8.4
10	EI-Q3: Empathy	33	12	86%	28.3	35	EI-Q4: Conflict management	16	7	50%	8.0
11	NE: Spotting unmet potential/gaps	29	12	86%	24.9	36	EI-Q2: Self-control	11	8	57%	6.3
12	EI-Q2: Achievement	26	13	93%	24.1	37	EI-Q4: Developing others	11	7	50%	5.5
13	NE: Growth mindset/excited by ideas	27	12	86%	23.1	38	NE: High-freq. engagement w/ work	12	6	43%	5.1
14	NE/EGZ: CSC Investment in People	29	11	79%	22.8	39	EI-Q1: Emotional self-awareness	10	6	43%	4.3
15	NE: Dislike lies/secrets/exclusion	29	11	79%	22.8	40	EI-Q2: Conscientiousness	10	6	43%	4.3
16	RL: Refined social attunement	26	12	86%	22.3	41	NE: Feel others' success as own	8	7	50%	4.0
17	EI-Q3: Organizational awareness	28	11	79%	22.0	42	EI-Q4: Influence	10	5	36%	3.6
18	EI-Q4: Teamwork/ Collaboration	23	13	93%	21.4	43	NE: Familial bonding	9	4	29%	2.6
19	NE: Entrepreneurial drive	29	10	71%	20.7	44	NE: Longing for mentors	8	4	29%	2.3
20	NE: Create authentic experiences	27	10	71%	19.3	45	EI-Q1: Self-confidence	5	4	29%	1.4
21	NE: Promote inclusive collaboration	29	9	64%	18.6	46	NE: Heeded criticism	5	4	29%	1.4
22	EI-Q2: Adaptability	26	10	71%	18.6	47	NE: Heeded mentor's advice	6	3	21%	1.3
23	EI-Q3: Service orientation	22	11	79%	17.3	48	Ei-Q4: Leading by vision	5	2	14%	0.7
24	NE: Getting right people together	24	10	71%	17.1	49	EI-Q2: Initiative	1	1	7%	0.1
25	EGZ: Create opportunities	24	9	64%	15.4	50	EGZ: Inspiring hope/optimism	-	-	-	0.0