EXPLORING EMOTIONAL INTELLIGENCE AND PROCEDURAL JUSTICE

BEHAVIORS BY POLICE: A CORRELATIONAL STUDY

by

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Abstract

This research dissertation examines the role emotional intelligence (EI) has in a law enforcement officer's discretion where procedural justice (PJ) concerns are at stake. Research on the influence emotional intelligence has on procedural justice behaviors within the profession of law enforcement is lacking, considered by some as irrelevant when reality is the opposite. To garner realistic insight into the research topic, a sample of 138 sworn law enforcement officers from varying agencies, ranks, and years of experience from across the United States was obtained. This quantitative non-experimental research study utilized the Emotional Social Competency Inventory (ESCI) survey for data collection on emotional intelligence and a full factorial vignette (FFV) survey for data collection on procedural justice. A multiple variable linear regression (MVLR) analysis was employed to examine for correlations between emotional intelligence and procedural justice behaviors from sworn law enforcement officers. Results indicated that several of the 12 emotional intelligence predictor variables have influence on the outcome variable, procedural justice. The ESCI individual competencies of coach and mentor, conflict management, and inspirational leadership, all of which are housed under the larger ESCI cluster of relationship management, were found to be significant. While the theoretical influences are presented, it is the practical implications and recommendations for future research that provide enormous insight.

Dedication

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CHAPTER 1. INTRODUCTION

The following dissertation investigated if the theory of emotional intelligence could predict procedural justice behaviors from law enforcement officers. The key concepts that were investigated were the four clusters and 12 competencies that comprise Daniel Goleman's (1995) model of emotional intelligence as measured by the most recent version of the Emotional and Social Competency Inventory (ESCI) as researched and written by Richard Boyatzis, published by Korn Ferry (2017). The responses from the ESCI were then compared to four scenario-style surveys that measured responses based upon the four tenets of procedural justice: voice, trustworthy motives, respect, and neutrality from Tom Tyler's (1990) work.

The results contribute to the American Psychological Association's (APA) Division 9, the Society for the Psychological Study of Social Issues (SPSSI) which investigates how psychological theories, like emotional intelligence, and important social issues, such as the currently perceived lack of procedural justice from law enforcement officers, can support practical and realistic solutions (APA, 2008). In addition, the study is in alignment with the APA's Division 14, Society for Industrial and Organizational Psychology (SIOP), in their endorsement of the scientific application of psychological principles in assessment testing for potential employment selection within public service agencies (APA, 2023a).

Background of the Study

Through its charter and mission, modern law enforcement is intended to serve as the fair and impartial unifying force designed to balance society between the safety of predictable order

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and the degenerative perils of chaos. In 1829, the Metropolitan (London, UK) Police, under the leadership of Sir Robert Peel whom criminal justice scholars widely accept as the father of modern-day policing, and joint commissioners Sir Charles Rowan and Ricard Mayne, created tenets of expected behavior wherein police seek and preserve the public's goodwill not by catering to opinion polls but by consistently demonstrating impartial service to the law (Villiers, 2009). While it may appear counterintuitive that a mindset from this time period even remotely reflects modern policing, Peel's point that the impartial application of the law by the police, a pivotal component of procedural justice, underscores this principle as both timeless and universal.

Currently, some police executives are being transparent by voicing their concerns about the uncertain direction for both the purpose and mission of law enforcement (Cauley et al., 2023). Recent and well-known abuses of police power committed by a small percentage of officers have law enforcement leadership reconciling their collective actions, realigning their professional values, and reexamining their relevancy within a fast-changing society. The public's confidence in law enforcement was significantly diminished in response to the murder of George Floyd by members of the Minneapolis, Minnesota, Police Department on May 25th, 2020 (State of Minnesota v. Chauvin, 2021), and with the immediate public outcry being directly exacerbated by the March 13th, 2020, killing of Breonna Taylor in Louisville, Kentucky. At the time of this writing in December, 2023 the involved former Louisville officers have either pleaded guilty to or await judicial processing for deprivation of civil rights charges.

Police leadership had already been on notice well before these and other cases of public protest wherein community complaints about a perceived lack of procedural justice from law enforcement officials were the epicenter. Nationwide police reform efforts had already been

underway after the Ferguson, Missouri riots and protests resulting from the justified shooting of Michael Brown by police on August 9th, 2014, with the patrol officer being cleared of any civil rights violations by the United States Department of Justice (2015). The response to Ferguson came in the form of comprehensive initiatives exemplified by President Obama's 21st Century Policing (President's Task Force on 21st Century Policing, 2015). These were soon followed by President Trump's Commission on Law Enforcement which acknowledged that the trust of the public was at stake without meaningful change in police practices (Executive Office of the President of the United States, 2020). Both Presidential commissions had intermingled warnings from respected law enforcement think tanks, such as the Police Executive Research Forum (PERF), indicating that law enforcement staffing levels were steadily reduced by over 10% over the past twenty years with an anticipated large-scale retirement cycle looming shortly (PERF, 2019). To underscore the sense of urgency, before President Obama's 21st Century Task Force in 2015, there had been no federal government-led law enforcement examination since President Johnson's National Crime Commission released its conclusions in 1967 (Commission, 1967). The aggregate sum is a multi-generational difference of 48 years.

Less than thirty months later, law enforcement was yet again under public scrutiny after a group of five members from the Memphis Police Department were charged with second-degree murder after beating Tyree Nichols to death while he was in custody (State of Tennessee v. Bean, Haley, Martin, Mills, Jr., Smith, 2023). Much like the 21st Century Policing initiative was related to issues raised within the context of Ferguson, the George Floyd Justice in Policing Act was the federal response to the events in Minneapolis. However, while the bill had passed in the United States Congress House of Representatives, it failed in the Senate in September of 2021.

With the public's dramatically increasing frequency and duration of demands focused on police reform, meaningful responses for improved and sustained changes are imminent.

In the aftermath of these and many other real-world examples, society and public service professionals are left to theorize and postulate where choices on the path of procedural justice went wrong. Research specific to law enforcement officers has recognized that *emotional labor* is the most significant driving factor in providing public service (Adams & Mastracci, 2020). For context, work roles that involve tangible outcomes encompass physical labor while work roles that involve information necessitate cognitive labor. It follows that professions involving interpersonal interactions denoting both the exertion expended in manifesting suitable emotions and/or inhibiting inappropriate emotional expressions is emotional labor (Mastracci & Adams, 2020). From the initial on-scene video documentation to supporting written investigatory evidence and eventual conclusive debriefings and public response, law enforcement officials provide emotional labor in a workplace that can be emotionally charged for extended periods. Given the range of possibilities that can examine the underpinnings for the myriad of issues surrounding law enforcement, the theory of emotional intelligence (EI/EQ) appears as the most plausible of options. While competing demands for law enforcement's focus and associated training are complex, role conflict between public expectations and workplace demands and realities must be better aligned and coherent (Hofer, 2021). At this moment, we can collectively hold space for both the complexities of the past and the promise to experience the renaissance of a noble calling. In the wake of pending and future investigations into police departments such as Memphis and, in the spirit of Marshall Goldsmith's book *What Got You Here Won't Get You There (2007),* both formal and informal leaders within the law enforcement workplace are

needed who can openly embrace changing the outmoded practices and outdated perspectives of the past.

Problem Statement

While being perennially well-evidenced that law enforcement officers, whom federal and state governments simultaneously authorize as the sworn purveyors of procedural justice within the communities they serve, need more predictable and consistent command of their emotional state while executing their lawful duties, there is a lack of research connecting these two distinct theories. Decades of research have shown that public support of law enforcement actions is built upon the perception that procedural justice-based enforcement is utilized when responding to crime (Sunshine & Tyler, 2003; Van Craen & Skogan, 2017). Therefore, while citizens and law enforcement professionals consider the lack of procedural justice as a significant sign of overall dysfunction, it stands to reason that the underlying symptoms exhibiting a shocking lack of emotional self-regulation would have police officers, departmental policies, hiring practices, training, and workplace culture under scrutiny. However, while the research literature examines the societal need for procedural justice and emotional intelligence traits in police officers separately, the correlational relationship between these variables represents a gap in the research that has yet to be studied.

Purpose of the Study

Reviews of law enforcement research studies indicate that despite seeking ways to improve police legitimacy, emotional intelligence needs to be addressed (Magny & Todak, 2021). The general purpose of this nonexperimental research study is to test if emotional

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intelligence (EI) can correlate with procedural justice (PJ) behaviors for law enforcement officers. The research topic utilizes two well-known theories: procedural justice, a process-based theory that is specific to the profession of criminal justice, and emotional intelligence, resulting from research in the general workplace. More specifically, this research study examined which emotional intelligence factors, based upon Daniel Goleman and Richard Boyatzis's (1999) work, influence procedural justice behaviors, based upon Tom Tyler's (1990) model, from sworn law enforcement officers. Together, these two specific theories may provide a more focused perspective to gain an understanding of this critically important issue.

Some research scientists estimate that EI can account for up to 80% of human intelligence (Gardner, 1983; Salovey & Mayer, 1990). In addition to Goleman and Boyatzis (1999), there are several other EI researchers, such as Bar-On (1997), Salovey and Mayer (1990), and Petrides and Furnham (2001), with each one defining their EI model differently. Petrides and Furnham's (2001) fixed trait model stated that EI has four categories: well-being, self-control, emotionality, and sociability. However, critique of the fixed trait model indicates that personality and not EI proficiencies are being measured (Kanesan & Fauzan, 2019) while other research supports the trait model for its applicability in identifying states of negative emotions (Sambol et al., (2022). Next, Salovey and Mayer (1990) proposed an ability model comprised of four sets of skills to process emotion: perception of emotion, emotional facilitation of thinking, understanding and analyzing emotions, and reflective regulation of emotion. This model is prevalent in research literature because it proposes that EI can be learned and increase in frequency with training (Magny & Todak, 2021). Last, both Bar-on and Goleman conceive EI as a mixture of the previous two fixed trait and ability models. Bar-On's (1997) mixed model identified five components: intrapersonal skills, interpersonal skills, adaptability, stress

management, and general mood, as opposed to Goleman's (1995) four components: self-awareness, self-management, social awareness, and relationship management. Research on EI and law enforcement has been completed (Bar-On, 2000) utilizing his EQ-I survey instrument and Mayer and Salovey's MSCEIT v2.0 (Gooty et al., 2014). Regardless of the model, emotional intelligence is influenced by the context of the interaction and its associated stress (Cherniss, 2010). A state-of-the-art review examining the amount of EI research within law enforcement found that most of the EI survey instruments used were from the perspective of an ability-based model. As such, not only is there an identifiable gap where a mixed model of EI is underrepresented, but the fact that the Emotional Social Competency Inventory (ESCI) survey (Boyatzis et al., 2017) has never been utilized. This research study aims to address this gap in the literature.

Significance of the Study

Police officials are expected to exercise a range of professional demeanors and social appropriateness in accomplishing their role of abating crime and other law enforcement-related obligations. Police jargon refers to this phenomenon as *officer discretion*, acknowledging the latitude officers can exercise when rendering official decisions. Michael Lipsky's (1980) seminal work examined why professionals who interact directly with citizens on behalf of the government, the functional name coming to be known as a "street level bureaucrat", have relative autonomy with their discretionary authority. Helping to quantify something as nebulous as officer discretion while also placing it in the appropriate workplace context, the theory of procedural justice (PJ) is offered. In the same manner, Lipsky made the role of street-level bureaucrats widely known and publicly discussed, Tom Tyler's book, *Why People Obey the Law* (1990), added the term *procedural justice* to the societal conversations involving gaps of

perceived fairness within our legal system. Tyler's (1990) theory of PJ expanded upon Thibaut and Walker's (1975) research, wherein the fairness of decision-making processes within the courtroom was studied by applying it to everyday interactions with law enforcement officers. Tyler's model of PJ utilized the known research literature documenting the public's confidence in procedural fairness from within the courtroom and extended it to include the pre-arrest decision-making demonstrated by police (Murphy & Tyler, 2017).

Research Questions

The following research question was the study's central focus: Is there a statistically significant relationship between the four clusters and 12 competencies of emotional intelligence that will correlate with procedural justice behaviors exhibited by law enforcement officers?

RQ1: Is there a statistically significant relationship between the EI clusters of self-awareness, self-management, social awareness, and relationship management and/or the subsequent individual EI competencies of emotional self-awareness, emotional self-control, achievement orientation, positive outlook, adaptability, empathy, organizational awareness, influence, coach and mentor, conflict management, inspirational leadership, or teamwork and procedural justice behaviors from law enforcement officers?

H_{01}: There is no relationship between the EI clusters of self-awareness, self-management, social awareness, and relationship management and/or the subsequent individual EI competencies of emotional self-awareness, emotional self-control, achievement orientation, positive outlook, adaptability, empathy, organizational awareness, influence, coach and mentor, conflict management, inspirational leadership, or teamwork predict procedural justice behaviors from law enforcement officers.

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H_{A1}: There is a statistically significant relationship between the EI clusters of self-awareness, self-management, social awareness, relationship management, and/or the subsequent individual EI competencies of emotional self-awareness, emotional self-control, achievement orientation, positive outlook, adaptability, empathy, organizational awareness, influence, coach and mentor, conflict management, inspirational leadership, or teamwork, that will predict procedural justice behaviors from law enforcement officers.

RQ2: What is the unique ability from the EI clusters of self-awareness, self-management, social-awareness, and relationship management, and/or the subsequent individual EI competencies of emotional self-awareness, emotional self-control, achievement orientation, positive outlook, adaptability, empathy, organizational awareness, influence, coach and mentor, conflict management, inspirational leadership, or teamwork, that will predict procedural justice behaviors from law enforcement officers?

H_{02}: There is no unique ability from the EI clusters of Self-Awareness, Self-Management, Social-Awareness, and Relationship Management, and/or the subsequent individual EI competencies of emotional self-awareness, emotional self-control, achievement orientation, positive outlook, adaptability, empathy, organizational awareness, influence, coach and mentor, conflict management, inspirational leadership, or teamwork, that will predict procedural justice behaviors from law enforcement officers.

H_{A2}: There is the unique ability from the EI clusters of Self-Awareness, Self-Management, Social-Awareness, and Relationship Management, and/or the subsequent individual EI competencies of emotional self-awareness, emotional self-control, achievement orientation, positive outlook, adaptability, empathy, organizational awareness, influence, coach

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and mentor, conflict management, inspirational leadership, or teamwork, that will predict procedural justice behaviors from law enforcement officers.

RQ3: Which cluster(s) and/or combinations of EI competencies indicate subsequent procedural justice behaviors from law enforcement officers?

H_{03}: There is no cluster and/or combination of EI competencies that indicate subsequent procedural justice behaviors from law enforcement officers.

H_{A3}: There are cluster(s) and/or combinations of EI competencies that indicate subsequent procedural justice behaviors from law enforcement officers.

Definition of Terms

The terms outlined below are representative of the theoretical frameworks for the study. The research population for the research will also be defined in terms of their unique characteristics. More specific, as the work-related traits apply to the specific inclusion and exclusion criteria.

Emotional intelligence: As the predictor variable for the study emotional intelligence receives its operational context as theorized by Daniel Goleman in his 1995 book *Emotional Intelligence: Why It Can Matter More Than IQ.* A construct definition of emotional intelligence espouses a set of competencies enabling individuals to recognize and regulate their own emotions and, in addition, understand and respond effectively to the emotions of others. Not only does it account for an individual's ability to perceive, understand, and regulate their own emotions, but, as a variable, it includes the capacity to use emotional data to guide subsequent responses and behaviors in a way that promotes personal and social well-being.

Law Enforcement Officer: A municipal police officer whose jurisdiction is based within an incorporated city or town (International Association of Chiefs of Police, 2018). Within the

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research study the words police, police officer, or patrol officer are used interchangeably with law enforcement officer as they are identical. Inclusion criteria are sworn law enforcement personnel certified by a governing authority, regardless of their formal rank within their employing agency. Currently sworn law enforcement officers meet the inclusion criteria because it is based on the participants employment status within the workplace.

Procedural Justice: As the outcome variable for the study the theoretical construct of procedural justice is associated with the 1990 work of Tom Tyler. In his book *Why People Obey the Law*, Tyler operationally defines procedural justice as including "neutrality, lack of bias, honesty, efforts to be fair, politeness, and respect for citizen' rights" (Tyler, 1990, p. 7). As a variable, procedural justice is accomplished when the process used to make decisions is perceived as fair and, as a result, is more likely to cooperate with legal authorities regardless of the outcome.

Sheriff/Deputy Sheriff: Law enforcement officers whose jurisdiction is primarily within the geographical boundaries of a county (International Association of Chiefs of Police, 2018). While the sheriff's department is primarily focused the unincorporated sections of the county, they still have legal standing to enforce all laws within the incorporated municipal cities or towns. Inclusion criteria are sworn law enforcement personnel certified by a governing authority, regardless of their formal rank within their employing agency. Currently sworn sheriffs and deputy sheriffs meet the inclusion criteria based on the participants employment status within the workplace.

State Police Officer: A law enforcement officer whose jurisdiction is generally set within the geographical boundaries of their state and concentrates efforts on Federal interstate or state regulated highways (International Association of Chiefs of Police, 2018). Within the research

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study the term *state trooper* or *highway patrol officer* can be used. Inclusion criteria are sworn law enforcement personnel certified by a governing authority, regardless of their formal rank within their employing agency. Currently sworn state police officers meet the inclusion criteria based on the participants employment status within the workplace.

Research Design

The research design focused on the context of the research questions, choosing a methodology and approach best applied to solving the research problem. The nature of the research question indicated that a quantitative methodology would be mandatory when asked for a statistically significant level of emotional intelligence. Next, the research was designed to examine if a correlation between measured levels of emotional intelligence (EI) and procedural justice (PJ) exists. Nonexperimental research design is also known as correlational design (Warner, 2013). As such, the nonexperimental design was in alignment with addressing the proposed research question, specifically seeking if correlations exist. Nonexperimental research designs can include surveys, interviews, or observations. To this end, data collection for the research study utilized two surveys, the ESCI to measure EI and a factorial vignette survey to assess PJ behaviors. The most current ESCI assessment (Korn Ferry, 2017) measures EI within four larger clusters of subsets from 12 supporting competencies. Currently, which of the 12 EI competencies influences PJ is still being determined. As such, a multiple-variable linear regression analysis was designed. This specific analysis will allow for more than one EI independent variable to influence the dependent variable, PJ (George & Mallery, 2016). This way, the research will statistically indicate which of the 12 EI competencies most influence PJ behaviors.

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In addition, nonexperimental research is less intrusive, with behaviors observed in a relatively natural setting, and more ethical than an experimental design because participants are not exposed to undue harm from manipulating any of the variables (Reio, 2016). This consideration was of the utmost importance given the topic's sensitivity, which involves deep-rooted emotions and justice beliefs that may trigger strong reactions. Last, nonexperimental design lends itself to finding more generalizable results. The tightly controlled laboratory settings in experimental research would not reflect the dynamic real-world conditions where EI and PJ interact. To this point, a large sample size combined with a more natural setting can enhance the external validity of the research results. In sum, a quantitative and nonexperimental research design was the most appropriate for law enforcement officers' research on emotional intelligence and procedural justice behaviors. By its nature, the design method provided the safest way of gathering data in the most natural setting, allowing for the ability to generalize the findings throughout an entire profession.

Assumptions and Limitations

The assumptions and limitations section outlines the required of all research studies. These include the ontological, epistemological, axiological, and other generally accepted perspectives that need to be addressed. The pre-identified assumptions found in most quantitative research studies will be addressed first. This will be followed by the limitations, which are specific noted and addressed within this research study.

Ontological Assumptions

The research topic was created to quantitatively examine the correlational relationship between the EI of law enforcement officers and corresponding PJ-based decisions. Quantitative research ontologically assumes that nature of reality is relatively the same and can be measured

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using instruments (Dawson, 2017). The postpositivist perspective, one of four accepted quantitative philosophical worldviews, ontologically acknowledges that claims about human behavior can never be fully predicted (Creswell & Creswell, 2022). This ontology has a valuable role when examining quantitative approaches to solving nebulous research questions such as the role emotional intelligence has upon procedural justice within law enforcement.

Epistemological Assumptions

The epistemology for quantitative research emphasizes the objective and empirical observation of reality. In other words, reality is objective and exists independently of the observer, and knowledge can be gained through the observation and measurement of phenomena using scientific methods (Creswell & Creswell, 2022). To underscore this point, the assumption is that Goleman's theory of EI will provide an insightful explanation of the research topic and justify using the ESCI instrument and PJ scenario survey utilized for data collection.

Axiological Assumptions

For quantitative research the axiological perspective focuses on values. Competent research mandates that objectivity is achieved and maintained through multiple screenings for bias (Creswell & Creswell, 2022). Neither the subjective values of the researcher nor the subjective interpretation of the research results should be reflected in the final product. This research study maintained an objective mindset, being built upon the principles of servant leadership and the quest for applicable knowledge valued by scholars and researchers.

Theoretical Assumptions

Emotional intelligence has three distinct theoretical constructs, one based on ability, one based on personal traits, and another based on a mixed model of trait and ability. Regardless of the emotional intelligence construct being researched there are several assumptions held. All

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three of the models assume that emotional intelligence can be accurately perceived, understood, and subsequently managed (Bru-Luna et al., 2021). The theory of emotional intelligence also assumes that emotions are harnessed in the effort towards reason and, if the ability is found lacking, it is also assumed that the skillset is a learned behavior (Collins & Cooper, 2014). Lastly, it is assumed that all three models of emotional intelligence can be accurately measured through testing.

Assumptions About Measures

From a postpositivist perspective, new knowledge is formed by the rational conclusions derived directly from evidential data collected on instruments (Creswell & Creswell, 2022). Therefore, a key general assumption of the research study is that the participants understood the survey questions and provided their most honest responses to the survey questions. It is also generally assumed that the reading comprehension was not an issue since the minimum standards for employment in law enforcement are a high school diploma or General Educational Development (GED) test scores. It was also assumed that neither the ESCI instrument nor the PJ scenario survey utilized for data collection would be an unusual or off-putting format because surveys. There is an assumption that the selected sample is representative of the larger workforce population.

Last, it is assumed that using a multi-variable linear regression (MVLR) is the most appropriate form of analysis for this research. Given the large number of possible combinations from more than one of the EI variables, this assumption was of considerable concern. Assumptions associated with a multiple regression analysis are that scores on the X_1, X_2, and Y axis have a normal distribution, a linear relationship among all pairs of variables and without

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bivariate outliers, lack of multicollinearity/extreme highs of correlation, and homoscedasticity of Y scores are relatively uniform (Warner, 2013).

Limitations

The current research study has several limitations that need to be considered to understand the results better. First, while the sample size ($n = 138$) exceeded the minimum needed to produce statistically significant results, a larger sample size may produce different results. Additionally, the sample included a representative number of female officers ($n = 30$). While the female population of law enforcement officers in the United States is consistently smaller than that of male officers, the distribution may negatively influence statistical significance between the genders around emotional intelligence. Another area for improvement in the research study format was the administration of the two surveys. Although the online format allowed law enforcement officers to meet their various schedules' demanding need for multi-tasking, administering the surveys in a more controlled environment may have yielded more introspective responses.

Organization of the Remainder of the Study

At its core, the basic concept that emotional intelligence can significantly impact procedural justice makes sense. On one hand, there is no debate that procedural justice is the gold standard in achieving police legitimacy. Research studies that analyze the procedural justice/police legitimacy dyad have repeatedly shown this connection (Mazerolle et al., 2013). On the other hand, the role of emotional intelligence enjoys a different latitude of perspective and acceptance. Often misunderstood or dismissed as inappropriate for the profession, emotional intelligence has a mixed welcome within various workplaces (Magny & Todak, 2021). Chapter 2 will review the existing literature on both theoretical concepts, focusing on research closely

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aligned with the research questions. Areas of interest will include the historical background and subsequent developments and outline context within the law enforcement workplace. Chapter 3 will consider the data collection and analysis methods and procedures. This section will also keep in mind the research design and questions as well as the ethics and limitations of the study. Chapter 4 will discuss the statistical analysis and description of the sample. Lastly, Chapter 5 will interpret the findings within the context of the greater literature review and framework of the theory. Contributions that the research has made to the field and implications in the form of practical recommendations will also be discussed.

CHAPTER 2. LITERATURE REVIEW

This chapter will provide an in-depth examination of peer-reviewed research journals on the various theories of emotional intelligence. In addition, a considerable percentage of insight was gained on the theory of emotional intelligence and procedural justice within the "gray" literature acquired from criminal justice-related statistics, professional organizations, think-tanks, and government documents. In total, these venues provided a genuinely insightful and realistically complete vantagepoint of the research subject as possible.

Introduction

This chapter entails an exhaustive review of relevant literature that examines the variables associated with the research topic of emotional intelligence correlating with procedural justice behaviors from law enforcement officers. Topics covered in this chapter are the methods of searching the literature, the theoretical orientation of the study, a review of the literature, the subsequent synthesis of the findings, a critique of the previous research methods used to examine emotional intelligence, as well as a summary of the conclusions supported by the literature. Chapter 2 is comprehensive in nature, addressing two theories starting from their theoretical framework, getting perspective from both quantitative and qualitative research studies, and utilizing the insight and operationalization garnered from the point where theory meets practical application in the law enforcement workplace.

Methods of Searching

The driving factor for this dissertation was the need for further research on emotional intelligence's role in procedural justice decisions for law enforcement officers. A large net of search terms and informational conduits was cast to form a critical evaluation of data from as many relevant data search points as possible.

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Search terms that were either used individually and/or in a combination were *emotional intelligence, intelligence, social intelligence, procedural justice, organizational justice, LEO, Law enforcement officer, police, sheriff, police officials, leadership, resilience, mindfulness, burnout,* and *ethics.*

Subsequent search terms were completed based on the research of emotional intelligence and procedural justice, along with their respective instruments. Search terms from this vantage point were *Daniel Goleman, Richard Boyatzis, Tom Tyler, Reuven Bar-On, Petrides, Salovey, Mayer, Gardner, ESCI, ECI, EQi*, and *MSCEIT.*

As the research study progressed, additional search terms evolved from other research studies' verbiage and key terms. These terms included *public perceptions of the police, multiple intelligences, emotional labor, police legitimacy,* and *brain drain.*

While the key search terms were specifically chosen to garner the best possible range of information on emotional intelligence and procedural justice within law enforcement, relevant peer-reviewed journal articles before the five-year mark of publication were first requested. However, if search results were lackluster, the timelines of acceptability were also allowed to increase gradually. As such, the search parameter was increased to seven years, and if still needed, the 10-year publication date tab was selected. The following virtual library databases and internet search engines were used to collect published material about emotional intelligence and procedural justice:

- PsycInfo; This research database is provided by the American Psychological Association (APA). An impressive 98% of the material is peer-reviewed and, in addition to journals, provides content from book chapters and dissertations (American Psychological Association, 2023b).

- PsycArticles, a psychology database from more than 60 APA-published journals and other allied organizations (American Psychological Association, 2023c). Coverage includes the areas of applied psychology, theory, social/personality, and research.

- SAGE Journals Online; provides access to 776 peer-reviewed journals covering a diverse array of subjects such as psychology, business, education, criminology, and social work.

The literature review identified material from various organizational, psychological, and criminal justice journals. Although the search focused on the United States, the results reflected an inclusive global perspective with original research from many countries and global regions for an even-handed and balanced perspective. Publication dates for the reviewed literature ranged from 1939 to 2023 as a way to embrace the entirety of research question. While some of the findings in the literature review supporting emotional intelligence and procedural justice were older, some research investigations struck a chord and resonated with the most current relevancy.

Theoretical Framework for the Current Study

Based on Daniel Goleman and Richard Boyatzis's (1999) work, the study's theoretical orientation investigated how emotional intelligence can influence procedural justice decisions, based upon Tom Tyler's (1990) theory of the same name, from sworn law enforcement officials. While these two theoretical frameworks stand on their own research merits, new insights are created when authentically integrated. Like the adage of one coin being comprised of two sides, emotional intelligence, and procedural justice are not just compatible in addressing the research study but are naturally inseparable.

The Goleman/Boyatzis Theory of Emotional Intelligence

The work of Goleman and Boyatzis has been conducted primarily within the business world, and they are widely known for their best-selling books on leadership and emotional

intelligence. At the time of its release, Goleman's (1995) book, *Emotional Intelligence: Why it can Matter More Than IQ*, the research-based construct of emotional intelligence was already published by Salovey and Mayer (1990) five years prior. However, Goleman is widely credited with introducing the word emotional intelligence and the associated concepts to the world through this initial best-selling book on the topic.

While the prestigious accomplishment of having a book listed on the New York Times best-selling list is no small matter, for Goleman and Boyatzis, it was also confirmation that their messaging about the theory of emotional intelligence resonated with readers because it was well-researched and relatable to accepted theories of the workplace. For example, their specific theory of emotional intelligence is viewed by researchers as building upon a Classical Organizational Theory foundation, adding dimension to the structure of Behavioral Management Theory while also affirming the practicality of the Human Relations Movement (Williams, 2021). Specific examples of these points are the interpersonal relationships and cultural research of Classical Organizational Theory (Haveman & Wetts, 2019), adding the context of incentives that encourage a civil and productive workplace from Behavioral Management Theory (Ezerins & Ludwig, 2021), and addressing worker need as the pivot point towards efficiency within the Human Relations Movement (Akindele et al., 2016).

Most notable, however, is that their theory and measures of emotional intelligence have evolved through a continuous research-based process, making it the choice to shepherd scholar-researchers through the process of unwinding the proverbial Gordian knot representing the current status of law enforcement's trust by the public. For example, while the debate over which characteristics of emotional intelligence should be measured against associated behaviors, other key researchers remained steadfast that mental task performance was the preferred

identification method (Mayer et al., 1999). Boyatzis made the distinct point that in order to be

effective and applicable to real-world needs, emotional intelligence must be an observable

behavior related to work and life outcomes and manifested through a neural connection that is

also sufficiently different from all other constructs of personality (Boyatzis & Sala, 2004). To

support this point, with the combined work from Goleman's (2006) book *Social Intelligence* and

Boyatzis' (2006) revision of the Emotional Competency Inventory (ECI) survey instrument, the

clusters and competencies of the ECI were reclassified to create the entirely new domain of

emotional and social intelligence (ESI). This was done by dividing the former model into two

major categories, one that is social intelligence-based and the other emotional intelligence-based.

Social intelligence is generally defined as having abilities that enable creating and maintaining

healthy relationships regardless of the group's size (Boyatzis, 2020). The social intelligence

aspect of their model is critically important to this specific research because it has been shown to

assess the effective performance of management and leadership (Boyatzis, 2009; Haricharan,

2022). In addition, validity studies show that personal development is attained regardless of the

expected reliability challenges stemming from culturally diverse workplaces (Emmerling &

Boyatzis, 2012).

While all the preceding information was important in selecting the Goleman and Boyatzis

model to investigate the research study, the term *emotional hijacking*, first coined in Goleman's

(1995) book mentioned earlier, was the best choice to gain genuine insight. During an emotional

hijack, the normal decision-making process is compromised by circumventing the rational

thinking process of the cerebral cortex, with the amygdala sending a panic message directly

through the spinal cord instead (Williams, 2021). Emotional triggers that result in taking fight or

flight actions that were not first processed through the cerebral cortex have become synonymous

with the multitude of controversial cases where the influence of emotional intelligence on procedural justice behaviors by police was lacking.

In summary, Goleman and Boyatzis's (1999) theory of emotional intelligence is advancing the need for maintaining rational thought via emotional management. This is measured by the ESCI survey (Boyatzis & Goleman, 1999), an instrument that continues to be relevant as additional research brings further insight. To this point, as their theory evolved the pivotal role of social intelligence was created and, in the process, enhanced the larger spectrum of emotional intelligence. As such, their measurement instrument for emotional intelligence contains practical categories utilized for guidance toward improved performance within an emotionally demanding workplace.

Tyler's Theory of Procedural Justice

In an equivalent manner that Daniel Goleman's best-selling book placed emotional intelligence onto the world stage in 1995, Tom Tyler's book, *Why People Obey the Law* (1990), added the term *procedural justice* to our conversations about policing. From a theoretical perspective, procedural justice is generally defined as the neutral/unbiased, respectful, caring, and participative interaction commonly expected as the rules and parameters of trust required when any binding decision is being considered (Nelson & Appel, 2022). In the process, procedural justice has become the threshold for police legitimacy when reviewing response behaviors from law enforcement.

Empirical research discussions about procedural justice are trending towards fairness, respect and concern as the expected standard of treatment for interactions with law enforcement personnel during all parts of their official processes (Tyler, 2019). Recent event responses seen from the events in Ferguson/Brown and Minneapolis/Floyd have brought improvement

initiatives to increase public trust to the forefront of reform discussions (Bayley, 2018; Morrow et al., 2019). Research has shown that law enforcement personnel who receive procedural justice training had a 40% reduction in the use of physical force considered necessary by officers during their working hours in the City of Seattle (Abrams, 2020) and 6% in the City of Chicago Police Department (Wood et al., 2020).

These results indicate that procedural justice training can garner perspective and gain a greater range of response options, influenced by how officers see their actions when viewed from within the community they serve. Furthermore, research has shown that procedural justice practices modeled by police supervisors directly correlate to the behaviors of officers under their charge (Nelson & Appel, 2022; Van Craen & Skogan, 2017). In this fashion, procedural justice, regardless of where it occurs in the law enforcement workplace, is vital to increasing voluntary cooperation and improving effective relationships.

Initially, the theoretical implications of the research study were solely focused on the scholar-researchers and personnel within the law enforcement workplace. For example, research from a Taiwanese police department utilized general strain theory to show that internal procedural justice-based practices had an immediate positive correlation to procedural justice practices by officers on the street (Wu et al., 2017). However, upon further reflection through the literature review, the implications have vast potential within a more significant social movement. An example is seen from Malcolm Gladwell, who is not only a best-selling author highlighting the use of academic work and its unexpected implications on society, but is also a contemporary of Goleman, Boyatzis, and Tyler. Gladwell, weeks after the murder of George Floyd by police, stated in an interview that he was "most notably struck by how fast the conversation shifted to examining systemic issues and cultures" and that he is encouraged because "in order to truly

correct the situation society will have to do something very different from the way the issues involving police violence were handled in the past" (Gladwell, 2020). This dissertation research study will affirm the practical benefit of emotional intelligence theory and highlight the need for conscientious use of procedural justice behaviors in the law enforcement workplace.

Policing is a service industry; our society is its only client. The research topic utilizes two well-known theories, emotional intelligence from the workplace and procedural justice outlining protocols specific within the criminal justice profession, to provide a solution for one of society's most significant ongoing challenges: the public's perception and trust of law enforcement services is greatly diminished. While both theories stand on their own merits, they provide a perspective to those who are insightful enough to admit that current practices are not sustainable but also brave enough to enact effective change.

Review of the Literature

The following literature review is assembled from various resources examining emotional intelligence and its correlational intersections with procedural justice within the law enforcement workplace. This current body of literature was assembled first to help readers understand the context of the research problem through a retrospective understanding of how psychologists have come to define the parameters of intelligence. This term, intelligence, is the crux of much theoretical debate. Intelligence is then given context within the three major models of emotional intelligence: trait, ability, and mixed models.

Second, the literature review provides a historical context of modern policing through Federal Government initiatives specific to the Johnson, Obama, and Trump administrations. These are followed by law enforcement workplace issues and considerations. Examined are police culture, personnel challenges, organizational justice, and police legitimacy. In the process,

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insights are garnered from different perspectives as to why emotional intelligence and procedural justice are not always engaged.

Last, the review defines the clusters and competencies of the Goleman/Boyatzis Emotional and Social Competency Inventory (ESCI) survey instrument. As the designated measure of emotional intelligence for the research study, connecting it to the supporting literature will show how it will guide the process of not only being capable of solving the current issues but also providing areas for future research studies on these topics.

The "Intelligence" Within Emotional Intelligence

With the 1990 publication of Salovey and Mayer's research study, the construct of emotional intelligence was simultaneously given its formalized name and a working framework. This seminal research identified skills that could contribute to an accurate appraisal and expression of emotion, effective self-regulation of emotion, and using feelings to motivate, plan, and achieve goals (Salovey & Mayer, 1990). However, while the unintentional consequence of utilizing the word *intelligence* has brought forth many misunderstandings and misrepresentations of the concepts within this revolutionary construct, it is the primary differentiator between the three models of emotional intelligence.

Intelligence

A measurement system for the construct of intelligence began with creating a standard of intellectual normality for children. Modern assessments of intelligence started with the seminal work done by Alfred Binet and Theodore Simon in the early 1900s. The Binet–Simon scales became the standard in pursuit of successfully predicting academic success or failure in children and adolescents and, within approximately ten years of its creation, had been translated into English (Ackerman, 2013). Subsequent refinements and a partnership with Stanford University

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in 1916 made the measurement known by most as the Stanford-Binet Intelligence Scale. The measures are still in wide use today, the most recent fifth edition released in 2003, showing a clear lineage in both their underlying design and fundamental application (Roid, 2003).

Measuring the intelligence of adults is fundamentally different from that of children and adolescents. Building on the predictive success of Stanford-Binet, the U.S. Army created the Army Alpha test during World War I to measure the mental age levels of adult intelligence (Ackerman, 2013). The mental age model of adult intelligence gradually took a logical next step with David Weschler's Bellevue Test (Wechsler, 1958) and the introduction of the adult norm-referenced intelligence quotient (IQ). Wechsler viewed intelligence as a "global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment" (Wechsler, 1958, p.7).

Current frameworks for adult intelligence center on Raymond Cattell's (1963) psychometrically based concepts of general intelligence (g) as being subdivided into either fluid intelligence (g_f) or crystallized intelligence (g_c) rather than just a single measure. Fluid intelligence is the broad ability to solve problems utilizing previously unknown procedures or unfamiliar information, and crystalized intelligence is the ability to reason using procedures or previous learning to reason through a problem (Cattell, 1963). Cattell is often referred to as the father of trait measurement within personality psychology, with his work resulting in the Sixteen Personality Factor (16PF) questionnaire. Currently, there is a consensus that Cattell's research on fluid and crystallized intelligence, integrated with refinements adding general speediness, visualization, and tertiary storage/retrieval from John L. Horn and John B. Carroll, represent the underpinnings of higher-order mental processes (Ackerman, 2013). Known as the Cattell-Horn-Carroll (CHC) model, it serves as the schematics for cognitive test development, such as the

Woodcock-Johnson Test of Cognitive Ability (Schrank & Wendling, 2018), Kaufman

Adolescent and Adult Intelligence Test (KAIT) (Kaufman & Kaufman, 1993), and the Wechsler

Adult Intelligence Scale Fourth Edition (WAIS-IV) (Drozdick et al., 2018) as well as the

subsequent clinical assessment for interpreting results (McGill & Dombrowski, 2019).

However, Howard Gardner's book *Frames of Mind: The Theory of Multiple Intelligences*

(1983) challenged and broadened the single-threaded paradigm of general intelligence. Gardner

proposed that everyone is born with varying degrees of at least eight forms of intelligence:

verbal, mathematical, visual, bodily, musical, interpersonal, intrapersonal, and naturalistic

(Marenus, 2023). The degree to which these intelligences are expressed will vary based on their

individual and unique factors. To this point, Gardner defined intelligence as a "biopsychological

potential to process information that can be activated in a cultural setting to solve problems or

create products that are of value in a culture" (Gardner, 2000, p.28). Furthermore, as a

developmental psychologist, his interdisciplinary study reimagined differences within human

intelligence as more than just a measure resulting from an intelligence quotient (IQ) test; it also

has an intrapersonal and interpersonal component (Gardner, 2017). However, as Gardner's

work gained further acceptance within psychology and gained traction within popular culture, the

term emotional intelligence began appearing as the tenets of multiple intelligences evolved.

Trait-based Model

Trait emotional intelligence (Trait EI) theory is most closely associated with the research

of Petrides and Furnham. They define trait EI as a set of stable characteristics relating to how an

individual experiences, understands, and expresses emotions (Petrides & Furnham, 2000). With

the addition of increasing research, their definition and formal identification of trait EI also

changed. By 2004, trait EI, now beginning to be called emotional self-efficacy, referred to a

constellation of behavioral dispositions and self-perceptions involving the ability to recognize, process, and utilize emotionally laden information (Petrides et al., 2004). In other words, the skillset of processing emotions internally is preferred to physically acting out as a method of regaining emotional homeostasis.

Trait EI is comprised of 15 distinct emotion-related facets, outlined below. These competencies, see Table 1, comprise the four second-order clusters named well-being, self-control, emotionality, and sociability (Petrides, 2010).

Table 1
Emotion-related facets of trait EI

<u>*Facets*</u>	<u>*Definition*</u>
Adaptability	Flexible and/or willing to adapt to changes
Assertiveness	Straightforward and/or prepared to stand up for oneself
Emotion perception	Clarity about feelings of self and others
Emotion expression	Capable of communicating their feelings to others
Emotion management	Capable of affecting the feelings of others
Emotion regulation	Capable of controlling their own emotions
Impulse control	Self-reflection and aware of other behavioral drives
Relationships	Having satisfying personal relationships
Self-esteem	Successful and self-confident
Self-motivation	Driven and likely to persist in the face of difficulty
Social awareness	Good social skills that allow for an interpersonal network
Stress management	Capable of regulating stress and/or pressure
Trait empathy	Capable of taking the perspective of another person

Trait happiness   Satisfaction with one's own life

Trait optimism   Confident and positive

Ability-based Model

The ability model of emotional intelligence (ability EI) interprets EI as a cognitive ability akin to other standardized intelligence and is aligned with the seminal research of Salovey and Mayer (Zeidner & Matthews, 2018). Their performance-based theory was published in 1990, amended in 1997, and updated in 2016 as more relevant data became available. Mayer and Salovey described seven principles to guide their decisions about what to include and exclude in the EI theory. Their goal was to clarify their considerations and, by abiding by these principles, prevent misinterpretations of their theoretical standpoint or position.

Principle 1, that EI is strictly a mental ability, and the second, that EI is effectively measured as an ability, are the foundation and bedrock of the ability EI construct. These principles clearly state that, within an overarching system of all possible mental abilities, abstract reasoning is the main component of any form of intelligence and should then be measured for examining subsequent patterns of behavior (Mayer et al., 2016). This summation of the first two principles describing ability also has an accuracy component. Mayer and Salovey defined EI as the accurate perception of emotions and the associated meaning of those emotions within themselves and others to solve problem situations successfully (Gutiérrez-Cobo et al., 2017). These traits are especially useful in active problem-solving and underscore the theoretical appropriateness of being called the ability model.

Principle 3, "intelligent problem solving does not correspond neatly to intelligent behavior" (Mayer et al., 2016, p.4), states that there is a discernable difference between intelligence and behavior in EI. Consistent with their focus on abilities, Mayer and Salovey view

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tests of standard intelligence as more likely to succeed in measuring potential than a self-reported measure of actual performance (Mayer et al., 2016).

The following two principles address the context and content of testing within Mayer and Salovey's model of EI. To this point, Principle 4 states that "a test's content – the problem-solving area involved - must be specified as a precondition for its measurement of human mental abilities" (Mayer et al., 2016, p.4). This principle is unique in that there are two subheadings. The first subheading, "establishing the content of the area" (Mayer et al., 2016, p.5), means that the test must sample from within the specific subject matter when measuring EI. In other words, the test content is mandated to cover problem-solving and, once the content is warranted, that the sample population represents the group involved with the research problem. The second subheading of Principle 4 states that "subject matter differs from ability" (Mayer et al., 2016, p.5). Simply stated, everyone is not skilled in all testing areas, so an effective test will still be able to measure mental abilities.

Next, Principle 5 was intentionally aligned to follow Principle 4 by stating that "valid tests have well-defined subject matter that draws out relevant human mental abilities" (Mayer et al., 2016, p.5). Being consistent for the ability EI model, this principle states that accurate testing involves both the content being sampled and that it takes place within the context of their ability to solve problems cognitively. The goal of Principle 5 is to accurately describe the abilities employed in solving emotional-based problems (Mayer et al., 2016).

In the verbiage of the last two principles, Principle 6 states that "emotional intelligence is a broad intelligence" (Mayer et al., 2016, p.5), and Principle 7 states that EI is a "member of the class of broad intelligence focused on hot information processing" (Mayer et al., 2016, p.6). These two principles clearly place ability EI as *broad* intelligence. Broad intelligence draws

upon Carroll's (1993) three-stratum (3S) model and the subsequent Cattell-Horn-Carroll (CHC) model (1997). These models represent intelligence as three levels, indicating general intelligence at the top, broad intelligence in the middle, and narrow/specific intelligence as supportive (Jewsbury et al., 2017). Broad intelligence is divided into subclasses based upon either the brain's functional capacity, such as the amount of working memory, or the sensory system, such as hearing, and other forms of human intelligence.

Building on the straightforward statement of Principle 6 wherein EI is declared a broad intelligence, Principle 7 gives further dimension to ability EI in adding that "hot" information processing is the focus of a broad intelligence EI. The distinction between hot, emotionally laden, or volatile contrasts with cool intelligence, which is solely cognitive, relatively impersonal, and devoid of emotion, such as verbal, math, or visual intelligence (Salehinejad et al., 2021). Hot intelligence is utilized to emotionally manage areas of great personal importance, such as their perceived identity, social standing, and acceptance. As such, social and personal intelligence is included in the hot category because people place a high value on social and self-acceptance (Mayer et al., 2016).

Having established the parameters that outline Mayer and Salovey's concept of EI through the seven principles, their four-branch model can be discussed more fully. Each branch represents a group of skills in sequential order (Mayer et al., 2016). The skills associated with each branch begin with the basics and gradually advance to the more challenging ones.

The first branch is labeled as perceiving emotions (Mayer et al., 2016). While considered the most basic, the abilities identified are foundational to successfully moving through the upper branches. Some of these first-branch skills are the perception of emotional content in facial

expressions, behaviors, and the surrounding environment and the accurate detection and expression of emotions (Mayer et al., 2016).

The second branch, facilitation of thoughts using emotion, has capabilities such as leveraging emotions to allow for different thought processes, generating an internal emotional state to increase empathy, and the ability to reprioritize tasks based upon current emotions (Mayer et al., 2016). This branch builds upon the first and demonstrates skills that move through an ability-based list of competencies.

Branch three, understanding emotions, provides a greater context for vague, easily misinterpreted, or misconstrued emotional issues. For example, this branch factors in recognizing emotional transitions, understanding mixed emotions, distinguishing what constitutes a mood versus emotion, and recognizing the consequences of emotions (Mayer et al., 2016). Successful progress through this branch requires a more profound or somewhat intuitive approach and can be used from an internal and external perspective.

The fourth branch, managing emotions, is goal-oriented toward effectively directing and engaging emotions expected from an ability-based model. Some examples would be the effective management of one's own or another person's emotions in order to attain a preferred result, evaluating and monitoring strategies to assess for stable behaviors and maintain those responses, and having strategies that will internalize an open mindset when faced with fluid and volatile situations (Mayer et al., 2016). The skillsets outlined in this final and most challenging branch require a person to be adept and nimble as they navigate a labyrinth of emotions. It bears pointing out that this branch directly correlates to principle seven, where "hot" information can still be processed during an emotionally fluid or unstable situation. This point also affirms how Mayer and Salovey solidify their EI model as ability-based.

Mixed Model of EI

The research of clinical psychologist Reuven Bar-On and social psychologist Daniel Goleman best represents the mixed model of EI. In the *Encyclopedia of Applied Psychology*, the Bar-On model is considered one of three major EI models, along with those of Goleman and Mayer-Salovey (Cherniss, 2004). The mixed model of EI combines the intellectual attributes of ability EI and other attributes, such as motivation, leadership, and social skills, considering them a single yet comprehensive entity. For assessment purposes, mixed EI likely indicates the self-report and/or 360-degree review measures most often utilized to predict and improve workplace performance (O'Connor et al., 2019).

The Bar-On model holds forth that cognition and EI equally contribute to the overall intelligence of an individual (Kanesan & Fauzan, 2019). His model, the original published in 1997 and updated in 2000, consists of five skills with 15 facilitating factors. Furthermore, because the mixed model of EI posits that EI can be trained, it has the strength of maximizing its effectiveness not only with any current level of staffing but also to bring forth organizational change within the culture. To this point, meta-analysis research on mixed model EI measures found these measures valid in predicting key objectives such as organizational commitment and job satisfaction (Miao et al., 2017). However, the balanced approach between ability EI and trait EI offered by the mixed EI model can reduce some criticism that each method receives.

Modern Law Enforcement History/ Federal Initiatives

For over 50 years, reform efforts have been created to eliminate the abuse of authority granted exclusively to law enforcement personnel. As part of the literature review, some of the federal and individual state government's efforts to address issues in law enforcement research, practices, and subsequent policy suggestions are examined within the greater context of

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emotional intelligence and procedural justice. The review is representative of large sweeping

Federal initiatives in response to demand for improved relations between police and the public.

President Johnson's Administration (1963-1969)

Set within the social and political upheaval of the 1960s, the optimism of social change

brought about by the Civil Rights Act (1964) was met with the use of force by police. In

addition, these events were widely publicized on television for the first time. Most notable was

law enforcement's response to protests associated with the Voting Rights Act of 1965.

Commonly known as *Bloody Sunday*, the news coverage showing excessive use of force actions

taken by law enforcement against unarmed peaceful protestors is seared into our collective

conscience.

To address these concerns, President Johnson, as part of his "*Great Society*" election

campaign, created the President's Commission on Law Enforcement and Administration of

Justice in 1965. The Commission, which is most often known as the "Katzenbach Commission",

referring to the chairman, Nicholas Katzenbach, concluded with its full report in 1967. Key

recommendations for law enforcement were improving community relations, college education

incentives, hiring more diverse officers, and improving the overall efficiency of law enforcement

(President's Commission on Law Enforcement and Administration of Justice, 1967). The

findings of the Katzenbach Commission set expectations and provided guidelines to law

enforcement within the United States. The Commission also noted that law enforcement officers

need to be emotionally and psychologically fit to resist the temptation of exploiting their police

power (President's Commission on Law Enforcement and Administration of Justice, 1967). An

example of where the past informs the future, this forward-thinking recommendation normalized

the widespread use of was that all police applicants have a psychological screening test before

being hired. Underscoring the importance of psychologically screening police officers, President Johnson's National Advisory Commission on Civil Disorders (1968), sometimes also referred to as the Kerner Commission being named after the chairperson, Otto Kerner, confirmed that urban riots were a direct result of abusive encounters between law enforcement and members of the Black community.

In a similar manner to the Johnson administration's response to controversial law enforcement practices, the Obama administration also re-examined police use of force issues after the Ferguson riots in 2014, discussed earlier (Sharples, 2024). The task force comprised a diverse body of law enforcement practitioners and researchers who examined the current situation through a retrospective of the previous Katzenbach Commission (1967) and Kerner Commission (1968) recommendations. Strikingly, while the changes to law enforcement strategies and programs implemented since 1967 had effectively reduced crime rates, public support needed to keep pace (Van Craen & Skogan, 2017). A considerable source for this disconnect stemmed from increased coverage of law enforcement shootings and other related uses of force available from either law enforcement or public-produced video. Messaging from local new outlets would resonate with experiences from disadvantaged or disenfranchised communities and draw connections from national events relating the behavior to generalized systemic police misconduct (Lee et al., 2018).

President Obama's Administration (2009-2017)

In May of 2015, almost 50 years after the Johnson administration report had been published, the task force released six key recommendations, referred to as "pillars," for areas where improvement was needed as well as recommendations for implementation (President's Task Force on 21st Century Policing, 2015). The Task Force was fair and balanced in calling out

issues of police legitimacy but also examining some of the root-cause issues within the culture. The six pillars are: building trust and legitimacy, policy and oversight, technology and social media, community policing and crime reduction, training, and education, and officer wellness and safety (President's Task Force on 21st Century Policing, 2015). Support for The Task Force recommendations were well received by many of the major law enforcement organizations and research institutes for its thorough research and, in addition, openly embraced by professional membership for the sixth pillar, addressing the often-overlooked consideration for officer wellness and safety. While the connection may not be immediately clear there is a correlation between officer wellness, especially psychological safety, and their ability to remain committed to ethics and values when faced with emotional stress (Blumberg et al., 2020).

President Trump's Administration (2017-2021)

However, the election of Donald Trump in 2016, whose campaign stated the administration would take a "law and order" approach through a "tough on crime" mindset, would bring additional perspectives to the discussion. The Trump administration began its President's Commission on Law Enforcement and the Administration of Justice in October 2019, holding the first hearing in February 2020 and concluding in December 2020. However, halfway through the commission's hearing process, the executive order entitled *Safe Policing for Safe Communities* was published (The White House, 2020) in the wake of protests resulting from the police-related deaths of George Floyd (Sharples, 2024) and the no-knock search warrant of Breonna Taylor's (Sharples, 2024) residence. As a result of the executive order, law enforcement agencies were required to be certified within 90 days as to their protocols and training on the use of force, de-escalation, officers' duty to intervene when excessive force is being used,

obligations to render medical aid, mandated officer identification, and shooting at a moving vehicle (United States Department of Justice, 2020).

Upon its conclusion, the commission identified 15 key issues within five areas of the law enforcement workplace. While the central theme, respect for the rule of law and law enforcement, was prominently placed as the first item of the 15 issues identified, discussions and reforms were suggested that would restore public trust through accountability, transparency, and preventing the abuses of police authority (President's Commission on Law Enforcement and the Administration of Justice, 2020). The commission was truly working against historically difficult odds. Set within a backdrop of a pandemic, riots, and subsequent protests against law enforcement, as well as a contentious presidential election, the recommendations did not gain any traction.

In summary, while the theoretical verbiage was not yet in place during the Johnson administration and not directly stated in either the Obama or Trump administrations, the unbiased findings of three commissions were calling for emotional intelligence in law enforcement in order to attain the procedural justice behaviors required in a modern society. Concluding the literature review of modern policing initiatives while futureproofing, it is the legislation for the *George Floyd Justice in Policing Act of 2021*. As mentioned earlier (Sharples 2024), while the bill passed the House and failed the Senate in September of 2021, a recurring theme related to this research study is: the culture of the law enforcement workplace needs to change if integrity and trust are to improve.

Law Enforcement Workplace

Law Enforcement Culture

Law enforcement culture is one of the most utilized and critiqued concepts within the criminal justice workplace and is generally viewed as a harsh environment (Paesen et al., 2019). This is mainly because of the dynamic role and workplace culture associated with a profession that is unique in its role and globally recognizable as an institution within society. Researchers have consistently seen that the danger associated with law enforcement's function in society encourages a culture that incorporates a mixture of suspicion and cynicism into its overall sense of functionality (Bullock & Garland, 2018; Hakik & Langlois, 2020; Silver et al., 2017). Researchers have also hypothesized that the cynical humor and authoritarian mindset is a method of coping with the unique and inherent hazards of the workplace (Pickett & Nix, 2019). The net result is a traditional police culture (TPC) that brings an emotional safety barrier between law enforcement officers and the generalized public (Silver et al., 2017) who are generally unwilling to seek psychological help due to stigma (Karaffa & Koch, 2016; Soomro & Yanos, 2019; Velazquez & Hernandez, 2019). No matter how these pressures are handled or mitigated, the exact characteristics of law enforcement that attract dedicated professionals to work in emergency services can also bring about detrimental effects with a high personal toll. However, newer cultures emerge as generational shifts occur (Campeau, 2019).

Narratives on law enforcement culture generally paint a picture using a broad brush, failing to discern between the unique attributes from over 18,000 policing agencies in the United States (Cauley et al., 2023). However, research shows that workplace culture for law enforcement still tends to be male-centric, politically conservative, and action-oriented, with a self-isolating/closed culture to those outside their agency (Burns & Buchanan, 2020). From a

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demographic perspective, even with The Commission on Accreditation for Law Enforcement (CALEA) mandates wherein the agency's staff reflects the composition of the community (CALEA, n.d.), law enforcement personnel demographics have remained relatively the same. Local police departments employ approximately 473,000 full-time sworn officers and are supported by 126,000 full-time support personnel (Bureau of Justice Statistics, 2022a). In contrast, local Sheriffs' Offices employ 174,000 full-time sworn deputies and 191,000 support personnel (Bureau of Justice Statistics, 2022b). The most recent demographic information within municipal police departments reports that 87.6% were male (Brooks, 2019) and 71.5% were white (Hyland & Davis, 2019). Sheriff's departments followed similarly, with 86.4% male (Brooks, 2019) and 75.8% White/non-Hispanic (Brooks, 2019).

In addition, as mentioned in the 21st Century Policing initiative, law enforcement culture transitions between a "warrior" and a "guardian" mindset. In either case, there is a value system of inward and outward strength, courage, resilience, and personal sacrifice. Bearing all this information in mind belies the double standard of law enforcement culture. On the one hand, research shows that stress within public safety places emergency worker personnel at a much greater risk of death by suicide, suicide ideation, substance use disorder, and other mental health issues when compared to the public (Carleton et al., 2018; Violanti et al., 2017). On the other hand, the stigma associated with seeking psychological help could lead to being considered unfit for duty, being perceived as weak or incompetent, or impacting future career considerations (Burns & Buchanan, 2020). If the issue is not addressed, the effects can ripple outward, manifesting as increased use of sick time, increased aggressiveness, or fractured family and social relationships and escalate from there. The paramilitary hierarchy in all law enforcement agencies presents another unique workplace culture issue. Research shows that the chain of

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command tends toward an inflexible and authoritarian leadership style associated with less-than-optimal outcomes on mental health issues (Santa Maria et al., 2021). In this way, the stigma of seeking help due to working in a role that is prone to causing mental injury while allowing a workplace culture that stigmatizes that behavior will not benefit the officer or the agency (Bikos, 2021).

In conclusion, chief executives within the profession of law enforcement see the necessity of evolving the workplace through an intentional culture created by design rather than haphazardly arrived at by default (Cauley et al., 2023). Even despite federal initiatives and incentives to improve law enforcement culture has been slow to change. However, while the term "cop culture" is sometimes utilized to describe the police workplace in a somewhat pejorative way, it also belies the hope for a sustained positive change. Research indicates that law enforcement agency culture that supports training in procedural justice strongly influences buy-in from officers and supervisors on the streets (Silver et al., 2017). This positive impact can be significantly enhanced by actively using emotional-social intelligence during recruiting (Grubb et al., 2018; Nunez, 2015). Expanding what defines that culture by building upon its previous mantras, such as being focused on officer safety, to one that adds new dimensions, such as being citizen-oriented, may better support interactions with police officers (Paesen et al., 2019).

Personnel Challenges

Having completed a general examination of law enforcement culture, as well as the most current demographic data on law enforcement personnel, there is also the issue of addressing the turbulence and upheaval with hiring issues and practices, followed by the subsequent retention concerns, which can be generally attributed to organizational strife within individual law

enforcement agencies. In 2019, the Police Executive Research Forum (PERF), a respected research and policy development organization dedicated to advancing the profession of law enforcement, published a white paper concluding that there is a double-edged issue of fewer applicants for open positions but also a drain of current officers either leaving for other professions or retiring as soon as they become eligible (Police Executive Research Forum, 2019). Law enforcement personnel roles within this area of concern are the local police/peace officers, state police/patrol/troopers, and deputy sheriffs, who can be assigned to duties on the road or in the jail.

Motivations for pursuing a job in law enforcement are generally related and attributed to the pay/benefits/job security, admiration, and prestige for the role in addition to being of service in their community (Schuck, 2021). However, what can start as job satisfaction can eventually lead to "burnout" and turnover intention. While identification with the work role has positive attributes, overidentification can adversely affect a career (Schaible, 2018). As mentioned throughout the research, law enforcement has unique attributes that tend to be emotionally demanding. Emotional intelligence is a buffer to alleviate work-related stressors (Romosiou et al., 2019). A more emotionally stable law enforcement officer will remain in touch with their motivation, be less prone to job burnout, and continue to display compassion and engagement for the role.

Recently, PERF (2023) released comparative survey feedback from 177 agencies in 2021 and 182 agencies in 2022, documenting law enforcement staffing data from calendar years dating back to 2019. The results tabulated the total and percent of change in the number of law enforcement officers from January 2020 through January 2023. Respondents reported that

staffing of sworn law enforcement officers is down 5.7% during the last three years (PERF,

2023). This negative trend is continuing annually.

Figure 1
Total Sworn Officers 2020-2023
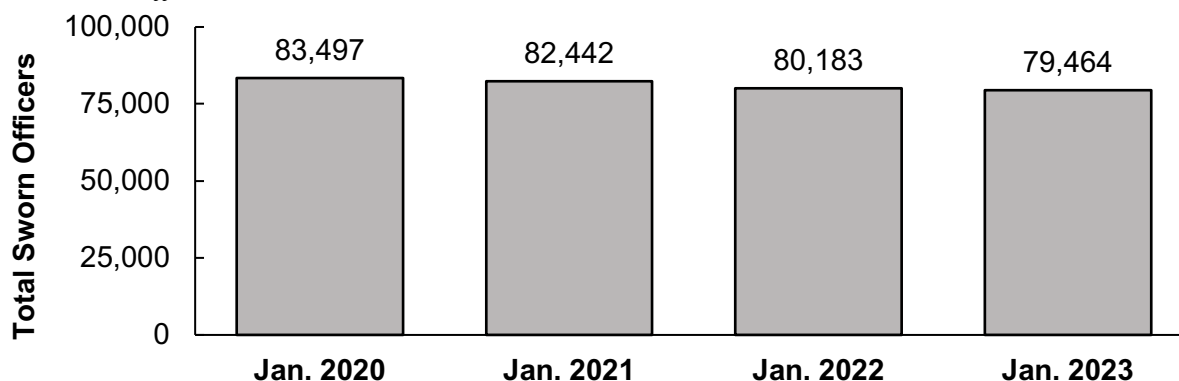
Note. PERF Membership Survey. *n* = 182. From *New PERF survey shows police agencies are losing officers faster than they can hire new ones,* by Police Executive Research Forum, 2023, Policeforum.org/staffing2023, Copyright 2023 by Police Executive Research Forum. Adapted with permission.

Figure 2
Percent Change Total Sworn Staffing 2020-2023

Note. Source: PERF Membership Survey. *n* = 182. From *New PERF survey shows police agencies are losing officers faster than they can hire new ones,* by Police Executive Research Forum, 2023, Policeforum.org/staffing2023, Copyright 2023 by Police Executive Research Forum. Adapted with permission.

Next, law enforcement agencies reported that the number of newly hired officers has been trending upward. After a 20 percent decline between 2019 and 2020, new hires are up almost 35 percent from 2020 and 5.6 percent more than in 2019 (PERF, 2023). This data aligns with the survey results from the last two years. See figure 3 below. While these numbers represent the next generation of law enforcement there is a considerable learning curve, in many cases almost a year, before the individual officer can perform on a solo basis.

Figure 3
Total Sworn Officers Hired 2019-2022

Note. Source: PERF Membership Survey. *n* = 177. From *New PERF survey shows police agencies are losing officers faster than they can hire new ones,* by Police Executive Research Forum, 2023, Policeforum.org/staffing2023, Copyright 2023 by Police Executive Research Forum. Adapted with permission.

Figure 4
Percent Change in Sworn Hired 2019-2022

Source: PERF Membership Survey. *n* = 177.

While the number of newly hired employees looks favorable, it is dim compared to the number of resignations. While the number was consistent between 2019 and 2020, it catapulted up more than 35 percent in 2021 and an additional 9 percent in 2022 (PERF, 2023). The reasons for the voluntary resignations were not stipulated and did not represent terminations.

Figure 5
Total Sworn Resignations
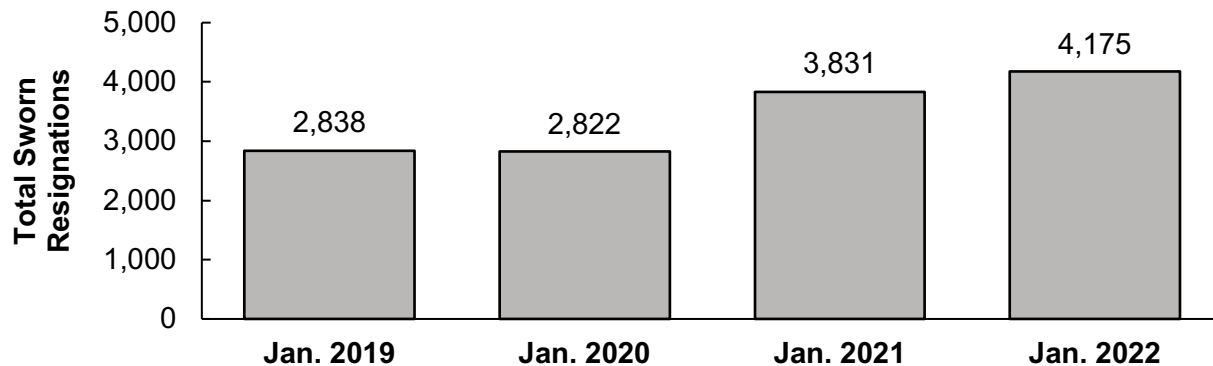
Note. Source: PERF Membership Survey. *n* = 177. From *New PERF survey shows police agencies are losing officers faster than they can hire new ones,* by Police Executive Research Forum, 2023, Policeforum.org/staffing2023, Copyright 2023 by Police Executive Research Forum. Adapted with permission.

However, a statistic of note was the 47 percent more resignations in 2022 than in 2019 (PERF, 2023). While the number of newly hired officers increased by 5.6 percent from 2019 pre-George Floyd staffing to 2022 post-George Floyd staffing levels, the gap does not offset the 47 percent drop in the same year-over-year comparison.

Figure 6

Percent Change in Sworn Resignations
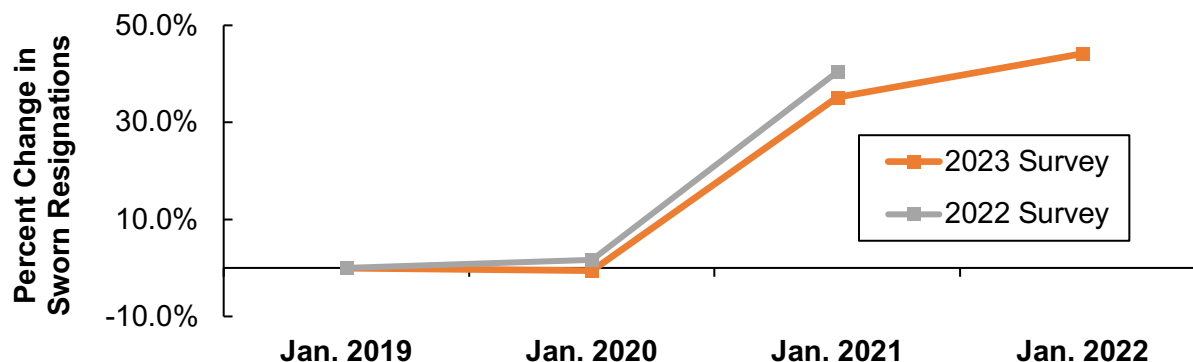
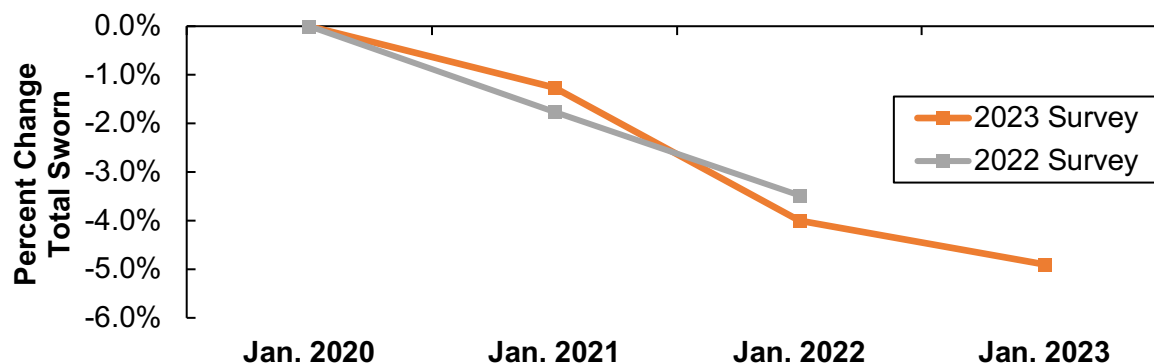Note. Source: PERF Membership Survey. *n* = 177. From *New PERF survey shows police agencies are losing officers faster than they can hire new ones,* by Police Executive Research Forum, 2023, Policeforum.org/staffing2023, Copyright 2023 by Police Executive Research Forum. Adapted with permission.

In addition to sworn officer resignations, retirements represent another concern. They steadily increase from more than 12 percent between 2019 and 2020 to 14 percent in 2021, dropping more than seven percent in 2022 (PERF, 2023).
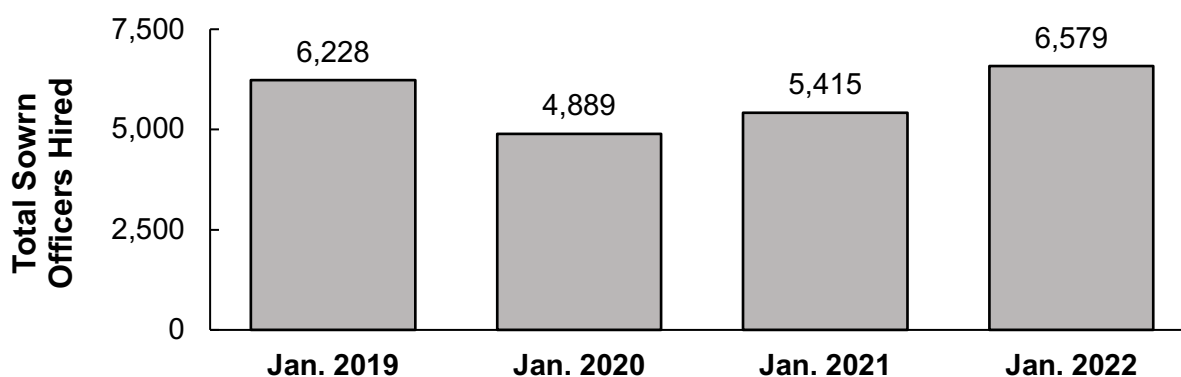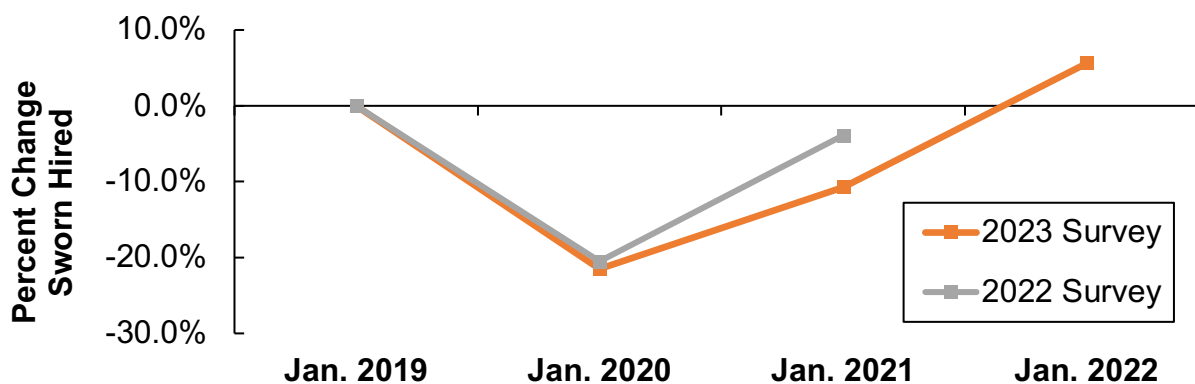
Figure 7

Total Sworn Retirements
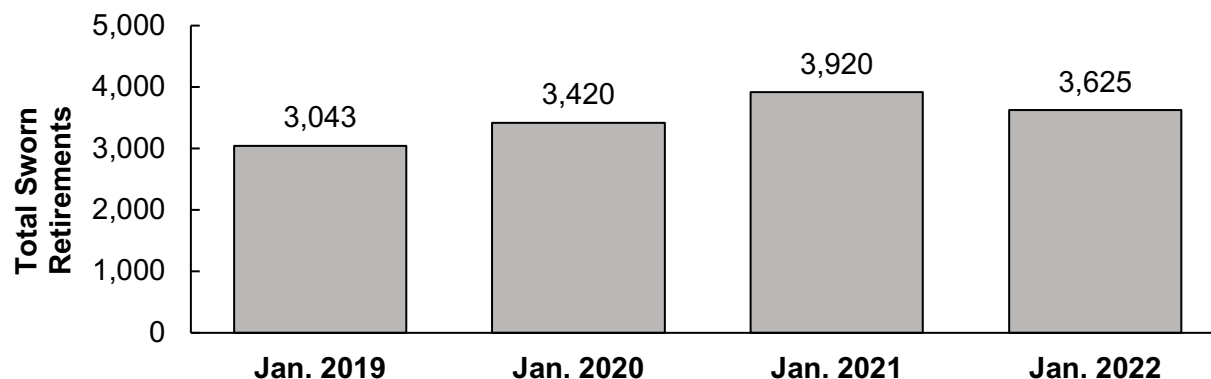
Note. Source: PERF Membership Survey. *n* = 177. From *New PERF survey shows police agencies are losing officers faster than they can hire new ones,* by Police Executive Research Forum, 2023, Policeforum.org/staffing2023, Copyright 2023 by Police Executive Research Forum. Adapted with permission.

While the percent change in retirements is dropping after the spike in 2020, there is a concern more significant than simply the staffing levels. Regardless of the reasons that law enforcement officers are leaving their agencies, research examining future staffing trends and retention rates are of great concern (Mourtgos et al., 2022). As the experienced officers leave the workforce so does their knowledge and experience base. This puts ever increasing strain on the remaining workforce that has less experience. Without being addressed, the opportunity for job burnout is greatly enhanced.

Figure 8
Percent Change in Sworn Retirements
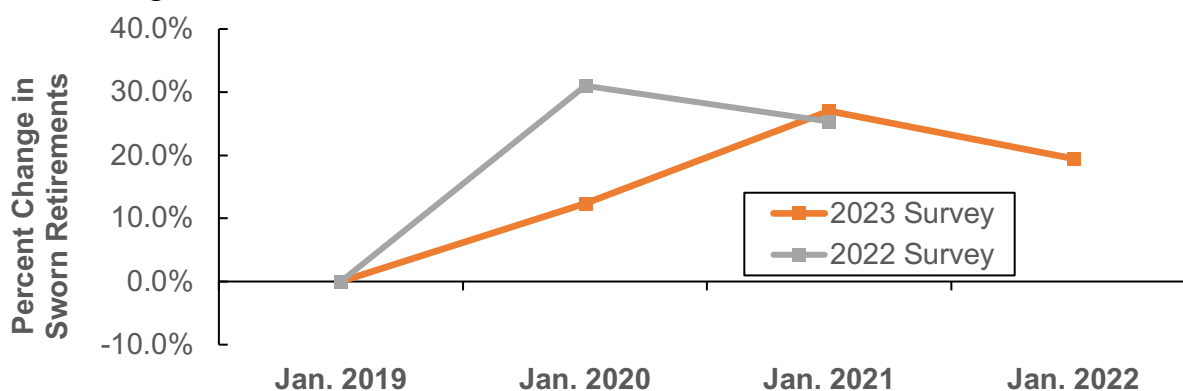
Note. From *New PERF survey shows police agencies are losing officers faster than they can hire new ones,* by Police Executive Research Forum, 2023, Policeforum.org/staffing2023, Copyright 2023 by Police Executive Research Forum. Adapted with permission.

The term *burnout* first appeared in the late 1960s to define both the physical and emotional drain expressed by emergency services workers who are consistently helping people in vulnerable or dire situations (Rotenstein et al., 2018). Even with the best of motivations, the combination of physical demands, administrative obligations, and/or an unsettled sleep schedule can lead to emotional exhaustion, which would qualify as burnout. This syndrome has three characteristics: feelings of emotional exhaustion or lack of energy, distance from people and cynicism about others, and feelings of diminished personal impact within the workplace (Kim et

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al., 2021). However, like many scientific terms that become over-used in popular culture, the fatigue and impact of burnout in the public safety workplace should not be minimized. The World Health Organization (WHO) succinctly defines burnout syndrome (BOS) resulting from chronic workplace stress that is not effectively or successfully managed (WHO, 2019). Without an effective intervention strategy, personnel who exhibit burnout syndrome are likely to become part of another workplace statistic, turnover intention. Research indicates that burnout in law enforcement is a key influence on delivering effective service to the public and turnover intention (Brunetto et al., 2012; Gomes et al., 2022). Entry-level officers are not alone in their vulnerability to burnout and turnover intentions. In a rare research opportunity, police managers were sampled and asked to identify their intention to leave their agency. Strained relationships with supervisors and work/life imbalances were the most common factors (Andreescu & Vito, 2021). This staffing situation may also be attributed to a negative sense of purpose in their role. Also referred to as *self-legitimacy*, the perceived barrage of negative attention erodes the confidence law enforcement officers have in themselves and the mission of their workplace (Nix & Wolfe, 2017).

As mentioned at the onset of this section, there is a looming challenge within the law enforcement workplace, ranging from the initial hiring process to maintaining retention through work satisfaction and/or preventing burnout. Research, however, has shown that emotional intelligence not only influences turnover intentions but is positively related to procedural justice and job satisfaction (Mustafa et al., 2023). The work attitudes and perspectives are influenced by their emotional intelligence lens. Furthermore, emotional intelligence acts similarly within the dynamics of burnout, mediating and moderating between misbehavior and perceived organizational justice in the workplace (Shkoler & Tziner, 2017). While some may conclude that

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each of these areas of concern may seem siloed, they are all interconnected and interrelated from the most critical perspective involving that of the individual at-risk officer.

Organizational Justice

Organizational justice is a naturally occurring segue from the previous sections outlining law enforcement history, culture, and other functional issues facing the profession. Jerald Greenberg's (1987) construct of organizational justice is defined as the subjective perception of fairness demonstrated within the organization towards those who are part of the organization itself (Van Praet, 2022). Research shows that employees who perceive their treatment as fair has a direct correlation to trust and prosocial behaviors in the workplace (Mustafa et al., 2023).

The theoretical lineage from Thibaut and Walker's (1975) seminal research on organizational justice has Tyler's theory of procedural justice discussed earlier (Sharples, 2024, p.29) as a direct descendant. Organizational justice and procedural justice are fundamentally duplicate concepts; the focused placement of that justice diverges the difference. On the one hand, organizational justice refers to the perception of fairness police officers have about the level of fairness toward them within their respective law enforcement agencies. On the other hand, procedural justice describes the interactions between law enforcement officers and the public they serve (Hough, 2013). As a demonstrative research-based example suggests, fair treatment for law enforcement officers within the workplace, organizational justice, replicates a mirrored behavior of fairness during interactions on duty, procedural justice (Trinkner et al., 2016).

Research shows that even with all the other job-related issues noted in this review, genuine satisfaction in the law enforcement workplace was predicated upon their belief in organizational justice within their agency (Rosenbaum & McCarty, 2017). While some law

enforcement personnel serve their communities taking on dangerous issues that threaten society's safety and general well-being, the greater danger may likely come from within the agency itself. For some law enforcement agencies, internal dynamics and antiquated leadership styles bring about increased stress, as well as the associated physical and psychological issues that can be anticipated while subsisting within toxic work environments (Trinkner et al., 2016). However, with effective organizational change, there is hope. Research studies showed that law enforcement officers increased organizational commitment, job satisfaction, and voluntary compliance with policy and procedure were strongly related to their belief in organization-wide justice (Rosenbaum & McCarty, 2017).

Police Legitimacy

Police legitimacy is the public's belief that law enforcement is rightfully entitled to enforce the laws of society, maintain public order, and make decisions for the betterment of the community (Hamm et al., 2022; Wolfe et al., 2016). Police legitimacy is crucial in many pro-social initiatives such as "see something, say something" in response to suspicious behavior, reporting crime or emergencies, and voluntary cooperation with traffic control devices and the "rules of the road." Despite the overabundance of use-of-force encounters to measure police legitimacy, most interactions between law enforcement and the public do not involve deadly force or even physical force (Terrill et al., 2016).

Police legitimacy is based upon Max Weber's research wherein relationships are deemed legitimate when the public's behavior is voluntarily given based upon an internalized law or norm agreement with the group in power (Scott, 2019). Given this context, the current critical and sustained relationship parameters between law enforcement and their respective communities' levels of perceived legitimacy are plummeting. Immediately following the murder

of George Floyd, there were at least 7,750 demonstrations in more than 2,440 locations, including Washington, D.C., and all 50 states, between May 26 through August 22, 2020 (Godsil & Waldeck, 2021). Of special note, these numbers do not reflect the additional response from global protests. Researchers consider police legitimacy the most effective way to bridge this gap in understanding the current relationship between community mistrust of law enforcement and vice versa conditions (Tyler et al., 2015).

While traditional measures of law enforcement effectiveness are based on raw statistics, research indicates that voluntary compliance with the law based on police legitimacy is the genuine goal of police effectiveness (Liu & Nir, 2021). In other words, the tenet of procedural justice is a mandate that trust for the institution of law enforcement is built upon how the community feels they are treated. For example, research shows that when jail populations are treated in a procedurally just manner, this is a key predictor of voluntary compliance from inmates within the jail setting (White et al., 2016).

Concluding this portion of the literature review, the events of 2020 have provided a level playing field for making substantive changes in practices that no longer serve the greater good (Godsil & Waldeck, 2021). While there has always been societal and scholarly interest in police issues, the apparent decline in confidence in law enforcement has made procedural justice and police legitimacy both a contemporary and pivotal issue (Murphy & Tyler, 2017). Leaders in law enforcement must fulfill their oath of office to successfully protect the public regardless of the strategy utilized to obtain the goal (Cauley et al., 2023).

Emotional and Social Competency Inventory

Goleman (1995) offers a set of emotional competencies that are neither innate talents nor personality characteristics but capabilities that can be learned and further developed. The

Goleman/Boyatzis (1999) model is simple in design yet strategically powerful in its application. However, compared to an ability-based model, where problem-solving occurs while navigating emotional variables, Goleman contrasts EI as a trait-based model where cognitive intelligence will not be represented in those same emotional variables and maintaining or increasing stable relationships is the goal. The Goleman/Boyatzis model (Table 2) is comprised of four emotional intelligence clusters that are subsequently supported by 12 emotional intelligence competencies.

Table 2
Goleman/Boyatzis Model of Emotional Intelligence

	Self (Personal Competence)	Other (Social Competence)
Recognition	**Self-Awareness** Emotional self-awareness	**Social Awareness** Empathy Organizational Awareness
Regulation	**Self-Management** Emotional self-control Adaptability Achievement orientation Positive outlook	**Relationship Management** Influence Coach and Mentor Conflict management Teamwork Inspirational leadership

Clusters and Competencies

Self-awareness is the first cluster of the ESCI assessment and is defined as the ability to recognize and understand one's emotions (Korn Ferry, 2017). Some self-awareness needs to exist within the improvement process, or the chances of success will be diminished. Research shows that decision-based performance within teams is increased and directly attributed to the levels of self-awareness (Carden et al., 2021).

The cluster self-awareness has only one supporting competency: emotional self-awareness. The ESCI definition of emotional self-awareness is the ability to accurately recognize and understand our emotions and their effect on performance (Korn Ferry, 2017). Research

shows that people proficient at understanding their emotions are more likely to respond effectively to volatile situations (Huggins et al., 2021).

The second ESCI cluster, self-management, is defined as the ability of an individual to successfully manage their own emotions (Korn Ferry, 2017). Self-management is supported by four competencies: emotional self-control, achievement orientation, adaptability, and positive outlook. Research indicated that high scores in self-management skills are also associated with an increased ability to handle encounters with a solid viewpoint and greatly reduced chances of anger (Ikpesu, 2017). While the data from Ikpesu's research study (2017) took place in a university setting, there is a universal applicability to all contexts where self-management is expected.

Emotional self-control, the first of four competencies under the self-management cluster, is the ability to regulate unsettling emotions to retain effectiveness during high-stress or hostile situations (Korn Ferry, 2017). Research on this competency is best manifested when personal aspirations are put aside, especially where the overall betterment of the group should prevail (Boyatzis et al., 2017). This research study was especially applicable to the dissertation, as the EI competencies of incident team commanders in the fire service were studied.

Achievement Orientation is the second of four competencies from the self-management cluster. It is defined as challenging one's current performance and/or being able to exceed an accepted standard (Korn Ferry, 2017). Whether the achievement is for individual or team growth, this competency is needed for goal attainment.

The cluster of self-management's third competency, adaptability, is described as an ability to be adaptable or even dynamic when having to multi-task or prioritize demands (Korn Ferry, 2017). It is a key factor when navigating volatile situations where unchecked emotions

could derail progress. Being mindful not to confuse adaptive performance as a possible synonym for task performance, this competency is an ability-based demonstration for effectively handling situations marked by rapid change and other unpredictable issues (Prentice & King, 2013; Sony & Mekoth, 2016).

The fourth and last competency in the self-management cluster is positive outlook. More than simply being optimistic, the competency of positive outlook extends this attitude to stressful situations, difficult people, and dramatic events while persisting through adverse conditions (Korn Ferry, 2017). This competency is consistently correlated with increased mental wellness, physical vigor, and overall satisfaction with personal and professional existence (Bosze et al., 2020).

Social awareness is the third main cluster of the ESCI model and is defined as the ability to recognize and understand other people's emotions (Korn Ferry, 2017). The social awareness cluster has two supporting competencies: empathy and organizational awareness. However, this working definition of social awareness belies its pivotal importance in engaging the pro-social behaviors of caring, relating, and sensing (Rasiah et al., 2019).

Empathy is the first competency of the social awareness cluster. This trait is defined as the ability to sense the feelings expressed by others while also genuinely being open to their perspective (Korn Ferry, 2017). Research has shown that empathy, which is crucial for pro-social behavior, is vital for the timely role resiliency plays within the emotionally demanding needs of the law enforcement workplace (Romosiou et al., 2019). Further research within police departments showed that empathy was a significant factor in the well-being of law enforcement personnel (Yadav et al., 2022). Given the exposure to various levels of personal and

vicarious trauma associated with this workplace, empathy is a constant factor in abating its adverse side effects.

Organizational awareness is the second supporting competency within the social awareness cluster. It is defined as the ability to identify and connect influential relationships within groups and sense the dynamics to effect change (Korn Ferry, 2017). Research shows that organizational issues can contribute to or detract from employee engagement within most police organizations (Romosiou et al., 2019). Given this specific workplace's political and bureaucratic nature, organizational awareness and commitment will be a consistent challenge.

Relationship management is the fourth main cluster of ESCI and has five supporting competencies. Relationship management functions in connecting a deeper level of understanding of emotions to facilitate effective interactions with others (Korn Ferry, 2017). Research has shown that the correlation between goals, communication, influence, and maintaining personal friendships directly connects with the performance of relationship management skills (Rasiah et al., 2019).

The first of five competencies falling under the cluster of relationship management is influence. The ESCI defines influence as the ability to persuade or positively impact people and garner their support (Korn Ferry, 2017). Influence is closely aligned with organizational citizenship behaviors and is a universally desired skill (Miao et al., 2017). While the perennial adage *leadership is influence* still resonates in discussions of effectiveness within organizations, the competency of influence and its association with the greater cluster of relationships underscores the connection between police departments and community support.

Coach and mentor are considered one competency despite having two separate words naming them. This competency examines the ability to foster long-term development and initiate

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continued learning for the benefit of others (Korn Ferry, 2017). Nevertheless, even as

one complete competency, viewing it as two separate functions may be helpful. Within the

context of ESCI, rather than focusing on improving perceived weaknesses, coaching and

mentoring are intended to help people move towards their goals (Boyatzis et al., 2017). This

approach serves as a more sustainable format by removing the barriers and increased negative

stress that tends to be associated with a problem-based model.

Conflict management aims to identify and implement solutions by tactfully handling

emotionally charged disagreements (Korn Ferry, 2017). It is the third of five supporting

competencies under the relationship management cluster. Conflict management is considered a

social skill, utilizing relationship-based interactions to maintain effective relationships (Dimitrov

& Vazova, 2020). While this EI research was studied within a long-term care sector setting,

the competency of conflict management is readily transferrable to all workplaces where volatile

emotions are germane to the atmosphere.

Inspirational leadership is the fourth of five competencies within the relationship

management cluster. It is the ability to use leadership style or interpersonal guidance for the goal

of optimizing the performance of others (Korn Ferry, 2017). Inspirational leaders demonstrate

these values by consistently *walking the talk* while interacting with others. Research has

attributed the competency of inspirational leadership as one of the few traits that

differentiate perceptions that cause a delineation between good leadership and outstanding

leadership (Boyatzis et al., 2017). Inspirational leadership can have a positive correlation with

procedural justice behaviors. When officers perceive the behavior of their leadership as fostering

an internal workplace culture of fairness and respect, others mirror that same behavior in their

decision-making (Wu et al., 2017)

Teamwork is the active participation and contribution to a shared goal, responsibility, or reward (Korn Ferry, 2017). It is the last of the five competencies associated with the relationship management cluster. Research has shown that emotional intelligence-based behaviors will influence teamwork even in a rigid and hierarchical military setting (Valor-Segura et al., 2020). This is an important consideration, given that leaders with diminished emotional intelligence tend to rely on compliance based only upon formal rank within a military organizational structure.

Synthesis of the Literature

Professional behavior by law enforcement during everyday interactions is a generally accepted goal by police agencies, but this bearing is especially important when facing the adversity of emotionally volatile situations. The relationships between law enforcement and the public are primarily created within the individual interactions between the officer and the public (Schaap & Saarikkomaki, 2022). Remembering this point has never been as crucial as in these unprecedented times where actions collected on video, most with accompanying audio and clear, vivid color, can be broadcast across various media formats within minutes. Set within this contemporary context, a literature synthesis revealed a more prominent theme emerging from the two theoretical frameworks of emotional intelligence and procedural justice.

The emotional intelligence theory has been labeled into categories ranging from a revolutionary concept to a popular trend. However, regardless of the opinion, it remains a leadership and development tool in various settings (Ackley, 2016). Research shows a positive relationship between emotional intelligence and other vital workplace connections, such as work-role satisfaction (McCutcheon, 2018). While all three of the theories on emotional intelligence consistently contain a personal intelligence component, two of them, the ability model and the

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mixed model, also have a social intelligence component. This aspect is reflected in Salovey and

Mayer's tenet of understanding and managing a person's own (personal) and other's (social)

emotions, which are comparatively in parallel with Goleman and Boyatzis' self-

management/self-awareness (personal) and social awareness/relationship management (social)

constructs (Kanesan & Fauzan, 2019).

Interestingly, through the ongoing process of synthesizing the literature, a new

perspective on perennially accepted and research-based practices was presented.

Psychometrically assessing for and subsequent training in emotional intelligence capabilities

within law enforcement could lead to significantly increasing behaviors that reflect the tenets of

procedural justice. Currently, there is a groundswell of societal concern examining the ethical

decision-making processes that underpin procedural justice actions made by law enforcement

officers. As such, there is ongoing debate and discussion about what attributes make for a *police*

personality profile (Skolnick, 2020; TenEyck, 2023). In the interim, resulting empirical evidence

showed a negative correlation between the emotional exhaustion of police officers and the

possibility of procedural justice outcomes (Dempsey et al., 2023). In addition, although most

police applicants must complete and pass a psychological screening, assessing emotional

intelligence is not a standard hiring practice within the law enforcement workplace. Research

specific for law enforcement personnel shows a positive relationship between emotional

intelligence and overall job performance, and generally serves as the same type of variable

within other workplaces (Sembiring et al., 2020). A forward-thinking research study from China,

funded by the Chongqing Public Security Bureau, developed and statistically validated a mental

health ability scale. From their research study, Liao et al. (2022) created a police mental health

ability (PMHA) scale consisting of five components: cognitive intelligence (IQ), emotional

release/catharsis, decisiveness, behavioral drive, and reward pursuit.

Studies such as the one in China (Liao et al., 2022) underscore the global necessity for

improved screening methods to select the most effective police personnel. The research methods

outlined in Chapter 3 will show how this study can be applied within the United States. Whether

force is involved or not, video documentation of police-public events is generally provided from

a public perspective, possibly from a cell phone or neighborhood camera and a law enforcement

vantage point via body-worn cameras. Psychometrically validated assessment and training for

emotional intelligence will significantly increase the chances that the neutrality, respect, voice,

and trustworthiness found in procedural justice are consistently accomplished.

Critique of the Previous Research Methods

Like many great theories, emotional intelligence did not suddenly spring forth but

resulted from decades of exhausting the currently known possibilities. While research methods to

discover how emotions and intelligence have influenced each other had been conducted, with no

clear and causal connection ever being openly stated, the two remained conceptually siloed

(Mayer, 2006). However, since it emerged as a significant psychological construct in 1990, the

emotional intelligence theory has been viewed as more akin to and closely aligned with the

construct of general intelligence (O'Connor et al., 2019). While intelligence has been historically

associated with cognition, it may be likely that the specialized background of the researchers

themselves influences the context and interpretations of data. To this end, over the last 33 years,

the theory has evolved into three conceptual constructs: *trait*, *ability*, and *mixed* models of

emotional intelligence (Kanesan & Fauzan, 2019).

Trait EI and the TEIQue

Trait EI theory was introduced in 2001 by educational/child psychologist Konstantinos Petrides and occupational/applied psychologist Adrian Furnham based upon the previously published and operationalized EI constructs from Salovey and Mayer (1990), Bar-On (1997) and Goleman (1995). Petrides posits that within this pantheon of EI theories, "trait emotional intelligence demonstrates how the various EI models, where they are meaningful, mainly refer to established personality traits" (Petrides & Mavroveli, 2016, p.32). As such, the model recognizes that emotional experiences are subjective by their individual trait-based nature. Their research underscored the position that trait EI is primarily related to lower levels of affective aspects of personality due to self-perceived behavioral tendencies. In contrast, ability EI is psychometrically related to intelligence (Petrides & Furnham, 2001).

The instrument intended to measure trait EI is the Trait Emotional Intelligence Questionnaire (TEIQue). There are 30 questions ranked on a Likert scale ranging from 1, *completely disagree*, through 7, *completely agree*. Of the 15 competencies that comprise the trait EI construct, the TEIQue covers 13, which are then grouped into the four second-order factors of well-being, self-control, emotionality, and sociability. The two remaining facets, self-motivation and adaptability, are factored into the global trait EI score (Chirumbolo et al., 2019).

Specific strengths associated with the TEIQue is extensive support for its validity and reliability (Andrei et al., 2016). In addition, the TEIQue has been translated into several different languages and has provided valid and reliable results despite the linguistic and cultural contexts (Chirumbolo et al., 2019). Last, the TEIQue survey is considered to exclusively measure trait EI because it is entirely based on self-report responses. A meta-analysis found a correlation between trait EI and job satisfaction and commitment to the work organization (Miao et al., 2017). While

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trait EI is offered as a de facto preferred choice when examining EI models when self-report

measures are exclusively utilized (Petrides & Mavroveli, 2016), the 360-review portion of

surveys provides an insightful advantage towards improving workplace performance.

Despite these essential strengths, trait EI and the TEIQue do not apply to this research

study. The TEIQue's most significant obstacle is that it is not commercially available (O'Connor

et al., 2019). In addition, while the TEIQue is suited for EI training and executive coaching, the

research problem is systemic within the entire workplace, not just an executive issue.

Ability EI and the MSCEIT

With their published research in 1990, Peter Salovey, a social psychologist, and John

(Jack) D. Mayer, a personality psychologist, coined the term emotional intelligence and defined

it as "the subset of social intelligence that involves the ability to monitor one's own and others'

feeling and emotions, to discriminate among them, and to use this information to guide one's

thinking and action" (Salovey & Mayer, 1990, p.189). Their definition of intelligence is set

within a perspective that some people have innate insight for accurately recognizing and

identifying emotions in themselves and others. As such, Salovey and Mayer posit that the

primary construct setting their theory of EI apart from others is an ability-based component

wherein problem-solving objectives are met while navigating the emotional clues of themselves

and others (Mayer et al., 2016).

The instrument intended to measure ability EI is the Mayer-Salovey-Caruso Emotional

Intelligence Test (MSCEIT). The instrument is unique in that it assesses an understanding of

how emotions facilitate behaviors within everyday interactions and relationships. A review from

the *Mental Measurements Yearbook* (MMY) stated that the MSCEIT has good internal

consistency as well as validity within its content, structure, and predictive abilities (Meier &

Leung, 2005). The instrument asks the respondent to identify emotions based on depictions of faces, behavior, and when looking at objects.

There are 144 questions designed to measure Mayer and Salovey's four-branch model of ability EI (Mayer et al., 2003). Even though it is untimed, the general range to complete the instrument varies from 30-45 minutes. Objective and impersonal questions are based on common routine-type scenarios; the MSCEIT assesses how effectively people solve emotional problems and perform subsequent tasks (Mayer et al., 2002). The scenarios depicting typical life events are an alternative to the expected self-assessment of the respondent's EI skills. Because the assessment is performance-based, the MSCEIT has the strength that it is more difficult to give false impressions towards perceived favorable responses (Mayer et al., 2007). In other words, the MSCEIT requires participants to solve problems akin to an IQ format but still related to emotion rather than requiring participants to self-report on various questions as found in the measures used for trait and mixed models of EI. However, research has found that measures of ability EI, because it is focused on maximal ability, do not predict typical behavior in the face of emotional situations during task-induced stress, as well as trait-based measures (O'Connor et al., 2017). This point is of particular concern given the often task-induced stress nature common to the law enforcement workplace.

Procedural Justice

Since its release in 1990, Tyler's theory of procedural justice has been well-studied and debated by researchers for its effectiveness. Police agencies and academic researchers seek an ever-increasing examination into procedural justice as loss of public confidence and attempts for reform are suggested (Murphy & Tyler, 2017). The President's Task Force on 21st Century Policing (2015) states that the guiding principle in building trust between the community and

confidence in their local police is procedural justice (p. 12). Evidence for this proof of concept

was presented in the call for procedural justice behaviors to be exhibited by police to help defuse

tensions between law enforcement and the public during the summer of 2020 protests. Even

though procedural justice is focused on individual interactions, the paradigm has much broader

implications for the more significant portion of society (Schaap & Saarikkomaki, 2022).

Researchers have critically reviewed procedural justice's tenets and noted some

considerations, as with all theories. One of Tyler's (1990) theory's most disputed points is his

concept and definition of police legitimacy (Wolfe et al., 2016). He states that procedural justice

transcends individual and cultural differences, translating equally toward the public's opinion on

police legitimacy (Tyler, 1990). However, given the history of societal inequalities such as

segregation, racial profiling, and targeted policing efforts in minority communities, some racial

invariance of procedural justice should be anticipated (Wolfe et al., 2016).

In a related consideration posed by researchers, procedural fairness exhibited by the

public towards law enforcement officers is utilized as a barometer for their response style.

Survey research showed that citizens who are perceived as being cooperative are seen as less

threatening and more deserving of procedural justice-based decisions (Pickett & Nix, 2019).

While there is an argument to be made for this perspective, it needs to be balanced within an

ongoing dialogue of meaningful reform and trust for both sides of the equation.

The last critique is posed by Schaap and Saarikkomaki (2022), who state that process-

based procedural justice is overestimated because it cannot be statistically distinguished from

outcome-based police legitimacy. This is an expected problem with any correlation through

causation context returning causality to be substantiated within the theory. While this point of

overestimation is understood, the impact of this research study is improving the quality of the

interactions between law enforcement and the public. While voluntary compliance with the law indicating police legitimacy is one of the goals, the most important consideration is treating people fairly and with respect, as outlined in procedural justice.

Summary

In conducting the literature review, the most current and proven research on emotional intelligence is associated with the combined work of Salovey/Mayer, Bar-On, Petrides/Furnham, and Goleman/Boyatzis. However, three predominant models have emerged despite their theories being derived from some of the same research efforts, referencing the same antecedent works from esteemed peers and sharing comparable definitions of their key constructs. There is no valid reason to take sides or detract from the numerous merits of Petrides and Furnham's trait model, Mayer and Salovey's ability-based model, or Bar-On's work on the mixed model's correlation with procedural justice. However, as a scholar-researcher within the law enforcement workplace, there is the definitive conclusion that the Goleman/Boyatzis model of emotional intelligence and its use of the Emotional Social Competency Inventory (ESCI) assessment is the best fit for this research study.

In closing, as the research continues to evolve, there is a hopeful mindset that it will continue in the spirit and effort stated by Reuven Bar-On:

> I have explored the idea with various people in the EI community for a number of years and have received positive support for this approach from the individuals behind the other two major schools of emotional intelligence, including Peter Salovey and Daniel Goleman. I would like to encourage scholars, researchers, and graduate students to take up the challenge. (Bar-On, 2023)

In the same vein of community support referenced above by Bar-On, Chapter Three will examine the methodology utilized within this research study from a community-based research (CBR) approach toward collecting, analyzing, and communicating the data.

CHAPTER 3. METHODOLOGY

Leading up to this point in the study, Chapter 1 sets the stage by providing the background, current situation, and urgency for the research study, describing why examining emotional intelligence (EI) correlating with procedural justice (PJ) for law enforcement officers is needed. Chapter 2 delivered a literature review logistically outlined in four key sections: defining "intelligence," modern law enforcement initiatives, the law enforcement workplace, and the Emotional and Social Competency Inventory. Chapter 3 presents an in-depth examination of the methods and procedures utilized in this study to allow for replication by other researchers in the following order: quantitative methodology and non-experimental research design, recruitment of participants, and the demographics and law enforcement setting of the subject population. In addition, Chapter 3 outlines the data collection plan of the research study, the instruments used for each measure, and their associated validity and reliability. Last, Chapter 3 will conclude with a discussion of ethical considerations associated with the research study.

Purpose of the Study

The purpose of this research study, as previously introduced in Chapter 1, is to investigate which operational constructs of emotional intelligence could provide the most likely prediction of procedural justice behaviors from law enforcement officers. Interpersonal contact between police and citizens is synonymous with the profession, with ever-increasing data supporting emotional intelligence's positive role (Conroy, 2018). A lengthy series of previous research has already shown a diverse application of emotional intelligence benefiting the profession of law enforcement and the communities served. Examples range from promoting integrity-based behaviors from State Police in Nigeria (Aremu et al., 2011), early intervention for *at-risk* officers (Gullion & King, 2020), and better decision-making (Grubb et al., 2018).

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For this research study, emotional intelligence was measured based on the mixed-methods model authored by Goleman and Boyatzis (1999) and operationalized through the four clusters and 12 supporting competencies of their Emotional Social Competency Inventory (ESCI) survey. Subsequently, procedural justice behaviors were operationalized within four overarching tenets: voice, trustworthiness, respect, and neutrality. The tenets, or pillars of procedural justice, were defined within Tyler's (1990) model.

The conclusion of this research study was to indicate which clusters and competencies of the ESCI instrument would be statistically significant for procedural justice behaviors when measured by a scenario-based survey instrument. All survey data would result from actively sworn law enforcement personnel. It is hypothesized that some emotional intelligence competencies are plausible predictors of procedural justice-based decisions by law enforcement officers when interacting with the public.

The specific theoretical foundations for the study are from the Goleman/Boyatzis theory of emotional intelligence (1999) and its influence on predicting law enforcement officers' on-duty decisions based upon Tyler's (1990) theory of procedural justice. A generalized scenario would be pictured as a police officer who, as a result of experiencing an emotional hijack (Goleman, 1995), has their normal rational decision-making process circumvented by a fight-or-flight message sent directly from the amygdala (Williams, 2021). Without proper emotional intelligence training, the resulting interaction would have a variety of procedural justice-based decisions within the police-citizen encounter.

Research Questions

The following research question was the central focus of the study: Is there a statistically significant relationship between the four clusters and 12 competencies of emotional intelligence that will correlate with procedural justice behaviors exhibited by law enforcement officers?

RQ1: Is there a statistically significant relationship between the EI clusters of Self-Awareness, Self-Management, Social-Awareness, Relationship Management, and/or the subsequent individual EI competencies of emotional self-awareness, emotional self-control, achievement orientation, positive outlook, adaptability, empathy, organizational awareness, influence, coach and mentor, conflict management, inspirational leadership, or teamwork, that predict procedural justice behaviors from law enforcement officers?

H_{01}: There is no relationship between the EI clusters of Self-Awareness, Self-Management, social awareness, Relationship Management, and/or the subsequent individual EI competencies of emotional self-awareness, emotional self-control, achievement orientation, positive outlook, adaptability, empathy, organizational awareness, influence, coach and mentor, conflict management, inspirational leadership, or teamwork, predict procedural justice behaviors from law enforcement officers.

H_{A1}: There is a statistically significant relationship between the EI clusters of self-awareness, self-management, social awareness, relationship management, and/or the subsequent individual EI competencies of emotional self-awareness, emotional self-control, achievement orientation, positive outlook, adaptability, empathy, organizational awareness, influence, coach and mentor, conflict management, inspirational leadership, or teamwork, that will predict procedural justice behaviors from law enforcement officers.

RQ2: What is the unique ability from the EI clusters of self-awareness, self-management, social-awareness, and relationship management, and/or the subsequent individual EI competencies of emotional self-awareness, emotional self-control, achievement orientation, positive outlook, adaptability, empathy, organizational awareness, influence, coach and mentor, conflict management, inspirational leadership, or teamwork, that will predict procedural justice behaviors from law enforcement officers?

H_{02}: There is no unique ability from the EI clusters of Self-Awareness, Self-Management, Social-Awareness, and Relationship Management, and/or the subsequent individual EI competencies of emotional self-awareness, emotional self-control, achievement orientation, positive outlook, adaptability, empathy, organizational awareness, influence, coach and mentor, conflict management, inspirational leadership, or teamwork, that will predict procedural justice behaviors from law enforcement officers.

H_{A2}: There is the unique ability from the EI clusters of Self-Awareness, Self-Management, Social-Awareness, and Relationship Management, and/or the subsequent individual EI competencies of emotional self-awareness, emotional self-control, achievement orientation, positive outlook, adaptability, empathy, organizational awareness, influence, coach and mentor, conflict management, inspirational leadership, or teamwork, that will predict procedural justice behaviors from law enforcement officers.

RQ3: Which cluster(s) and/or combinations of EI competencies indicate subsequent procedural justice behaviors from law enforcement officers?

H_{03}: There is no cluster and/or combination of EI competencies that indicate subsequent procedural justice behaviors from law enforcement officers.

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H_{A3}: There are cluster(s) and/or combinations of EI competencies that indicate subsequent procedural justice behaviors from law enforcement officers.

Design and Methodology

A quantitative research methodology examining the relationship between emotional intelligence and procedural justice to answer the research questions best was utilized for two reasons. The first was simply because the Likert scale responses within the two surveys were numerical in nature. However, the second and more important consideration is that correlational studies are quantitative, measuring two or more characteristics within a specific group of people (Leedy & Ormrod, 2018).

As previously discussed, two surveys were used in this research study. Survey research is one of several methodologies that fall under the descriptive research umbrella. Descriptive research was selected for its ability to comprehend and give context to a situation as it currently exists (Leedy & Ormrod, 2018). As such, descriptive statistics categorize, organize, and summarize the data, creating insightful population demographics. Descriptive research designs such as observation, developmental (cross-sectional and longitudinal), or the experience-sampling method (ESM) were neither applicable nor practical to this study. However, a caution of watching for reactivity found in all types of research is noted. Akin to the possibility of people changing their physical behaviors when knowingly observed, survey participants may provide responses aligned with desirable characteristics or social norms (Leedy & Ormrod, 2018).

The mean scores of the ESCI survey were compared to one score for procedural justice using a multiple linear regression (correlational) analysis, with the 16 predictor variables to indicate their predictive value. Correlation has the strength of indicating the degree to which variables are intercorrelated and interpret and bring meaning to the data (Leedy & Ormrod,

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2018). Correlational research navigates the possible relationships between the many different

variables of emotional intelligence (Table 3).

Table 3
Variables

Research Question	Variable	Outcome/Predictor Variable OV/PV	Data Type
1	Emotional Intelligence (EI)	PV	Ratio
	Procedural Justice	OV	Ratio
2	EI cluster "Self-awareness"	PV	Ratio
	Procedural Justice	OV	Ratio
3	EI competency "Emotional Self-awareness"	PV	Ratio
	Procedural Justice	OV	Ratio
4	EI cluster "Self-management"	PV	Ratio
	Procedural Justice	OV	Ratio
5	EI competency "Emotional Self-control"	PV	Ratio
	Procedural Justice	OV	Ratio
6	EI competency "Achievement Orientation"	PV	Ratio
	Procedural Justice	OV	Ratio
7	EI competency "Positive Outlook"	PV	Ratio
	Procedural Justice	OV	Ratio
8	EI competency "Adaptability"	PV	Ratio
	Procedural Justice	OV	Ratio
9	EI cluster "Social Awareness"	PV	Ratio
	Procedural Justice	OV	Ratio
10	EI competency "Empathy"	PV	Ratio
	Procedural Justice	OV	Ratio
11	EI competency "Organizational Awareness"	PV	Ratio
	Procedural Justice	OV	Ratio
12	EI cluster "Relationship Management"	PV	Ratio
	Procedural Justice	OV	Ratio
13	EI competency "Influence"	PV	Ratio
	Procedural Justice	OV	Ratio
14	EI competency "Coach and Mentor"	PV	Ratio
	Procedural Justice	OV	Ratio
15	EI competency "Conflict Management"	PV	Ratio
	Procedural Justice	OV	Ratio
16	EI competency "Inspirational Leadership"	PV	Ratio
	Procedural Justice	OV	Ratio
17	EI competency "Teamwork"	PV	Ratio
	Procedural Justice	OV	Ratio

Note: Procedural Justice has four pillars: Voice, Respect, Neutrality, and Trustworthiness.

Moreover, when measured within the realistic context of the procedural justice scenario-type survey, the research may reveal some inner workings associated with the research problem. Contrasted against the strength that greater correlation is associated with the accuracy of predictive value, the adage that correlation does not determine causation is not so much a weakness as it is a precaution. Correlation alone will never infer a cause-and-effect relationship (Leedy & Ormrod, 2018). However, while there may be a third variable involved, simply knowing the variables are related is still relevant information.

Sample and Population

The following section focuses on the target population, attributes of the sample, and the power analysis. The sample of a population comprised of individuals is presumed to be representative of the greater population (Leedy & Ormrod, 2018). The power analysis determines the minimum sample size needed for the research study. Without it, there may not be enough statistical power to reject the null hypothesis and, in the process, accept a theoretical model that is not accurate (Leedy & Ormrod, 2018).

Population

The focus population for this research study exclusively included sworn law enforcement officers from across the United States. The most recent statistics from the Bureau of Justice Statistics stated that there are 473,000 full-time and 28,117 part-time sworn municipal law enforcement officers with 14% females. Sheriffs/Deputy sheriffs are comprised of 174,000 full-time and 9,400 part-time sworn deputies, with 14% females, 10% Black, and 14% Hispanics reported. State police/highway patrol personnel are comprised of 92,886 full-time and 217 part-time state troopers in the United States (BJS, 2022).

Given the nature of the focus population, the Federal Bureau of Investigation (FBI) also tracks other applicable demographics, such as the Law Enforcement Officers Killed and Assaulted (LEOKA) Program. In 2022, there were 61 law enforcement officers feloniously killed, a decline from 73 in 2021 and 57 accidentally killed in the line of duty, up from 56 in 2021 according to the FBI's Crime Data Explorer (CDE) (CDE, 2023a). Also, a stark reality of the public safety profession is that population statistics are tracking the rates of suicide. As of January 1st, 2022, the CDE's Law Enforcement Suicide Data Collection (LESDC) obtains incidental information on deaths by suicide as well as attempted suicide. The average age of the officer dying by suicide is 45, with the most at risk being 21-30 years of experience (CDE, 2023b).

Sample

As an occupation, the law enforcement officer represents many different types and levels of policing agencies. For this research, the sample included municipal, Sheriff's office, and state police. These classifications of law enforcement agencies perform similar roles within their respective jurisdictions, enforcing county, municipal, and state laws and applicable ordinances (IACP, 2018). Inclusion criteria are sworn law enforcement personnel, meaning certified by their respective state accrediting agency, without restriction from their formal rank or employing agency. Exclusion criteria are participants who are not currently certified as law enforcement officers, which would also mean that they were below the age of 17 and/or did not have a high school diploma or equivalent certification.

Power Analysis

A statistical power analysis is a calculation utilized to estimate the minimum size of a sample population needed to determine its effect size. When calculated correctly, the effect size

should answer the research questions comprehensibly and have meaningful metrics within the context of their constituent variables (Pek & Flora, 2018). To best meet this goal, a power analysis was conducted utilizing the G*Power program, version 3.1 (Faul et al., 2007), to determine the appropriate sample size for the research study. A two-tailed point biserial model (correlation) t-test with an effect size of .25, a significance level of less than .05 percent, and a power of .8 were input into the program. The results calculated by the G*Power program indicate that a minimum sample size of 120 participants is needed to have a meaningful effect.

Procedures

Planning and adhering to a standardized administration protocol is vital to ensuring the validity of the research study (American Psychological Association, 2020). Diligent adherence to the selection process, data collection, and analysis are vital in relating this research to eventual evidence-based practice. From a scholar-practitioner perspective, the personally lived experiences, occupational expertise, and critical thinking processes associated with examining research led to future evidence-based practice in the field (Jolley, 2020; Pettus-Davis et al., 2011).

Participant Selection

The sampling strategy utilized for this research study was a non-probability purposive sample obtained from a sample size of $N = 138$. This format was strategically selected because the sample population is based on a workgroup professionally appropriate to this specific study, making the survey responses more trustworthy (Campbell, 2020). While the ESCI research questions applied to all people, the procedural justice scenario questions applied only to the shared experiences of sworn law enforcement officers.

The first step in the data collection process was seeking and obtaining a formal written acknowledgment of permissions from an authorized person of the state public safety training center, the academy's director. Even though a preexisting professional relationship existed, an in-person conversation discussing the purpose of the study was part of the process. The initial step of written permission from the academy or the agencies it housed demonstrated organizational support and approval for the study. Site permissions were then uploaded to the Capella University Institutional Review Board (IRB), wherein verification of the approval for data collection is housed.

With permissions secured, the test advertised on its website portal and/or email invitations were sent through its membership listing. In addition, this research survey was granted permission to use the researcher's personal Facebook and LinkedIn accounts to increase the number of qualified participants. The IRB stipulates that all recruitment materials must include the researcher's name and the verbatim statement, "This study is part of the researcher's doctoral education program." In addition, the word "research," the purpose of the research, and a brief but relevant explanation of the procedures is included in the recruitment materials.

For those respondents seeking to be part of the research study, an email address was used exclusively for the research study, but also a phone number, was provided for any questions. Upon receiving the respondent's email address, they were enrolled in two online surveys. The first website, Korn Ferry, is the publisher of the Emotional Social Competency Inventory (ESCI) survey, and the second, SurveyMonkey, delivers the Procedural Justice survey. The ESCI takes approximately 30 minutes, and the procedural justice takes approximately 10 minutes.

The procedural justice survey included a demographic questionnaire about the respondent's law enforcement status. The questionnaire was designed for demographic data but

also served as a screening tool for participant inclusion. Suppose the respondent needed to meet the inclusion requirement of being a currently certified law enforcement officer. In that case, the survey was redirected to a screen thanking them for participating in the research.

Protection of Participants

Participants were protected at every stage in this research study. While no IRB representatives are needed because all correspondence is through email, other safeguards were in place. As previously mentioned, the recruitment materials for the research study included the researcher's name, the word "research", the purpose of the research, an explanation of the procedures, and the statement, "This study is part of the researcher's doctoral education program."

Informed consent, a beacon of participant protection, was not physically signed since the data was collected through two anonymous Internet surveys. To accommodate this, the informed consent form, with the signature lines removed, was placed at the beginning of the procedural justice survey with toggles for either "I agree to participate" or "I do not agree to participate," either advancing or closing the survey. However, the informed consent was available on the SurveyMonkey site because edit permissions are allowed. Additionally, the ESCI instrument provides a non-editable introductory email from the publisher, Korn Ferry, stating that all surveys are optional and providing their privacy policy. Lastly, the main Korn Ferry/ESCI page opens with the "acknowledgment of global privacy policy," wherein a box must be checked, and a hotlink to the global privacy policy is provided. This must be completed before the participant can either "accept and continue" or "cancel and exit" the survey.

Participant anonymity was preserved by a unique number assigned for the ESCI survey and a participant-provided email address for the procedural justice/SurveyMonkey dataset. No

law enforcement organization or employee was identified by name. Participant protections continue even after the surveys are complete. Per the ESCI survey conditional use agreement, the publisher, Korn Ferry, states that the survey and all aspects of the data will remain their exclusive property. Their data protection measures are outlined, wherein their commitment to privacy, data rights, and retention is provided (Korn Ferry, 2023). As a standard business practice, Korn Ferry minimizes data storage limitations and deletes information stored on their commercial servers as needed.

Data Collection

Data collection begins once the participant agreed to take part in the study. Potential participants were screened by their official state certification number. This number is the unique identifier assigned to each certified peace officer. Therefore, dismissal from the study would only result from not being a currently certified peace officer or if there was a direct conflict of interest.

After receiving the respondent's request to participate in the research, they were emailed a standardized introductory greeting and a link to the two survey sites. Because enrollment occurred via email, respondents completed the survey at a convenient time and place. No variations were needed as all respondents were part of a single participant pool.

As previously stated, the research study utilized the ESCI and Procedural Justice scenario-based self-report surveys. Upon completing the ESCI survey, participants were assessed, and the researcher checked that they also completed the corresponding Procedural Justice survey. No sensitive data were collected on either survey instrument. Continuous data scrub and follow-up emails helped ensure a useful and valid data set.

Upon completing the research surveys, the researcher downloaded the data. Korn Ferry delivers it in an Excel spreadsheet, in which the participant's name is replaced with a unique identification number. The data content in the results sent to the researcher did not contain PII. Storage and data protection consisted of both physical and electronic materials. Physical materials were stored in a locked file cabinet for which only the primary investigator has the key (Office of Research Integrity U.S. Department of Health and Human Services, 2021). Electronic materials will be stored on a hard drive with a cloud backup. Passwords were created at both the computer and file access levels, using a strong password and being sure to log out when not in use (Office of Research Integrity U.S. Department of Health and Human Services, 2021). The data will be permanently and irreversibly destroyed after the required seven years. Upon completion of the research project, a calendar reminder will be implemented. All documents will be sanitized in a vigorous and thorough burning process.

Data Analysis

The anonymous data for this study were obtained through electronic survey responses. Sampling concluded when the number of survey responses surpassed the minimum mandated population of the 120 required. The data were cleaned and converted from the Korn Ferry and Survey Monkey websites and exported into Excel format. SPSS version 29 statistical software was utilized to analyze the data.

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Descriptive Statistics

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Descriptive statistics for all the variables were treated as ratios to calculate the means and standard deviation of the interval-scale variables and frequencies and percentages to examine the nominal-level variables. The demographic variables were treated as continuous and coded as gender (1 = *Male*, 0 = *Female*), age range (interval/ratio to represent the respondent's age in

years), law enforcement experience (interval/ratio to represent the respondent's years of service), state and specific type of LEO, and currently serving in the role. Chapter 4 will present a detailed description of these results.

Hypothesis Testing

Data analysis was performed by using SPSS version 29. A multi-linear regression (MLR) analysis research design was utilized to establish and quantify the strength between the predictor and outcome variables (Leedy & Ormrod, 2018). In other words, the MLR was utilized to assess the statistical strength between the ESCI survey predictor variables and procedural justice survey outcome variables. Sample demographics and descriptive statistics to include means, standard deviations, and ranges for all predictor and outcome variables will be provided in the content of Chapter 4.

Instrumentation

This study used two online survey instruments to collect the data. First, the Emotional Social Competency Inventory (ESCI) to measure the Goleman and Boyatzis theory of emotional intelligence. Second, a scenario-based survey was utilized to measure procedural justice. Both are discussed in greater detail below.

Emotional and Social Competency Inventory

The Emotional and Social Competency Inventory (ESCI) is a 68-item scale using a 5-point scale, with options ranging from *Never - Rarely - Sometimes - Often - Consistently* (Korn Ferry, 2017). The current publisher of the ESCI, Korn Ferry, granted permission to use the instrument for research purposes. The ESCI was explicitly designed to measure emotional intelligence in alignment with the Goleman/Boyatzis model. The ESCI has been used in various work venues, particularly in assessing the relationship in leadership behaviors. However, while

the ESCI is known for its 360 reviews, it was not utilized as part of the self-report survey data

due to mandated contractual obligations from the publisher.

Validity

The ESCI has established the validity of its scores by drawing inferences from past use of

the instrument. Research on the predictive ability of the self-reporting section of the ESCI was

not predictive of job performance (Korn Ferry, 2017). Self-ratings are prone to bias and should

not be used as the sole means to interpret subjective competencies or performance (Leedy &

Ormrod, 2018). To offset this, 360-degree review assessments can explain 70% of the variance

in job performance ratings (Korn Ferry, 2017).

Reliability

Reliability refers to the consistency or repeatability of scores on an assessment. Internal

consistency is the critical form of reliability when testing for multi-item instruments (Creswell &

Creswell, 2022). The Internal consistency of the ESCI was measured by Cronbach's alpha with

self-raters' reliability scores ranging from 0.71 through 0.85 (Korn Ferry, 2017). Optimal levels

range from .7 to .9 (Creswell & Creswell, 2022). Even though the non-self-rater portion of the

ESCI was not utilized for this study, all Cronbach's alpha values in this area were .85 or above

(Korn Ferry, 2017). As such, the reliability scores signal that an individual's actual self-reported

standing on the ESCI competencies is accurately being measured. With 12 competencies to

measure, each with its own distinct and discernable behavior characteristics, inter-competency

correlations have related functionality.

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Procedural Justice Vignette Survey

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In spite of being a timely topic the ability to measure procedural justice did not have a

commercial instrument available. However, a survey to measure procedural justice was found

within previous research studies on the topic. With permission and input from the originating

thesis author (Mays, 2016) a vignette-style survey was utilized as the basis for measuring

procedural justice. Mays (2016) praised the practicality of the vignette survey design and readily

engaged in applying it specifically to this research study to further explore the causality-related

issues examining procedural justice.

Full factorial vignette (FFV) methodology, initially developed in 1982 by Rossi and

Nock for research in the social sciences (Rossi & Anderson, 1982), and was used to create the

four scenario-style "vignettes" within the Procedural Justice Vignette Survey. Vignettes are

adept at gaining insight from real-world situations that are activated and intensified by sensitive

conditions (Atzmuller, 2021). Vignettes, which are sometimes also referred to as "case

scenarios," are commonly found in the practice of developing guideline practices and are at the

heart of problem-based learning (PBL) training (Brauer et al., 2009). Case scenarios are also a

standard practice of law enforcement training, bringing face validity to this approach with the

officers who comprise the sample.

Validity

The procedural justice survey has high internal validity because the respondents represent

the population being studied. Further internal validity for the vignette survey instrument is based

upon the goal of measuring the intended question. This was accomplished because only

procedural justice, according specifically to Tom Tyler's theory, was measured by the questions

as presented. In addition, the survey has high external validity. Studies have demonstrated that

the judgments rendered in response to the survey vignettes closely align with those made in real-

life situations (Taylor, 2006). Also important is that the survey has face validity because the

verbiage of the vignette is clear, realistic, and relevant to the study. To further this point, the

survey was written to be free of any implicit or conscious bias. As such, the scenarios do not reference gender, age, race, religion, sexual orientation, or financial status. For example, the scenario involving the noise complaint states that the music is coming from a "residence" rather than other options such as "apartment" or "single-wide trailer," which may incur bias from the respondent.

The survey has criterion and construct validity because all questions are relevant to the topic. Criterion validity was achieved from the questions representing all four pillars of the underlying theoretical construct for procedural justice: respect, voice, neutrality, and trustworthy motives. In this way construct validity was found in the response scales containing the definition of procedural justice behaviors in the responses. For example, the question asks the respondent, "Based upon the driver's interaction with you, how likely is it that you will be respectful during this interaction? This would entail acting in a fair and impartial manner throughout the entire scenario" (Sharples, 2024). Construct validity is achieved because "respect" is a tenet of procedural justice and is defined as "acting in a fair and impartial manner" leaving no gray area or possible misinterpretation for the choice.

Reliability

Analyzing data from factorial surveys is straightforward; the research is to learn about the vignette variables on a measured outcome (Auspurg & Hinz, 2015). Working with the author of the original survey material (Mays, 2016) the vignettes were written to be unambiguous in verbiage while still being realistic to the role of law enforcement. Neutral demographic information for the scenario was also screened in an effort to minimize any possibility of personal bias from the participants. Last, the verbiage of the survey questions were directly quoted and defined by the the four tenets of procedural justice. Within-subjects survey-style

research, the vignettes employ short and systematically varied scenes of people and situations

that are designed to elicit the behaviors, beliefs, and attitudes of the respondents (Dulmer, 2016;

Su & Steiner, 2020). As such, questions associated with the four possible vignettes were

designed to measure procedural justice in alignment with Tom Tyler's (1990) model.

In addition, the number of vignettes and factors were designed to avoid cognitive

overload, tiredness, or inconsistent responses (Quirke et al., 2022). The response scale exactly

mirrors that of the ESCI (Korn Ferry, 2017), having a 5-point scale with options ranging from

Never - Rarely - Sometimes - Often - Consistently. The order of vignette assignment was

randomized, and research has shown that the order of the vignettes did not show significant

difference in the regression process (Sauer et al., 2020). While the order of the vignettes was

randomized all respondents received each of the four scenarios.

It is important to highlight that, although no specific test-retest reliability or internal

consistency measure was conducted on the procedural justice instrument used in this study, the

model instrument utilized has undergone robust evaluation. The model has been previously

employed in peer-reviewed journals, (Reisig et al., 2018; Trinkner et al., 2019) providing

evidence of its reliability and validity. Notably, the consistent application of the model

instrument within criminal justice research contexts emphasizes its established measures of

internal consistency.

PROCEDURAL JUSTICE SURVEY

NOISE VIOLATION SCENARIO 1

Scenario Setting: You are dispatched to residence for a noise compliant resulting from a party. You can see that people are generally having a good time, but there are a few people who may be considered a little bit rowdy.

As you approach the door to the residence a person, who identifies themselves to be the host, meets you and says: "Hi officer, I am going to assume that you're here because of my party?" After you speak with the resident for a few minutes regarding the high volume of the music, the safety concerns about the number of people, and the impact on the neighbors the resident says "I am going to speak with my guests and make sure they keep the noise down. I'll have the guests back inside my place as soon as I can." You repeat the safety and noise concerns from the neighbors and then leave the residence asking the resident/host to address those issues.

Approximately two hours later you are dispatched back to the noise complaint. The situation is exactly the same as when you had left the original call, with the music at the same volume with the guests exhibiting the same demeanor as before.

OK

9 of 25 answered

PROCEDURAL JUSTICE SURVEY

NOISE VIOLATION SCENARIO 2

Scenario Setting: You are dispatched to residence for a noise compliant resulting from a party. You can see that people are generally having a good time, but there are a few people who may be considered a little bit rowdy.

As you approach the door to the residence a person, who identifies themselves to be the host, meets you and says: "I don't care who called to complain about us! I have a right to have my friends over here whenever I damn well want to! This is an invasion of my personal space! I'm a citizen who has a sovereign right to freely exercise my autonomy without oversight or restriction!"

After you speak with the resident for a few minutes regarding the high volume of the music, the safety concerns about the number of people, and the impact on the neighbors the resident says "this party is a gathering of free people, and no government entity has dominion over us! Hell, I'll be all up on Twitter and bring more free people to exercise their sovereignty in this world! We are free and do not recognize your attempt at government control over me!" You repeat the safety and noise concerns from the neighbors and then leave the residence asking the resident/host to address those issues.

Approximately two hours later you are dispatched back to the noise complaint. The situation is exactly the same as when you had left the original call, with the music at the same volume with the guests exhibiting the same demeanor as before.

OK

17 of 25 answered

Ethical Considerations

Given the central role of ethical decision-making within the research topic itself, ethical considerations were demonstrated throughout the research process. Approval for the research

study was obtained from the Capella University Institutional Review Board (IRB) before participants were recruited and the data collection was initiated. With only a participant-provided email address required, no personally identifiable information (PII) was needed for this research study. The research site and population were deidentified, wherein only those participants could disclose they had participated. All research data that is allowed to be secured exclusively with the researcher will be deleted in seven years upon completion of the study.

Ethics has been a recognized standard for industrial-organizational (I-O) psychologists within their research and subsequent education and practice (Banks et al., 2022). While the sample population consisted exclusively of law enforcement officers, and are not generally considered an at-risk population, several factors within the *Ethical Principles of Psychologists and Code of Conduct* (American Psychological Association, 2017) were of special concern. As previously stated, (Sharples, 2024, p.44) the workplace culture of law enforcement has a realistic heightened concern about privacy and confidentiality (American Psychological Association, 2017). Addressing this ethical issue was essential to garnering a successful sample.

Last, but not least, respect for persons, beneficence, and justice from the *Belmont Report* were meaningful watchwords throughout the research process (U.S. Department of Health and Human Services, 1979). The parallel connection between the guidelines of the Belmont Report, taking place in response to institutionalized abuse, and the research topic, examining similar sanctioned abuses within the workplace, was seen as an opportunity to walk the talk towards a new path. Volunteer informed consent and the researcher's agreement of anonymity were prominently placed and appropriately acknowledged for the emotional comfort of the research participants.

Summary

Chapter 3 presented information detailing how the methodology of correlational research, data collection, and data analysis can quantitatively allow for predictions that provide insight into how emotional intelligence can influence procedural justice. Chapter 4 will describe the background, statistical assumptions, and subsequent research data analysis. Chapter 5 will then complete the meaning and impact stemming from the data analysis in this chapter within the content of the results discussed in Chapter 4.

CHAPTER 4. RESULTS

The purpose of this non-experimental research study tests if emotional intelligence (EI) can correlate with procedural justice (PJ) behaviors for law enforcement officers. The findings of the data analyses are presented in this chapter. Relevant tables associated to the testing of the hypothesis are included. Chapter 4 will conclude with a summary of the results. There were no modifications to the data collection, analysis, or process outlined in Chapter 3.

Data Collection Results

Frequencies and percentages were used to examine the trends in the nominal-level variables. Means and standard deviations were used to summarize the continuous-level variables. To address the research questions, a series of multiple linear regressions were conducted. Statistical significance was evaluated at the generally accepted level, $\alpha = .05$.

Sample Data Description

A detailed description attaining the participant sample used in the study consisted of the following statistics. From the initial sample of 212 participants invited to respond to the survey questionnaires; 74 were removed from the data analysis due to not meeting the inclusion criteria or not responding to a minimum portion of the surveys. The final sample size consisted of 138 participants. The minimum sample size required through G*Power indicated that 120 participants would be required for a meaningful statistical analysis.

A majority of the sample consisted of males ($n = 108$, 78.26%). This population sample included gender comparisons to the known population demographics (see CH 2, Sharples, p.37, 2024). Descriptive statistics of the study participants are presented in Table 4 shown below.

Table 4

Frequency Table for Nominal Variables

Variable	*n*	*%*
Gender		
Female	24	17.39
Male	108	78.26
No response	6	4.35
Age range		
18-24 years	4	2.90
25-34 years	46	33.33
35-44 years	38	27.54
45-54 years	26	18.84
55-64 years	15	10.87
65+ years	3	2.17
No response	6	4.35
How many years of LEO experience do you have?		
1-5 years	37	26.81
6-10 years	22	15.94
11-20 years	37	26.81
20-29 years	22	15.94
30+ years	11	7.97
No response	9	6.52
Please select the state of your P.O.S.T. certification.		
Georgia	130	94.20
Pennsylvania	1	0.72
California	2	1.45
Washington	1	0.72
Not Applicable - Not Certified	4	2.90
No response	0	0.00
Please select your profession.		
LEO: Police, Sheriff, Marshal, etc.	125	90.58
Other	13	9.42
Are you currently serving in this role?		
Yes, I am in this role.	134	97.10
No, I am not in this role.	4	2.90

The most prevalent age ranges of participants were 25-34 years ($n = 46$, 33.33%) and 35-44 years ($n = 27.54\%$). Years of LEO experience was widely distributed among the sample. Many participants obtained their P.O.S.T. certification in Georgia ($n = 130$, 94.20%). More than 90% of the sample identified their profession as LEO (officer, sheriff, etc.), and most indicated that they were currently serving in this role. Other population demographics, such as age and race, were not made available from the publisher of the ESCI survey, Korn Ferry. However, external validity for gender, made available from the procedural justice survey, was found to be within the current national standard parameters.

<div style="text-align:center">Analysis of Hypotheses</div>

The research study investigated three research questions, each one with their subsequent null and alternative hypotheses. To conduct a multiple linear regression, there are eight assumptions that must be met to accurately test the data applied to the research hypothesis (Laerd Statistics, 2018). The first three assumptions are answered by the design of research study. The first assumption states that the outcome variable must be a continuous-level measurement. All outcome variables are continuous-level measurements and, therefore, the first assumption was supported. The second assumption, that there should be at least two predictor variables, was supported due to each of the regression models containing multiple predictor variables resulting from the four main clusters and 12 supporting competencies of emotional intelligence. The third assumption of a multiple linear regression is that the observations are independent of one another. The third assumption, independence of observations, was supported due to not being part of the three broad classes where they occur: repeated measures data, time series data, or hierarchical and grouped data (Garson, 2012).

The assumptions of linearity and multicollinearity were tested using variance inflation factors (VIF). Linearity denotes that a linear relationship exists between the predictor variables and each of the individual outcome variables. However, it also entails the collective predictor and outcome also have a linear relationship. In addition, the assumption for the absence of multicollinearity verifies that the predictor variables in a multiple linear regression are not highly associated with one another, did not exceed 10 as per standard practice (Pituch & Stevens, 2016). All the VIF values were well below 10, indicating that the assumption for absence of multicollinearity was supported. Table 5 and 6 present the VIFs for the four ESCI clusters and 12 individual ESCI competencies.

Table 5

Variance Inflation Factors for ESCI Domains

ESCI Domain	VIF
Self-Awareness	1.757
Self-Management	2.903
Social Awareness	2.862
Relationship Management	3.256

Table 6

Variance Inflation Factors for ESCI Competencies

ESCI Individual Competencies	VIF
Emotional Self-Awareness	2.073
Emotional Self-Control	1.714
Achievement Orientation	2.009
Positive Outlook	2.907
Adaptability	3.163
Empathy	2.615
Organizational Awareness	2.274
Influence	1.894
Coach and Mentor	2.274
Conflict Management	2.120
Inspirational Leadership	2.988
Teamwork	2.294

The fifth assumption of homoscedasticity was tested with a series of residuals scatterplots

(see Figures 9-16). The assumption was tested with a scatterplot of residuals. Due to the absence

of a recurring pattern the assumption for homoscedasticity was supported.

Figure 9

Residuals Scatterplot for Regression Between ESCI Domains and Procedural Justice – Traffic Stop 1.
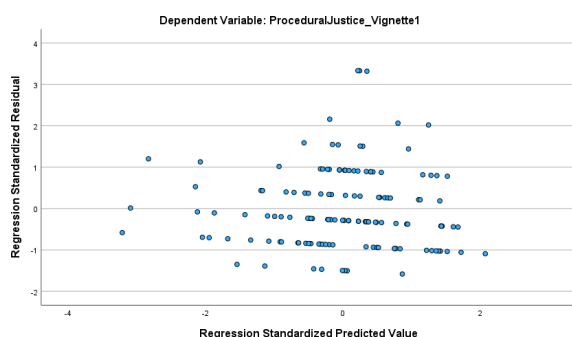
Figure 10

Residuals Scatterplot for Regression Between ESCI Individual Competencies and Procedural Justice – Traffic Stop 1.
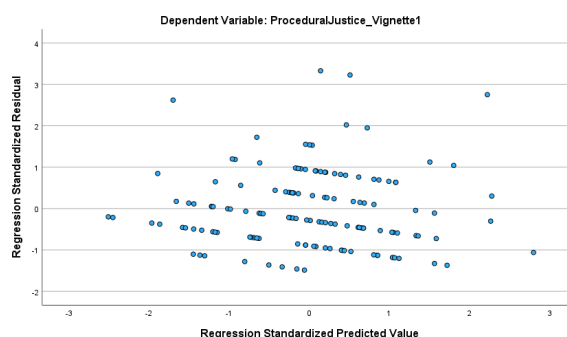
Figure 11

Residuals Scatterplot for Regression Between ESCI Domains and Procedural Justice – Traffic Stop 2.
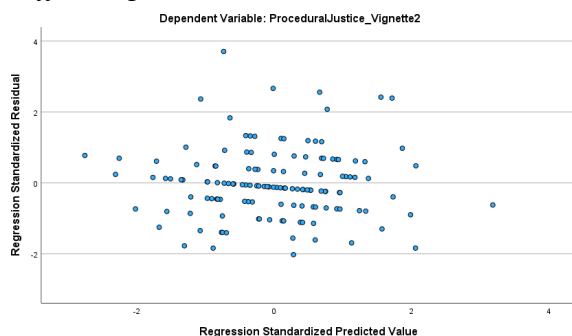
Figure 12

Residuals Scatterplot for Regression Between ESCI Individual Competencies and Procedural Justice – Traffic Stop 2.
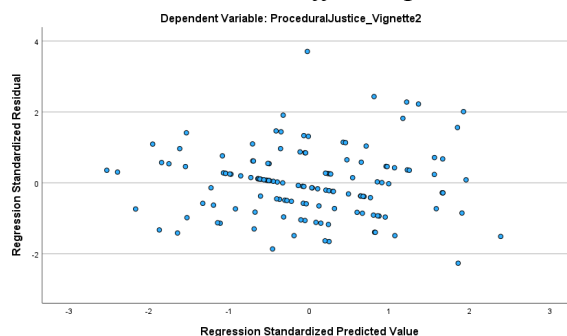
Figure 13
Residuals scatterplot for regression between ESCI domains and procedural justice – noise complaint 1.
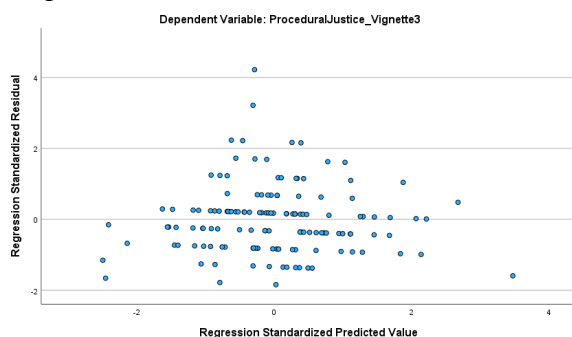
Figure 14.
Residuals scatterplot for regression between ESCI individual competencies and procedural justice – noise complaint 2.
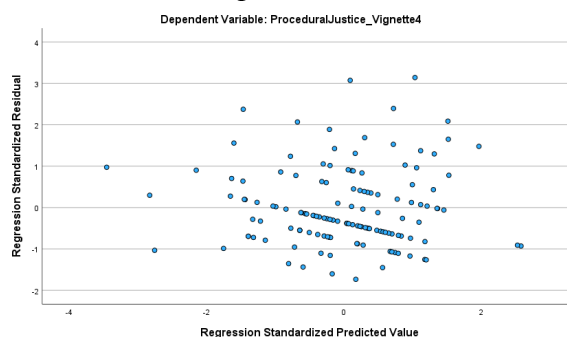
Figure 15.
Residuals scatterplot for regression between ESCI individual competencies and procedural justice – noise complaint 1.
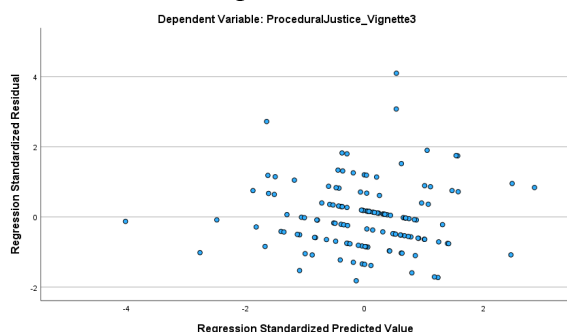
Figure 16.
Residuals scatterplot for regression between ESCI domains and procedural justice – noise complaint 2.
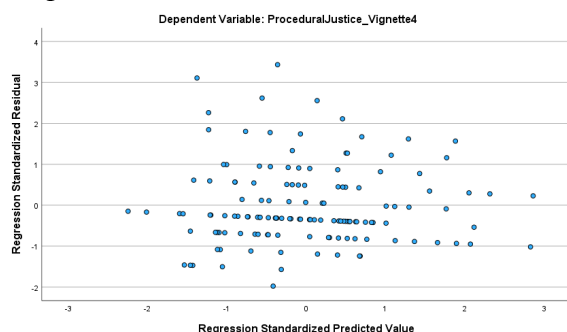
The fourth assumption of normality was first visually examined with histograms of the variables of interest (see Figures 17-19). A majority of the variables met the normality assumption, with some variables depicting a slight skew to the left.

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Figure 17.
Histogram for self-management overall.
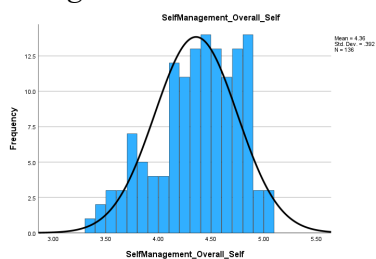
Figure 18.
Histogram for relationship management overall.
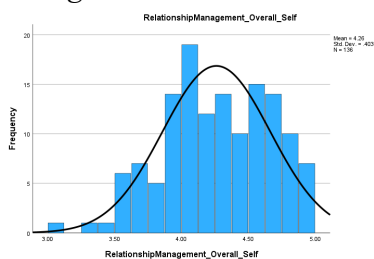
Figure 19.
Histogram for social awareness overall.
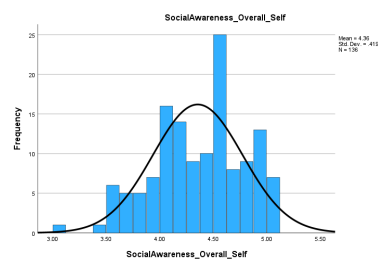
Figure 20.
Histogram for self-awareness overall.
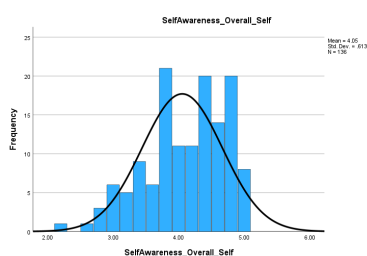
Figure 21.
Histogram for emotional self-awareness.
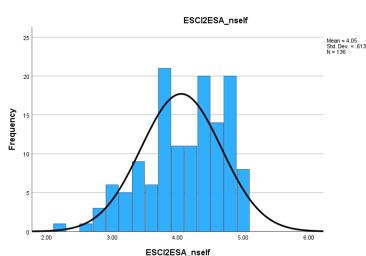
Figure 22.
Histogram for emotional self-control.
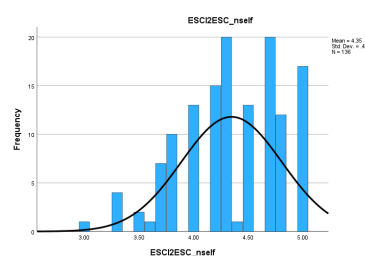
Figure 23.
Histogram for achievement orientation.
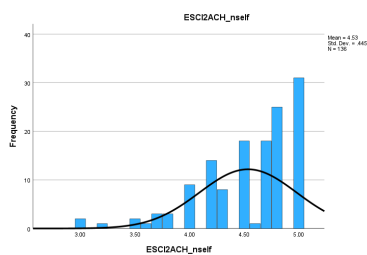
Figure 24.
Histogram for positive outlook.
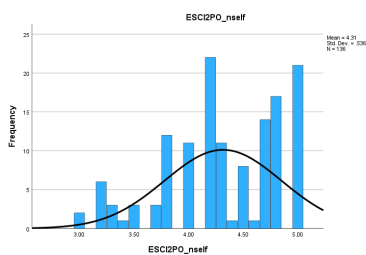
Figure 25.
Histogram for adaptability.

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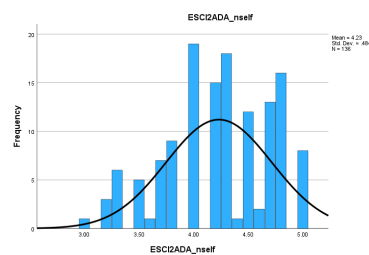
Figure 26.
Histogram for empathy.
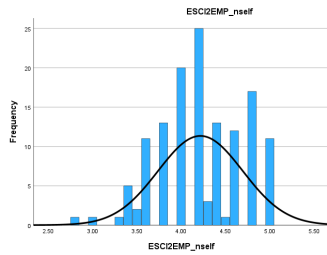
Figure 27.
Histogram for organizational awareness.
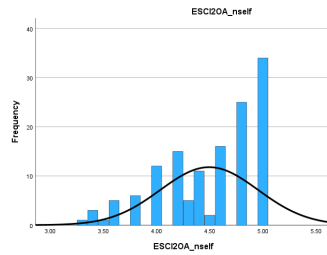
Figure 28.
Histogram for influence.
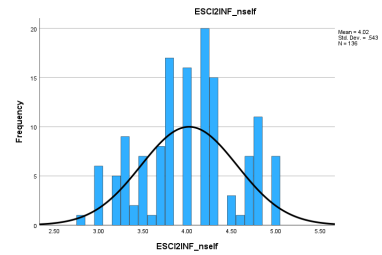
Figure 29.
Histogram for coach and mentor.
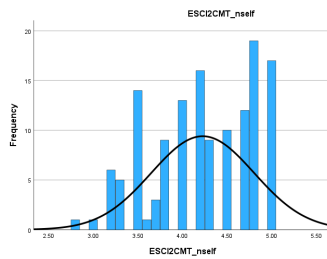
Figure 30.
Histogram for conflict management.
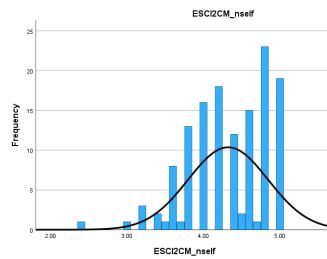
Figure 31.
Histogram for inspirational leadership.
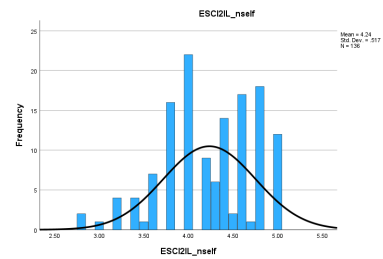
Figure 32.
Histogram for teamwork.
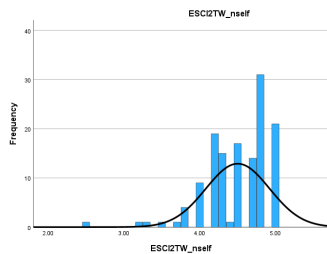
Figure 33.
Histogram for procedural justice – traffic stop 1.
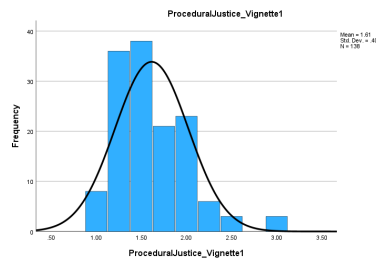
Figure 34.
Histogram for procedural justice – traffic stop 2.
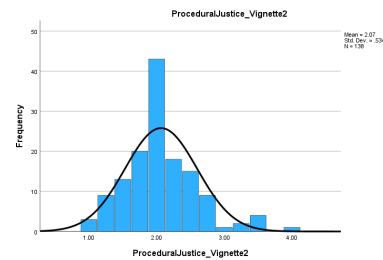
Figure 35.
Histogram for procedural justice – noise complaint 1.
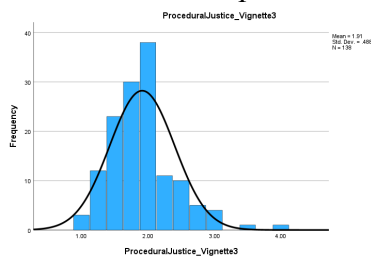
Figure 36.
Histogram for procedural justice – noise complaint 2.

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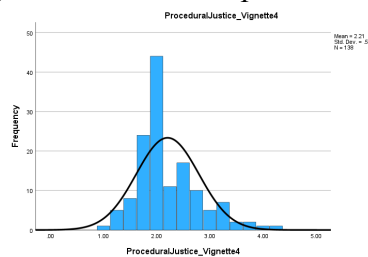
To further examine the univariate normality assumption, the skewness and kurtosis statistics for the variables of interest were examined. According to Kline (2016), to meet univariate normality the skewness statistics should fall between ± 2.00 and kurtosis statistics should fall between ± 7.00. All the variables of interest fell within the acceptable ranges, indicating that the assumption of normality was supported. Table 9 presents the skewness and kurtosis statistics for the variables of interest.

Table 7

Skewness and Kurtosis for Variables of Interest

ESCI Domain	Skewness	Kurtosis
Self-Awareness	-.531	-.481
Self-Management	-.303	-.357
Social Awareness	-.409	-.466
Relationship Management	-.544	-.268
Emotional Self-Awareness	-.544	-.268
Emotional Self-Control	-.465	-.356
Achievement Orientation	-1.182	1.293
Positive Outlook	-.561	-.473
Adaptability	-.396	-.547
Empathy	-.218	-.395
Organizational Awareness	-.693	-.449
Influence	-.068	-.677
Coach and Mentor	-.363	-.963
Conflict Management	-.656	.234
Inspirational Leadership	-.474	-.286
Teamwork	-1.322	3.283
Procedural justice – traffic stop 1	1.030	1.454
Procedural justice – traffic stop 2	.777	1.401
Procedural justice – noise complaint 1	1.028	2.296
Procedural justice – noise complaint 2	.970	1.064

The absence of any outliers assumption was verified with standardization of the variables of interest. Tabachnick and Fidell (2019) indicate that outliers correspond to *z*-scores exceeding ± 3.29 standard deviations from the mean. A majority of the variables fell within the acceptable

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thresholds for outliers. There were a few variables that exceeded the thresholds for outliers, however, because the skewness and kurtosis statistics fell within the acceptable ranges, no further reductions were made. Table 10 presents the low and high *z*-scores for each of the variables of interest.

Table 8
Low and High Z-Scores for Variables of Interest

ESCI Domain	Low Z-Score	High Z-Score
Self-Awareness	-2.505	1.640
Self-Management	-3.134	1.736
Social Awareness	-2.999	1.538
Relationship Management	-3.024	1.544
Emotional Self-Awareness	-3.024	1.544
Emotional Self-Control	-2.929	1.420
Achievement Orientation	-3.445	1.045
Positive Outlook	-2.451	1.278
Adaptability	-2.543	1.586
Empathy	-2.961	1.637
Organizational Awareness	-2.595	1.097
Influence	-2.251	1.804
Coach and Mentor	-2.472	1.339
Conflict Management	-3.668	1.296
Inspirational Leadership	-2.774	1.478
Teamwork	-4.757	1.185
Procedural justice – traffic stop 1	-1.511	3.409
Procedural justice – traffic stop 2	-1.996	3.625
Procedural justice – noise complaint 1	-1.872	4.279
Procedural justice – noise complaint 2	-2.047	3.466

RQ1: Is there a statistically significant relationship between the EI domains of Self-Awareness, Self-Management, Social-Awareness, Relationship Management, and/or the subsequent individual EI competencies of emotional self-awareness, emotional self-control, achievement orientation, positive outlook, adaptability, empathy, organizational awareness,

influence, coach and mentor, conflict management, inspirational leadership, or teamwork, that predict procedural justice behaviors from law enforcement officers?

H_{01}: There is no relationship between the EI domains of Self-Awareness, Self-Management, Social-Awareness, Relationship Management, or the subsequent individual EI competencies of emotional self-awareness, emotional self-control, achievement orientation, positive outlook, adaptability, empathy, organizational awareness, influence, coach and mentor, conflict management, inspirational leadership, or teamwork, predict procedural justice behaviors from law enforcement officers.

H_{A1}: There is a statistically significant relationship between at least on of the EI domains of Self-Awareness, Self-Management, Social-Awareness, Relationship Management, and/or the subsequent individual EI competencies of emotional self-awareness, emotional self-control, achievement orientation, positive outlook, adaptability, empathy, organizational awareness, influence, coach and mentor, conflict management, inspirational leadership, or teamwork, that will predict procedural justice behaviors from law enforcement officers.

To address research question one, a series of multiple linear regression models were performed to examine the predictive relationship between ESCI domains and ESCI individual competencies on procedural justice. Individual regressions were conducted to examine the domains and competencies independently. Separate regressions were run to examine procedural justice for each scenario/vignette. For the purposes of research question one, only the overall fit statistics were examined for the regression models.

None of the multiple linear regression models were statistically significant at $\alpha = .05$. These findings indicate that collectively, the ESCI domains and the ESCI individual competencies do not significantly predict procedural justice for any of the four vignettes (traffic

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stop 1, traffic stop 2, noise complaints 1, and noise complaints 2). Therefore, the null hypothesis for research question one failed to be rejected. The findings of the overall regression models are presented in Table 9 and 10.

Table 9

Overall Model Fit for Multiple Linear Regression with between ESCI Domains and Procedural Justice

Regression Model	$F(4, 131)$	p	R^2
ESCI domains predicting procedural justice for traffic stop 1	0.32	.868	.010
ESCI domains competencies predicting procedural justice for traffic stop 2	0.83	.507	.025
ESCI domains competencies predicting procedural justice for noise complaints 1	0.18	.947	.006
ESCI domains competencies predicting procedural justice for noise complaints 2	0.27	.897	.008

Table 10

Overall Model Fit for Multiple Linear Regression with between ESCI Individual Competencies and Procedural Justice

Regression Model	$F(12, 123)$	p	R^2
ESCI individual competencies predicting procedural justice for traffic stop 1	0.86	.586	.078
ESCI individual competencies predicting procedural justice for traffic stop 2	1.62	.094	.137
ESCI individual competencies predicting procedural justice for noise complaints 1	1.05	.412	.093
ESCI individual competencies predicting procedural justice for noise complaints 2	1.69	.077	.141

RQ2: What is the unique ability from the EI clusters of self-awareness, self-management, social-awareness, and relationship management, and/or the subsequent individual EI competencies of emotional self-awareness, emotional self-control, achievement orientation, positive outlook, adaptability, empathy, organizational awareness, influence, coach and mentor, conflict management, inspirational leadership, or teamwork, that will predict procedural justice behaviors from law enforcement officers?

H$_{02}$: There is no unique ability from the EI domains of Self-Awareness, Self-Management, Social-Awareness, Relationship Management, and/or the subsequent individual EI

competencies of emotional self-awareness, emotional self-control, achievement orientation, positive outlook, adaptability, empathy, organizational awareness, influence, coach and mentor, conflict management, inspirational leadership, or teamwork, that will predict procedural justice behaviors from law enforcement officers.

H_{A2}: There is the unique ability from at least one of the EI domains of Self-Awareness, Self-Management, Social-Awareness, Relationship Management, and/or the subsequent individual EI competencies of emotional self-awareness, emotional self-control, achievement orientation, positive outlook, adaptability, empathy, organizational awareness, influence, coach and mentor, conflict management, inspirational leadership, or teamwork, that will predict procedural justice behaviors from law enforcement officers.

To address research question two, the multiple linear regression models in the previous research question were further examined. The individual predictors were assessed for their unique ability in predicting procedural justice behaviors. The results below are organized by scenario/vignette, with the ESCI domains presented first as predictors, followed by the ESCI individual competencies.

ESCI Domains Predicting Procedural Justice – Traffic Stop 1

None of the individual ESCI domains significantly predicted procedural justice for traffic stop 1. Table 13 presents the findings of the multiple linear regression.

Table 11

Multiple Linear Regression with between ESCI Domains and Procedural Justice – Traffic Stop 1

ESCI Domain	B	SE	β	t	p
Self-Awareness	0.01	0.08	.02	0.13	.895
Self-Management	-0.12	0.15	-.11	-0.77	.444
Social Awareness	-0.06	0.14	-.06	-0.40	.688
Relationship Management	0.17	0.16	.16	1.05	.295

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ESCI Individual Competencies Predicting Procedural Justice – Traffic Stop 1

None of the ESCI individual competencies significantly predicted procedural justice for

traffic stop 1. Table 14 presents the findings of the multiple linear regression.

Table 12

Multiple Linear Regression with between ESCI Individual Competencies and Procedural Justice – Traffic Stop 1

ESCI Individual Competencies	B	SE	β	t	p
Emotional Self-Awareness	-0.02	0.08	-.03	-0.26	.797
Emotional Self-Control	-0.09	0.10	-.10	-0.86	.390
Achievement Orientation	0.14	0.11	.15	1.21	.230
Positive Outlook	-0.10	0.11	-.13	-0.88	.383
Adaptability	0.01	0.13	.01	0.08	.937
Empathy	-0.12	0.12	-.14	-0.99	.325
Organizational Awareness	0.02	0.12	.02	0.19	.854
Influence	0.15	0.09	.20	1.67	.097
Coach and Mentor	-0.15	0.09	-.21	-1.61	.110
Conflict Management	0.06	0.10	.08	0.60	.547
Inspirational Leadership	0.08	0.12	.10	0.64	.525
Teamwork	0.08	0.13	.08	0.60	.546

ESCI Domains Predicting Procedural Justice – Traffic Stop 2

None of the individual ESCI domains significantly predicted procedural justice for traffic

stop 2. Table 15 presents the findings of the multiple linear regression.

Table 13

Multiple Linear Regression with between ESCI Individual Domains and Procedural Justice – Traffic Stop 2

ESCI Domain	B	SE	β	t	p
Self-Awareness	-0.08	0.10	-.09	-0.77	.446
Self-Management	-0.22	0.20	-.16	-1.09	.277
Social Awareness	0.29	0.19	.23	1.56	.121
Relationship Management	-0.05	0.21	-.04	-0.26	.797

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ESCI Individual Competencies Predicting Procedural Justice – Traffic Stop 2

Coach and mentor (B = -0.24, t = -2.03, p = .044) was a significant predictor, indicating

that with every one-unit increase in coach and mentor, procedural justice scores for traffic stop 2

decreased by approximately 0.24 units when all other variables are held fixed. Conflict

management (B = -0.34, t = -2.71, p = .008) was a significant predictor, indicating that with

every one-unit increase in conflict management, procedural justice scores for traffic stop 2

decreased by approximately 0.34 units when all other variables are held fixed. Table 16 presents

the findings of the multiple linear regression.

Table 14

Multiple Linear Regression with between ESCI Individual Competencies and Procedural Justice – Traffic Stop 2

ESCI Individual Competencies	B	SE	β	t	p
Emotional Self-Awareness	-0.11	0.11	-.13	-1.05	.298
Emotional Self-Control	-0.16	0.13	-.14	-1.25	.214
Achievement Orientation	0.13	0.14	.11	0.90	.370
Positive Outlook	-0.03	0.14	-.03	-0.23	.822
Adaptability	-0.05	0.17	-.05	-0.32	.749
Empathy	0.17	0.15	.15	1.11	.269
Organizational Awareness	0.16	0.15	.14	1.11	.270
Influence	0.12	0.11	.12	1.05	.297
Coach and Mentor	-0.24	0.12	-.26	-2.03	.044
Conflict Management	-0.34	0.13	-.33	-2.71	.008
Inspirational Leadership	0.17	0.15	.17	1.16	.250
Teamwork	0.17	0.16	.13	1.06	.291

ESCI Domains Predicting Procedural Justice – Noise Complaint 1

None of the individual ESCI domains significantly predicted procedural justice for noise

complaint 1. Table 17 presents the findings of the multiple linear regression.

Table 15

Multiple Linear Regression with between ESCI Individual Domains and Procedural Justice –
Noise Complaint 1

ESCI Domain	B	SE	β	t	p
Self-Awareness	-0.05	0.09	-0.06	-0.55	.586
Self-Management	-0.02	0.19	-0.01	-0.09	.925
Social Awareness	-0.06	0.17	-0.05	-0.33	.742
Relationship Management	0.13	0.19	0.10	0.66	.512

ESCI Individual Competencies Predicting Procedural Justice – Noise Complaint 1

Coach and mentor (B = -0.23, t = -2.11, p = .037) was a significant predictor, indicating

that with every one-unit increase in coach and mentor, procedural justice scores for noise

complaint 1 decreased by approximately 0.23 units when all other variables are held fixed.

Inspirational leadership (B = 0.35, t = 2.51, p = .013) was a significant predictor, indicating that

with every one-unit increase in inspirational leadership, procedural justice scores for noise

complaint 1 increased by approximately 0.35 units when all other variables are held fixed. Table

18 presents the findings of the multiple linear regression.

Table 16

Multiple Linear Regression with between ESCI Individual Competencies and Procedural Justice
– Noise Complaints 1

ESCI Individual Competencies	B	SE	β	t	p
Emotional Self-Awareness	-0.11	0.10	-.13	-1.09	.277
Emotional Self-Control	0.03	0.12	.03	0.25	.801
Achievement Orientation	0.01	0.13	.00	-0.02	.983
Positive Outlook	-0.09	0.13	-.10	-0.66	.513
Adaptability	0.03	0.15	.03	0.20	.842
Empathy	-0.06	0.14	-.06	-0.40	.692
Organizational Awareness	-0.01	0.14	-.01	-0.04	.969
Influence	0.09	0.11	.10	0.83	.411
Coach and Mentor	-0.23	0.11	-.27	-2.11	.037
Conflict Management	-0.10	0.12	-.10	-0.83	.407

	B	SE	β	t	p
Inspirational Leadership	0.35	0.14	.37	2.51	.013
Teamwork	0.13	0.15	.11	0.87	.384

ESCI Domains Predicting Procedural Justice – Noise Complaint 2

None of the individual ESCI domains significantly predicted procedural justice for noise complaint 2. Table 19 presents the findings of the multiple linear regression.

Table 17

Multiple Linear Regression with between ESCI Individual Domains and Procedural Justice –
Noise Complaint 2

ESCI Domain	B	SE	β	t	p
Self-Awareness	-0.05	0.11	-.05	-0.41	.680
Self-Management	-0.18	0.22	-.12	-0.78	.436
Social Awareness	0.05	0.21	.04	0.24	.811
Relationship Management	0.07	0.23	.05	0.32	.749

ESCI Individual Competencies Predicting Procedural Justice – Noise Complaint 2

Coach and mentor ($B = -0.33$, $t = -2.57$, $p = .011$) was a significant predictor, indicating that with every one-unit increase in coach and mentor, procedural justice scores for noise complaint 2 decreased by approximately 0.33 units when all other variables are held fixed.

Conflict management ($B = -0.29$, $t = -2.08$, $p = .039$) was a significant predictor, indicating that with every one-unit increase in conflict management, procedural justice scores for noise complaint 2 decreased by approximately 0.29 units when all other variables are held fixed.

Inspirational leadership ($B = 0.39$, $t = 2.33$, $p = .021$) was a significant predictor, indicating that with every one-unit increase in inspirational leadership, procedural justice scores for noise complaint 2 increased by approximately 0.39 units when all other variables are held fixed. Table 20 presents the findings of the multiple linear regression.

Table 18

Multiple Linear Regression with between ESCI Individual Competencies and Procedural Justice – Noise Complaints 2

ESCI Individual Competencies	B	SE	β	t	p
Emotional Self-Awareness	-0.12	0.12	-.13	-1.07	.288
Emotional Self-Control	-0.16	0.14	-.13	-1.16	.247
Achievement Orientation	0.07	0.16	.05	0.44	.662
Positive Outlook	-0.13	0.16	-.11	-0.80	.425
Adaptability	0.11	0.18	.09	0.62	.535
Empathy	0.04	0.17	.04	0.27	.790
Organizational Awareness	0.03	0.16	.02	0.19	.846
Influence	0.11	0.13	.10	0.85	.396
Coach and Mentor	-0.33	0.13	-.32	-2.57	.011
Conflict Management	-0.29	0.14	-.25	-2.08	.039
Inspirational Leadership	0.39	0.17	.34	2.33	.021
Teamwork	0.23	0.18	.16	1.28	.202

RQ3: Which cluster(s) and/or combinations of EI competencies indicate subsequent procedural justice behaviors from law enforcement officers?

H_{03}: There is no cluster and/or combination of EI competencies that indicate subsequent procedural justice behaviors from law enforcement officers.

H_{A3}: There is at least one cluster(s) and/or combinations of EI competencies that indicate subsequent procedural justice behaviors from law enforcement officers.

To address research question three, a backwards multiple regression model was conducted. Using the "backwards" method for entry, all predictors are entered into the model simultaneously and non-significant predictors ($p \geq .05$) are removed in subsequent steps. The resulting regression is the model of best fit. Four backwards regressions were attempted on the four ESCI domains. However, none of the predictors were statistically significant, which aligns

with the findings in the previous research question. Therefore, only the tables for the backwards

regression models with significant individual EI competencies were reported.

Backwards Regression - ESCI Individual Competencies Predicting Procedural Justice –

Traffic Stop 1

As presented in the multiple linear regression in the previous research questions, none of

the ESCI individual competencies were significant predictors of procedural justice for traffic

stop 1. The backwards regression method also did not identify significant predictors.

Backwards Regression - ESCI Individual Competencies Predicting Procedural Justice –

Traffic Stop 2

Conflict management (B = -0.30, t = -2.97, p = .004) was a significant predictor,

indicating that with every one-unit increase in conflict management, procedural justice scores for

traffic stop 2 decreased by approximately 0.30 units. Organizational awareness (B = 0.24, t =

2.11, p = .037) was a significant predictor, indicating that with every one-unit increase in

organizational awareness, procedural justice scores for traffic stop 2 increased by approximately

0.24 units. Table 21 presents the findings of the backwards multiple linear regression.

Table 19

Backwards Linear Regression with between ESCI Individual Competencies and Procedural
Justice – Traffic Stop 2 (Step 11)

ESCI Individual Competencies	B	SE	β	t	p
Conflict Management	-0.30	0.10	-.29	-2.97	.004
Organizational Awareness	0.24	0.11	.21	2.11	.037

Note. Model fit for Step 11 of backwards regression model: $F(2, 133) = 4.62$, $p = .011$, $R^2 = .065$

Backwards Regression - ESCI Individual Competencies Predicting Procedural Justice –

Noise Complaint 1

Coach and mentor (B = -0.21, t = -2.33, p = .021) was a significant predictor, indicating

that with every one-unit increase coach and mentor, procedural justice scores for noise complaint

1 decreased by approximately 0.21 units. Inspirational leadership (B = 0.28, t = 2.69, p = .008)

was a significant predictor, indicating that with every one-unit increase in inspirational

leadership, procedural justice scores for noise complaint 1 increased by approximately 0.28

units. Table 22 presents the findings of the backwards multiple linear regression.

Table 20

Backwards Linear Regression with between ESCI Individual Competencies and Procedural
Justice – Noise Complaint 1 (Step 11)

ESCI Individual Competencies	B	SE	β	t	p
Coach and Mentor	-0.21	0.09	-.25	-2.33	.021
Inspirational Leadership	0.28	0.10	.29	2.69	.008

Note. Model fit for Step 11 of backwards regression model: $F(2, 133)$ = 3.96, p = .021, R^2 = .056

Backwards Regression - ESCI Individual Competencies Predicting Procedural Justice –

Noise Complaint 2

Coach and mentor (B = -0.25, t = -2.23, p = .027) was a significant predictor, indicating

that with every one-unit increase coach and mentor, procedural justice scores for noise complaint

2 decreased by approximately 0.25 units. Conflict management (B = -0.30, t = -2.71, p = .008)

was a significant predictor, indicating that with every one-unit increase in conflict management,

procedural justice scores for noise complaint 2 decreased by approximately 0.30 units.

Inspirational leadership (B = 0.42, t = 3.22, p = .002) was a significant predictor, indicating that

with every one-unit increase in inspirational leadership, procedural justice scores for noise

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complaint 2 increased by approximately 0.42 units. Table 23 presents the findings of the

backwards multiple linear regression.

Table 21

Backwards Linear Regression with between ESCI Individual Competencies and Procedural
Justice – Noise Complaint 2 (Step 10)

ESCI Individual Competencies	B	SE	β	t	p
Coach and Mentor	-0.25	0.11	-.24	-2.23	.027
Conflict Management	-0.30	0.11	-.27	-2.71	.008
Inspirational Leadership	0.42	0.13	.37	3.22	.002

Note. Model fit for Step 10 of backwards regression model: $F(3, 132) = 4.93$, $p = .003$, $R^2 = .10$

Summary

This chapter presented the purpose and findings of this non-experimental research study;

testing if emotional intelligence (EI) correlates with procedural justice (PJ) behaviors for law

enforcement officers. These findings will further progress as they are connected to examples in

the next chapter. This will manifest through the insight of the research literature, limitations and

highlights of the research process, and realistic recommendations for other possible branches of

research will be provided.

CHAPTER 5. FINDINGS AND CONCLUSIONS

In this chapter, the results of the dissertation research study presented in chapter four will be discussed and interpreted. These discussion points and subsequent interpretations are followed by conclusions that can be extrapolated based on the results. The chapter will conclude by examining the study's limitations, followed by implications and future recommendations based on the research. A gap still exists in the literature regarding the influence emotional intelligence has on procedural justice behaviors demonstrated by law enforcement officers. The present study allowed for a psychological approach to assess and address this vital issue within the law enforcement workplace.

Summary of Results

This study quantitatively investigated the correlational relationship between emotional intelligence competencies and procedural justice behaviors in law enforcement officers. Both professional and law enforcement-centric gray literature call for emotional intelligence training as it positively correlates with the work environment. As law enforcement continues to face ever-increasing challenges, there is a mandate, whether openly stated in protests or quietly understated by police personnel who want to do the right thing, that emotional intelligence and procedural justice must be achieved.

In order to address the research problem, data were collected utilizing two online survey instruments and exported to the Statistical Package for the Social Sciences (SPSS) version 29 to conduct the regressions. Standard multiple linear regression analyses (MLR) were conducted to determine which clusters and competencies from the Goleman/Boyatzis model of emotional intelligence correlated to behaviors associated with Tyler's theory of procedural justice. The sample consisted of law enforcement officers ($n = 138$) from across the United States. In

addition, an exhaustive literature review was processed through the professional experience of a scholar-researcher, guiding and providing insight into the complexities of the research problems.

Discussion of the Results

The results of the three research questions provided an intriguing context for the Goleman/Boyatzis (1999) model of emotional intelligence and its ability to predict procedural justice. While none of the four overarching ESCI clusters were significant predictors of procedural justice, three of individual supporting competencies of the ESCI were significant within the research. Multiple linear regressions (MLR) were conducted to address the research questions.

The first research question was not statistically significant regarding whether any of the four ESCI clusters were significant in predicting procedural justice from any of the four survey vignettes. In other words, the findings indicate that none of the four ESCI domains, which are comprised of the 12 individual ESCI competencies, did significantly predict procedural justice for any of the four scenario vignettes: traffic stop 1, traffic stop 2, noise complaint 1, and noise complaint 2. Therefore, the null hypothesis for research question one was not rejected when the multiple linear regression models were evaluated at $\alpha = .05$ for statistical significance.

This finding was not surprising as most of the EI clusters are comprised of multiple EI competencies. As such, all the individual competencies would have to be statistically significant in order to show that the entire cluster is significant as well. Of the four major groups, the cluster of self-awareness had the statistically best chance of rejecting the null hypothesis because it is supported by a singular competency, emotional self-awareness (Korn Ferry, 2017). The cluster of social awareness, which consists of the two supporting competencies of empathy and organizational awareness, had the statistical second-best chance of rejecting the null hypothesis.

However, the self-management and relationship management clusters, respectively, required four and five competencies to reject the null hypothesis. As such, it is unsurprising that the data returned results in this manner.

For the second and third research questions, the data analysis examined whether the individual ESCI competencies were statistically significant as predictor variables. Even though none of the ESCI clusters significantly predicted procedural justice, three recurring ESCI individual competencies are significant. Those competencies are *coach and mentor*, *conflict management*, and *inspirational leadership*. In the framework of the original research questions, these findings are of interest, with additional interest stemming from the results showing *inspirational leadership* had a positive relationship with procedural justice, and the competencies of *coach and mentor* and *conflict management* having inverse relationships with procedural justice.

From an intra-study interpretation these results can be plausibly interpreted through conducting a deep dive into the attributes of the individual competencies. For example, within the ESCI model, the competency of *inspirational leadership* is defined the ability to articulate in a manner that offers a common purpose to be attained (Korn Ferry, 2017). All of the procedural justice vignette surveys placed the participant in theoretical situations involving compliance with state and local law as the common purpose. Furthermore, research data shows that the competency of inspirational leadership resonates at a level that engages people with subjects they genuinely care about (Goleman, 2017c). With the participants being law enforcement officers, an emergency service-oriented role that is professionally akin to paramedic, nursing, or fire service, there is an expected level of caring.

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The next significant ESCI competency*, coach and mentor,* had an inverse relationship with procedural justice. This competency is distinguished by its focus on giving timely feedback toward long-term goals (Goleman, 2017a). Research from ESCI author Richard Boyatzis finds that when coaching happens in the context of compliance, there is a negative impact on the person being coached (Boyatzis, 2017a). This point is of special significance because the central theme for each of the procedural justice scenarios involves a compliance issue. When viewed through this lens effective coaches and mentors are the differentiators that help individuals identify the real impact of not changing (Goleman, 2017a). This inverse relationship makes sense for the scenarios where the law enforcement officers would have to coach either the problematic driver or the non-compliant resident on how their actions impact others, with the resulting levels of procedural justice decreasing.

Last, the competency of *conflict management* also had an inverse relationship with procedural justice. The ESCI definition centers on bringing disagreements into the open and tactfully helping others through emotional or tense situations, ultimately bringing solutions everyone can endorse (Goleman, 2017b). One plausible explanation could involve the nuanced nature of conflict resolution skills defining the ESCI are in competition with departmental procedures, workplace culture, or training protocols. Officers may experience an internal dissonance when reconciling the need for swift decision making versus the time-consuming tactics involved with managing conflict. In addition, adherence to organizational norms from agency culture could take priority over placing value on the interpersonal skills needed for effective conflict management.

Findings in Context of the Theoretical Framework

The findings of this study were able to support the application of the Goleman/Boyatzis (1999) theory of emotional intelligence in achieving the goal of procedural justice (Tyler, 1990) in the law enforcement workplace by answering the research questions and hypotheses. As previously discussed, the first research question referencing the ability of emotional intelligence clusters to predict procedural justice did not reject the null hypothesis within the context of the theoretical framework. The second and third research questions, both examining the individual competencies as predictors of procedural justice., were *coach and mentor*, *conflict management*, and *inspirational leadership*. It is important to note that within the context of the theoretical frameworks there are no other research studies examining how emotional intelligence influences procedural justice. However, the closest approximation to this in the workplace offering an abundance of research would be the influence of emotional intelligence on leadership style and behaviors.

The study results are further explored in meeting the above-stated goal where the research outcome provided theoretical context from the broader theory. Of particular note is the counterintuitive fact that relatively few of the ESCI competencies were found to be statistically significant. While on the face of it, with only three of the 12 possible competencies were statistically significant on an individual basis, the Goleman and Boyatzis conceptual framework views emotional intelligence as a constellation with varying degrees of abilities, not as a personal trait or characteristic (Dimitrov & Vazova, 2020). As such, a plausible explanation is that each of the three individual competencies reported as statistically significant possibly represents other supporting competencies simultaneously through *behavioral spillover*. This phenomenon encompasses micro and macro levels within any domain, such as the ESCI competencies, that

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influence attitudes and behaviors stemming from interventions and interactions (Galizzi &

Whitmarsh, 2019). In other words, adopting one ESCI competency behavior will cause the

adoption of other related and supporting ESCI behaviors. Measurement of behaviors using

emotional intelligence surveys are currently utilized in private companies and governmental

organizations, with additional insights provided by the ESCI 360-degree assessments, can better

predict performance in the workplace (Boyatzis, 2018). As such, this same strategy should yield

similar results in the profession of law enforcement.

A statistically significant example of this point from the research results is the ESCI

competency of inspirational leadership. Goleman (2017c) states that within the ESCI framework,

the individual competency of inspirational leadership can also engage other supporting ESCI

competencies. In this example of inspirational leadership, the spillover would be from the ESCI

competencies of empathy, positive outlook, and teamwork (Goleman, 2017c). In addition,

Boyatzis (2017b) points out that inspirational leadership is more *sophisticated* and, through the

constructive use of emotional contagion, would share deeply with connections into the ESCI

competency of emotional self-awareness. As such, even though the research shows a statistically

significant relationship with the competency of inspirational leadership, there may be influence

from four other statistically non-significant competencies within the ESCI constellation.

Also, of interest to the context of the theoretical foundation, is that all three statistically

significant supporting competencies, whether having an inverse or positive relationship, are

under the single cluster of relationship management. How and why these results are in place is a

fact that remains open to conjecture but becomes less nebulous with some historical insight.

Bearing in mind the adage of people being a product of their time to serve as a framework from

which to compare the zeitgeists of a particular generation, there is a distinct possibility that the

significance of the cluster of relationship management speaks to a greater good. Data collection

for this research study took place from August of 2022 through April of 2023. As previously

mentioned in the Introduction (Sharples, 2024), the data collection process had been preceded by

the killing of Breonna Taylor in March of 2020, the murder of George Floyd in May of 2020

(Sharples, 2024) as well as countless other examples of lethal force reported by media outlets.

The video associated with these events continued to be rebroadcast during the trial and

conviction of former police officer Derek Chauvin in April 2021 and his subsequent Federal

Civil Rights violations conviction in December 2021. While both national and local news

continued to report other controversial uses of force not included as examples in this dissertation,

the police beating of Tyre Nichols by five Memphis police officers on January 7th, 2023, and his

death three days later (Sharples, 2024) weighed heavily on the collective conscience for many in

law enforcement. According to the research results, inspirational leadership, one of three

competencies found to be statistically significant, was also the only competency with a positive

correlational relationship with procedural justice. Noted emotional intelligence and leadership

researcher and author Annie McKee states that when a group loses hope from working in a toxic

environment, remembering its noble purpose can reconnect them to the optimism of possibilities

(McKee, 2017). Genuine inspiration for meaningful change is rooted in the cluster of self-

awareness and its single supporting competency of emotional self-awareness, neither of which

was statistically significant. However, this specific ESCI cluster and competency enable the

statistically significant competency of inspirational leadership to connect people to a noble

purpose that resonates within each of them (McKee, 2017).

Findings in Context of the Previous Literature

The results of this research study, investigating where emotional intelligence competencies can correlate with procedural justice behaviors from law enforcement officers, were well-supported within the context of the previous literature. Competencies in ethics and justice, which are hallmarks associated with genuine procedural justice, are attributed to social responsibility and emotional intelligence skills (Martinez-Valdivia et al., 2020). However, regardless of the discipline, building this research study and then relating it to the current levels of existing knowledge is the foundational activity for all academic research (Snyder, 2019). Within this context, the research literature strives to shed light on ways to gradually make the imperfect into ever increasing better iterations of its current state.

Next, a continuous theme woven throughout the previous literature was law enforcement's unique specificity and obligations in our society. Given the amount of crime, death, serious injuries, traffic crashes, and other emergencies assigned to police, rethinking the role of law enforcement being categorized as emotional labor is fitting (Romosiou et al., 2019). It is expected that on a relatively continuous basis, law enforcement personnel are faced with challenges and demands to which no other non-military occupational role is subjected. As such, any model of emotional intelligence examined must be applied within this specific workplace environment.

Last, another common denominator found within the previous literature is that training is critical to meaningful change in attitudes and behaviors. Research of emotional intelligence coursework at law enforcement training centers, specifically when integrated with other intensive training, greatly enhances empathy, resilience, and management of stress (Romosiou et al., 2019). One of the most difficult challenges for law enforcement is providing training that

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influences sustained behavioral change. One of the most common underlying issues for calling the police and managing various levels of conflict involves using emotional intelligence soft skills, mainly centered around empathy and patience (Dimitrov & Vazova, 2020; Millar et al., 2019). The subsequent quality of police services is not a lack of *hard skills* but rather a deficiency of *soft skills* needed to interact with the community effectively. Therefore, empathetic interactions and, more specifically, conflict management within the Goleman/Boyatzis (1999) model framework can develop comprehensive professionalism and other interpersonal skills (Dimitrov & Vazova, 2020). Research has indicated that work-related outcomes benefiting from emotional intelligence training are conflict management, teamwork, coaching, and job satisfaction (Gilar-Corbi et al., 2019; Kotsou et al., 2019; Kuroda, 2020).

Limitations

Most research studies have limitations, and several limitations should be considered when interpreting this study's results. The primary limitation involved the ESCI data garnered for the research with respondent-only self-reporting data input. Even though a strength of the ESCI is the 360-review from other work-related references (Korn Ferry, 2017), the research project was granted only access to the respondent's self-report data. In this way, there were no counterbalances or supporting feedback on the self-report ESCI survey data given by participants. In addition, the vignettes specifically created for the study did not have any previous validity or reliability data. Even though the model vignettes were published in peer-reviewed research journals the additional validation testing would resolve that doubt. Last, the majority of the research population sample were law enforcement officers certified in the State of Georgia. While the law enforcement population represented within the State of Georgia was diverse, it does not reflect the entirety of the population.

In the Guide to Critical Issues in Policing (Department of Justice, 2016), police culture, especially accountability in the use of force, was positioned as the priority. When the use of force is deemed inappropriate, the stability of the law enforcement agency and its relationships within the community can rapidly devolve (Police Executive Research Forum, 2023). De-escalation training was frequently referenced and heavily engrained with emotional intelligence and procedural justice tenets. However, to be effective, the empirical work from the research community needs to be associated with professional journals, such as the PERF, the FBI Law Enforcement Bulletin, or other publications from the IACP (Bennell et al., 2021).

Implications for Policy or Practice

The findings of this research study can have practical implications for policy and procedure. Policymakers and researchers have continually grappled with issues surrounding police legitimacy for decades (Noppe et al., 2017). While this list is comprehensive to current time constraints, it is not exhaustive for all possibilities for meeting the specialized needs of various law enforcement agencies. Recognizing this limitation, agencies may consider leveraging the identified strategies as a foundational framework and adapt them based on their specific contextual needs and resources.

For example, the research surveys utilized realistic case scenarios to gain insight into the emotional intelligence behaviors displayed by law enforcement officers during interactions. Research indicates that procedural justice-based interactions significantly increase when body-worn cameras (BWCs) are actively utilized (McCluskey et al., 2019). In light of the research study exploring procedural justice behaviors during face-to-face interactions there is a distinct implication for policy creation and procedure enforcement for the explicit measurement of procedural justice for departments utilizing BWCs in their agencies (McCluskey et al., 2019). In

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addition, the same research showed an indirect effect of citizens' disrespect towards law enforcement decreasing. As such, procedural justice behaviors are greatly increased due to fewer opportunities for conflict to arise when in the presence of the BWC and, if a conflict does occur, video and audio documentation of the event is available for subsequent debrief and training opportunities.

Next, the research findings on the influence of emotional intelligence on procedural justice could also be reflected in changes of hiring practices. All three of the individual ESCI competencies are within the ESCI cluster of *relationship management*. Recently, the Society for Industrial and Organizational Psychology (SIOP) offered an extensive outline and list of items to guide the discussion of police reform. The suggestions focused on preventative strategies through changing the recruiting and hiring procedures by evaluating emotional intelligence to better screen new officer applicants (SIOP, 2023). Psychological screening instruments are currently a relatively standard practice for police officer job candidates. Law enforcement agencies could modify or add those instruments which correctly identify emotional intelligence and reflect expected procedural justice behaviors (Lawrence et al., 2017). Other supporting suggestions of emotional intelligence-based hiring practices showed future downstream benefits of effective stress management, increased mental wellness, and reduced disciplinary procedures to address misbehavior (Magny & Todak, 2021).

Another insight from the research study is that it is unique in seeking answers as to how emotional intelligence, a well-researched and studied theory, can bring forth the beneficial behaviors of procedural justice, another equally well-researched and studied theory. For well over a decade procedural justice research and police legitimacy has dramatically increased regarding the trust and voluntary compliance of the community. A majority of the research

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findings reveal that belief in the law enforcement legitimacy when actions conducted by police are decided without bias and delivered in a respectful manner (Reisig et al., 2018; Tyler & Jackson, 2014). In response to this substantial body of literature, policymakers included procedural justice in their discussions of appropriate policing, as exemplified in the President's Task Force on 21st Century Policing (2015), with law enforcement agencies steadily increasing participation (Gilbert et al., 2016). However, in light of this research study, the benefits of procedural justice, as attested to through increased examinations of policy and procedure, does not always address the role emotional intelligence has in attaining that objective.

The last point, but perhaps the most visible example of the influence emotional intelligence has on procedural justice, are those implications involving the use of force. When conflicts are not effectively managed, they can manifest through other defense mechanisms of the ego or various forms of dysfunctional behavior (Goleman, 2017b). Within the parameters of the research, the model views conflict management in the form of de-escalation as effectively recalibrating issues within a relationship. Well-known law enforcement scholars and practitioners state that de-escalation training and better ways to reconceptualize incidents involving the use of force (Bennell et al., 2021). This statement connects emotional intelligence directly into the competency of conflict management. Activating this competency involves all participants gaining a resolution for the greater good rather than bringing a specific win to any individual (Boyatzis, 2017c). The competency views conflict as an opportunity and not a burden because conflict will eventually occur, so the perspective is that a best practice is to plan for its eventuality.

Recommendations for Future Research

The American Psychological Association has identified one of the top 10 trends for psychologists in 2024 as directing efforts for a healthy and just society (APA, 2024). The salient points from this study, wherein emotional intelligence competencies correlate with procedural justice behaviors, is in direct alignment with this trend. A logical next step for future research could explore how a more emotional intelligence-based police culture would influence procedural justice survey results in the training environment and subsequent behaviors in the workplace. A relevant example is exemplified by Simon Sinek, an internationally known author and keynote speaker about business, motivation, and optimism, who is well respected by leaders in law enforcement. In 2021 he founded The Curve (thecurve.org), a synergistic initiative combining Sinek's work with experience of current law enforcement leaders to modernize the delivery of effective police services through a healthy workplace culture. Law enforcement training has historically consisted of combined physical and cognitive skills, with much less time being spent on considering the navigating emotional challenges, social issues, and moral risks associated with the role (Blumberg et al., 2019) or the cynicism associated with the law enforcement culture (Hakik & Langlois, 2020). Because this study appears to be the only research specifically connecting these two timely topics, further exploration under the law enforcement-informed guidance from initiatives like The Curve or Yale Law School's Justice Collaboratory (justicehappenshere.yale.edu) is encouraged.

Another recommendation for future research stems from the choice of methodology. The typical standard quantitative or qualitative methodologies utilized in current research on procedural justice misses the crucial conversations that can possibly serve to create, sustain, or erode trust between law enforcement and the public (Shon et al., 2021). While this initial

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quantitative study was best suited for research as a dissertation, a well-rounded perspective could be gained from either a qualitative or mixed-methods research study. On one hand the numerical data speaks volumes about the research problem while, on the other hand, the personal stories and perspectives from both sides of the topic are equally compelling.

Also, while not supported by the data of this research, law enforcement agencies could study the impact of mandatory emotional intelligence training generalized for all levels of police personnel. Emotional intelligence training has been specifically shown of value to entire police organizations (Au et al., 2019), within specialized law enforcement roles such as hostage and crisis negotiators (Grubb et al., 2018) domestic violence investigators (Millar et al., 2019) and police academy training centers (Blumberg et al., 2019). In addition, updated professional training for instructors can then rework training protocols to include emotional intelligence in their coursework (Zayas, 2019). This shift in training priorities could bring about increased procedural justice behaviors sought by both police personnel and the public they serve.

Last, future research could explore how other models of emotional intelligence correlate to procedural justice behaviors. Research has revealed that emotional intelligence skills must be implemented and taught as a valued skill set to be relevant in the future (Rasiah et al., 2019), but a specific model has never been decided as the best for law enforcement. Other research has shown that the abilities that comprise emotional intelligence are critical for individual growth and pro-social functioning within a functional society (Drigas & Papoutsi, 2018; Hogeveen et al., 2016). As such, data from another model of emotional intelligence could yield different insights from the same procedural justice survey instrument.

Conclusion

This research study aimed to provide insight into how emotional intelligence could correlate with procedural justice behaviors from law enforcement officers. While personal intuitive insight to help navigate complex interpersonal interactions has always been important within the policing profession, recent times show emotional intelligence as the pivotal point in solving many of the crucial challenges facing modern law enforcement (Davis, 2022). When conducted effectively, emotional intelligence behaviors, often mislabeled or misarticulated as de-escalation, can correct the root problem in most current controversial issues. While there were some limitations, the findings provided evidence that the Goleman/Boyatzis theory of emotional intelligence does correlate with behaviors that are in alignment with Tyler's theory of procedural justice. These results have the best opportunity for success when law enforcement agencies actively engage in initiatives to increase and enhance procedural justice behaviors (National Initiative for Building Community Trust and Justice, 2015) and conduct evidence-based policing (EBP) style training (Telep, 2017; Telep & Somers, 2019).

Much like the 1990 work conducted by Salovey and Mayer served as the direct inspiration from which several interpretations and models emerged (Bar-On, 2006; Goleman, 1995; Mayer et al., 2016; Petrides et al., 2016), this research pays direct homage to each of their contributions. In addition, while Tyler's work was initially intended to apply a citizen's perspective to official interactions with police, it has inspired interpretations wherein the tenets of procedural justice also apply to how they are treated in the workplace. Both current and future law enforcement professionals should utilize these findings to improve training, hiring, retention methods, and workplace culture; areas that industrial-organizational psychologists are prepared to handle in creating sustained changes for this workplace (Dhanani et al., 2022).

As the world is approaching the third decade of the 21st century, when social media platforms contribute to rampant partisanship, polarization, and skepticism, there is still hope that good-faith efforts will yield positive results. The theory of emotional intelligence, being brought forth to address a compelling question about the elusive nature of interpersonal behaviors, is associated with the optimal human performance associated with positive psychology (Bar-On, 2010) and brings forth an appreciation of wise reasoning that results from the effective use of intelligence (Schneider et al., 2023). Future research could focus on the creation of a standardized survey of procedural justice specific for law enforcement workplace. Together, it is reasonable to expect emotional intelligence to be the crucial pivot point for procedurally just communication, performance, and wisdom-guided invigoration for the law enforcement workplace.

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