

**Proposal 1: HOW SUCCESSFUL HIGHER EDUCATION PROGRAMS “DERAIL”; A CASE STUDY**

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Research conducted by the Center for Creative Leadership (CCL) in the 1990’s attempted to identify the reasons that individual managers and leaders either succeeded or “derailed”. This research focused primarily on the skills and traits of the individual manager/leader rather than the group dynamics of the team that they led or the social environment in which their program existed. The CCL study identified five specific traits and skills—emotional stability, defensiveness, integrity, interpersonal skills, and technical and cognitive skills—which appeared to be especially relevant for predicting whether a manager/leader will succeed or “derail”.

This paper applies the CCL study predictors to an examination of a large—1,200 enrollment—graduate program of study which over a period of five years moved from being named as an “exemplar” program by the state accrediting body to their current relatively dysfunctional status. In an attempt to assess the “how” and “why” of the program’s “derailment”, the inner-group dynamics of the leader and faculty of the program are examined from the perspective of the work done by Brown (1963) and Home (1991) in the area of cross-cultural interactions and the impact of culture on leadership effectiveness. Additional scrutiny is directed toward the dynamics of change occurring within the parent university system and in the external environment, the student body the program proposes to serve, and the manner in which the program has failed to acknowledge or accommodate these changes. The paper concludes with a discussion of the major reorganization and refocus of the program that has begun and its’ impact upon the leader, the faculty, program offerings, and students.

**Proposal 2: EMOTIONAL INTELLIGENCE AND ITS APPLICATION TO PROBLEM SOLVING SITUATIONS**

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A frustrated colleague recently asked, almost in anguish, “Am I the only one who sees the problem that we are facing?” This poignant question gave rise to a discussion and examination of why and how some individuals can clearly discern anomalies, both in work output and group dynamic dimensions, while others involved appear to be totally unaware of the situation and its potential negative consequences. Without realizing it, the frustrated colleague was applying aspects of both emotional and cognitive intelligence while the remainder of the group, operating solely by cognitive processes, were unable to perceive either the problem that was occurring or the consequences they faced by not taking appropriate remedial action.

By the late 1980's, psychologists, evolutionary biologists, psychiatrists, computer scientists, and others, had identified a number of human capacities involved in identifying and understanding emotions. These human capacities -- involving *emotional information processing* -- had been examined in scores of research articles. In 1990, Mayer & Salovey proposed that these capacities involved in identifying and understanding emotions made up a unitary *emotional*

*intelligence* and further suggested that emotional intelligence could be divided into three broad areas which, after further review, they expanded in a 1997 paper to a four area model of capacities or skills that collectively describe areas of emotional intelligence. Mayer, Salovey, & Caruso (2004) posed the question “Who is emotionally intelligent and does it matter?” and described the High emotionally intelligent (EI) person as one who can better perceive emotions, use them in thought, understand their meanings, and manage emotions, than others. Solving emotional problems are said to likely require less cognitive effort for this individual.

Daniel Goleman (2001) advances that a leader’s emotional intelligence—their self-awareness, empathy, and rapport with others—not only impacts their own performance but also drives the moods and behaviors of others through a neurological process called *mood contagion*. Goleman advances five steps for strengthening one’s emotional intelligence and maintains that his five step approach is based on brain science, as well as years of field research with leaders. Goleman, Boyatzis, & McKee (2002) in *Primal Leadership: Learning to Lead with Emotional Intelligence* advance a six leadership styles model. Key to understanding this model is Goleman’s human communication / interaction concept of “resonance”. Goleman maintains that good leaders are effective because they create “resonance”—which comes from the Latin word *resonare*, meaning to resound—and he states that resonance comes naturally to leaders with a high degree of emotional intelligence (self-awareness, self-management, social awareness, and relationship management skills). However, he notes that resonance also has intellectual aspects and he suggests that the most effective leaders can act according to situational conditions and skillfully switch between the various six leadership styles model which parallels Yukl’s (2006) situational leadership model.

While the thrust of Goleman’s leadership styles model is directed toward leader-subordinate interactions, this paper examines how a leader may be able to combine both emotional intelligence and cognitive aspects to quickly identify problem areas usually overlooked by others. Essentially, this paper attempts to explain why some individuals appear to be more adept than others at problem-solving and how this skill can be developed and utilized as part of one’s leadership skills set.

**Proposal 3:** DEVELOPING PREMIERE ONLINE INSTRUCTIONAL OFFERRINGS USING A MULTI-DIMENSIONAL AUDIO, VISUAL, AND KINESTHETIC APPROACH: A CASE STUDY INVOLVING AMERICAN UNIVERSITY GRADUATE COURSE OFFERRINGS AND K-8 VIETNAMESE LANGUAGE COURSES OFFERED INTERNATIONALLY IN CAMBODIA, VIETNAM, AND THE U.S.

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The last decade has given rise to two dramatic developments in the field of education. First, post-secondary and K-12 educational programs have noted a shift from traditional on-site instructional offerings to online enrollments. The second major development has been the

globalization of educational programs reaching beyond traditional geographic boundaries reaching and combining diverse student populations through online program offerings. Whether it is post-secondary, graduate, or K-12 programs, the clear challenge is to engage the online students and somehow re-create as much as possible the collegial instructional interaction of traditional on-site programs.

This paper examines how one major U.S. University has re-designed and re-written their curriculum to adapt to the technological requirements of an online mode of instruction while attempting to recreate within their online courses the same type of teacher-student and student-student interactions noted in traditional onsite course offerings by utilizing a multi-dimensional audio, visual, and kinesthetic approach and synchronous communication components. Student and teaching faculty assessments and feedback of the re-designed graduate courses will be discussed and sample course formats will be presented.

The other equally compelling focus of the paper presents how this same multidimensional AVK approach has been applied to shared curriculum developed for primary grade Vietnamese students in schools in Ho Chi Minh City and Chu Chi Province (less than 40% literacy rate) Vietnam, a school established in a refugee camp in Sen Sok Village, Cambodia, and Wesley Academy located in San Diego, California. Currently the curriculum and group interactions are being shared and presented via DVDs, however, plans are underway to develop synchronous communication once international internet and time-zone differences can be resolved. Demonstration of this course work will also be demonstrated.