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Perceptions of Emotional Intelligence Preparation and Industry Expectations for Utah State University MBA Graduates

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PERCEPTIONS OF EMOTIONAL INTELLIGENCE PREPARATION AND

INDUSTRY EXPECTATIONS FOR UTAH STATE UNIVERSITY

MBA GRADUATES

by

Arthur D. Waller

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ABSTRACT

Perceptions of Emotional Intelligence Preparation and Industry Expectations for Utah

State University MBA Graduates

by

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Utah State University, 2008

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This study sought to determine whether an MBA degree from Utah State

University (USU) was meeting the emotional intelligence (EI) needs of the workplace

from the perception of its graduates. This research assessed perception of EI skills with a

researcher-designed instrument that consisted of a 22-question survey that was e-mailed

to USU students who completed an MBA between 2000 and 2006. The survey

questionnaire given to MBA graduates was titled *Assessment of Emotional Intelligence*

and was divided into three distinct parts. The first category (questions 1-10) had to do

with industry expectations as perceived by MBA graduates. The second category

(questions 11-20) emphasized curriculum in USU's MBA program, and the third

category (21-22) asked for demographic information that was not available from student

records or the initial participation postcard. The findings from this research present

evidence of the MBA program's strength in teaching teamwork and collaboration. There

was strong agreement that the program taught these skills and that they are expected skills in the workplace. This finding, however, was both affirming and concerning at the same time because it was found that the ratings for none of the other related EI competencies were comparably equal with those of teamwork and collaboration. The lack of correlation between the latent variables, or constructs, employed in this analysis implied that the MBA program could benefit by offering more instruction in EI competencies.

(159 pages)

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and you are appreciated more than you know—God bless.

Arthur D. Waller

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CHAPTER I

INTRODUCTION

It is essential that MBA graduates possess the core competencies that employers desire. These abilities could be simplified and expressed as the hard and soft skills of management. Based on the work of Buhler (2005), Davis and Miller (1996), Mills (1994), Soehren (2001), Strebler (1997), and Tilley (1992), skill areas that have been traditionally labeled "soft" are interpersonal, problem solving, teamwork, and oral communications. The hard skill moniker has been associated with technical, quantitative, computer, and written communication proficiencies. A review of curriculum indicates that the hard skills are being taught by higher education (Porter & McKibbin, 1988). However, there is much debate and disagreement about the development of soft skills in the MBA classroom. A common lament from recruiters of MBA graduates is that they have learned the hard skills of accounting, finance and marketing, but do not possess mastery in the soft skill areas (Eberhardt & Moser, 1997).

With these concerns has come the emergence of emotional intelligence (EI). EI has been a part of the business setting from the beginning, but was first defined in an academic setting by Salovey and Mayer (1990) as "a type of social intelligence that involves the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions." EI became popular and its principles uncovered with the publishing of Daniel Goleman's (1995) book *Emotional Intelligence* (Grigg & Newman, 2004). Kunnanatt (2004) called EI the new science of interpersonal effectiveness. Finally, these EI skills were further defined

into eighteen competencies categorized into four clusters: self-awareness, self-management, social awareness, and relationship management (Goleman, Boyatzis, & McKee, 2002). Corporate America is interested in finding employees who will increase productivity. EI competency development and practice greatly enhances this objective (Goldberg, 2005; Trapp, 1997; Whiteley, 2005).

Theoretical Framework

On a general level, it appears that EI competencies are important to a successful career in business. This is evidenced by Northeastern University's College of Business interview of over two dozen Global 500 companies to learn what skills were most valued for their graduates to possess before being hired (O'Connor, 2006). Their findings uncovered a need to revise curriculum with a greater focus on training in the EI areas of self-awareness, self-management, social awareness, and relationship management. Employers were looking for the EI competencies that make MBA graduates valuable. In *Personnel Today*, Whiteley (2005) asserted that leaders in the boardroom say that soft skills count and there is a need for stronger EI skills in the workplace. This article indicated that the hard skills are commoditized and everyone should understand them to be in the field of business, but the truly scarce skills are related to understanding, developing, and enhancing work relationships. Barney (2003) argued that businesses of all sizes are using EI competencies to determine who to hire. Some of the results mentioned were: (a) the Air Force using EI as a factor in choosing recruiters, which resulted in an increase of almost 300.0% in predicting successful recruiters, which saved

the Air Force $3 million annually; (b) supervisors in a manufacturing firm received EI

training and the results were a 50.0% reduction in lost-time accidents, an 80.0% decrease

in grievances, and the plant increased their productivity goals by $250,000; and (c)

salespeople hired based on EI competency were half as likely to drop out as employees

who were not considered on EI skills at a national furniture retailer. Finally, Salopek

(1998) reported that EI based competencies are twice as important as cognitive ability in

the workplace. It was asserted in the interview with Goleman that the higher an

individual goes in an organization the more EI competencies matter. Goleman (1995)

asserted that EI skills account for close to 90.0% of what separates the best leaders from

the average ones.

There is evidence that some graduates are not getting the skills that will lead to EI

effectiveness. In a Colorado State University (CSU) study exploring the efficacy of

graduate curriculum offered by the College of Business, Kretovics (1999) found a lack of

interpersonal/concrete experience areas developed in the course offerings. This was in

spite of their knowledge that employers and other stakeholders expressed a need for these

skills in CSU's graduates. The findings of Porter and McKibbin (1988) revealed a general

level of complacency about the present business curriculum and stated that students

needed not only knowledge, but also the ability to integrate various disciplines within the

business setting. They recommended that soft skill instruction be incorporated into the

business school curriculum to assist students in their future roles in the corporate world.

Elliot, Goodwin, and Goodwin (1994) doubted whether a business school

education was congruent with the needs of business. It was asserted that many employers

believe that MBA programs focus too much on quantitative skills and analytical abilities

while ignoring the development of qualitative management and people skills. According

to Schachter (1999), the narrow focus of the MBA has produced graduates who have led

the acronym MBA to mean "mediocre but arrogant." Schachter stated that MBA

programs are overly analytical and poor at developing the human relations component in

their graduates. The researcher claimed that corporations seek out-of-the-box thinking

and creative problem solving not just quantitative skills. Bailey (2004) asserted that

employers complain that MBA graduates are not properly trained to succeed in business.

The study claimed MBA graduates have adequate numerical analysis skills but do not

have the necessary people skills to function in today's business climate. According to

Alsop (2002), one cause of this might be that soft skills are more difficult to teach than

hard skills such as accounting and finance. Eberhardt and Moser (1997) reported similar

findings to that of Schachter. The researcher asserted that companies are still hiring MBA

graduates, but they felt improvements in the areas of leadership training and interpersonal

effectiveness were necessary in university curriculum.

The literature reveals that EI competencies are important to a successful career in

business. Furthermore, in many cases, evidence indicates many MBA graduates are not

learning the necessary skills.

Problem Statement

The purported absence of EI skills in the university business curriculum has been well documented (Barney, 2003; Goleman, 1995; Kretovics, 1999; O'Connor, 2006; Porter & McKibbin, 1988; Schachter, 1999). The Utah State University mission statement concludes with the statement: "[W]e cultivate diversity of thought and culture; and we serve the public through learning, discovery, and engagement. (Utah State University, n.d). The integration of EI skills into the USU MBA program has the potential to fulfill this ideal. Research describing the occurrence of EI skills instruction to substantiate the USU mission statement was not found. Currently, the acknowledged benefits of EI skills instruction may not be fully realized in the USU MBA program. Research correlating EI skills instruction to EI skills needed in the workplace would provide evidence to promote informed change in the program.

Research Questions to Guide the Study

The purpose of this research was to determine whether a MBA degree from USU was meeting the EI needs of the workplace from the perception of its graduates. This study assessed these skills with a researcher-designed instrument that follows the theoretical framework established in the literature review. Following are five research questions that guided this study and address its respective goals.

Research Goal

To determine whether there was congruence between MBA graduate's perceptions of EI skills taught within their curriculum and those same perceptions of the expectation of their employer in the workplace.

Research Questions

1. What are graduate's perceptions of EI skills taught within USU's MBA program?

2. What are graduate's perceptions of EI skills that industry expects them to demonstrate?

3. Are factors such as gender, age, number of years in industry and undergraduate major related to the MBA graduate's perceptions of EI in the curriculum?

4. Are factors such as gender, age, number of years in industry and undergraduate major related to the MBA graduate's perceptions of EI in the workplace?

5. How do graduate's perceptions of curriculum taught correlate with industry expectations?

Limitations

Limitations are potential threats to the internal validity of this research. The results of this research were limited to the perceptions of USU MBA graduates who had matriculated from an accredited program in the State of Utah. In addition, the researcher secured data through voluntary compliance of graduates rating their curriculum and

workplace environment. These graduates may not have been able to report objectively in certain areas of the survey or may have perceived that the instrument overall was not valid. Finally, there are potential issues with history in that events other than the graduates' MBA curriculum could account for their EI observations both in the classroom and at work. Selection could also be an internal validity threat because this research identifies only graduates who had complete demographic data or had working addresses or e-mails for which to conduct this research.

With mailings to a 716 verified MBA graduates resulting in a total of 95 completed surveys the response rate for this study was 13.3%. This response rate and sample size may be considered unacceptably low if it was treated as a probability sample. However, the sample size may be acceptable if the sample was considered a convenience sample (Henry, 1990).

A study with a sample size of 95 may still be adequate if the study has sufficient statistical power. The statistical power of any study is the likelihood of concluding that a relationship exists when it actually does exist. Since the purpose of this study was to explore the relationship between perceptions of the MBA program and the workplace, it was important to do whatever can be done to give that relationship a chance to be shown. According to Rosnow and Rosenthal (1999), three variables are involved in determining the power of a study: (a) alpha or confidence level (i.e., the probability of a Type I error or rejecting the null hypothesis by mistake); (b) sample size; and (c) effect size. Cone (2001) advised, "If we expect to uncover large effects, fewer participants will be needed." Then he asked, how do we know how large of an effect to expect? To which he answers

that it depends "on whether practical or scientific questions are being pursued in the study" (p. 226).

As an educational evaluation, the current study focused on practical questions of whether the MBA curriculum gives managers EI skills needed in the workplace. The researcher, also being an MBA graduate (University of Phoenix) and an administrator of off-campus MBA programs, has anticipated a large effect size; therefore, this study has proceeded with fewer participants ($N = 95$).

Delimitations

External validity can be an issue since the research and therefore generalizability was limited to the USU MBA program. The focus of the research was on a single state's accredited MBA program and may not be generalizable to the population of all accredited MBA programs inside or outside of Utah. This study was also limited in that it focuses on EI competency development within MBA programs. In addition, the study focuses on EI skills and not all soft skills; EI skills are defined as a subset of the larger umbrella oftentimes referred to as "soft skills." Furthermore, due to time constraints and financial resources, this study was not longitudinal. The research covered a specific period of time that was confined to this dissertation. Having not met the conditions for statistical significance (random selection, random assignment, and adequate sample size) practical significance was used. This is not unusual for assessment of an educational program (Shaver & Norton, 1980).

Definition of Terms

AACSB Accreditation

Organized in 1916, AACSB International, the Association to Advance Collegiate Schools of Business, is a not-for-profit corporation "devoted to the promotion and improvement of higher education in business administration and management" (AACSB International, n.d.a). They are the self-proclaimed "premier accrediting agency for bachelor's, master's, and doctoral degree programs in business administration and accounting." The organization is made up of educational institutions (including founding members such as Columbia, Harvard, and Yale Universities), corporations, and other organizations committed to the AACSB mission (AASCB International).

As of December, 2005, 515 member institutions hold AACSB business accreditation, of which 167 have additional specialized accreditation for their school of accountancy. In addition, 45 institutions or 9.0% of the members have graduate only membership (AASCB International, n.d.b).

Of the nine official MBA programs with facilities in the state of Utah, four are AACSB accredited: (a) Brigham Young University, (b) University of Utah, (c) Weber State University, and (d) Utah State University. Employers who recruit from these schools are listed in Appendix A.

Regional Accreditation

In addition to programmatic accreditation like AACSB there is also general accreditation such as regional accreditation. There are six regions in the United States,

they are: Middle States, New England, North Central, Northwest, Southern, and Western.

Webster University, DeVry University, and the University of Phoenix all are members of

the North Central Association. Southern Utah University and Westminster College are

accredited by the Northwest Association and also have programmatic accreditation

through ACBSP (Association of Collegiate Business Schools and Programs), which is

considered a less respected accreditation than AASCB (AASCB International, n.d.c).

AACSB MBA Curriculum Standards

Under AACSB assurance of learning standards, business programs are required to

use a well documented system to develop, monitor, evaluate, and revise curricula

(AACSB International, n.d.d). In most cases, the curriculum included learning

experiences in the general knowledge and skill areas listed below.

1. Communication abilities

2. Ethical understanding and reasoning abilities

3. Analytic skills

4. Use of information technology

5. Multicultural and diversity understanding

6. Reflecting thinking skills

In MBA programs, interpersonal effectiveness and EI competencies are expected

to be further developed with learning experiences in "group and individual dynamics in

organizations." It is assumed that the student has had exposure to areas listed above in the

undergraduate business program with learning at the master's level being a more

integrative and interdisciplinary experience.

The capacity standards to be developed at the MBA level are as follows:

1. Capacity to lead in organizational situations

2. Capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.

3. Capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments.

Skill

The researcher used Webster's New Universal Unabridged Dictionary to look up the definition of skill. Webster's (1996) defined skill as the ability, coming from one's knowledge, practice, and aptitude to do something well (p. 1791). Shipp, Lamb, and Mokwa (1993) refined this general definition by making some critical distinctions. They assert that skills are essentially abilities that are learned through repetition and practice so they are different from knowledge. Knowledge, on the other hand, is the ability to arrive at creative solutions to problems. Knowledge is achieved vicariously. The authors contend to "learn skills you have to do skills."

Soft Skills

The literature reported that it was difficult to identify an exact and consistent definition of a soft skill (Lewis, 2006). Hard skills were typically viewed as the technical or quantitative skills of management. Soft skills are more difficult to measure and are generally viewed as the interpersonal, communication and team building competencies that effective leaders in business possess. Perhaps the best way to define soft skills is by

contrasting them with hard skills. Based on the work of Buhler (2005), Davis and Miller

(1996), Mills (1994), Soehren (2001), Strebler (1997), and Tilley (1992), skill areas that

have been labeled soft are interpersonal, problem solving, teamwork, and oral

communications. The hard skills have been associated with technical, quantitative,

computer, and written communication proficiencies. Another way to interpret soft and

hard skills was articulated by (Shuayto, 2002), "One could argue that analytical skills are

hard skills and decision making skills are soft skills." For purposes of illustration,

Shuayto, in the dissertation, "A Study Evaluating the Critical Managerial Skills

Corporations and Business Schools Desire of MBA Graduates," presents the following

hard and soft skill table (Table 1) with skills in no specific order:

Table 1

Hard and Soft Skills

Hard skills	Soft skills
Computer skills	Interpersonal skills
Assimilate new technologies	Oral communication
Written communication	Decision making
Global/international	Creativity & critical thinking
Time management	Ethical values
Project management	Persuasiveness and influence
Presentation skills	Ability to work in teams
Computer/word processing	Responsibility and accountability

Emotional Intelligence Skills

Goleman (1998) stated that emotional competence is a learned capability based on

EI, which results in performance excellence. Boyatkis and Sala (2004) defined EI simply

as the intelligent use of one's emotions. This definition was enhanced as a set of competencies "in how a person: (a) is aware of himself/herself; (b) manages him/herself; (c) is aware of others; and (d) manages his/her relationships with others." Within this framework and on the foundation of much competency research a model of EI was developed with eighteen competencies identified into four clusters (Goleman et al., 2002). The four clusters are as follows:

1. *The self-awareness cluster* refers to knowing one's internal states, preferences, resources, and intuitions. It includes the development of the following competencies: (a) emotional self-awareness; recognizes one's emotions and their effects; (b) accurate self–assessment; entails knowing one's strengths and limits; and (c) self-confidence; defined as a strong sense of one's self-worth and capabilities.

2. *The self-management cluster* refers to managing one's internal states, impulses, and resources. It includes the following six competencies: (a) emotional self-control; which involves keeping disruptive emotions and impulses in check; (b) transparency; which is defined as maintaining standards of honesty and integrity; (c) adaptability; identified as flexibility in handling change; (d) achievement orientation; described as striving to improve or meeting a standard of excellence; (e) initiative; which involves a readiness to act on opportunities; and (f) optimism; defined as seeing the positive aspects of things and the future.

3. *The social awareness cluster* is delineated as how people handle relationships and awareness of others' feelings, needs and concerns. This cluster includes three competencies: (a) empathy; sensing other's feelings and perspectives, and taking an

active interest in their concerns; (b) organizational awareness, defined as reading a group's emotional currents and power relationships; and (c) service orientation; described as anticipating, recognizing, and meeting customers' needs.

4. *The relationship management cluster* examines one's ability to handle others' emotions. There are six competencies in this cluster; (a) developing others; is described as sensing others' development needs and bolstering their abilities; (b) inspirational leadership; involves inspiring and guiding individuals and groups; (c) influence; described as wielding effective tactics for persuasion; (d) change catalyst; defined as initiating or managing change; (e) conflict management; entails negotiating and resolving disagreements; and (f) teamwork and collaboration; described as working with others toward shared goals.

Significance of the Study

The first attempt to link interpersonal effectiveness in business emanated from the work of Argyris (1960). Over the years some of the researcher's conclusions were controversial, but left an indelible mark on the development of soft skills in business and many programs reflect the researcher's work. Since then perspectives on MBA programs have not changed. Tilley (1992) showed that the development of EI in the areas of interpersonal effectiveness and relationship management were relevant to the business community. Bennis and O'Toole (2005) asserted that what separates competent business managers from less competent ones was the development of EI skills. Bennis and O'Toole concluded that most MBA graduates were technically competent, but lacked the

soft skills to manage and lead. In "The 5 Core Interpersonal Skills," an article written by

Andrea Corney and published online as part of the "Management Short" series from

Acorn Consulting (2003), the author suggested why interpersonal effectiveness matters

from the standpoint of alumni from the Stanford Business School. Their comments

report:

> Running a business is fundamentally a people enterprise. I've seen people flame
> out, because they are terrible at interpersonal relationships.
> >   --CEO of large nonprofit
>
> Most people who move from an individual contributor role to a management role
> tend to be unaware of their impact on others – to be effective in leadership you
> need to be hugely aware of how everything you say and do will impact those
> around you.
> >   -- CEO, successful internet company
>
> You need analytical skills and pure smarts to get into the management ranks, but
> by themselves those skills won't carry you up the ladder. As you move into more
> senior roles the people stuff becomes more and more important."
> >   -- High tech executive

Why is it important for executives to possess EI skills? Caudron (2006) stated

that a new era is dawning in corporate strategy where business leaders are talking about

EI competencies such as trust, confidence, empathy, adaptability, and self-control as

important components to a successful career in business. Executives are seeing that not

only do their employees need knowledge and experience, but also that they need to be

competent at the soft skills of management. Caudron stated, "Like it or not, emotions are

an intrinsic part of our biological makeup, and every morning they march into the office

with us and influence our behavior." Goleman's (1995) work significantly changed the

corporate mindset. The researcher asserted that EI skills were twice as important as IQ or

technical skills in job success. The research spanned over 500 organizations where it was

concluded the EI skills create more successful employees, which lead to more profitable companies. Goleman showed the following: research on 181 jobs at 121 companies worldwide indicated that two out of three abilities vital for job success were emotional competencies such as trustworthiness, adaptability, and a talent for collaboration; the three most desired capabilities that corporations look for when hiring MBA's are communication skills, interpersonal skills, and initiative which are all elements of EI.

These findings are supported by an article in "Management Today" (Anonymous, 1997) that claimed greatness in management emanates from excellence in the soft skill competency areas. The benefits of this study applied directly to the MBA program at Utah State University. The dissertation emerging from this research included the following chapters.

Chapter I: Statement of the Problem. A general statement of the current problem in EI development at some accredited MBA programs. A discussion of terms known as the hard and soft skills of management and then a more specific discussion involving Utah's accredited MBA programs that lead to the study's research questions.

Chapter II: Literature Review. The review of past research and related literature introduces the concept of EI and examine evidence that EI skills can be taught in MBA programs. In addition, MBA program effectiveness was evaluated, with discussion on the skills that differentiate the effective versus the non-effective manager. Furthermore, this section described the theory and practice EI development along with the methods used to potentially teach them. Finally, EI models was reviewed and evaluated for their practical implications of this study.

Chapter III: Methodology

a. Participants: MBA graduates from Utah State University.

b. Procedure:

   i. A pilot survey was administered to enhance survey design. With the pilot

      completed quantitative estimates were made for response rates, item

      nonresponse, and variable distributions.

   ii. The researcher-designed survey was administered to selected USU MBA

      graduates. This questionnaire was completed over the internet with survey

      instrument software called Zoomerang. Working e-mail addresses of the

      respondents were ascertained by a returned postcard that was inserted in

      an introductory letter.

c. Data analysis:

   i. Descriptive statistics were used to measure central tendencies, variability,

      and shape of the distribution.   Inferential statistics were employed to

      inform the researcher of the relationships and significance of the

      assessment responses.

Chapter IV: Results. Based on the findings of the survey, the study sought to

determine whether USU's MBA program was teaching the inventory of EI skills deemed

important by its graduates as they strive to meet industry expectations in the workplace.

In addition, these questions were answered: (a) Do factors such as gender, age, number

of years in industry influence the MBA graduate's perceptions of EI curriculum and

industry expectations? (b) What are graduates' perceptions of EI skills taught within

USU's MBA program and what are graduates' perceptions of EI skills that industry expects them to demonstrate? Finally, (c) How do graduate's perceptions of curriculum taught correlate with industry expectations?

Chapter V: Discussion.   The results provide discussions on whether there was congruence between MBA graduate's perceptions of EI skills taught within their curriculum and those same perceptions of the expectation of their employer in the workplace.

Chapter VI: Conclusions and Recommendations. Based on the findings of this study the researcher determined whether USU's MBA program was teaching the EI skills considered important by its graduates as they strive to meet industry expectations in the workplace. The study made an assessment of its findings and made a list of recommendations for practice in future research.

CHAPTER II

LITERATURE REVIEW

Introduction

The second chapter of this dissertation serves to elaborate on the theoretical

framework established in the introduction and provide a review that was relevant to EI

and MBA graduates in the workplace. The outline for this review (a) introduced the

concept of emotional intelligence, (b) examined evidence that EI skills can be taught in

MBA programs, and (c) whether this teaching had been effective. In addition, this

review of literature (d) discussed what EI skills differentiate the effective versus the non-

effective manager. Finally, this chapter (e) described the theory/practice for EI skill

development, what are the best methods for individuals to learn EI skills, and (f)

reviewed EI models and their practical implications for this study.

An Introduction to Emotional Intelligence

As mentioned in Chapter I of this dissertation, EI has been around for a long time.

Our ability to understand people has been a desirable outcome in both the work and

social environment. Thorndike's (1920) original work talked about "social intelligence"

and its impact in our lives. This psychologist and educator believed social intelligence

was a needed skill for people to excel in life. Gardner (1983) first suggested the notion of

"multiple intelligence" when the researcher asserted there were seven types of

intelligence. The seven were: (a) linguistic, (b) logical, (c) musical, (d) kinesthetic, (e)

visual/spatial, (f) intrapersonal, and (g) interpersonal. Of interest to EI researchers were

Gardner's last two intelligences labeled intrapersonal and interpersonal. The first to

academically use the term "emotional intelligence" were two psychologists whose names

were Peter Salovey and John Mayer (Salovey & Mayer, 1990). Goleman took the work

of Salovey and Mayer and adapted the EI model to analyze how it relates to the work

environment (Goleman, 1998). Since the purpose of this research was to determine

whether a MBA degree from USU was meeting the EI needs of the workplace from the

perception of its graduates, the subsequent work of Goleman in collaboration with

Boyatzis and McKee were used in this study (Goleman et al., 2002).

Evidence that Emotional Intelligence Skills
can be Taught in MBA Programs

History reveals that some MBA programs have made changes to meet the

demands of the marketplace. One of the more meaningful pushes came in the early

1990s. The concern for effective graduate business programs was so inflamed that

Fuchsberg (1992) reported that even the Harvard Business School was looking to change

its business curriculum to address weaknesses in their MBA graduates in the area of

supervision, communication abilities, and leadership. O'Reilly (1994) described program

efforts to meet the constant changes of the business climate by reengineering the MBA.

The researcher asserted that not even the companies that hire MBA graduates knew

exactly what they wanted, but that schools were tackling the hard to measure attributes of

business in their curriculum such as interpersonal effectiveness and initiative. More

recently, Altman (2005) reported that to provide soft skills teaching opportunities

Edinburgh University Management School sends its MBA students to an outward-bound

course. Cranfield University initiated a personal development program to enhance a more rounded graduate with EI skills to achieve results through people and handle organizational change more effectively. In addition, the Princeton Review rated Elon University's MBA program the best administered program in the nation because it offered solid preparation in teamwork, communication, and interpersonal effectiveness. Elon has students consult with actual businesses in the area and present case studies to them gaining important skills and experience (Griffith, 2005). Further, Elmuti (2004) concluded that management "soft skills" could be taught and learned in the classroom. Elmuti used examples of management scholars whose work was being used in the application of business practice. Among the influential teachers were Deming, Drucker, and Porter. Finally, Boyatzis, Stubbs, and Taylor (2002) asserted that EI could be taught in MBA programs. Using Case Western Reserve University as their research platform, they developed EI competencies with students from two full-time and two part-time cohorts. The post measures compared to baseline data showed that EI competencies can be developed in MBA programs. Alsop (2002) stated, "MBA programs that have produced high EI graduates are being recognized and rewarded by recruiters." The author further asserts that the EI metric was becoming a greater branding asset than academic quality and research prowess.

Determining MBA Program Effectiveness

One of the harshest critics of today's MBA programs is Henry Mintzberg. The researcher argued (2004) that there was too little emphasis given to the soft skills of management and contended that business schools are doing a poor job of teaching those

skills. His book covered a host of issues concerning management education and labels this type of education and its practices as "spray and pray."

Kussmann (2000) postulated in "Developing Tomorrow's Workforce" that business and education need to talk because both have done a poor job of integrating work-related skills with academic education. Kussmann was concerned about creating a culture of performance within academic units that would result in better prepared students who would help businesses to thrive.

Alsop (2002) asserted that the skills that employers find most desirous are frequently lacking in MBA graduates. These essential ingredients revert to the dearth of soft skill abilities such as communication, leadership, and teamwork that are being displayed by recent graduates. Management consultants are seeking those graduates who have a balance of strong analytical abilities and soft skills, which are essential for building relationships with customers.

Burke (1997) argued that companies still think the best way to develop employees is through programs like HIPO (high-potential employee program). These potential future leaders are exposed to various parts of the business in several lateral moves within the organization and receive ample amounts of mentoring and special coaching along the way. It was argued that this was the best place for companies to spend their training dollars as opposed to spending them in some business school classroom. In fact, 84.0% of the companies surveyed said that on-the-job training or job rotation was more important than formal in-class instruction.

Drucker (1997) claimed that by 2027 the large university campuses will be a relic due to uncontrollable expenses without any measurable improvement in either the content or the quality of business curriculum. One has to wonder if these words could become reality. Without a determined response by college of business curriculum leaders, the program quality will erode.

At the time of this study the USU MBA program consisted of eleven required courses and one elective course (USU, n.d). Nine of these courses were part of the core curriculum; one was a quantitative requirement, one a research requirement, and one an approved elective course. Of the core courses required in the program only one course taught EI skills. The name of the course is MHR 6500 - Managing Individuals and Groups, and focuses on development of interpersonal and team skills. Embedded at the mid-point of a typical MHR 6500 semester, students learn about leadership and emotions by lecture presentation, read case studies, and then have discussion on EI competencies in the workplace. This minimalistic effort demonstrates the limits of EI in current USU MBA program.

The Emotional Intelligence Skills that Differentiate
the Effective versus the Noneffective Manager
According to Business Experts

A survey of 700 companies conducted by Pennsylvania State University (1993) found that employers felt there were six important qualifications for job applicants, namely: (a) interpersonal effectiveness, (b) oral communication skills, (c) written communication skills, (d) proficiency in field of study/technical competence, (e) demonstrated teamwork ability, and (f) demonstrated leadership ability. In addition, a

newspaper article in the *Daily Breeze* (Anfuso, 2005) reported on a survey done by the Graduate Management Admission Council (GMAT) and found that recruiters hiring MBA graduates were looking for the same characteristics as noted above with interpersonal and communication skills listed first.

Furthermore, a report from the Labor Secretary's Commission on Achieving Necessary Skills (SCANS) found that effective workers needed five competencies and a foundation of skills and personal qualities for solid job performance (Berrey, 1992). Interpersonal effectiveness was defined as working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds. Soehren (2001) found similar parallels in a study investigating the differences of opinion in five management skills. In a 15-question survey answered by 332 managers from *Fortune 500* corporations specializing in communications, managers ranked EI skills such as adaptability, relationship management, and leading most important.

So what separates the effective versus the non-effective manager? In a review of the "Successful Manager's Handbook," Hodge (2001) described a framework that involved five groupings of managerial skills. These five are presented as essential to the effective manager: administrative, communication, interpersonal, leadership, and motivation skills.

In a study based on feedback from 252 executives from 48 organizations, Hunt and Baruch (2003) grouped interpersonal effectiveness under the following headings: structuring, which included envisioning and prioritizing; motivating; assessing/

rewarding; and leading. Cavallo and Brienza (2006) conducted a study on 358 managers

at Johnson and Johnson to ascertain if there were leadership competencies that separated

high performers from low performers in management. Their findings showed that the

best performing managers possessed higher levels of self-awareness, trustworthiness,

adaptability, initiative, developing others, leadership, influence, and communication than

their low performing counterparts. These competencies are all captured in one of the four

clusters (self-awareness, self-management, social awareness, relationship management)

of EI developed by (Goleman et al., 2002). In a study of more than 300 top-level

executives from 15 global organizations, it was demonstrated that six EI competencies

separated star performers from the average employee, those were: (a) influence, (b) team

leadership, (c) organizational awareness, (d) self-confidence, (e) achievement drive, and

(f) leadership. Finally, 515 executives from Latin America, Germany, and Japan were

analyzed by Egon Zehnder International. The results of the study demonstrated that those

executives who had strong EI skills were more likely to succeed than those individuals

who were strongest in relevant previous experience or IQ. This analysis revealed that EI

was a better predictor of success than experience or IQ, further the results were virtually

the same in all three cultures (Cherniss, 2006).

Describe the Theory/Practice for Emotional
Intelligence Development

A study conducted with 198 MBA students concluded that learning styles

specializing in experiencing were the most effective in developing interpersonal

effectiveness (Mainemelis, Boyatzis, & Kolb, 2002). The roots of this specialization

emanate from the experiential learning theory defined by Kolb (1984) as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience." Boyatzis and Kolb (1995) elaborated on the theory by defining four phrases in the process of learning from experience. The first phase was concrete experience followed by reflective observation and abstract conceptualization. The last phase was active experimentation. Johnson and Spicer (2006) proposed that action learning was the best practice for EI development. In this framework, students were exposed to workplace-centered problems on a regular basis. So action based learning was at its core an experienced-based approach to learning. This experience-based teaching was very similar to problem based learning that is being taught in the MBA program at the University of Phoenix (Anonymous, 2005). In this teaching environment each class is given problems to solve as the bulk of their coursework. Some of these crisis management and change-leadership problems involve EI skill development as students seek to solve real-world difficulties in business.

Identifying the Best Methods for Students to
Learn Emotional Intelligence Skills

Levenburg (1996) stated that trends in business have caused academics to contemplate restructuring both the content and teaching methods of curricula in management education. Levenburg said that although business curriculum deficiencies have been well documented there was no clear direction as to which way to go. The study showed significant differences in perceptions between practitioners and professors,

particularly regarding EI skills, teamwork, and problem solving.

Can EI skills in management education be taught? Mintzberg (2004) argued that they cannot. It was asserted that managers were not created in the classroom, but in the workplace. Mintzberg's theory revolved around the notion that managers have a better chance of enhancing management skills in an educational setting when they have a background in management practice. Doh (2003) claimed that management skills can be taught by higher education. The study interviewed a number of scholars on the subject and reported management knowledge can be taught and that the acquisition of EI skills may be best transferred to students through coaching and mentoring. Barrett, Worley, and Dyrud (2002) found similar methodologies in the Rice MBA communication program where faculty practice individual instruction and coaching tailored to the student's assessed needs. Bigelow, Van Buskirk, Seltzer, and Hall (1999) discussed a shift in business curriculum that emphasizes increasing student's EI skills within a managerial context. Bigelow and colleagues asserted that more emphasis was being placed on increasing students' intra- and interpersonal awareness along with the development of team skills. Both LaSalle and Pace University's MBA programs teach EI skills through self-assessment and application assignments. Curriculum, at these programs, was highly experiential and action oriented.

In the early 1990s, two areas of experimentation revolved around the practices of cross discipline and team teaching (Mason, 1992). With cross-discipline teaching the curriculum integrates general business ideas and shows the student the interconnectedness of the business enterprise. Team teaching was as it sounds. During

the semester, more than one faculty member teaches the class. Many times these concepts are brought together, where a team of faculty creates curricula that integrate what appears to be disparate business disciplines (Helms, Alvis, & Willis, 2005). The case study asserted that the most effective MBA programs combine EI skills with managerial skills such as accounting and finance. In a *Fortune* magazine article (O'Reilly, 1994) commented on the need of business schools to reengineer their MBA in order to be relevant.   The article cited how the Wharton School was taking a multidisciplinary approach to curriculum; combining previously unrelated disciplines together to help improve the solving of business problems. This cross-functional strategy was expected to force business students to think outside their comfort zones or discipline of choice to identify the nature of a problem. Roebuck and Brawley (1996) changed traditional curriculum by combining entrepreneurship education with professional executive development programs. In this scenario, students worked with the real life problems of the Small Business Development Center; thus, MBA students received more effective soft skill training through "hands on" experience linking academic and business communities in the course labeled "The Consulting Services Course." In another spin on enhancing curriculum and EI development (Smith & Demichiell, 1996) discussed involving all stakeholders in proposed program changes. These stakeholders are identified as students, faculty, alumni, and the business community. The results of their research showed that the most important initiative was to expand the role of the business community in the classroom. Hoover (2005) discussed an exciting tool to teach EI skills that was based on a 3-D computer learning simulation that acts like a video game.

Simulearn's "Virtual Leader" teaches students (cadets at West Point) the intricacies of interpersonal communication and leadership. The Virtual Leader helps the student to calibrate how well they are communicating with others as simulated employees may nod off, get up from boring meetings, or develop adversarial relationships with their boss. In addition, Coomber (2005) spoke about a similar application being used by Durham's MBA program where they utilize a boardroom simulation. Students in this scenario shadow a real board of a major corporation, which develops the student's soft skills, such as interpersonal effectiveness and teamwork.

Teaching methodologies for EI competencies and overall business skills according to Bennis and O'Toole (2005) would be much more effective if viewed as a profession, similar to medicine, law, or architecture and engineering. Bennis and O'Toole argued that business schools should stop using the scientific model and teach according to the professional model of others. They argued that each business school should run its own business, offer internships, and encourage action research. (Silberman, 2001) asserted that "people-smarts is about that aspect of emotional intelligence which is best called interpersonal intelligence." Silberman mentioned in his article that Goleman was asked whether traditional methods of training were adequate to teach employees EI skills. The researcher replied that EI skills cannot be developed in a day or with a weekend workshop. Metaphorically, it would be like trying to teach the piano by giving a single lesson and not have the student come back and practice every week. EI skill development requires repetition, motivation, and support so that the emotional brain can be rewired for effective change.

A Review of Emotional Intelligence Models

For purposes of this research there are currently three models of emotional intelligence that are important to consider. They are the following: the Salovey-Mayer model, which assesses EI as an ability based measure (Mayer & Salovey, 1997); the Bar–On theory, which employs the use of both emotional and social skills to measure EI (Bar-On, 2000); and finally the Goleman model, which defines EI as a wide array of competencies and skills that drive individual performance (Boyatzis et al., 2002).

Mayer and Salovey (1997) theorized using four interrelated emotional abilities they describe as perception, use, understanding, and management of emotion. Perception was described as the ability to identify emotions in oneself and others. Using emotions was defined as the skill of harnessing feelings that assist in many cognitive functions. Understanding emotion pertains to having the capacity to analyze emotion. Finally, managing emotion involves the ability to reduce, enhance, or modify an emotional response oneself and others. These four areas are further conceptualized and arranged with the more basic, foundational components at the base such as perception and the more advanced processes residing at the top such as reflective regulation of emotion. (Mayer, Caruso, & Salovey, 2002) asserted that the ability model conceptualizes EI as a set of mental skills that can be measured with their most recent test labeled the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT).

The Bar-On model of EI includes five general areas of skills (Bar-On, 2000). The first one was intrapersonal skills, which include emotional self-awareness, assertiveness, self regard, self-actualization, and independence. The second area was interpersonal

skills. These competencies are broken down into forming relationships, social

responsibility, and empathy. The third area of EI competency was stress management,

which encompasses the areas of problem solving and reality testing. The fourth area was

adaptability, which includes stress tolerance, flexibility, and impulse control. The last

area deals with general moods and involves the notions of happiness and optimism. The

Bar-On assessment tool for EI is called the Emotional Quotient inventory (EQ-i). It is a

self-report measure of both social and emotional behavior and is currently the most

widely used measure of these two areas (Bar-On, 2004).

     The Goleman model (see Table 2) defined EI as a wide array of competencies and

skills that drive individual performance (Goleman et al., 2002). Goleman (1998) stated

that emotional competence was a learned capability based on EI, which results in

performance excellence. Boyatkis and Sala (2004) defined EI simply as the intelligent

use of one's emotions. This definition was enhanced as a set of competencies "in how a

Table 2

Workplace Research Using the Goleman Model

Author and date of study	Study/population	Significant variables	Statistical analysis
Carulli & Com, 2003	160 managers of a multinational company	Transformational leadership style and effective leadership outcomes	Correlation
Cavallo & Brienza, 2006	358 managers at Johnson & Johnson	Boss' and Subs to management performance, gender also measured	Correlation
Hopkins, 2004	105 leaders in financial institutions	Executive success, leadership, Gender differences	Correlation
Humphrey,	MBA and undergraduate	Empathy, cognitive	Descriptive statistics,

Sleeth, & Kellet, 2001	students	ability, perceptions of leadership in a group	Correlation
Lloyd, 2006	Area Development Managers at Bass Brewers in the U.K.	Sales performance	Correlation
Nel, 2001	Call center agents in client services, sales, and administration	Job performance	Correlation
Rapisarda, 2002	MBA students	Team Cohesiveness	Descriptive statistics, Pearson product-moment correlation
Sala, 2002	British further education college principals (similar to U.S. community college presidents).	Positive organizational climate	Regression analysis, Pearson correlations
Sevinc, 2001	Finance sector employees (banks, insurance, and securities).	Salary/position level, and number of promotions	Correlation
Stagg & Gunter, 2002	67 Fire fighters and officers	Management effectiveness as perceived by managers	Correlation
Stubbs, 2004	Military aircrew and maintenance teams	Team leaders effect on team performance	Correlation, ANOVA, Chi-square tests--both descriptive and inferential statistics

person: (a) is aware of himself/herself; (b) manages him/herself; (c) is aware of others; and (d) manages his/her relationships with others." Within this framework and on the foundation of much competency research a model of EI was developed with 18 competencies identified into four clusters. These clusters were self-awareness, self-management, social awareness, and relationship management. The assessment used for this research drew on these four clusters to determine whether there was congruence between MBA graduate's perceptions of EI skills taught within their curriculum and those same perceptions of the expectations of their employer in the workplace.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this research was to determine whether an MBA degree from USU was meeting the EI needs of the workplace from the perception of its graduates. This study assessed EI skills with a researcher-designed instrument that follows the theoretical framework established in the literature review. A 22-question survey was e-mailed to USU students who completed an MBA between 2000 and 2006. Descriptive statistics were used to report the frequencies and percentage distributions. Inferential statistics assessed the relations between key variables. The goal of the research was to determine whether there was congruence between MBA graduate's perceptions of EI skills taught within their curriculum and those same perceptions of the expectation of their employer in the workplace. This study further analyzed the relationship between the perceptions of EI skill development in the curriculum and various demographic characteristics. A similar analysis of the relationship between EI skills in the workplace and various demographic characteristics was also conducted.

Research Design

The research addressed the five research questions established by the review of literature. The design used in the study was descriptive. Gall, Gall, and Borg (2003) defined descriptive research as "a type of investigation that measures the characteristics of a sample or population on pre-specified variables." According to Glass and Hopkins

(1984), descriptive statistics involves tabulating, depicting, and describing collections of data. Descriptive statistics serves as a tool to describe or summarize or reduce to manageable from the properties of an otherwise unwieldy mass of data.

Inferential statistics is a formalized body of methods for solving another class of problems. Here the researcher infers the properties of a large collection of data from inspection of a sample of observations. The purpose of inferential statistics is to predict or estimate the characteristics of a population from knowledge of the characteristics of only a sample of the population.

A cross sectional study was used to compare MBA graduates' perceptions as to whether their curriculum from USU was meeting the EI needs of the workplace. Cross-sectional research requires the measurement of all variables over a short time span so that measurements can be viewed as existing over approximately the same time. This research asked questions about previous periods of time which was within the bounds of this method. With a cross sectional study data are obtained only once. This would be in contrast to longitudinal studies in which a panel of individuals is interviewed repeatedly over a period of time; hence, employers would experience only one period for data collection and the cost to the researcher of maintaining contact with employers over a longer period of time will be substantially reduced (Creswell, 1998).

Define the Population and Sample

MBA programs, in general, have been designed to provide students with an understanding of the tools necessary for effective and efficient management in today's complex business world. Students are exposed to a curriculum designed to provide

knowledge of a number of business functions and understanding of the interpersonal,

legal, ethical, technological, and global aspects of the business environment. In the State

of Utah there are four AASCB accredited MBA programs (Utah State University,

Brigham Young University, University of Utah, and Weber State University). In addition

to these programs that have programmatic accreditation there are five regionally

accredited programs like Webster University, DeVry University, and the University of

Phoenix which are all members of the North Central Association. Southern Utah

University and Westminster College are accredited by the Northwest Association and

also have programmatic accreditation through ACBSP (Association of Collegiate

Business Schools and Programs), which is considered a less respected accreditation than

AASCB (AASCB International, n.d.c).

This research was concerned with the student population at USU. USU has long

held accreditation from AACSB International and currently offers two distinct MBA

programs. The first is a full-time, 33-credit program residing on the Logan campus that

requires one calendar year to complete. The other program is a part-time MBA program

called the "Alliance Program" because it is done with the cooperation of other

organizations and colleges around the State of Utah. The program is still 33 credit hours

long, taught by the same faculty as the on campus program, and classes are taught for 5

weeks over an 8 week timeframe. Six consecutive semesters are required to finish the

Alliance MBA program. There are three main off-campus locations for the part time

MBA program. The first is in Orem at Utah Valley State College. The second is held in

Salt Lake at the Utah Association of Certified Public Accountants. These programs are

both run on a weekend format with classes offered from 6:00–10:00 p.m. on Friday

evenings and 8:00–12:00 p.m. on Saturday. The last location is at Weber State University

on Ogden. This program is held on Tuesday and Thursday evenings from 5:30-9:30 p.m.

This study used a census of MBA students who had graduated from the program

since 2000. The number of participants anticipated for the survey was approximately

145. This number was derived from the following sequence of events:

1. 802 program graduates provided by the College of Business

2. 716 names "cleansed" by FedEx Kinkos

3. 716 letters and postcards sent

4. 121 letters returned (bad addresses)

5. 144 postcards returned

   a. 36 campus graduates

   b. 100 alliance graduates

   c. 8 unknown graduates - cannot determine from registration history whether
       campus or alliance program graduates

One hundred and forty-four individuals returned the postcard consenting to participate

in the study and provided a current email address. After multiple follow-up procedures,

95 surveys were completed and returned. This resulted in a 66.0% response rate for those

participants that returned a postcard and provided a valid e-mail address. The researcher

compared the 95 respondents to the population that did not respond (N = 500) on two

known demographic variables: average age and gender. The respondents and non-

respondent's average age and gender were compared using T tests and chi square,

respectively. The statistical testing indicated little difference between the respondents and non-respondents. The researcher was therefore comfortable in generalizing the respondent's conclusions to the total population of graduates since year 2000.

Procedures and Data Collection

The research began with approval by the institutional review board (Appendix E). Of the 716 letters that were mailed out, 144 MBA graduates responded with an e-mail address so the researcher could direct them to a web-based survey with a domain known as Zoomerang. The procedures that led to this result started with the list of MBA graduates provided by the College of Business. The USU-Salt Lake staff cross checked these names and mailing addresses in Banner. This list was then sent to FedEx Kinko's to be "cleansed," which is a process that checks the mailing list against United States Postal Service addresses. The result of this process reduced the number of known addresses from 802 down to 716. Following these results a letter was prepared by Dr. Gary Straquadine and Art Waller, which explained the survey and invited USU MBA graduates to participate in the study by returning an enclosed post card. The postcards asked the recipients to respond to three questions: (a) whether they had received their MBA on the main Logan campus or off-campus; (b) what undergraduate degree they had earned; and (c) what their current e-mail address was so the researcher could send the online survey to them at a later date. These postcards and letters were printed by FedEx Kinko's, placed into envelopes, and mailed out. After the first request letter was sent a follow-up second request was mailed. The results yielded 144 recipients responding with a return postcard with a current e-mail address.

Each MBA graduate was assigned a participant's number to ensure a level of confidentiality and to allow for follow-up on non-respondents. All information collected was kept on a password protected computer in a locked room. Survey data were destroyed after it was analyzed and reported. In addition, respondents were informed that they were free to withdraw from the study at any time if they chose not to participate. The researcher anticipated that the online survey (sent to graduates' e-mail addresses with a link to connect to the questionnaire) and data collection would begin in October, 2007.

A pilot study was completed in August 2007 (see Appendix F). The pilot study enhanced the survey design by clarifying directions, questions, and follow-up procedures. The pilot survey allowed the research to estimate response rates, improve nonresponse items, and assess anticipated distribution of key variables.

Define the Variables

The dependent variable was defined as the perception of USU MBA graduates on whether EI is being taught in the curriculum and if EI skills were being practiced and meeting the needs of the workplace. The independent variables included undergraduate major, years of industry experience, gender, and age. Gender and age required review of the graduate's credentials.

Research Question 1

What are the graduate's perceptions of EI skills taught within USU's MBA programs?

Ho1: There is no statistically significant relationship within (among) the

graduate's perceptions of EI skills taught within USU's MBA programs.

Ha1: There is a statistically significant relationship within the graduate's perceptions of EI skills taught within USU's MBA programs.

Research Question 2

What are the graduate's perceptions of EI skills that industry expects them to demonstrate?

Ho 2: There is no statistically significant relationship within the perceptions of EI skills that industry expects MBA graduates to demonstrate.

Ha 2: There is a statistically significant relationship within the perceptions of EI skills that industry expects MBA graduates to demonstrate.

Research Question 3

Are factors such as gender, age, number of years in industry and undergraduate major related to the MBA graduate's perceptions of EI in the curriculum?

Ho 3: There is no statistically significant relationship between the graduate's perception of EI in the curriculum and gender, age, number of years in industry and undergraduate major.

Ha 3: There is a statistically significant relationship between perceptions of EI in the curriculum and gender, age, number of years in industry and undergraduate major.

Research Question 4

Are factors such as gender, age, number of years in industry and undergraduate major related to the MBA graduate's perceptions of EI in the workplace?

Ho 4: There is no statistically significant relationship between the graduate's perception of EI in the workplace and gender, age, number of years in industry and undergraduate major.

Ha 4: There is a statistically significant relationship between perceptions of EI in the workplace and gender, age, number of years in industry and undergraduate major.

Research Question 5

How do graduate's perceptions of curriculum taught relate with industry expectations?

Ho 5: There is no statistically significant relationship between graduate's perceptions of curriculum taught and industry expectations.

Ha 5: There is a statistically significant relationship between graduate's perceptions of curriculum taught and industry expectations.

Instrumentation

The instrument used in this research was developed by the researcher, tested, and then refined. It was estimated that a respondent would take approximately 20 minutes to complete the survey. The survey had three sections covering perceptions of the graduate's view of EI in the workplace, perceptions of the graduate's view of EI in the curriculum, and lastly, a demographic section. Twenty-two questions were included in the online survey. A pilot test (20 questions with 2 demographic) was administered to a small sample of the population to enhance the instrument's design and reliability. The instrument presented two sets of eleven questions on a 5 point Likert scale (strongly

agree, agree, neutral, disagree, strongly disagree). The first 11 questions measured the MBA graduate's perceptions of EI skills in the curriculum. The second 11 questions, using a similar Likert scale, measured the MBA graduate's perception of EI skill expectations in the work place.

The 11 statements measuring the MBA graduate's perceptions of EI skills in the curriculum were combined for a summary index. The 11 statements measuring the MBA graduate's perception of EI skills in business and industry were also combined into a summary index. These two summary indices were used as two separate independent variables.

A set of demographic variables were measured. Using raw data or categories, the demographic variables of years of industry experience, undergraduate major, age, and gender were determined. The demographic variables serve as the independent variables for the study.

The researcher kept the results in a locked desk in his office. Raw data were destroyed 6 months after the completion of the research project, approximately September 2008.

Reliability and Validity

Reliability was estimated using a single measurement assessment with a small group of MBA graduates. Quantitative estimates were made by approximating how well the items that reflect the same construct yielded similar results; hence, how consistent the results were for different items for the same construct within the measure. Cronbach's Alpha measures consistency among individual items in a scale. It was utilized to measure

how well each individual item in the scales correlated with the sum of the remaining

items. Overall reliability for the instrument was estimated at .82. A review of the

subscales that removing a select question, such as number 20, would only slightly

increase internal consistency (Table 6). The researcher, in consultation with a research

mentor, decided to keep all items in the scale. Table 3,4,5,6, and 7 report the reliability

coefficients based on a Cronbach's alpha calculation.

Table 3

Reliability Statistics

Cronbach's alpha	Cronbach's alpha based on standardized items	Number of Items
.819	.820	20

Table 4

Item Statistics

Question	Mean	*SD*	*N*
Question 1	4.89	1.449	19
Question 2	4.58	1.677	19
Question 3	3.84	1.214	19
Question 4	4.58	1.427	19
Question 5	4.63	1.606	19
Question 6	4.53	1.611	19
Question 7	5.58	1.427	19
Question 8	4.53	1.645	19
Question 9	2.74	1.147	19
Question 10	4.16	1.922	19

Question 11	4.63	1.383	19
Question 12	3.32	1.529	19
Question 13	3.32	1.600	19
Question 14	4.68	1.493	19
Question 15	4.53	1.467	19
Question 16	5.00	1.374	19
Question 17	6.21	.787	19
Question 18	4.53	1.307	19
Question 19	4.21	1.437	19
Question 20	4.16	1.463	19

Table 5

Summary Item Statistics

Item	Mean	Minimum	Maximum	Range	Maximum / minimum	Variance	Number of items
Item means	4.432	2.737	6.211	3.474	2.269	.587	20
Item variances	2.148	.620	3.696	3.076	5.962	.399	20

Note. The covariance matrix is calculated and used in the analysis.

Table 6

Item-Total Statistics

Question	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Cronbach's alpha if item deleted
Question 1	83.74	188.649	.079	.827
Question 2	84.05	160.608	.717	.792
Question 3	84.79	174.731	.552	.805
Question 4	84.05	174.942	.449	.809
Question 5	84.00	163.111	.688	.794
Question 6	84.11	161.877	.718	.792
Question 7	83.05	194.719	-.071	.834
Question 8	84.11	163.655	.654	.796

Question 9	85.89	181.322	.365	.813
Question 10	84.47	173.819	.323	.817
Question 11	84.00	171.556	.564	.803
Question 12	85.32	178.784	.313	.816
Question 13	85.32	191.339	.000	.833
Question 14	83.95	168.386	.601	.800
Question 15	84.11	171.877	.517	.805
Question 16	83.63	173.468	.513	.806
Question 17	82.42	187.813	.254	.818
Question 18	84.11	175.988	.468	.808
Question 19	84.42	177.035	.387	.812
Question 20	84.47	199.708	-.192	.840

Table 7

Scale Statistics

Mean	Variance	*SD*	N of Items
88.63	193.912	13.925	20

Validity refers to the degree to which a measure or survey actually measures what it purports to measure. External construct validity was conducted by a review of experts and comparison to known EI dimensions. The researcher, in cooperation with a research mentor, reviewed each question in relation to the research questions. Each of the 20 questions was linked to an underlying construct. Modeled after the work of Boyatzis and Sala (2004) and others, the survey used the set of competencies in how a person (a) is aware of himself/herself; (b) manages him/herself; (c) is aware of others; and (d) manages his/her relationships with others. The 20 survey statements were clustered within self-awareness, social awareness, and relationship management.

Internal construct validity relied on factor analysis to show that the items in the researcher-developed measure grouped together to represent constructs representative of the MBA curriculum and expectations in the workplace. Therefore, factor analysis was used to inform an evaluation of the data validity (Thompson, 2004). A description of the specific factor analysis method used in this study is presented in the data analysis section.

Convergent validity of the measure came from the experience of the researcher, who is a graduate of a competing MBA program (University of Phoenix) and who has 7 years experience managing the USU MBA program. Drawing from his experience, the researcher observed a need for a greater integration of EI skills into the MBA curriculum. Additional convergent validity was supplied by the observations cited in the theoretical framework (i.e., Barney, 2003; Goleman, 1995; Kretovics, 1999; O'Connor, 2006; Porter & McKibbin, 1988; Schachter, 1999). The 20 survey statements from the researcher developed instrument were aligned with the Boyatizis and Sala (2004) instrument.

Data Analysis

Descriptive statistics were used to describe USU MBA graduate's perceptions of EI in the curriculum and the workplace. The mean, median, mode, and standard deviation were calculated for each of the 20 survey statements. The data were summarized and presented in an aggregate format. Inferential statistics were used to determine if graduate's perceptions of curriculum taught was correlated with characteristics of the respondents (independent variables). Similarly, correlation coefficients were calculated to determine the association between the graduate's perception of EI in the workplace and respondent characteristics (independent variables).

The dependent variables in the study were summarized and treated as interval data. Research questions 3 and 4 were analyzed using different types of correlation coefficients. The independent variables have a variety of measure scales. For example, years of industry experience would be a ratio measure while gender would be nominal. Therefore a different type of correlation coefficient will be used for each calculation of association. Table 8 was used to determine the appropriate correlation coefficient.

To determine the relationship between EI in the curriculum and EI in the workplace, a Pearson's Product Moment Correlation Coefficient was calculated (research question 5). To determine the homogeneity of EI skills in the curriculum (research question 1) and homogeneity of EI skills in the workplace (research question 2) will be estimated using confidence intervals.

Table 8

Correlation Coefficient Selection

Dependent variable	Independent variable	Correlation coefficient
Perceptions of EI in the curriculum (interval)	Gender (male/female) (nominal)	Point-biserial
	Industry experience before enrollment (ratio)	Pearson's product
	Undergraduate major (nominal)	Biserial
	Age at program completion (ratio)	Pearson's product
Perceptions of EI in the workplace (interval)	Gender (male/female) (nominal)	Point-biserial
	Industry experience before enrollment (ratio)	Pearson's product
	Undergraduate major (nominal)	Biserial
	Age a program completion (ratio)	Pearson's product

Factor analysis was an appropriate statistical method for this study. In factor analysis, "we are exploring the relationships among measured variables and trying to determine whether these relationships can be summarized in a smaller number of latent constructs" (Thompson, 2004, p. 10). To determine the validity of the researcher-developed instrument and explore the relationship between its constructs required a statistical investigation of the structure underlying the instrument's variables. Factor analysis was developed specifically for investigating the broader constructs underlying variables and their relationship. Exploratory factor analysis (EFA), as opposed to confirmatory factor analysis, was the logical factor analysis method to apply in this study because it is not influenced by any expectations that the researcher may hold. Where the current research used an untested measure it was crucial to determine whether the variables composing that measure would correlate to form, without the researcher's influence, two separate constructs representing the MBA program and the workplace.

A standard guideline for interpreting correlation coefficients was employed. For the purposes of the research, Cohen's (1988) language allowed for a common interpretation. Cohen's recommended terms for the different levels is well known for educational and psychological research. Table 9 outlines the level of correlation according to the coefficient.

Survey instruments were completed online with the responses transferred to an Excel spreadsheet for analysis with SPSS software. Dates of completion were recorded to compare early and late respondents.

Table 9

Cohen (1988) Correlation Coefficient Standards

Correlation	Negative	Positive
Small	−0.29 to −0.10	0.10 to 0.29
Medium	−0.49 to −0.30	0.30 to 0.49
Large	−1.00 to −0.50	0.50 to 1.00

Summary

This chapter presented a discussion on the research design, a description of the population and sample, and data analysis. The key variables were defined for interpretation and data coding. The chapter finished with a discussion of instrumentation including a discussion of why the instrument was reliable and valid.

CHAPTER IV

RESULTS

Introduction

The purpose of this research was to determine whether an MBA degree from USU

was meeting the EI needs of the workplace from the perception of its graduates.

Participants for the study were obtained from graduation lists from the College of

Business at Utah State University.

Demographic Information

Starting June 29, 2007, letters were sent out with a return postcard to ascertain

who would be willing to participate in the survey (see Appendices B, C, & D). Of the

716 letters that were sent, 144 were returned saying that the respondents would agree to

join the survey. One hundred twenty-one letters were returned as "bad addresses." Of the

144 postcard returns, 36 were Logan campus graduates and 100 were off-campus or

alliance graduates. Eight of the respondents did not indicate on the return postcard their

graduation status and this information could not be found from their registration history.

On September 26, 2007, the researcher sent a pre-notice e-mail that a survey letter was

going to be sent (Appendix G). After this notice, the e-mail was sent with the website link

to the survey for graduates who returned the postcard (Appendix H). After 1 week, 33

surveys were completed and a reminder e-mail was sent out on October 4 (Appendix I).

By October 12th, 70 surveys were completed and a second reminder was sent (Appendix

J). To achieve targeted response rates, on October 15th and 16th the nonrespondents were

called by the researcher asking them to complete the survey (Appendix K) with a final

reminder e-mail sent out on October 18th (Appendix L). This process yielded an

additional 25 competed surveys for a total $N = 95$. This resulted in a 66.0% response rate

for those participants that returned a postcard and provided a valid e-mail address.

Descriptive statistics were calculated for all demographic data that originated

from either the survey, the graduate's return postcards or from student records. Of the 95

returned surveys, the most common age was 29 consisting of 11.6% of the survey.

Twenty-three percent ($n = 24$) were under 30 years of age, 55.0% ($n = 52$) were in their

30s, 17.0% ($n = 16$) were in their 40s, and 3.0% ($n = 3$) were over 50 years old (see Table

10). The overwhelming number of participants were White 88.0%, n=84. Other groups

represented were Asian 2.0%, Hispanic 2.0%, and 7.0% unspecified (see Table 11). Of

those graduates completing the survey the vast majority were male 82.0% ($n = 78$) and

18.0% of the respondents were female ($n = 17$; see Table 12).

Undergraduate majors for the 95 respondents varied considerably. The largest

undergraduate major was in accounting (27.0%, $n = 26$). Further analysis showed that

undergraduates from the College of Business, which included accounting, finance,

business information systems, economics, financial planning, management, human

resources, and marketing accounted for 74.0% ($n = 70$) of the graduates in the survey (see

Table 13).

Table 10

Age—Frequencies and Percentages

Age	Frequency	Percent
23	1	1.1
26	1	1.1
27	5	5.3
28	6	6.3
29	11	11.6
30	8	8.4
31	5	5.3
32	7	7.4
33	6	6.3
34	7	7.4
35	7	7.4
36	2	2.1
37	6	6.3
38	4	4.2
40	4	4.2
42	2	2.1
43	1	1.1
44	1	1.1
45	1	1.1
46	1	1.1
47	2	2.1
48	3	3.2
49	1	1.1
50	1	1.1
51	1	1.1
55	1	1.1
Total	95	100.0

Table 11

Ethnicity—Frequencies and Percentages

Ethnicity	Frequency	Percent
Asian	2	2.1
Hispanic	2	2.1
Unspecified	7	7.4
White	84	88.4
Total	95	100.0

Table 12

Gender—Frequencies and Percentages

Gender	Frequency	Percent
Female	17	17.9
Male	78	82.1
Total	95	100.0

Hypotheses

The survey questionnaire given to MBA graduates at Utah State University was titled "Assessment of Emotional Intelligence" and was divided into three distinct parts (Appendix M). The first category (questions 1-10) had to do with industry expectations as perceived by MBA graduates. The second category (questions 11-20) emphasized curriculum in USU's MBA program, and the third category (21-22) asked for demographic information that was not available from student records or the initial participation postcard.

Analysis of MBA Program Assessment on
Emotional Intelligence (N = 95)

The hypothetical basis of the analysis was that there are two latent variables underpinning the questionnaire; one latent variable reflects graduates' experience of EI in the MBA Program and the other latent variable reflects their experience of EI in the workplace. This hypothesis of two, distinct latent variables also underlies the five research questions (RQs). A brief summary of results by RQ is presented in the following section.

Table 13

Undergraduate Major—Frequencies and Percentages

Variable	Frequency	Percent
No major declared	3	3.2
Accounting	26	27.4
Administrative/supervisory certificate	1	1.1
Agribusiness	1	1.1
Agricultural Systems Tech	1	1.1
Biology	1	1.1
Biology	1	1.1
Business-finance	1	1.1
Business administration -- finance	2	2.1
Business administration	4	4.2
Business information systems	2	2.1
Business management	8	8.4
Economics	7	7.4
Electrical engineering	1	1.1
Electrical engineering technology	1	1.1
Electronic engineering	1	1.1
Exercise science	1	1.1
Finance	8	8.4
Finance/accounting	1	1.1
Financial planning	1	1.1
Government	1	1.1
History	1	1.1
Hospitality & tourism management	1	1.1
Human nutrition	1	1.1
Human resource management	1	1.1
Interior design	1	1.1
Interpersonal communications	1	1.1
Journalism	1	1.1
Management	1	1.1
Management Information Systems	1	1.1
Marketing	3	3.2
Mechanical engineering	2	2.1
MHR	1	1.1
Mrkt	1	1.1
Music	1	1.1
Physics, math, Spanish, marketing	1	1.1
Psychology	2	2.1
Social work	1	1.1
Spanish/business	1	1.1
Total	95	100.0

RQ1: What are graduates' perceptions of EI skills taught within USU's MBA program? Analysis for RQ1 identified seven items that closely correlated to the latent variable "MBA Program." Of these, the variable with the highest mean was Q17, "My MBA program taught teamwork and collaboration." The mean for this question was 6.02 with a standard deviation of .74, which was one half the standard deviation of other items in this group, indicating that graduates consistently agreed with this question.

RQ2: What are graduates' perceptions of EI skills that industry expects them to demonstrate? Analysis for RQ2 identified seven items from the questionnaire that closely correlated to the latent variable "employer expectations." Of these, the variable with the highest mean was Q7, "Teamwork and collaboration are important to my employer." The mean for this question was 5.73 with a standard deviation of 1.04, which was the smallest standard deviation of the seven items in this group, indicating that graduates usually agreed with this question.

RQ3: Are factors such as gender, age, number of years in industry and undergraduate major related to the MBA graduate's perceptions of EI in the curriculum? When cross tabulations based on the factors listed in RQ3 were calculated, and when the size of subgroups was greater than five, none were found that substantially differed from findings for all graduates ($N = 95$).

RQ4: Are factors such as gender, age, number of years in industry and undergraduate major related to the MBA graduate's perceptions of EI in the workplace? When cross tabulations based on the factors listed in RQ4 were calculated, and when the

size of subgroups was greater than five, none were found that substantially differed from findings for all graduates ($N = 95$).

 RQ5: How do graduates' perceptions of curriculum taught correlate with industry expectations? A correlation matrix comparing the constructs developed in RQ1 and RQ2 showed that only 6 of the 49 correlations attained a significance level of P = .05.

 Analysis for RQ1 and RQ2 sought to establish which items most closely correlated to latent variables. An accepted means for statistically investigating the relationship between items (variables) and latent variables (constructs) was the exploratory factor analysis (EFA; Cone, 2001; George & Mallery, 2008; Mark, Henry, & Julnes, 2000). To begin, items were separated into two groups according to their orientation toward either the employer (questions 1-10) or the MBA program (questions 11-20). George and Mallery recommended that an EFA include a correlation matrix of the variables; extraction of factors; rotation of factors; and interpretation of results (p. 268). The Maximum-Likelihood method was chosen for the EFA because it "produces parameter estimates that are most likely to have produced the observed correlation matrix if the sample is from a multivariate normal distribution" (SPSS 15.0, 2006).

 The assumption of a normal distribution of the data is necessary for the Maximum-Likelihood method of factor extraction. To demonstrate this, the stem-and-leaf plot diagrams were produced for each of the two groups of question items.

Employer expectations/Stem-and-Leaf Plot (see Figures 1 and 2).

```
  1.00 Extremes     (=<2.3)
  1.00        2 .  8
  8.00        3 .  01223333
  8.00        3 .  55667888
 10.00        4 .  0000122244
 22.00        4 .  5555556667777777788888
 27.00        5 .  000011112222223333333444444
 12.00        5 .  555556777778
  5.00        6 .  00011
  1.00        6 .  7


 Stem width:      1.00
 Each leaf:       1 case(s)
```

Figure 1. Employer expectations/stem-and-leaf plot for the aggregate of employer

questions 1-10.

Frequency   Stem & Leaf

```
  3.00 Extremes     (=<2.3)
  3.00        2 .  688
  6.00        3 .  000333
  9.00        3 .  555666888
 16.00        4 .  0001111111133333
 20.00        4 .  55556666688888888888
 22.00        5 .  0000001111111111133333
 10.00        5 .  5556666688
  6.00        6 .  000111

 Stem width:      1.00
 Each leaf:       1 case(s)
```

Figure 2. MBA program/Stem-and-Leaf plot for the aggregate of MBA program

questions 11-20.

Analysis for RQ3 and RQ4 further explored graduates' opinion of the MBA program in relation to workplace experience. Cross tabulations used subgroups (e.g., gender and age) obtained from the demographic questions (21-22) and from students' records.

Analysis for RQ5 compared the two latent variables for which relationships to specific items in the questionnaire, "Assessment of Emotional Intelligence," were identified and explored in the previous analyses (RQ1-4); this was done to address the overarching question of this research, How do graduate's perceptions of curriculum taught correlate with industry expectations?

Anticipating RQ5, an a priori schema grouped variables under the EI subscales that are elaborated in the body of this research (Goleman et al., 2002). Subscales are presented here with the variables deemed to represent each in the questionnaire.

A. Awareness of Self: Q3, Q10, Q13, Q15, and Q20

B. Manages Self: none

C. Social Awareness: Q1, Q2, and Q4

D. Relationship Management

   1. Q5, Q9, Q14, and Q19
   2. Q6 and Q16
   3. none
   4. none
   5. Q8 and Q18
   6. Q7 and Q17

RQ1: What are the graduate's perceptions of EI skills taught within USU's MBA programs?

Ho1:   There is no statistically significant relationship within (among) the graduate's perceptions of EI skills taught within USU's MBA programs.

Ha1: There is a statistically significant relationship within the graduate's perceptions of EI skills taught within USU's MBA programs.

Analysis for RQ1 calculated the degree to which question items correlated with the latent variable "graduates' opinion of their MBA program." Questions items 11-20, which were oriented toward their MBA program, were analyzed. Table 14 displays means with standard deviations for each of these question items. Questions that were contrary to EI practices were reverse coded. For these items, the mean for the reverse-coded item follows the as-reported mean.

Table 14 shows the greatest agreement on item 17 that read "My MBA program taught teamwork and collaboration." Question 20 asking if the program was "more concerned with hard skills" showed the lowest mean and one of the larger standard deviations (*SD*).

An exploratory factor analysis (EFA) of the items in this MBA Program scale showed the following loadings (see Table 15).

Three factors had Eigenvalues greater than 1.0. It is common practice to refer to the factor by the item that has the highest factor loading score. Therefore, the three factors displayed in Table 15 could have the following names: (a) personal development dimension, (b) Taught coaching of subordinates, and (c) hard skills.

Table 14

MBA Program Question Items 11-20 Sorted by Mean in Descending Order

Items	Mean	SD
Q17 Taught teamwork and collaboration	6.02	0.74
Q16 Taught leadership communicate effectively	4.87	1.22
Q11 MBA Promotes EI competencies as integral	4.58	1.22
Q14 Program had personal development dimension	4.43	1.41
Q18 Taught conflict management	4.28	1.32
Q13 Program essentially didactic / reversed	3.87 / 4.13	1.43
Q15 Program helped accurately assess own EI	3.99	1.28
Q19 Taught coach & develop subordinates	3.86	1.39
Q12 EI principles primarily one class / reversed	4.26 / 3.74	1.33
Q20 Program more concerned with hard skills / reversed	4.44 / 3.56	1.39

Loadings on these three factors show that the three lowest items (Q20, Q13, and Q12) are likely measures of the third factor. These are the items that were contrary to EI practices. When the EFA was recalculated with these three items excluded the result was only one factor (Eigenvalue = 3.19), as displayed in Table 16, which was the "personal development dimension" factor, but for clarity was given the name of the latent variable, "Graduates' Opinion of Their MBA Program" or simply "MBA Program." An analysis of reliability of the seven items loading on this factor produced a Cronbach's alpha of .87, which is a good indication of internal reliability.

Table 15

A Maximum-Likelihood Factor Analysis of Items 11-20 Resulted in Three Factors

Items	1	2	3
Q14 Program personal development dimension	0.82	0.16	0.33
Q15 Program helped accurately assess own EI	0.72	0.30	0.16
Q11 MBA Promotes EI competencies as integral	0.65	0.36	0.07
Q16 Taught leadership communicate effectively	0.51	0.37	0.43
Q17 Taught teamwork & collaboration	0.34	0.14	0.46
Q19 Taught coach & develop subordinates	0.27	0.86	0.14
Q18 Taught conflict management	0.21	0.70	0.32
Q20 Program concerned w/ hard skills (reversed)	0.15	0.11	0.64
Q13 Program essentially didactic (reversed)	0.02	0.02	0.55
Q12 EI principles primarily one class (reversed)	-0.16	-0.21	0.05

Notes. Extraction Method: Maximum Likelihood.
Rotation Method: Varimax with Kaiser Normalization.

Table 16

A Maximum-Likelihood Factor Analysis of Seven Items Resulted in One Factor

Items	MBA program factor loading
Q14 Program personal development dimension	0.80
Q15 Program helped accurately assess own EI	0.78
Q16 Taught leadership communicate effectively	0.76
Q11 MBA promotes EI competencies as integral	0.71
Q19 Taught coach and develop subordinates	0.66
Q18 Taught conflict management	0.62
Q17 Taught teamwork and collaboration	0.53

Notes. Extraction Method: Maximum Likelihood.

1 factor extracted

5 iterations required.

The following matrix (Table 17) shows Pearson's correlation coefficients for the seven items that loaded on to the factor labeled "MBA program." As can be seen in Table 17, all of the correlations were significant at the .01 level, which is a strong indication of internal consistency.

Table 17

Correlation Matrix of Seven Items Forming a Common Factor

	Q11intgral	Q14persdvl	Q15selfas	Q16ldrshp	Q17collab	Q18cflctmg	Q19coach
Q11intgral	1	.621**	.583**	.465**	.316**	.381**	.513**
Q14persdvl	.621**	1	.689**	.618**	.437**	.379**	.410**
Q15selfas	.583**	.689**	1	.562**	.357**	.442**	.459**
Q16ldrshp	.465**	.618**	.562**	1	.541**	.498**	.522**
Q17collab	.316**	.437**	.357**	.541**	1	.330**	.271**
Q18cflctmg	.381**	.379**	.442**	.498**	.330**	1	.702**
Q19coach	.513**	.410**	.459**	.522**	.271**	.702**	1

** Correlation is significant at the 0.01 level (2-tailed).

Analysis for RQ1 has identified seven question items from the questionnaire, "Assessment of Emotional Intelligence," which closely correlated to the latent variable "Graduates' Opinion of Their MBA Program" or "MBA program." Therefore, the null hypothesis, *"Ho 1: There is no statistically significant relationship within the graduate's perceptions of EI skills taught within USU's MBA programs,"* was rejected. The alternative hypothesis, *"H 2: There is a statistically significant relationship within the graduate's perceptions of EI skills taught within USU's MBA program,"* was accepted.

RQ2. What are the graduate's perceptions of EI skills that industry expects them to demonstrate?

Ho 2:   There is no statistically significant relationship within the perceptions of EI skills that industry expects MBA graduates to demonstrate.

Ha 2:   There is a statistically significant relationship within the perceptions of EI skills that industry expects MBA graduates to demonstrate.

Analysis for RQ2 calculated the degree to which items correlated with the latent variable "employer expectations of MBA graduates." Items 1-10, which were oriented toward the EI skills that employers expect graduates to demonstrate, were analyzed. Table 18 displays means with *SD*s for each of these question items. Question 10 was contrary to EI practices and was reverse coded. For this item, both means are reported.

Table 18

Employer Expectations Questions 1–10 Sorted by Mean in Descending Order

Items	Mean	SD
Q7 Teamwork & collaboration are important	5.73	1.04
Q1 Employer values EI skills evident interview	5.24	1.19
Q5 Workplace committed develop careers	5.18	1.33
Q4 Workplace shows empathy & service	5.14	1.24
Q2 Fosters EI environ by valuing employees	5.01	1.40
Q6 Workplace leaders communicate	4.81	1.39
Q8 Employer has process deal with conflict	4.73	1.31
Q3 Coworkers accurately self-assess EI	4.14	1.25
Q10 Employer concerned with hard skills	3.89 / 4.11	1.51
Q9 Employer provides specific training in EI	3.01	1.47

The comparison of means indicates that among the 95 respondents there was the greatest agreement on the item that read "teamwork and collaboration are important to my employer." Question 9 regarding employer training in EI had the lowest mean. A factor analysis of the items in this workplace scale showed the following loadings (see Table 19).

Table 19

A Maximum-Likelihood Factor Analysis of Items 1-10 Resulted in Three Factors

Items	1	2	3
Q5 Workplace committed develop careers	0.75	0.23	0.23
Q7 Teamwork & collaboration are important	0.73	0.03	0.22
Q6 Workplace leaders communicate	0.70	0.27	0.35
Q2 Fosters EI environ by valuing employees	0.54	0.74	0.12
Q4 Workplace shows empathy and service	0.44	0.50	0.33
Q8 Employer has process deal with conflict	0.30	0.06	0.48
Q10 Employer concerned w/ hard skills (reversed)	0.30	0.11	-0.01
Q3 Coworkers accurately self-assess EI	0.13	0.39	0.25
Q9 Employer trains in EI	0.08	0.18	0.98
Q1 Employer values EI skills evident interview	0.06	0.70	0.02

Notes. Extraction method: Maximum Likelihood.

Rotation Method: Varimax with Kaiser Normalization

Three factors had Eigenvalues greater than 1.0. It is common practice to refer to the factor by the item that had the highest factor loading score. Therefore, the three factors displayed in Table 19 could be given the following names: (1) workplace committed to careers, (2) fosters valuing employees, and (3) employer trains EI. Loadings on these three factors show that, when Q10 was reverse-coded, then all the

items load onto three factors. The three lowest items in this table (Q1, Q3 and Q9) are likely measures of a different factor. When the EFA was recalculated with these three items excluded the result was only one factor (Eigenvalue = 3.67), which might be called by the item with the highest loading score, "workplace leaders communicate," but for clarity can be given the name of the latent variable, "employer expectations of MBA Graduates" or simply "employer expectations."

An analysis of reliability of the seven items loading on this factor produced a Cronbach's Alpha of .82, which is an indication of good internal reliability of the scale. An Alpha score over .80 indicates a high degree of internal consistency.

Table 21 shows Pearson's correlation coefficients for the seven items that loaded on to the factor labeled "employer expectations." Of the 21 unique correlations presented in this matrix, all of the correlations (15) between Q2-Q8 were significant at the .01 level, which is a good indication of internal consistency. Of the six correlations for the reverse-coded variable Q10, most were significant at the .01 or .05 level (4). Correlations of Q10 to Q5 and Q8 were not significant.

Analysis for RQ2 identified seven question items from the questionnaire, "Assessment of Emotional Intelligence," which closely correlated to the latent variable, "employer expectations of MBA graduate" or "employer expectations." Therefore, the null hypothesis, *"Ho 2: There is no statistically significant relationship within the perceptions of EI skills that industry expects MBA graduates to demonstrate,"* was rejected. The alternative hypothesis, *"H 2: There is a statistically significant relationship*

within the perceptions of EI skills that industry expects MBA graduates to demonstrate,"

was accepted.

Table 20

Maximum-Likelihood Factor Analysis of Seven Items Resulted in One Factor

Question item	Employer expectations
Q6 Workplace leaders communicate	0.83
Q5 Workplace committed develop careers	0.81
Q2 Fosters EI environ by valuing emps	0.76
Q4 Workplace shows empathy & service	0.69
Q7 Teamwork and collaboration are important	0.68
Q8 Employer has process deal with conflict	0.44
Q10 Employer concerned w/ hard skills (reversed)	0.29

Notes. Extraction Method: Maximum Likelihood.

1 factor extracted. 4 iterations required.

Table 21

Correlation Matrix of Seven Items Forming a Common Factor

Variable	Q2empenv	Q4socawr	Q5careers	Q6inspldrs	Q7temwrk	Q8conflict	Q10revrs
Q2empenv	1	.662**	.613**	.608**	.444**	.293**	.249*
Q4socawr	.662**	1	.513**	.568**	.385**	.292**	.218*
Q5careers	.613**	.513**	1	.668**	.616**	.377**	.180
Q6inspldrs	.608**	.568**	.668**	1	.605**	.386**	.264**
Q7temwrk	.444**	.385**	.616**	.605**	1	.282**	.234*
Q8conflict	.293**	.292**	.377**	.386**	.282**	1	.061
Q10revrs	.249*	.218*	.180	.264**	.234*	.061	1

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

RQ3. Are factors such as gender, age, number of years in industry and undergraduate major related to the MBA graduate's perceptions of EI in the curriculum?

Ho 3:   There is no statistically significant relationship between the graduate's perception of EI in the curriculum and gender, age, number of years in industry and undergraduate major.

Ha 3:   There is a statistically significant relationship between perceptions of EI in the curriculum and gender, age, number of years in industry and undergraduate major.

The strategy for this analysis was to look for noteworthy variations between results representing the "MBA program" factor and either subgroups of or the independent variable itself. Therefore, an aggregated mean of the seven items loading on the MBA program factor was used to compare the subgroup of women and the subgroup of men graduating from the MBA program. Figure 3 presents this comparison. Figure 3 shows similar patterns of agreement for the "MBA program" when comparing the two subgroups, men and women. Correlations were calculated for the two gender groups using the percentages shown in Figure 3. The Pearson's correlation coefficient was .70. This correlation coefficient implies that there was little difference between men and women graduates when comparing perceptions of the MBA Program.
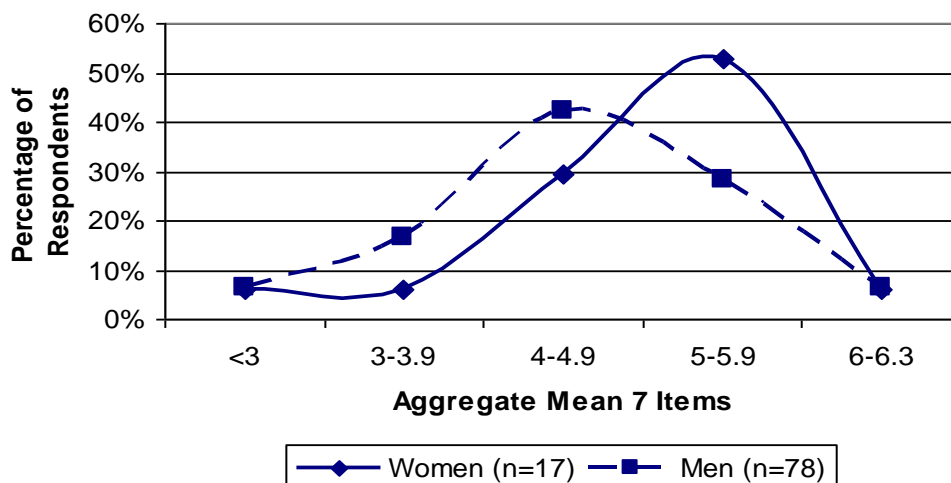
Figure 3. Graduates' rating of MBA program by gender.

In Table 22, each of the questionnaire items that formed the factor titled "MBA Program" were averaged and then cross tabulated by question 21 "How many years of industry experience did you have between your BS/BA and your MBA?" The five subgroups formed by the five different choices in the answer set to question 21 ranged in size from 11 (6-10 years) to 28 (1-2 years). Over 50.0% of the graduates had less than 2 years of industry experience. Each subgroup was considered large enough to produce statistics with practical significance. When means across the question items were calculated for each subgroup and charted, a picture emerged of views of the MBA program based on previous experience in industry between BS/BA and entering the MBA program. A graphical presentation of the means for each subgroup is shown in Figure 4.

In Table 23, each of the questionnaire items that formed the factor titled "MBA program" were averaged and then cross tabulated by the question "[h]ow many years of industry experience have you had since graduating from your MBA program?" Correlations were calculated for the means presented in Table 22, and all were found to

be in the range of $p = .91$ to $.95$; therefore, there was little difference between subgroups.

Table 22

MBA Program Questions 11 and 14-19 Means Cross-Tabbed by Years in Industry Between BS/BA and Entering the MBA Program

Question	0-1 $n = 22$	1-2 $n = 28$	3-5 $n = 20$	6-10 $n = 11$	>10 $n = 14$	Total $n = 95$
Q11 Promotes EI competencies as integral	5.00	4.68	4.45	4.18	4.21	4.58
Q14 Prog personal development dimension	4.73	4.50	3.90	4.27	4.71	4.43
Q15 Prog helped accurately assess own EI	4.14	4.07	3.95	3.45	4.07	3.99
Q16 Taught leadership communication	5.18	4.71	4.80	4.64	5.00	4.87
Q17 Taught teamwork & collaboration	6.00	6.04	6.05	6.18	5.86	6.02
Q18 Taught conflict management	4.36	4.50	3.90	4.45	4.14	4.28
Q19 Taught coach and develop subordinates	4.18	3.89	3.60	3.64	3.86	3.86
Means by subgroup	4.80	4.63	4.38	4.40	4.55	4.58
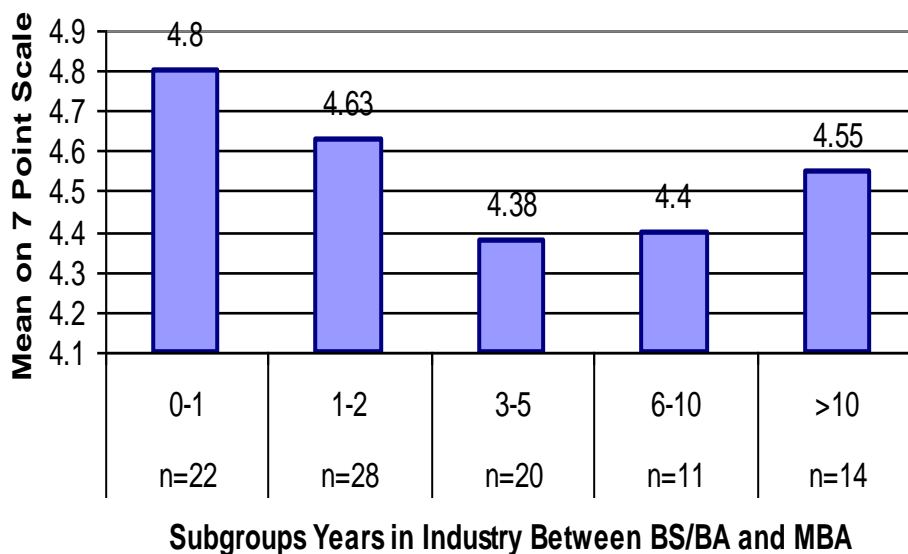
Figure 4. Graduates opinion of MBA program by subgroups determined by years of industry experience between BS/BA and the MBA program.

Table 23

MBA Program Questions 11 and 14-19 Means Cross-Tabbed by Years Since Graduated

	0-1 $n = 2$	1-2 $n = 24$	3-5 $n = 51$	6-10 $n = 17$	>10 $n = 1$	Total $n = 95$
Q11 Promotes EI competencies as integral	5.00	4.46	4.75	4.35	2.00	4.58
Q14 Prog personal development dimension	4.00	4.29	4.51	4.59	2.00	4.43
Q15 Prog helped accurately assess own EI	4.50	4.04	4.00	4.00	1.00	3.99
Q16 Taught leadership communication	3.50	4.54	5.02	5.18	3.00	4.87
Q17 Taught teamwork & collaboration	6.00	6.04	6.00	6.00	7.00	6.02
Q18 Taught conflict management	4.50	4.04	4.39	4.18	6.00	4.28
Q19 Taught coach & develop subordinates	3.50	3.54	4.06	3.88	2.00	3.86

Two of the subgroups were too small to return reliable statistics: 0-1 years since graduating only had two in the subgroup and more than 10 years only had one in the subgroup. Therefore the results for these two subgroups should be interpreted cautiously. Correlation coefficients were calculated for the means of the other three groups, and all were found to be in the range of .91 to .98, representing little observable difference. Figure 5 graphically represents the similar results for each of the subgroups considered for this independent variable, "Years in industry since graduating from the MBA program."

The seven items composing the MBA program construct each used a seven-point scale in which 4 was labeled "neutral." Figure 5 shows that means for each subgroup were above 4, except for the opinion of the one individual who graduated more than 10 years ago whose mean was 3.29. Figure 5 shows very little difference across four of the subgroups. The consistency of the mean scores on the aggregate measure for these four

groups indicates that there was very little difference in MBA program perceptions on the

basis of time in industry since graduation. When the outlier was taken out, the Pearson's

correlation coefficient for the MBA program aggregate and the variable representing

years since graduation was .096, indicating only the slightest increase in mean scores for

the seven question items as time since graduation increased.
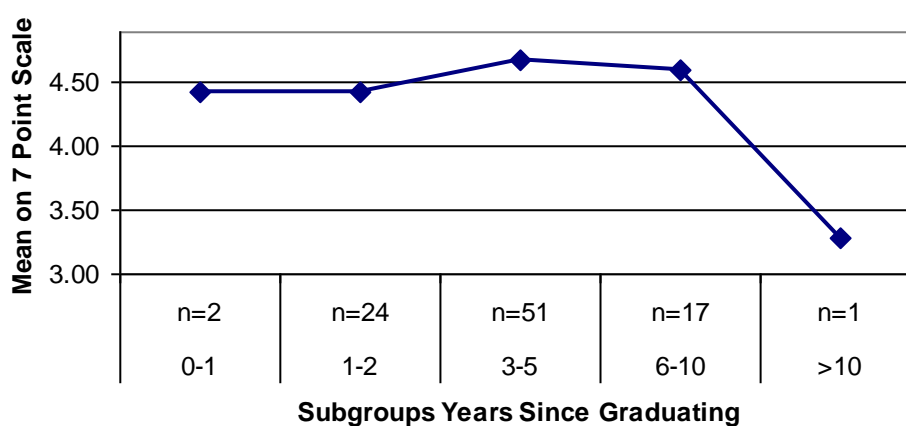
Figure 5. Graduates opinion of MBA program by subgroups determined by years since graduating from the MBA program.

Analysis was conducted to explore the correlation between undergraduate (UG)

major and perceptions of the MBA program curriculum. To do this, an initial coding of

UG majors was devised. Following was the coding scheme used: Finance = 7,

Accounting = 6, Engineering = 5, Administration/Management = 4, Economics = 3,

Marketing = 2, and majors unrelated to business were = 1. The Pearson's correlation

coefficient for this scheme was .094, which did not attain statistical significance.

Realizing that the coding scheme may not reflect the values promoted by EI, because it

gave more value to "hard skills," the coding was reversed with the Finance major

assuming the value of 1 and so forth to majors unrelated to business becoming 7. The Pearson's correlation coefficient for this scheme was -.16, which did not attain statistical significance.

The correlation between age and perceptions of the MBA program curriculum was explored. The Pearson's correlation coefficient was -.055. This indicates that as age increased general agreement with questions items went down slightly.

Analysis for RQ3 considered the effect of five independent variables (i.e., gender, years of experience between BS/BA and MBA, years of experience since MBA, UG major, and age) on the seven items from the questionnaire that composed the factor "MBA program." No notable differences occurred between subgroups; male and female patterns of response correlated at .70; subgroup means for years of experience [between BS/BA and MBA and after MBA] correlated at or above .90; subgroups created by UG major correlated at -.16; and age and "MBA Program" correlated at -.055. Therefore, the null hypothesis, *"Ho 3: There is no statistically significant relationship between the graduate's perception of EI in the curriculum and gender, age, number of years in industry and undergraduate major,"* was accepted.

RQ4. Are factors such as gender, age, number of years in industry and undergraduate major related to the MBA graduate's perceptions of EI in the workplace?

Ho 4: There is no statistically significant relationship between the graduate's perception of EI in the workplace and gender, age, number of years in industry and undergraduate major.

Ha 4:   There is a statistically significant relationship between perceptions of EI in the workplace and gender, age, number of years in industry and undergraduate major.

The strategy for this analysis was to look for noteworthy variations between results representing the "employer expectations" factor and either subgroups of or the independent variable itself. Therefore, an aggregated mean taken from the seven items loading on the employer expectations factor was compared to subgroups representing women and men who had graduated from the MBA Program. Figure 6 presents results.
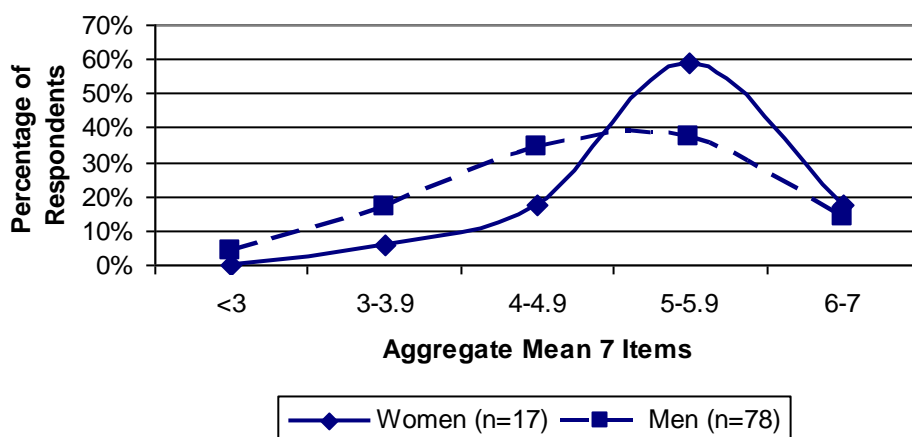
Figure 6. Graduates opinion of employer expectations by gender.

Correlations were calculated for the two gender groups using the percentages reported in Figure 6. The Pearson's correlation coefficient was .77. This correlation coefficient implies that there was little difference between men and women graduates when comparing perceptions of their employers' EI expectations.

In Table 24, each of the questionnaire items that formed the construct titled "employer expectations" were averaged and then cross tabulated by question 21 "How

many years of industry experience did you have between your BS/BA and your MBA?"

The subgroups formed by the five different choices in the answer set to question 21 ranged in size from 11 (6-10 years) to 28 (1-2 years). Each subgroup was considered large enough to produce statistics with practical significance. When means across question items were calculated for each subgroup and charted, a picture emerged of views of the employer EI expectations based on previous experience in industry between BS/BA and entering the MBA program. A graphical presentation of the means for each subgroup is shown in Figure 7.

Table 24

Workplace Questions 2, 4-8, and 10 Means by Years in Industry Between BS/BA and Entering the MBA Program

Question	0-1 $n = 22$	1-2 $n = 28$	3-5 $n = 20$	6-10 $n = 11$	>10 $n = 14$	Total $N = 95$
Q2 Fosters EI environ by valuing employees	5.05	5.43	5.10	4.36	4.50	5.01
Q4 Workplace shows empathy & service	5.27	5.18	5.10	5.00	5.00	5.14
Q5 Workplace committed develop careers	5.45	5.18	5.30	5.27	4.50	5.18
Q6 Workplace leaders communicate	4.86	5.04	4.75	4.82	4.36	4.81
Q7 Teamwork & collaboration are important	5.55	5.79	5.90	6.00	5.43	5.73
Q8 Employer has process deal with conflict	4.36	4.82	4.90	4.82	4.79	4.73
Q10 Employer concerned with hard skills	4.27	3.93	4.00	4.09	4.36	4.11

Figure 7. Graduates opinion of employer EI expectations by subgroups determined by years of industry experience between BS/BA and the MBA program.

A correlation matrix was calculated for the means presented in Table 24, and a difference was found for those who had spent more than 10 years in industry between their BS/BA and entering the MBA program: The difference between the fifth subgroup, representing individuals who had more than ten years before entering the MBA program ($n = 14$) produced Pearson's correlation coefficients below .79 and ranged from .52 for the correlation with the first group, "0-1." This is an indication that this subgroup was observably different.

In Table 25, each of the questionnaire items that formed the factor titled "employer expectations" were averaged and then cross tabulated by the question "How many years of industry experience have you had since graduating from your MBA program?"

When means across the question items were calculated for each subgroup and charted, a picture emerged of views of employer expectations based on previous experience in industry. Two of the subgroups were too small to return reliable statistics:

Table 25

Workplace Questions 2, 4-8, and 10 Means by Years Since Graduated

Question	0-1 n = 2	1-2 n = 24	3-5 n = 51	6-10 n = 17	>10 n = 1	Total N = 95
Q2 Fosters EI environ by valuing emps	5.00	4.71	5.29	4.53	6.00	5.01
Q4 Workplace shows empathy & service	5.50	4.79	5.33	4.94	6.00	5.14
Q5 Workplace committed develop careers	6.00	5.29	5.16	4.94	6.00	5.18
Q6 Workplace leaders communicate	5.00	4.83	4.84	4.82	2.00	4.81
Q7 Teamwork & collaboration are important	6.50	5.50	5.78	5.82	5.00	5.73
Q8 Employer has process deal with conflict	5.00	4.67	4.75	4.59	7.00	4.73
Q10 Employer concerned with hard skills	3.50	3.88	4.25	3.94	6.00	4.11

0-1 years since graduating only had two in the subgroup and more that 10 years only had one in the subgroup. Therefore, the results for these two subgroups should be interpreted cautiously.

The seven items composing the employer expectations factor used a 7-point scale in which 5 was labeled "somewhat agree." Figure 8 shows that means for each subgroup were around 5, again with the exception of the opinion of the one individual who graduated more than 10 years ago whose mean was 5.43. Figure 8 shows little difference across four of the subgroups. The consistency of the mean scores on the aggregate measure for these four groups indicates that there was very little difference in perceptions of employer expectations on the basis of time in industry since graduation. To confirm this, correlations were calculated for the means presented in Table 25, and all were found to be in the range of .86 to .92; therefore, there was little difference between subgroups.
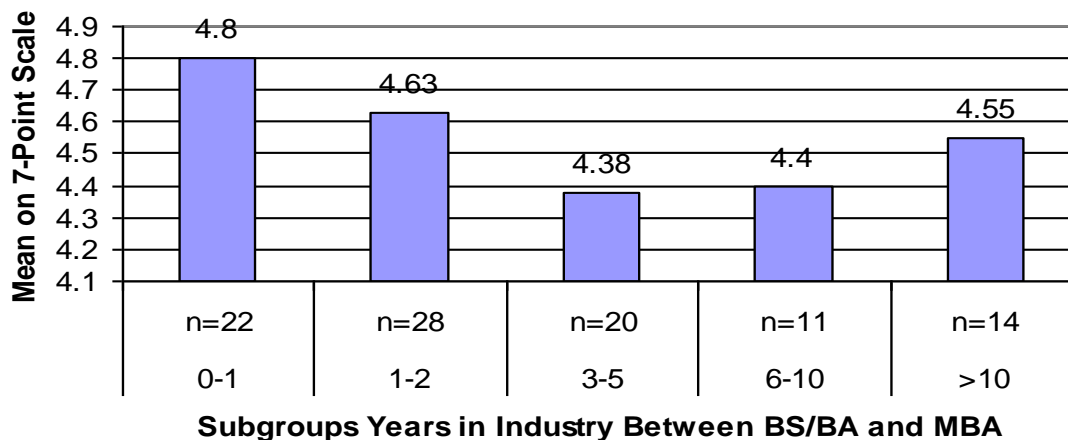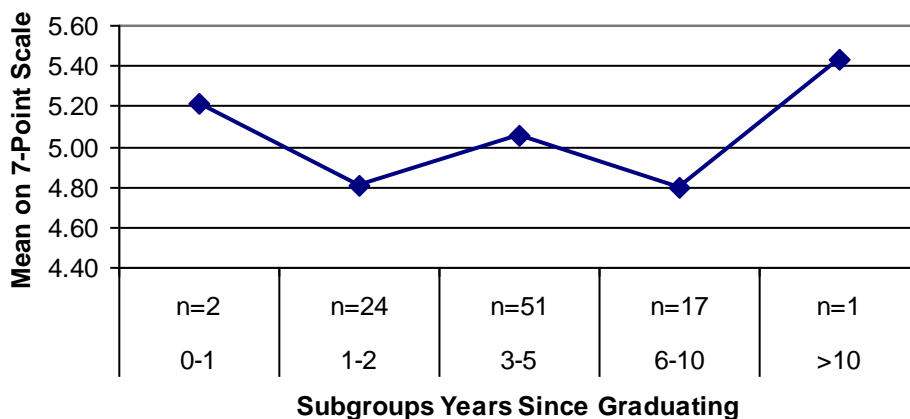
Figure 8. Graduates' opinion of employer EI expectations by subgroups determined by years of industry experience since graduating from the MBA program.

Analysis was conducted to explore the correlation between undergraduate (UG) major and perceptions of employer expectations. The same coding of UG majors was used as in the analysis for RQ3. The Pearson's correlation coefficient for this scheme was .139, which did not attain statistical significance. Realizing that the coding scheme may not reflect the values promoted by EI, because it gave more value to "hard skills," the coding was reversed with the Finance major assuming the value of 1 and so forth to majors unrelated to business becoming 7. The Pearson's correlation coefficient for this scheme was -.11, which did not attain statistical significance. While the finding from this correlation analysis was not statistically significant, it indicated that there was a negative relationship in perception when "soft skill" UG majors were assigned a higher value.

The correlation between age and perceptions of employers' EI expectations was explored. The Pearson's correlation coefficient was -.11. This indicates that as age increased general agreement with questions items went down, or that older graduates were slightly less favorable than younger graduates.

Analysis for RQ4 considered the effect of five independent variables (i.e., gender, years of experience between BS/BA and MBA, years of experience since MBA, UG major, and age) on the seven items from the questionnaire that composed the factor "employer expectations." Few differences were found between subgroups. For male and female subgroups the patterns of response correlated at .77; subgroup means for years of experience between BS/BA and MBA correlated at or above .79, except for the subgroup representing individual with more than 10 years experience prior to entering the MBA program; subgroup means for years of experience after the MBA correlated at or above .86; subgroups created by UG major correlated at -.11; and age and "MBA program" correlated at -11 also. Therefore, the null hypothesis; *"Ho 4: There is no statistically significant relationship between the graduate's perception of EI in the workplace and gender, age, number of years in industry and undergraduate major,"* was accepted, but with the qualification that one subgroup, that of individuals entering the MBA program after more than 10 years of experience ($n = 14$) did show an observable difference.

RQ5. How do graduate's perceptions of curriculum taught relate with industry expectations?

Ho 5:   There is no statistically significant relationship between graduate's perceptions of curriculum taught and industry expectations.

Ha 5:   There is a statistically significant relationship between graduate's perceptions of curriculum taught and industry expectations.

Analysis for RQ5 calculated the correlation of latent variables "MBA program" and "employer expectations." Table 26 displays a comparison of means for the two sets of items.

Table 26

Comparison of Means for Scales MBA Program and Employer Expectations

MBA program	Mean	Employer expectations	Mean
Q17 Taught teamwork and collaboration	6.02	Q7 Teamwork and collaboration are important	5.73
Q16 Taught leadership communicate effectively	4.87	Q1 Employer values EI skills evident interview	5.24
Q11 Promotes EI competencies as integral	4.58	Q5 Workplace committed develop careers	5.18
Q20 Program more concerned with hard skills	4.44	Q4 Workplace shows empathy & service	5.14
Q14 Program personal development dimension	4.43	Q2 Fosters EI environ by valuing employees	5.01
Q18 Taught conflict management	4.28	Q6 Workplace leaders communicate	4.81
Q12 EI principles primarily one class	4.26	Q8 Employer has process deal with conflict	4.73
Q15 Program helped accurately assess own EI	3.99	Q3 Coworkers accurately self-assess EI	4.14
Q13 Program essentially didactic	3.87	Q10 reverse Employer concerned w/ hard skills	3.89
Q19 Taught how to coach & develop subordinates	3.86	Q9 Employer trains in EI	3.01

Means were compared for the two scales: MBA program scale comprised of questions 11-20 and employer expectations scale comprised of questions 1-10. This showed the attributes of teamwork and collaboration with the highest means for both scales. In answer to RQ5, the ranking of teamwork and collaboration at the top of both sets of means was practically significant for showing that perceptions of the MBA program and employers' expectations align.

The correlation of variables that were ranked the same in Table 26 was done by calculating the Pearson's correlation coefficient for each pair. Two-tailed statistical significance was calculated at the .01 and .05 levels. Results showed that no correlation coefficient greater than .171 was produced and no relationship that was statistically significant at either the .05 or .01 level.

For RQ5 an a priori schema grouped together variables under the EI clusters elaborated in this study's definition of terms. The association between EI clusters and question items (variables) from the measure *Assessment of Emotional Intelligence*, was presented in the introduction to this chapter. Correlation matrices are next presented for variables deemed to represent these clusters:

A - Awareness of Self

C - Social Awareness

D - Relationship Management

Table 27 presents variables associated with the EI cluster "Awareness of Self." The significant Pearson's correlation coefficients between Q20, Q10, Q13 and Q15 displayed in the column furthest to the right are useful for internal validity of the scale: That Q20, "Program more concerned with hard skills" and Q13, "Program essentially didactic" correlate at a statistically significant coefficient of .408 provides evidence that the variables for the MBA program are indeed measuring the program. There was additional evidence in the inverse correlations between Q20 and Q15, "Program helped accurately assess own EI." Of particular interest to the overall question of the relationship between the MBA program and the workplace was the statistically significant correlation

between Q20 and Q10, "Employer concerned with hard skills"; at .23 this was one of the

largest coefficients that crosses the two groups of variables, "MBA program" and

"employer expectations."

Table 27

Correlation Matrix for "Awareness of Self" Items Q3, Q10, Q13, Q15, and Q20

Question	Q3 Coworkers accurately self-assess EI	Q10 Employer concerned with hard skills	Q13 Program essentially didactic	Q15 Program helped accurately assess own EI	Q20 Program more concerned with hard skills
Q3 Coworkers accurately self-assess EI	1	-.059	.010	.120	-.066
Q10 Employer concerned with hard skills	-.059	1	.130	.056	.227*
Q13 Program essentially didactic	.010	.130	1	-.082	.408**
Q15 Prog. helped accurately assess own EI	.120	.056	-.082	1	-.242*
Q20 Program more concerned with hard skills	-.066	.227*	.408**	-.242*	1

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

Table 28 presents a correlation matrix for variables representing the "C-Social

Awareness" cluster. In this matrix, it should be no surprise to see significant relationships

between variables that are taken from the same group of items. All of the items in the

matrix in Table 28 are in the group of items titled "employer expectations." The EI

cluster described as "relationship management" had six subclusters, of which this

research used four. The following sub-clusters were represented by variables:

1. Developing Others: Q5, Q9, Q14, and Q19
2. Inspirational Leadership: Q6 and Q16
5. Influence: Q8 and Q18
6. Change Catalyst: Q7 and Q17

Table 28

Correlation Matrix for "Social Awareness" Items Q1, Q2, and Q4

Employer expectations	Q1 Employer values EI skills evident interview	Q2 Fosters EI environ by valuing employees	Q4 Workplace shows empathy & service
Q1 Employer values EI skills evident interview	1	.562**	.308**
Q2 Fosters EI environ by valuing emps	.562**	1	.662**
Q4 Workplace shows empathy & service	.308**	.662**	1

** Correlation is significant at the 0.01 level (2-tailed).

Table 29

Correlation Matrix "Developing Others" Items Q5, Q9, Q14, and Q19

		Q5 Workplace committed develop careers	Q9 Employer trains in EI	Q14 Prog personal development dimension	Q19 Taught coach & develop subordinates
Q5	Workplace committed develop careers	1	.326**	.163	-.108
Q9	Employer trains in EI	.326**	1	.280**	.162
Q14	Program personal development dimension	.163	.280**	1	.410**
Q19	Taught coach and develop subordinates	-.108	.162	.410**	1

** Correlation is significant at the 0.01 level (2-tailed).

Table 29 presents variables associated with the EI cluster "relationship management" and its subcluster "developing others." The significant .326 Pearson's correlation coefficient between Q5, "Workplace committed developing careers," and Q9, "employer trains in EI," is useful for internal validity of the scale. Of particular interest to the overall question of the relationship between the MBA program and the workplace was the statistically significant correlation between Q9 and Q14, "Program had a personal development dimension"; at .28 this was another of the larger coefficients that

crosses the two groups of variables, "MBA program" and "employer expectations," and it was statistically significant at the .01 level.

Matrices were not necessary for correlations calculated between the pairs of variables representing each of the remaining three subclusters. The subcluster of "inspirational leadership" was represented by Q6, "My workplace has inspired leaders who communicate effectively," and Q16, "MBA program taught leadership so as to communicate more effectively," which had a correlation coefficient of .086. This correlation was not statistically significant. The subcluster of "influence" was represented by Q8, "My employer has processes to deal with conflict when it arises," and Q18, "MBA program taught conflict management," which had a correlation coefficient of .206. This correlation was statistically significant at the .05 level, and was noteworthy for crossing the two groups of variables, "MBA program" and "employer expectations." The subcluster "change catalyst" was represented by Q7, "teamwork and collaboration are important to my employer," and Q17, "My MBA program taught teamwork and collaboration," which had a correlation coefficient of .118. This correlation was not statistically significant.

A factor analysis of the items in the MBA program and the employer expectations scales suppressing absolute values less than .20 displayed the following loading pattern (Table 30). There were three factors having Eigenvalues greater than 1.0.

With a setting to show only those variables with a score greater than .20, loadings on these factors show a clear pattern of separation between the two factors, "MBA program" and "employer expectations." The third factor that emerged had a weak

loading from all variables except Q19 and Q18. This could possibly form another factor,

except that there were only two variables loading on this factor.

Table 31 directly addresses RQ5 by displaying Pearson's correlation coefficients

for the "employer expectations" items in relation to the "MBA program" items.

Table 30

A Maximum-Likelihood Factor Analysis of Items Resulted in Three Factors

Question	employer expectations	MBA program	unidentified
Q2 Fosters EI environ by valuing employees	.763		
Q4 Workplace shows empathy & service	.708		
Q5 Workplace committed develop careers	.789		
Q6 Workplace leaders communicate	.809	.204	
Q7 Teamwork & collaboration are important	.666		
Q8 Employer has process deal with conflict	.428		
Q10 reverse Employer concerned w/ hard skills	.322		
Q11 MBA Promotes EI competencies as integral		.655	.277
Q14 Prog personal development dimension		.853	
Q15 Prog helped accurately assess own EI		.770	
Q16 Taught leadership communicate effectively		.705	.261
Q17 Taught teamwork & collaboration		.521	
Q18 Taught conflict management		.420	.583
Q19 Taught coach & develop subordinates		.401	.915

Extraction Method: Maximum Likelihood.

Rotation Method: Varimax with Kaiser Normalization

Table 31 shows Pearson's correlation coefficients for the questionnaire items

composing each of the factors, "MBA program" and "employers' expectations." Of the

49 correlations only 6 (12.0%) attained statistical significance, and none were greater

than .248. This further confirms that there was a weak statistically significant relationship

between graduate's perceptions of curriculum taught and industry expectations.

 Analysis for RQ5 began with a comparison of ranked means in which the ranking of teamwork and collaboration at the top of both sets of means was practically significant for showing that perceptions of the MBA program and employers' expectations aligned on the importance to teamwork and collaboration in both the MBA program and the workplace. Investigating RQ5 further, correlation matrices were presented for variables representing the EI clusters of A - Awareness of Self, C - Social Awareness, and D - Relationship Management. Correlations between variables from the two factors did not exceed .23. However, of particular interest to the overall question of the relationship between the MBA program and the workplace was the statistically significant correlation (at the .01 level) between Q9 and Q14, "program had a personal development dimension"; at .28 this was the largest coefficient between the two groups of variables, "MBA program" and "employer expectations." Also, an EFA was conducted to test the interrelatedness of the two factors. The loading scores of this EFA showed a clear pattern of separation between the two factors. Finally, Pearson's correlation coefficients for the questionnaire items composing each of the factors, "MBA program" and "employers' expectations" were compiled in Table 31. Of the 49 correlations in the table only 6 (12.0%) attained statistical significance, and none were greater than .248. Therefore, the null hypothesis, *"Ho 5: There is no statistically significant relationship between graduate's perceptions of curriculum taught and industry expectations"* was accepted.

Table 31

Correlation Matrix for MBA Program and Employer Expectations

Employer expectation questions	MBA questions						
	Q11 MBA Promotes EI competencies as integral	Q14 Prog personal development dimension	Q15 Prog helped accurately assess own EI	Q16 Taught leadership communication effectively	Q17 Taught teamwork and collaboration	Q18 Taught conflict management	Q19 Taught coach and develop subordinates
Q2 Fosters EI environ by valuing emps	.128	.171	.172	.007	.174	.027	.028
Q4 Workplace shows empathy & service	.144	.13	.028	-.003	.02	.028	.036
Q5 Workplace committed develop careers	.133	.163	.138	.04	.212*	.001	-.108
Q6 Workplace leaders communicate	.247*	.247*	.237*	.086	.178	-.011	-.008
Q7 Teamwork and collaboration are important	.169	.103	.11	.14	.118	.104	.003
Q8 Employer has process deal with conflict	.248*	.151	.176	.071	.181	.206*	.155
Q10 reverse Employer concerned w/ hard skills	-.112	-.069	-.056	-.065	-.036	.031	.013

CHAPTER V

SUMMARY AND CONCLUSIONS

Restatement of the Problem

There has been much debate and disagreement about the development of soft skills (i.e., EI competencies) in MBA coursework (Eberhardt & Moser, 1997). EI competencies are important to a successful career in business and corporate America is interested in hiring employees who will increase its productivity. EI competency development and practice greatly enhances this objective (Goldberg, 2005; Trapp, 1997; Whiteley, 2005). However, recruiters of MBA graduates report candidates have learned the hard skills of accounting, finance, and marketing, but do not possess mastery of the soft skills. This notion by MBA recruiter's was supported in a significant study sponsored by the AACSB where it found that the MBA curriculum taught the hard skills (associated with technical, quantitative, computer, and written communication proficiencies), but was deficient in the soft skills training in areas such as emotional intelligence (Porter & McKibbin, 1988).

Review of the Purpose

The purpose of this research was to determine whether a MBA degree from USU was meeting the EI needs of the workplace from the perception of its graduate. This study utilized a researcher-designed instrument to assess USU MBA graduates'

perceptions of EI skills taught in the curriculum and to what extent those some EI skills were important to their employers in the workplace.

Summary of Findings

Addressing this overarching question were five research questions; each question is presented here with a corresponding summary of findings.

RQ1: What are graduates' perceptions of EI skills taught within USU's MBA program?

This research question led to the development of the construct that was labeled "MBA program." Within this construct, there were seven items. All seven items correlated with each other at the .01 level of significance. Graduates indicated the highest level of agreement with Q17, "My MBA program taught teamwork and collaboration." This variable had a mean of 6.02 and a standard deviation of .74. The *SD* was half the size of the SD for the other six question items in this construct; and indicates that, more so than other variables, graduates responded well to this question.

RQ2: What are graduates' perceptions of EI skills that industry expects them to demonstrate?

Analysis for RQ2 identified seven items from the questionnaire that closely correlated and thereby led to the development of the construct that was labeled "employer expectations." Of these seven variables, graduates most often agreed on the variable Q7, "teamwork and collaboration are important to my employer." The mean for the question

was 5.73 and the standard deviation was 1.04, which was the smallest standard deviation of the seven items in this construct.

RQ3: Are factors such as gender, age, number of years in industry and undergraduate major related to the MBA graduate's perceptions of EI in the curriculum?

The cross tabulation analysis of the relationships between demographic variables (gender, age, number of years in industry, and undergraduate major) and graduates perceptions of EI in the curriculum were not statistically significant when subgroups were greater than five. Therefore, these demographic variables are not related to graduates perceptions of EI in the MBA curriculum. The graduates' responses were in general agreement ($N = 95$).

RQ4: Are factors such as gender, age, number of years in industry and undergraduate major related to the MBA graduate's perceptions of EI in the workplace?

When cross tabulations based on the factors listed in RQ4 were calculated, and when the size of subgroups was greater than five, none were found that substantially differed from findings for all graduates. Therefore there was no relationship between the demographic variables (gender, age, number of years in industry, and undergraduate major) and the graduates perceptions of EI in the workplace ($N = 95$).

RQ5: How do graduates' perceptions of curriculum taught correlate with industry expectations?

A correlation matrix comparing the constructs developed in RQ1 and RQ2 showed that only 6 of the 49 correlations attained a significance level of .05 (see Table 31).

Sample and Effect Size

The lack of congruency between the MBA program and the workplace was not surprising and the researcher suspected a large effect size. With a variety of statistical measures applied to the data, there was virtually no correlation between the constructs of MBA curriculum (program) and employer expectations. In addition, because this study was not interested in the population of all MBA graduates, but only those graduating from the USU MBA program, a convenience sample was appropriate (Henry, 1990).

A study with a sample size of 95 may still be adequate if the study has sufficient statistical power. The statistical power of any study is the likelihood of concluding that a relationship exists when it actually does exist. Since the purpose of this study was to explore the relationship between perceptions of the MBA program and the workplace, it was important to do whatever can be done to give that relationship a chance to be shown. According to Rosnow and Rosenthal (1999), three variables are involved in determining the power of a study: (a) alpha or confidence level (i.e., the probability of a Type I error or rejecting the null hypothesis by mistake); (b) sample size; and (c) effect size. Cone (2001) advised, "If we expect to uncover large effects, fewer participants will be needed." Then he asks, how do we know how large of an effect to expect? To which he answered that it depends "on whether practical or scientific questions are being pursued in the study" (p. 226).

As an educational evaluation the current study was focused on practical questions of whether the MBA curriculum gives managers EI skills needed in the workplace. The

researcher, also being an MBA graduate (University of Phoenix) and an administrator of off-campus MBA programs, has anticipated a large effect size, therefore, this study proceeded with fewer participants ($N = 95$).

Discussion of Findings

The findings of the study show that internal validity was good for both curriculum and industry separately. When correlation coefficients are calculated for the MBA program and employer expectations it appears as if one doesn't influence the other significantly. This limited association or lack of correlation among the latent variables between what was being taught and what was expected by employers would seem to advocate for more EI instruction in the USU MBA program.

RQ1: What are graduates' perceptions of EI skills taught within USU's MBA program?

A ranking of means for questions 11-20 (Table 14) showed that Q17 taught teamwork and collaboration had the highest mean. Clearly, it was graduates' opinion that the strength of the MBA program was in teaching or learning the EI skills of teamwork and collaboration. An EFA was used to determine which items were most closely associated. Q17 loaded onto the MBA program construct with six other items (see Table 16). The high level of statistical significance for the correlations in the resulting correlation matrix implies that "teamwork and collaboration" involves the associated attributes of (a) coaching and developing subordinates, (b) leadership that communicates effectively, (c) assessing one's own EI skills, and (d) personal development to enhance EI skills.

RQ2: What are graduates' perceptions of EI skills that industry expects them to demonstrate?

A ranking of means for questions 1-10 (Table 18) showed that Q7 teamwork and collaboration are important and had the highest mean. Graduates' opinion was clearly that teamwork and collaboration are important in the workplace. An EFA was used to determine which items were most closely associated. Q7 loaded onto program the employer expectations construct with six other items (see Table 20). The high level of statistical significance for the correlations in the resulting correlation matrix implies that "teamwork and collaboration" involves the associated attributes of (a) workplace is committed to developing the careers of employees, (b) workplace has inspired leaders who communicate effectively, (c) employer fosters an EI environment by valuing and nurturing employees, and (d) workplace demonstrates social awareness by showing empathy and a service orientation towards its employees.

RQ3: Are factors such as gender, age, number of years in industry and undergraduate major related to the MBA graduate's perceptions of EI in the curriculum?

Comparisons were made between subgroups formed within the following demographic variables: gender, years in industry before the MBA, years in industry after the MBA, undergraduate major, and age. Subgroups within each demographic variable were compared according to an aggregated mean. The aggregated mean was calculated from the seven items comprising the MBA program construct. Visual comparisons were made using tables, line graphs, and bar charts. Pearson's correlation coefficients (r) were calculated. None of the subgroups within the demographic variables produced a mean

that was observably or statistically different from the results for the demographic group

as a whole ($N = 95$). This answers the research question by showing that, since no

subgroup significantly influenced the results, none of the factors were significantly

related to MBA graduates' perceptions of EI in the curriculum.

RQ4: Are factors such as gender, age, number of years in industry and

undergraduate major related to the MBA graduate's perceptions of EI in the workplace?

Comparisons were made between subgroups formed within the following

demographic variables: gender, years in industry before the MBA, years in industry after

the MBA, undergraduate major, and age. Subgroups within each demographic variable

were compared according to an aggregated mean. The aggregated mean was calculated

from the seven items comprising the employer expectations construct. Visual

comparisons were made using tables, line graphs, and bar charts. Pearson's correlation

coefficients (*r*) were calculated. None of the subgroups within the demographic variables

produced a mean that was observably or statistically different from the results for the

demographic group as a whole ($N = 95$). This answers the research question by showing

that, since no subgroup significantly influenced the results, none of the factors were

significantly related to MBA graduates' perceptions of EI in the workplace.

RQ5: How do graduates' perceptions of curriculum taught correlate with

industry expectations?

An examination of Table 26 provides internal validation for the survey; graduates

are more decisive in answering questions about the workplace, but less so for questions

concerning the MBA program. For these graduates, the MBA program was a memory,

but the workplace is daily reality. This observation adds even more weight to the strong mean score for Q17 "my MBA program taught teamwork and collaboration" (mean 6.02). An attempt to find a relationship between variables that ranked the same in Table 26 found no correlations of any significance.

Conclusions

In assessing EI skills, the findings from this research present evidence of the MBA program's strength in teaching teamwork and collaboration. There was strong agreement that the program taught these skills and that they are expected skills in the workplace. This finding, however, was both affirming and concerning at the same time because it was found that the ratings for none of the other related EI competencies were comparably equal with those of Q17.

The lack of correlation between the latent variables, or constructs, employed in this analysis implies that the MBA program could benefit by offering more instruction in EI competencies. It may also imply that the measure used needs further refinement and that the sample of graduates needs to be more systematically extracted from the population of all graduates so as to eliminate any biases.

Of particular interest to the overall question of the relationship between the MBA program and the workplace was the correlations between Q20 and Q10, "employer concerned with hard skills"; at $p = .23$ this was one of the largest coefficients that crosses the two groups of variables, "MBA program" and "employer expectations." Here the

research may again confirm and conclude there was a weak to slight relationship between the curriculum and employer expectations, according to the perceptions of the graduates.

Recommendations for Further Research

This study started with noble intentions and arrived at reality. The researcher started with a global "save the world" research theme that was never achieved as the possible study outcome were reduced to an accessible, cost effective, and time efficient conclusion. Furthermore, the researcher soon understood that the map was not the territory. The frustrations and limitations of access to data, cooperative respondents, finding an assessment tool, with a modicum of reliability and validity, and then locating one that was affordable were all challenges confronted along the journey. Finally, a process oriented, present moment mentality was essential for completion in a study of this type. The researcher admonishes a plan that addresses some of these former key obstacles before trudging down a path of inquiry for miles only to arrive at an impasse and have to turn around and start all over again.

Much more should be learned. Further refinement of the "Assessment of Emotional Intelligence" would involve replicating this research with other MBA programs in Utah.

Curriculum advisory committees are a must. When used to guide program development, these committees are believed invaluable. Research needs to be achieved that defines the role and measures impact of such committees. Higher education administration needs to concurrently review and support efforts of MBA curriculum

advisory committees.

AACSB accreditation standards need to better expect and better measure the presence of EI skills in the MBA curriculum. Evidence of EI development, including methodologies to advance EI skills can improve the AACSB standards and hence the business and industries of America.

To reduce the gap between the curriculum and employer expectations, in-service programs need to be developed and tested. Further research can help define in-service needs and test different in-service models (e.g., online, seminars, and externships).

Significant efforts have been made in some business schools and more emphasis can be placed on examples of effective MBA programs where EI competencies were developed. This was evident in the curriculum at Case Western Reserve University where Boyatzis and colleagues (2002) reported gains in EI competencies for students from two full-time and two part-time cohorts.

Consistent disconnect between the MBA program curriculum and the employer's expectation should be heard as an alarm bell. What employers expect needs to be expressed in the curriculum. Therefore, the curriculum must influence employer's expectations by developing an MBA graduate with the EI skills to excel in the workplace.

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APPENDICES

Appendix A

Employers Recruiting Utah MBA Graduates

Employers Recruiting Utah MBA Graduates

The State of Utah, according to Reference USA (2006), reports there are 1801 businesses with over 100 employees, 521 over 250 employees, 223 over 500 employees, 102 over 1,000 employees, 18 over 5,000 employees, and 8 with over 10,000 employees.

Utah's AACSB accredited MBA programs have been heavily recruited by a number of local and national companies. The 2005 MBA graduates from the University of Utah found employment in areas such as financial services, product management/ marketing services, accounting services, and consulting/analyst services at companies like Western Investment Co., Ford Motor Co., PacifiCorp, Symbiot Business Group, St. Marks Hospital, Albertson's, and the State of Utah. Brigham Young University MBA graduates are employed in areas of finance, marketing, human resources, product development and supply chain at businesses such as Proctor & Gamble, Honeywell, Lockheed/Martin, Price Waterhouse Coopers, Kennecott, Microsoft, and Nike. Weber State University MBA graduates are employed at companies like 3COM, Iomega, L-3 Communications, Novell, Arthur Andersen, American Express, and others. Finally, Utah State University MBA graduates were recruited at IHC, KMPG, Allied Resource, PacifiCorp and a number of colleges and universities.

Utah's non AACSB accredited MBA graduates have found employment opportunities in a number of industries. Southern Utah University MBA graduates found employment with Strong Capital Investments, Nestle USA, US Navy Officer Recruitment, Wells Fargo Bank, Target, Deloitte, Phoenix Pacific, Wells Fargo Financial, Leavitt Group, Fastenal Company, PBTK, Schreiber Foods, Sherwin-Williams Company,

USDA Farm Service Agency, USDA Rural Development, Northwestern Mutual, Zions Bank, Circle 4 Farms, Sky West Airlines, Primerica, Enterprise, Metlife, New York Life, Wal-Mart, and Convergys. Westminster University MBA graduates found employment with L-3 Communications, Fortress Financial, Working RX, Health Insight, Kennecott Utah Copper Corporation, Target Corporation, Filotimo Capital Consultants, Inc., Utah State Tax Commission, PricewaterhouseCoopers, Novell, Inc., American Express, Continental Airlines, Kapital Strategies, Inc., OC Tanner Company, Volkswagon USA, National Park Service, Republic Mortgage, General Electric, JC Penny, ARUP, CMGI, State of Utah Division of Securities, Working RX, Boeing, Salt Lake County, Fidelity Investments, Westminster College, Elliot Management Group, The Deloit Firm, Maverick Incorporated, ATK Thiokol, Centro de la Familia, Utah History Commerce, Lincoln Financial Advisors, ADP, FTI Consulting, American Express, AMT Labs, Fidelity Investments, Wells Fargo, Alta Point Data Systems, Peak Mobile Communications, Procuri, Discover Card, Access Development, Page Forward Design, Workers Compensation Fund, and International Petroleum. The majority of Webster University MBA students are active duty military from Hill Air Force Base or Fort Douglas. Some work on Hill Air Force Base as civil service employees or work full-time for the Army, Air Guard, or National Guard. Other students work full-time during their coursework and remain with their companies. Some of these companies include American Express, Huish Detergents, Department of Workforce Services, and UPS. The University of Phoenix does not currently track job placement in their MBA program, as the majority of their students are also full-time professionals looking for advancement

within their own companies. Finally, DeVry University is a newcomer to the Salt Lake

market and did not graduate any students with MBA's in 2005.

Appendix B

Envelope and Return Post Card

Utah State
UNIVERSITY
S A L T   L A K E

5250 S. Commerce Dr. Suite 300
Murray, UT 84107
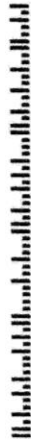
||.|.|..|.|.||..|.|..||.||.|..|||.|.|.|..||.|.||
AUTOMIXED AADC 840
JEREMY BRADFORD RAMPTON á
8528 BOUNDARY AVE
ANCHORAGE AK 99504-1453

MBA Graduate... Your Opinion Matters

Please take 5 minutes and answer the following three questions. Once you have completed this card, please drop it in the mailbox so we can receive your data as soon as possible.

MBA #713

❶ Utah State University offers different methods of earning an MBA. Did you take your MBA courses on the Logan Main Campus or off-campus? (Circle one)

LOGAN   OFF-CAMPUS

❷ What was your undergraduate major?

❸ Please provide us with your most current email address.

Utah State University
Salt Lake Center
5250 S. Commerce Dr. Suite 300
Murray, UT 84107

Utah State University — Salt Lake
5250 S. Commerce Dr. Suite 300
Murray, UT 84107

Appendix C

Post Card Letter

June 22, 2007

Dear MBA Graduate:

Over the past year a group within Utah State University has initiated research to determine how well MBA graduates are prepared in the area of emotional intelligence to meet the needs of their employers. Boyatkis and Sala, (2004) defined emotional intelligence simply as the intelligent use of one's emotions. These experts have further defined emotional intelligence as a set of competencies "in how a person (a) is aware of himself/herself; (b) manages him/herself; (c) is aware of others; and (d) manages his/her relationships with others."

Developing emotional intelligence is key to an MBA graduate's success. Utah State wants to know how well we are doing. Art Waller, a doctoral student and regional campus administrator at USU, will be working as the primary investigator in the study of emotional intelligence. As part of his program of study Art is evaluating to what extent accredited MBA programs are impacting emotional intelligence skills in the workplace.

Your participation is extremely important. For your convenience a self-addressed postcard is enclosed in this letter. Please fill out the demographic information and mail it back to us. An e-mail address is essential since the 22 question survey will be completed online. Your responses will be held in the strictest confidence and used only by the researchers for this study. All published information will be reported as group data. As an added incentive, all returned surveys will be eligible to win a weekend's stay in Park City courtesy of Marriot Hotels.

If you have any questions, please contact Art at (801) 269-9422, or by e-mail at art.waller@usu.edu. Thank you in advance for your cooperation.

Sincerely,

Gary Straquadine, Ph.D.
Associate Dean
College of Agriculture
Utah State University

Art Waller
Doctoral Student (Curriculum and Instruction)
Executive Director – Wasatch Front Region
Utah State University

Appendix D

Post Card – Thank You Reminder

Dear MBA Graduate:

Recently, we sent you a letter with a postcard for the purposes of gathering critical data to determine how well USU MBA graduates felt they were prepared in the area of emotional intelligence to meet the needs of their employers.

We realize that you have a busy schedule; however, we have contacted you and others now in hopes of obtaining the insights only USU MBA graduates can provide. As we mentioned before, answers are confidential and will be combined with others before providing results to this important research.

Please fill out and return the self-addressed postcard that is enclosed. An e-mail address is essential since the 22-question survey will be completed online.

Should you have any questions or concerns, please contact Art Waller at 269-9422, or at his e-mail art.waller@usu.edu. Thank you for your cooperation.

Sincerely,

Gary Straquadine, Ph.D.
Associate Dean
College of Agriculture
Utah State University

Art Waller
Doctoral Student (Curriculum and Instruction)
Executive Director, Wasatch Front/Southwest Regions
Utah State University

Appendix E

Informed Consent Letter

Letter of Information – Research for USU

Introduction/Purpose: Dr. Gary Straquadine in the ASTE Department and Art Waller, a Doctoral Student in Curriculum and Instruction at Utah State University, are conducting research to determine whether a MBA degree from Utah State University (USU) is meeting the emotional intelligence needs of the workplace from the perception of its graduates. Boyatkis and Sala, (2004) defined emotional intelligence simply as the intelligent use of one's emotions. These experts have further defined emotional intelligence as a set of competencies "in how a person (a) is aware of himself/herself; (b) manages him/herself; (c) is aware of others; and (d) manages his/her relationships with others."

Procedures: You will be asked to complete an online 22-item survey. This will take only one session to complete (approximate 20 minutes). The website instrument used for this research is called Zoomerang. Zoomerang stores personally identifiable information in databases protected by passwords as well as database and network firewalls to prevent the loss, misuse or alteration of personal information. They use modern security technology to protect the personal information submitted to them, both during transmission and once received. Any information we collect from you and your student records will be used for the purposes of this research project only. Approximately 150 graduates will participate in this study. After you have completed the survey you will have the opportunity to be entered in a random drawing for a weekend stay in Park City at the Marriot Hotel.

Confidentiality: All information collected will be kept on a password protected computer in a locked room of at the USU Salt Lake City Center. This letter will be kept with your survey until the data has been entered into the computer and analyzed, then it will be deleted from the computer; your e-mail address will not be recorded. As a further security measure a code number will be used in place of all participants' names. (The data and code will be kept separately in a locked file room in a locked drawer also at USU Salt Lake City Center. The code will be destroyed three months after the completion of the study).

Benefits and Risks: When you finish the online survey it will be submitted electronically to the research assistant. We store your survey responses only while we analyze the data and complete our report. We discuss the answers given by groups of people, not about individual answers. Therefore, no one will know how you answered from our report. After our report is written, we will delete the survey data from the hard drive. We hope to understand how well USU's MBA program is teaching the inventory of emotional intelligence skills deemed important by its graduates as they strive to meet industry expectations in the workplace. There are no anticipated risks involved by participating in this research.

Voluntary Participation: Participation is voluntary and you may withdraw at any time without consequence. If you have any questions about this study, you may ask Art Waller at (801) 269-9422 or Gary Straquadine at (435) 797-3521. They'll be happy to talk to you some more about the study.

USU Institutional Review Board (IRB): This group checks research studies to make sure that they are safe. The IRB at the university has approved this study. If you have any questions or concerns about your rights you may contact the IRB Office at (435) 797-1821.

By clicking the "start survey" button below the participant understands the study, possible risks and benefits, and that taking part in the study is completely voluntary.

Appendix F

Pilot Survey Letter

Dear MBA Graduate:

Is a MBA degree from Utah State University meeting the emotional intelligence needs of the workplace from the perception of its graduates? Boyatkis and Sala, (2004) defined emotional intelligence simply as the intelligent use of one's emotions. These researchers further define emotional intelligence as a set of competencies "in how a person (a) is aware of himself/herself; (b) manages him/herself; (c) is aware of others; and (d) manages his/her relationships with others."

Developing emotional intelligence is key to an MBA graduate's success. Utah State wants to understand how well its MBA program is teaching the inventory of emotional intelligence skills deemed important by its graduates as they strive to meet industry expectations in the workplace. Art Waller, a doctoral student and regional campus administrator at USU, will be working as the primary investigator in the study of emotional intelligence. As part of his program of study Art is addressing how MBA programs are impacting emotional intelligence skills in the workplace.

Your participation is extremely important. Please take a few minutes to complete the 22 multiple-choice question survey. For your convenience, this survey is done through clicking the link below and answering the questions online. Your responses will be held in the strictest confidence and published information will be reported as group data.

If you have any questions, please contact Art Waller at (801) 269-9422. If you wish, we will provide you with a copy of the survey results. As an added incentive, all returned surveys will be eligible to win a weekend's stay in Park City courtesy of Marriot Hotels.

Your participation in this research project is highly appreciated. Please respond to the survey no later than July 26th, 2007. Thank you.

Sincerely,

Gary Straquadine, Ph.D.
Associate Dean
College of Agriculture
Utah State University

Art Waller
Doctoral Student (Curriculum and Instruction)
Executive Director, Wasatch Front/Southwest Regions
Utah State University

Appendix G

Prenotice of Survey Letter

Dear MBA Graduate:

Over the past year a group within Utah State University has initiated research to determine how well MBA graduates are prepared in the area of emotional intelligence to meet the needs of their employers. Boyatkis and Sala, (2004) defined emotional intelligence simply as the intelligent use of one's emotions. These experts have further defined emotional intelligence as a set of competencies "in how a person (a) is aware of himself/herself; (b) manages him/herself; (c) is aware of others; and (d) manages his/her relationships with others."

Within the next few days you will be receiving at this same email address a brief survey from Art Waller. As a doctoral student and administrator at USU, Art will be working as the primary investigator for this study. We would greatly appreciate it if you could take a few moments to complete the survey. By doing so you will help ensure we have the best possible information about USU MBA graduates and emotional intelligence.

If you have any questions, please contact Art at (801) 269-9422, or by e-mail at art.waller@usu.edu. Thank you in advance for your cooperation.

Sincerely,

Gary Straquadine, Ph.D.
Associate Dean
College of Agriculture
Utah State University

Art Waller
Doctoral Student (Curriculum and Instruction)
Executive Director, Wasatch Front/Southwest Regions
Utah State University

Appendix H

Formal E-Mail Survey Letter

Dear MBA Graduate:

Is a MBA degree from Utah State University meeting the emotional intelligence needs of the workplace from the perception of its graduates? Boyatkis and Sala, (2004) defined emotional intelligence simply as the intelligent use of one's emotions. These researchers further define emotional intelligence as a set of competencies "in how a person (a) is aware of himself/herself; (b) manages him/herself; (c) is aware of others; and (d) manages his/her relationships with others."

Developing emotional intelligence is key to an MBA graduate's success. Utah State wants to understand how well its MBA program is teaching the inventory of emotional intelligence skills deemed important by its graduates as they strive to meet industry expectations in the workplace. Art Waller, a doctoral student and regional campus administrator at USU, will be working as the primary investigator in the study of emotional intelligence. As part of his program of study Art is addressing how MBA programs are impacting emotional intelligence skills in the workplace.

Your participation is extremely important. Please take a few minutes (approximately 20 minutes) to complete the 22 multiple-choice question survey. The website instrument used for this research is called Zoomerang. Zoomerang stores personally identifiable information in databases protected by passwords as well as database and network firewalls to prevent the loss, misuse or alteration of personal information. They use modern security technology to protect the personal information submitted to them, both during transmission and once received. Any information we collect from you and your student records will be used for the purposes of this research project only. For your convenience, this survey is done through clicking the link below and answering the questions online. Your responses will be held in the strictest confidence and published information will be reported as group data.

If you have any questions, please contact Art Waller at (801) 269-9422. If you wish, we will provide you with a copy of the survey results. As an added incentive, all returned surveys will be eligible to win a weekend's stay in Park City courtesy of Marriot Hotels.

Your participation in this research project is highly appreciated. Please respond to the survey no later than October 5th, 2007. Thank you.

Sincerely,

Gary Straquadine, Ph.D.
Associate Dean
College of Agriculture
Utah State University

Art Waller
Doctoral Student (Curriculum and Instruction)
Executive Director, Wasatch Front/Southwest Regions
Utah State University

Appendix I

E-Mail 1st Reminder of Survey

Dear MBA Graduate:

About one week ago we sent you a survey via e-mail. We were asking graduates if a MBA degree from USU was meeting the emotional intelligence needs of the workplace.

We realize that you have a busy schedule; however, we have contacted you and others now in hopes of obtaining the insights only USU MBA graduates can provide. As we mentioned before, answers are confidential and will be combined with others before providing results to this important research. In case the previous survey has been deleted from your e-mail account, we have included the link.

Should you have any questions or concerns, please contact Art Waller at 269-9422, or at his e-mail art.waller@usu.edu. Thank you again for your cooperation.

Sincerely,

Gary Straquadine, Ph.D.
Associate Dean
College of Agriculture
Utah State University

Art Waller
Doctoral Student (Curriculum and Instruction)
Executive Director, Wasatch Front/Southwest Regions
Utah State University

Appendix J

E-Mail Thank You 2nd Reminder of Survey

Dear MBA Graduate:

About two weeks ago we sent you a survey via e-mail. The comments of graduates who have already responded included a wide variety of results that we believe will be important to university leaders and others. Yet, we still need your response.

Please click the link below and answer the 22 question survey that asks about emotional intelligence in your MBA curriculum and current place of employment.

Your insights are essential to this research.   As we mentioned before, answers are confidential and will be combined with other respondents for group analysis. In case the previous survey has been deleted from your e-mail account, we have included the link.

Should you have any questions or concerns, please contact Art Waller at 269-9422, or at his e-mail art.waller@usu.edu.

We would greatly appreciate your completion of this important survey.

Sincerely,

Gary Straquadine, Ph.D.
Associate Dean
College of Agriculture
Utah State University

Art Waller
Doctoral Student (Curriculum and Instruction)
Executive Director, Wasatch Front/Southwest Regions
Utah State University

Appendix K

Follow-Up Telephone Call Protocol

(The researcher called all non-respondents)

Hi, this is Art Waller with Utah State University. May I please speak with_____?

The reason for my call is that we need your help in filling out the 22 question survey that we sent to you through e-mail recently.

Have you received the previous e-mail that we sent you about this study?

Again let me remind you that:

1) Your participation is voluntary and you may withdraw at any time without consequence.
2) All information collected will be kept on a password protected computer in a locked room of at the USU Salt Lake City Center.
3) When you finish the online survey it will be submitted electronically to the research assistant. We store your survey responses only while we analyze the data and complete our report. We discuss the answers given by groups of people, not about individual answers. Therefore, no one will know how you answered from our report.

Could you please take 15-20 minutes to fill out the survey tonight or tomorrow?

We greatly appreciate your participation – if you have any questions please call me at the university (801)-269-9422

Thanks again with your help in this important research.

Appendix L

E-Mail 3rd Reminder of Survey

Dear MBA Graduate:

This is a follow-up to our phone call a few days ago concerning a survey we sent you via e-mail. The comments of graduates who have already responded included a wide variety of results that we believe will be important to university leaders and others. Yet, we still need your response.

Please click the link below and answer the 22 question survey that asks about emotional intelligence in your MBA curriculum and current place of employment.

Your insights are essential to this research. As we mentioned before, answers are confidential and will be combined with other respondents for group analysis. In case the previous survey has been deleted from your e-mail account, we have included the link.

Should you have any questions or concerns, please contact Art Waller at 269-9422, or at his e-mail art.waller@usu.edu.

We thank you in advance for the completion of this important survey.

Sincerely,

Gary Straquadine, Ph.D.
Associate Dean
College of Agriculture
Utah State University

Art Waller
Doctoral Student (Curriculum and Instruction)
Executive Director, Wasatch Front/Southwest Regions
Utah State University

Appendix M

Survey Instrument

134

Assessment of Emotional Intelligence

1

My employer values emotional intelligence skills which was evident in the interview process.

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

2

My employer fosters an emotionally intelligent enviroment by valuing and nurturing its employees.

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

SUBMIT

Assessment of Emotional Intelligence

3

My co-workers can accurately self-assess their level of skill in emotional intelligence.

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

4

My workplace demonstrates social awareness by showing empathy and a service orientation to its employees.

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

SUBMIT

Assessment of Emotional Intelligence

5

My workplace is committed to developing the careers of its employees.

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

6

My workplace has inspired leaders who communicate effectively.

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

SUBMIT

Assessment of Emotional Intelligence

7

Teamwork and collaboration are important to my employer.

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

8

My employer has processes to deal with conflict when it arises.

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

SUBMIT

Survey Page 4

Assessment of Emotional Intelligence

9

My employer provides specific training in the area of emotional intelligence.

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

10

My employer is more concerned with my hard skill competency (technical, quantitative, analytical) than my soft skill competency

(teamwork, interpersonal, emotional intelligence).

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

SUBMIT

Assessment of Emotional Intelligence

11

The MBA program at Utah State University promotes emotional intelligence competencies as an integral part of the curriculum.

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

12

My MBA program taught emotional intelligence principles in primarily one class versus having the skills taught throughout the entire curriculum.

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

SUBMIT

Assessment of Emotional Intelligence

13

My MBA program was essentially didactic (lecture based).

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

14

My MBA program had a personal development dimension to enhance my emotional intelligence skills.

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

SUBMIT

Survey Page 7

Assessment of Emotional Intelligence

15

My MBA program helped me to accurately self-assess my own level of emotional intelligence competence.

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

16

My MBA program taught leadership so as to communicate more effectively.

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

SUBMIT

Assessment of Emotional Intelligence

17

My MBA program taught teamwork and collaboration.

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

18

My MBA program taught conflict management.

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

SUBMIT

Assessment of Emotional Intelligence

19

My MBA program taught how to coach and develop subordinates.

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

20

My MBA program was more concerned with hard skill development (technical, quantitative, analytical) than soft skill development (teamwork, interpersonal, emotional intelligence).

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

SUBMIT

Survey Page 10

Assessment of Emotional Intelligence

21

How many years of industry experience did you have between your BS/BA degree and your MBA?

0-1	1-2	3-5	6-10	More than 10
1	2	3	4	5

22

How many years of industry experience have you had since graduating

from your MBA program?

0-1	1-2	3-5	6-10	More than 10
1	2	3	4	5

SUBMIT

VITA

ARTHUR D. WALLER

9689 South Channing Drive
South Jordan, UT 84095
801-870-0435
801-446-1848
art.waller@usu.edu

Qualifications

Results-oriented administrator with over 24 years experience in middle and upper management in both public and private sector organizations. Experienced in all phases of planning, organizational development, and staffing for off-campus operations.
Developed budgets, evaluated and monitored financial expenditures. Have directed all operational functions such as; student recruitment, academic advisement, admissions, registration, financial aid and course approvals. Experienced in recruiting adult students, with responsibilities that included: leading and supervising the admissions department including admissions reps and clerical; public relations activities; lead generation from newspaper, direct mail, referrals, radio, and the internet; training and motivating department to meet admission's goals. Involved with all phases of business development. Evaluated and reviewed potential fast growth companies in the areas of technology, marketing, finance, and management. Consulted, managed, funded or assisted in obtaining capital for high technology, bio-technology companies. Major strengths include:

- Problem Solving
- Negotiations
- Planning/Organizing
- Promotion/Marketing

Experience

2000 - current   Utah State University   Logan, Utah
Executive Director &
Regional Department Head
Wasatch Front Region/Southwest Region

- Develop, market, and coordinate credit and non credit programs for 14 off-campus centers along the Wasatch Front and Southwest regions.
- Develop budgets, evaluate and monitor financial expenditures.
- Oversee student recruitment, academic advisement, admission, registration, financial aid, and course approvals.
- Promote entrepreneurial type marketing of USU programs with education, business, industry, and governmental agencies Develop collaborative relationships with local school districts, applied technology centers, colleges, and universities
- Responsible for all planning, organizational development, and staffing of a 14 center off-campus operation. Provide senior management leadership in organizing and directing all staff, faculty, and students.
- Oversee the implementation and effective use of advisory committees and program planning councils to provide guidance in the operation of the distance education efforts in the Wasatch Front Region /Southwest Region communities.
- Oversee all aspects of off-campus programs and classes delivered on IP Video, Polycom, and EdNet systems. Responsible for supervising and coordinating with the Utah Education Network and staff the proper operation of classroom equipment that is essential to the success of telecommunicated classes along the Wasatch Front Region/Southwest Regions.
- Conduct performance appraisals of all personnel under direct supervision.
- Recipient - Taggart-Ballard Award of Excellence 2002.
- Lecturer since 2001.

1992-2000   University of Phoenix   Salt Lake City, Utah
Director of Enrollment/Adjunct Faculty
- Top Director of Enrollment for all of fiscal year 2000.
- Selected for the first Management Success Conference.
- Selected for UOP's Executive Development Program.
- Recruited and trained all key personnel.
- Formulated policies and procedures.
- Adjunct Faculty member since 1995.
- Achieved Rookie of the Year honors for Utah Campus.
- Developed budgets and forecasts.

1989–1992   Touchfon Int'l   Salt Lake City, Utah
President

- Achieved sales growth of over 400% during tenure.
- Negotiated and completed a one million dollar equipment lease involving a guarantee and 100% recourse from the lessor (Fujitsu Business Communications Systems).
- Implemented innovative customer services, such as, unique same day service and verbal bulletin boards.
- Negotiated and maintained agreements with major suppliers (US Sprint and MCI).
- Trimmed cost of goods sold by 23%.
- Edited marketing and sales brochures, approved advertising and promotion, and modified marketing commissions which resulted in savings of 20% in up front fees to the company without affecting growth in sales.
- Established and maintained proper corporate, tax, and SEC compliance.
- Strengthened creditor and shareholder relations.

1983-1989   U.S. Land & Cattle Company, Inc. SLC, UT
Chief Executive Officer
- Evaluated and performed due diligence on over 300 business plans.
- Involved with the process of "technology transfer" originating from the University of Utah Research Park.
- Assisted in defining portfolio companies' missions, goals, and objectives.
- Wrote business plans and proposals for individual companies.
- Researched and invested in three promising companies: Axonix Corporation, Bainbridge Laboratories, and Cardiopulmonics – developer of the world's first temporary implantable artificial lung.
- Raised the necessary funding to manufacture and market the first proprietary product (Cholangiogram Tray) of a medical company.
- Administered all personnel related issues for over 50 employees in four states (Utah, Arizona, Colorado, Minnesota). New hires, payroll, health insurance plans.
- Managed and implemented all aspects of finance and accounting.

Education   2003 – Current   Utah State University   Logan, Ut
- Doctor of Philosophy in Education

- Curriculum and Instruction with emphasis in Teaching and Higher Education – Anticipated completion date – March 2008
- Dissertation: Perceptions of **Emotional Intelligence** Preparation and Industry Expectations for Utah State University MBA Graduates

1986 - 1988   University of Phoenix   SLC, UT

- Master of Business Administration
- Graduated Cum Laude.
- Thesis: Cash Flow in Small Entrepreneurial Companies

1978 - 1982   Utah State University Logan, Ut
- Bachelor of Science in Political Science and Philosophy
- Graduated Cum Laude.

Other Education   Graduate, New York Institute of Finance
Graduate, Wall Insurance School - Life & Disability
Graduate, Spencer and Stringham Real Estate School
Graduate, Special Studies, Leadership Training/Group Dynamics

Teaching   2001 - 2004   Utah State University   Logan, Utah
Rank: Lecturer
MHR 3710 – Developing Team and Interpersonal Skills
Experientially-driven course focusing on the role of teams in organizations and on developing skills which individuals and teams need to be effective. Topics include self-awareness, supportive communication, problem solving, and conflict management.

1995 - 2007   University of Phoenix   SLC, UT
Rank: Adjunct Faculty

LDR/515 – Organizational Leadership and Change Management
This course examines organizational leadership in the context of managing continuous change. Topics include models and theories of leadership, leading organizational culture, effective leadership models, theories and applications of change management, and leading and sustaining change.

MM/590 – Contemporary Issues in Leadership and Management
This course provides students with an in-depth understanding of the concepts, principles and functions of management, as well as an examination of current and emerging issues facing managers in the post-modern organization. Topics include planning, decision-making, organizing, leadership and motivation, change and development, control, legal issues, diversity, and ethics.

MBA/520 – Transformational Leadership
This course examines organizational leadership in the context of managing continuous change, innovation, and adaptation. Topics include models and theories of leadership and change management; behavior of individuals and teams in organizations; communicating strategic intent; institutionalizing a capacity for change; creating winning organizational cultures; integrating organizational silos; negotiating the political landscape of organizations; and managing for contingencies.

MBA/502 – Managing the Business Enterprise
This course examines issues and functions that business managers face within the context of day-to-day operations and long-term planning of the organization. Topics include an introduction to legal issues, technology and change, diversity, ethics, teamwork and trust, organizational development, marketing, operations management, planning the organization's future, and risk management.

MGT/330 – Management Theory, Practice, and Application
This course explores the field of management in theory and practice, and organizational behavior as it relates to individual and group behavior, and the processes by which shared organizational climate and culture develop in organizations.

COMM 102 – Communication Skills for Career Growth
This course covers the skills necessary for effective communication in the work environment and modern society. The course provides an orientation to basic communication theories and discusses the fundamentals of interpersonal, written, and oral communication skills.

COMM 200 – Interpersonal Communication Skills
This course is designed to foster an understanding and appreciation of effective interpersonal skills. It addresses self-awareness, group

processes, self-disclosure, effective communication, conflict resolution, and team building.

COMM 202 – Business Communication Skills
This course covers oral reporting, management briefing, listening, and conference and committee leadership.

COMM 203 – Oral Communication
This course is designed to provide both a practical introduction to the fundamental principles of oral communication and a forum for practicing these communication skills.

COMM 400 – Management Communication Skills
This course entails the study of human interpersonal communications and conflict resolution particularly within business and work organizations. The course focuses on identifying and developing skills required to successfully manage interpersonal relations in organizations. Emphasis is placed on management communication skills, group processes, giving effective responses, conflict resolution, and team building.

COMM 410 – Business Communication
In this course you will identify and analyze communication theories and practices, with special focus on the development, application, and improvement of your written skills. Areas to be covered include corporate correspondence, report presentation, and the use of graphic aids.

Professional Affiliations	Member - Academy of Management
	Member – University Continuing Education Association
	President - Regional Campus and Distance Education Association
Presentations	Title: Leadership Communication and Relationship Building Type: Oral Meeting Place: Southwest Regional Training Year: 2003 Title: Commitment to Excellence Type: Oral Meeting Place: Uintah Basin Conference – Keynote Speaker Year: 2004

Title: Customer Service Training in Higher Education
Type: Oral
Meeting Place: Sherwood Hills – Keynote Speaker
Year: 2005

Title: Customer Service Training in Higher Education
Type: Oral
Meeting Place: Wasatch Front Regional Training
Year: 2006

Title: The Origin of All Long-Term Success
Type: Oral
Meeting Place: Utah State University Advising Conference –
Keynote Speaker
Year: 2007

Title: Perceptions of Emotional Intelligence Preparation and
Industry Expectations for Utah State University MBA Graduates

Type: Oral
Meeting Place: Utah NASPA Conference – Salt Lake Community
College
Year: 2007