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Dominique R. Parrish
University of Wollongong, dparrish@uow.edu.au

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Abstract

This paper reports on a case-study research investigation that sought to identify the relevance of emotional intelligence for effective higher education academic leadership. Semi-structured interviews were conducted, pre and post a leadership capacity development intervention, to gather broad data on participants' experiences, insights, and engagement in leadership and the utilisation of emotional intelligence in leading. The study found that emotional intelligence is recognised as a highly relevant and important requirement for academic leadership in higher education. Additionally, the investigation ascertained that emotional intelligence traits related to empathy, inspiring and guiding others and responsibly managing oneself were most applicable for academic leadership. The views of participants regarding the relevance of these emotional intelligence traits in academic leadership are presented. Illustrations of how these emotional intelligence traits might manifest in a higher education context are also discussed.

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The Relevance of Emotional Intelligence for Leadership in a Higher Education Context

Dr Dominique Rene Parrish[a]

[a]*Faculty of Science, Medicine and Health, University of Wollongong, Wollongong, Australia*

Postal Address 1: Faculty of Science, Medicine and Health, University of Wollongong, Wollongong NSW 2522 Australia

Postal Address 2: 7/11-15 Pleasant Ave, NSW 2500, Australia

Phone Daytime: +61 2 4221 5492

*Email: dparrish@uow.edu.au

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The Relevance of Emotional Intelligence for Leadership in a Higher Education Context

This paper reports on a case-study research investigation that sought to identify the relevance of emotional intelligence for effective higher education academic leadership. Semi-structured interviews were conducted, pre and post a leadership capacity development intervention, to gather broad data on participants' experiences, insights, and engagement in leadership and the utilisation of emotional intelligence in leading. The study found that emotional intelligence is recognised as a highly relevant and important requirement for academic leadership in higher education. Additionally, the investigation ascertained that emotional intelligence traits related to empathy, inspiring and guiding others and responsibly managing oneself were most applicable for academic leadership. The views of participants regarding the relevance of these emotional intelligence traits in academic leadership are presented. Illustrations of how these emotional intelligence traits might manifest in a higher education context are also discussed.

Keywords: emotional intelligence, effective leadership, traits, case study, leadership development

Introduction

Ramsden (1998) alludes to the existence of two opposing paradigms of influence on the success of an institution - leadership and management. These two paradigms are collectively acknowledged in the higher education sector as constituting academic governance. Management, often perceived to be the less desirable, has been described in higher education terms as intrusive, restrictive and grounded in unnecessary administrative tasks that are concerned with functional effectiveness and efficiency (Ramsden 1998). Leadership on the other hand is seen to be collaborative in nature, focused on setting and motivating others in new directions and aligned to achieving established and shared goals that promote high quality teaching and learning (Ramsden 1998; Knight & Trowler 2000; Osseo-Asare, Longbottom & Murphy 2005). Research

findings suggest that leaders and leadership play a vital role in a university's success (Bryman 2009; Scott, Coates & Anderson 2008) and that effective leadership and sound governance are critical factors in sustaining and improving the quality and performance of an institution (Gibbs, Knapper & Picinnin 2009; Osseo-Asare, Longbottom & Murphy 2005). Effective higher education leadership is posited to promote a culture that is conducive to outstanding learning and teaching and a central requirement for academic excellence (Knight & Trowler 2000). Zaccaro, Kemp and Bader (2004) suggest that leadership traits contribute significantly to leadership effectiveness, leadership development and career progression. However, in the higher education setting, leadership positions are often filled by academic staff who have limited experience in formal management or leadership roles and responsibilities (Rowley & Sherman 2003). Such leaders may not necessarily aspire to managerial or leadership roles and as such may have inadequate training or preparation. Anderson and Johnson (2006), assert that formal leadership development in higher education is lacking, maintaining that most of the leadership development that takes place is the result of individuals 'learning on the job' (2006, 1). These sentiments together with concerns that leadership training is not valued by institutions are resoundingly affirmed in the literature (e.g. Marshall 2006; Rowley & Sherman 2003; Scott, Coates & Anderson 2008), highlighting the need for academic leadership capacity development to be enhanced.

Bryman (2007) suggests that leadership training programmes in higher education should be designed to develop features associated with effective leadership. Two studies, undertaken by Bryman (2007) and Gibbs, Knapper and Picinnin (2009) have established measures of what effective higher education leadership might involve. Bryman (2007) conceptualised eleven behaviours for effective higher education

leadership (see Table 1) while Gibbs, Knapper and Picinnin (2009) developed nine clusters of effective leadership practice (detailed in Table 1). Looking beyond the specific higher education context, Kouzes and Posner (1998) identified five elements of effective leadership (see Table 1) that have been extensively applied in numerous settings and are highly regarded across a variety of organisations, disciplines, and demographic backgrounds as a sound basis for effective leadership.

For the purposes of this research study, a Leadership Competency Framework (LCF) consisting of five leadership practices was developed by the researcher as a basis for examining and contextualising academic leadership transpiring across the eleven case studies. This LCF was conceptualised through an iterative process that firstly mapped and then synthesised the Bryman (2007) behaviours, Gibbs, Knapper and Picinnin (2009) practices and Kouzes and Posner's (1998) elements of effective leadership as illustrated in Table 1. The ensuing LCF practices (detailed in Table 1), assimilated the components of the three leadership models and was conceived to be a suite of practices that reflected effective academic leadership. This LCF was subsequently used in the analysis of the interview transcripts.

(Table 1)

Emotional intelligence and effective academic leadership

Increasingly there is evidence to suggest that emotional intelligence is linked to effective leadership in higher education (Bryman 2009; Coates & Anderson 2007; Dulewicz & Higgs 2003; George 2000; Herbst 2007; Rantz 2002; Rowley & Sherman 2003, Scott, Coates & Anderson 2008). The emotional intelligence competency of empathy has been identified as crucial for effective leadership in higher education (Bryman 2007; 2009; Coates & Anderson 2007; George 2000). Other emotional

intelligence competencies that have emerged as important attributes of effective higher education leaders include leaders managing their emotions and the emotions of others (Herbst 2007; Ying & Ting 2010); engaging in accurate self-assessment that evokes an understanding of one's strengths and limitations (Rantz 2002; Rowley & Sherman 2003); and maintaining high levels of personal integrity, exercising persistence and instilling trust (Bryman 2007; 2009; Rantz 2002; Rowley & Sherman 2003).

Despite the acknowledged affordances of emotional intelligence for higher education leadership, there is a seeming lack of emotional intelligence amongst higher education leaders (Anderson & Coates 2009; Dulewicz & Higgs 2003; Herbst 2007). As such, it has been suggested that further research should focus on identifying the emotional intelligence traits most relevant to academic leadership (Coco 2011; Ying & Ting 2010). The study that underpins this paper aimed to achieve this by identifying the emotional intelligence traits that were deemed most significant in relation to the facilitation of academic leadership practices (specifically those detailed in the LCF). In identifying these traits, the research focused on ascertaining how emotional intelligence competencies and abilities might manifest in a higher education academic leadership context. While this study only focused on the relevance and value of emotional intelligence for academic leadership it is recognised that the intelligence quotient (IQ) of a leader could also have a significant bearing on leadership acumen.

Emotional intelligence competencies and abilities

While there are a number of alternate models of emotional intelligence, Herbst and Maree (2008) attest that there are three models predominantly used in emotional intelligence research these being the Bar-On (1997), Goleman (1995) and Salovey and Mayer (1990). Salovey and Mayer's (1990) model conceptualises emotional

intelligence in terms of interconnected cognitive abilities, Bar-On (1997) provides a mixed model that describes emotional intelligence in terms of the interconnected emotional and social competencies, skills and enablers that influence behaviour. Goleman's (1998) model presents emotional intelligence in terms of four dimensions, each with a set of competencies associated with the personal dimensions or the interpersonal dimensions of behaviour. In the context of this research study, the exploration of emotional intelligence focused on the Mayer and Salovey ability model and the Goleman competency model. The decision to focus on these two models of emotional intelligence was based on the prevalence of both models being utilised and referenced in other related research studies and literature, situated in higher education and examining academic leadership (Ashkanasy & Dasborough 2003; Coco 2011; Dulewicz & Higgs 2003; Greenockle 2010; Haskett & Bean 2005; Herbst 2007; Herbst & Maree 2008; Marshall 2006; Scott, Coates & Anderson 2008; Ying & Ting 2010).

Mayer and Salovey's (1997) ability paradigm of emotional intelligence (see Table 2) divides emotional intelligence into four branches each possessing a set of developmentally sequenced abilities that are progressed through from lower order to higher order abilities as a person becomes more emotionally intelligent. The four branches of emotional intelligence abilities relate firstly to distinguishing, recognising, evaluating and communicating emotions in oneself and in others. Secondly, using emotions to assist with deliberations, prioritise judgements and make decisions or solve problems having considered multiple viewpoints and important information. The third branch relates to abilities associated with understanding emotions, why they might have manifested and how they could potentially develop, for example how sadness could transition into anger. Finally, the fourth branch of emotional abilities is concerned with appropriately managing and moderating emotions in oneself and in others.

(Table 2)

Goleman's (2000) competency paradigm of emotional intelligence (see Table 3) categorises emotional intelligence into four dimensions. Each dimension has a corresponding set of competencies related to either the personal dimensions of self-awareness and self-management or the interpersonal dimensions of social awareness and social skills. The personal competencies relate to understanding one's own emotions, how these emotions can influence behaviour and appropriately managing one's emotions for a productive outcome. The interpersonal competencies are concerned with understanding the emotions, associated behaviours and needs of others or the organisation and appropriately managing, interacting with and leading others.

(Table 3)

While the importance of emotional intelligence for effective leadership in higher education and the benefits of incorporating emotional intelligence in the development of leadership in higher education have been established, a lack of clarity around the explicit emotional intelligence traits that are most significant for academic leadership exists. This research investigation aimed to address this gap by identifying the emotional intelligence traits that are most relevant for academic leadership and as such should be developed in existing and future academic leaders. The study specifically focused on faculty/department level leadership.

Research methodology

A mixed mode case-study approach was used to investigate the relevance of emotional intelligence for academic leadership practice at a faculty/department level in higher education. Qualitative data was collected, through semi-structured interviews, to facilitate this exploration. Eleven university academics from three different Australian

universities participated in this study. These eleven academics were a convenience sample. Cohen, Manion and Morrison state that convenience sampling involves choosing research participants 'who happen to be available and accessible' (2007, p114).

An invitation to be involved in this research project was extended to each individual involved in a wider leadership initiative. The research sample was subsequently generated by including every individual who indicated he or she was willing to be involved in the research study. The one condition that each member of the research sample needed to satisfy was that he or she participated in all of the tasks associated with the wider leadership initiative and completed all of the research data collection activities. This group of academics were pertinent to the investigation of emotional intelligence due to the fact that their involvement in the wider leadership initiative meant they were engaging in explicit activities to develop and appreciate the relevance of emotional intelligence for academic leadership, particularly in the context of them leading a faculty-based initiative. The multiple case study methodology provided the opportunity for broad and robust generalisation of the findings. Replication of findings across the eleven cases escalated the importance of the finding(s) and determined the emotional intelligence traits most applicable for academic leadership (Yin 2003).

The range of participant demographics was broad in respect to gender, age, discipline area, leadership experience, roles and responsibilities, as well as the number of years working in the sector (See Table 4 for an overview of the demographics of the participants).

(Table 4)

Semi-structured interviews were conducted pre and post participants'

engagement in a leadership capacity development initiative, which included a focus on

emotional intelligence. The focus of the pre-intervention interviews was to gather

qualitative information about the participants' positive experiences and insights into

academic leadership. The post-intervention interviews explored participants'

perceptions of how emotional intelligence can enhance leadership practice and sought to

identify specific examples of the practice of emotionally intelligent leadership (see

Appendix 1 for basic questions that were used in the semi-structured interviews).

Interviews were transcribed and the interview transcripts were validated by the research

participants prior to data analysis. Transcripts were coded and then analysed using QSR

International's NVivo 8® software programme. An interpretive grounded theory

approach was adopted in the coding and analysis of the interview data (Charmaz 2000;

Cohen, Manion & Morrson 2007). Participants' descriptions of successful leadership

were coded in relation to the LCF practices and the emotional intelligence competencies

(Goleman 2000) and abilities (Mayer & Salovey 1997). A subjective decision was made

by the researcher as to whether the qualitative information aligned to specific LCF

practice(s) and/or emotional intelligence competencies or abilities. NVivo matrix

queries were conducted on the coded interview data to identify instances where

emotional intelligence abilities and/or competencies were employed in relation to the

performance of LCF practices. From these NVivo queries a mapping of the emotional

intelligence competencies and abilities exercised by the case-study participants in

relation to the performance of the LCF practices was generated. Scrutiny of this data

resulted in the identification of the greatest to least replication of findings across the

eleven cases. The emotional intelligence competencies and abilities that were perceived

to be most relevant, in regard to the facilitation of academic leadership were those with

the greatest replication. A similar methodological approach to this investigation of leadership in higher education was adopted by Rantz (2002).

Five major limitations associated with this research study have been identified. Firstly, generalisabilty which is a recognised limitation of all case study research however, the investigation of concepts across a broad range of contexts and people is posited as an attempt to address this limitation. Secondly, the subjectivity of the data analysis and the source of the qualitative data is acknowledged. However, the incorporation of more descriptive and detailed information in the examination of emotional intelligence is proposed as a counterbalance to this limitation. A third potential limitation was the researcher who had a well-developed understanding of and enthusiasm for emotional intelligence. This could be a limitation if the researcher is somewhat less objective in the collection and analysis of data because of her enthusiasm for the topic. Throughout this study the researcher was mindful of the potential for bias that her role could beget and strived to ensure that she was objective at all times, particularly in regard to data analysis. The sample size of only eleven cases can be seen as a limitation. However, according to Yin (2003) 6 to 10 cases provides compelling support for the development of a theoretical framework. Finally, this research investigation focused only on the relevance of emotional intelligence and not cognitive intelligence for effective academic leadership. While it is acknowledged that both cognitive and emotional intelligence are critical factors for effective academic leadership this research investigation deliberately sought to only examine the relevance of emotional intelligence for academic leadership.

Findings

Emotional intelligence was recognised by all of the case-study participants to be highly

relevant and an important requirement for academic leadership. This was a reflection of the literature that identified the importance of emotional intelligence for leadership in higher education (Greenockle 2010; Herbst 2007; Herbst & Maree 2008; Scott, Coates & Anderson 2008; Ying & Ting 2010). The general feeling expressed by the case study participants was that leaders in higher education who possessed strong emotional intelligence were more respected by peers, colleagues and subordinates and performed more effectively as leaders. These leadership capabilities were seen to be a consequence of the fact that the individual leaders would be more sensitive and responsive to the emotional needs and actions of others. A comment articulating the sentiments of many noted:

> I would argue emotional intelligence is the most relevant thing if you want to be effective. The more and the better you can understand the emotional and social interactions of working with people then I just think the better off you'll be. To me it is just completely illogical to think and believe that a manager or leader in higher education could ignore the emotional dimensions of staff interactions (David).

The study identified emotional intelligence traits related to empathy, inspiring and guiding others and responsibly managing oneself as most applicable for academic leadership. The most significant emotional intelligence trait identified, by the case-study participants, as critical to academic leadership practice was empathy. Empathy was equally, significantly identified in the literature (Bryman 2007; 2009; Greenockle 2010; Scott, Coates & Anderson 2008; Ying & Ting 2010) as crucial for higher education leadership. Most commonly, empathy was explained by the case study participants as the need for leaders to accurately identify and understand a person, their concerns, needs and abilities and then appropriately manage the person in light of this

understanding to promote productivity and success. Comments explaining this notion included:

> You need to understand how people might feel about things or you need to be able to put yourself in their position or predict what they are going to feel (Jennifer).

> Being able to look at things from another person's point of view and just understand it at that emotional level what's motivating them and why they are doing what they are doing (Jacqueline).

> I think all that stuff about understanding where everyone else is coming from and being able to see where people are where their strengths and weaknesses are where they're comfortable, where they're not comfortable trying to read their reactions. You know that person is going to feel threatened by XYZ so how can I know the way they function so how can I couch this how can I make this appealing to them what would motivate them? (Joanne).

The second most significant emotional intelligence trait for academic leadership was identified as the ability of leaders to inspire and guide others. This emotional intelligence trait is concerned with being able to positively influence, motivate and direct others to achieve to their full potential and thereby meet the needs of the institution and situation or circumstance. This emotional intelligence trait has strong links with aspects of transformational leadership namely idealised influence, inspirational motivation and individualised consideration. A number of studies have identified the importance of this emotional intelligence trait for higher education leadership, particularly in the context of transformational leadership (Barling, Slater, & Kelloway 2000; Carter 2006; Greenockle 2010; Rantz 2002; Rowley & Sherman 2003; Scott, Coates & Anderson 2008; Ying & Ting 2010). The manifestation of this emotional intelligence trait in academic leadership was in regard to convincing others of the need for a shared strategic vision/direction and effectively engaging them in

recognising the role they have in achieving this vision/direction. Comments affirming the need for leaders to inspire and guide others to achieve a shared vision/direction included:

> Having to draw people together and convince them and persuade them that it was a good idea has actually given me a chance to quite consciously think about this idea of I've got a task to do, I've got to get a group of people to gather around and get them on board and thinking through that in quite a different way. There needs to be reasonably clear communication about everything, people need boundaries and rules or guidelines as to exactly what needs to be done (John).

> For me leadership is being able to look forward and to see the bigger picture and being able to then lead others to where you want to go or where you think the organisation or the department needs to go (Mackenzie).

> A good or effective leader is someone who can see where they are at, dream where they want to be and then strive to get there. It obviously takes a lot of courage and the good leaders are those who are constantly challenging themselves and others to pursue what they want to do. (Roger)

The next most important emotional intelligence trait for academic leadership was identified as the ability of the leader to responsibly manage themselves. This emotional intelligence trait encompassed the capacity of the leader to be able to keep disruptive emotions and impulses under control, maintain a high standard of conduct that provides a positive role model for others and foster relationships that are considerate and professional in interactions with others. The conduct of the leader was a focus of numerous discussions across the case study interviews. Specific characteristics were highlighted as extremely important in maintaining a high standard and positive role model. This included the leader treating staff fairly and justly; being trustworthy and honest and ensuring deadlines and negotiated deliverables and outcomes are met.

The literature also acknowledged the importance of leaders responsibly managing themselves and maintaining a high standard of conduct (Greenockle 2010; Rantz 2002; Rowley & Sherman 2003; Bryman 2007; 2009; Ying & Ting 2010). Comments acknowledging the importance of leaders responsibly managing themselves included:

> If you're going to effectively lead a team of completely different people then they have to trust you that you have good intentions basically and that you'll look after them. (Ashleigh)

> Leaders need to be able to stay calm in the face of quite strong emotions from other people. But I think they also need a really strong moral compass they need to be sure that what they're doing is ethically and morally not just defendable but what the majority would think was the right thing to do and they have to be able to stick to that in the face of a lot of pushing and pulling from external environments and from internal strong-willed people. (Noreen)

Discussion

This study found that emotional intelligence traits related to empathy, inspiring and guiding others and responsibly managing oneself were most applicable for academic leadership. Case study participants described ways in which these emotional intelligence traits might manifest in practice in the higher education context, which further elucidates the relevance of the traits. A synthesis of the elements of each emotional intelligence trait - empathy, inspiring and guiding others and responsibly managing oneself is provided together with illustrations of how these traits might manifest in practice.

Empathy

Empathy in relation to understanding and appreciating how others might be inspired to perform and achieve surfaced as a critical emotional intelligence trait that had relevance

across four of the LCF practices (Providing direction and/or vision; creating and fostering a positive work environment; having integrity and being a role model; and communicating developments and providing feedback). This emotional intelligence trait manifests in practice as leaders who in consultation with their team, negotiate realistic and appropriate timeframes and performance goals. They ensure that each member of their team has the necessary resources, skills and capacity to accomplish the negotiated goals. It requires the leader to be able to accurately discern the motivations, interests, concerns and needs of those in their team. These leaders aptly utilise the skills of individuals, identify areas where professional development is required and harness the appropriate opportunities to engender necessary development. These leaders manage conflict in a just, timely and fair manner and establish a work environment whereby individuals feel safe to ask questions, supported to express their concerns and are encouraged to contribute to key decisions. These leaders strive to ensure that all members of the team respect and value the contributions of others and are likewise respected and valued for their contributions. Comments illustrating the importance of this emotional intelligence trait with regard to how it might manifest in practice were:

> The key is motivation if you can read people then you can figure out what motivates them, what are the carrots for that person and what's the turn off for that person and if I want them to do something I have to appeal to their motivators so how can I do that? What's in it for them and what will appeal to them (Joanne).

> Being in tune with what other people are thinking and feeling and being able to predict how they might react to a certain thing which gives you some strategies to head off that potential issue. Like you know that person is going to feel threatened by XYZ so how can I know the way they function so how can I couch this how can I make this appealing to them what would motivate them I'll appeal to that instead (Jacqueline).

> When an issue flares up or a problem flares up or someone complains about
> something the first thing I'm doing is asking myself, where is all this coming
> from? What's really prompting this sort of response? Is it something around
> lack of clarity or is it something that's been said or something that's been done
> by somebody? Has it been my own response that's contributed to it?
> (Mackenzie).

Inspiring and guiding others

Inspiring and guiding others, which focuses on being able to positively influence, motivate and direct others to achieve to their full potential was found to be relevant in regard to four of the LCF practices investigated (providing direction and/or vision; creating and fostering a positive work environment; having integrity and being a role model; and promoting interests of the department/institution). This emotional intelligence trait manifests in practice as leaders who regularly communicate, reinforce and reiterate the strategic direction and associated implementation plan. These leaders convince others of the need for the strategic direction; and they motivate, direct and assist individuals to understand the role they have in achieving the strategic direction and executing the implementation plan. Assets for this emotional intelligence trait are that the leader has confidence in the direction set and is resilient to setbacks and challenges that may be encountered. Additionally, these leaders will continually assess the relevance of the strategic direction and implementation plan to ensure its currency and identify any transformations to the direction or implementation plan that may be warranted or needed. They are able to honestly distinguish the current status of the strategic direction and what actions need to be managed to progress to achievement of the strategic direction. These leaders also have a good understanding of the relationship between the strategic direction and the institutional goals and mandates. They are able to communicate this relationship and in doing so further convince others of the need for the strategic direction. An unquestionable requirement of this capability is that the

leader has a clear understanding of the strategic direction, implementation plan and roles and responsibilities of those engaged in the implementation plan. Comments illustrating the value of this emotional intelligence trait and how it might manifest in practice included:

> It's not a matter of just having a vision it is being able to convince other people of the value of your vision. Most people are motivated by self interest and from an organisational perspective if people can see from your communication of your vision how your vision ties into their needs and interests, if you can successfully communicate the self motivating interests of your vision and the benefits of your vision for them so that they support and try to realise the vision then the leadership has been successful (Roger).

> Good leadership is about being able to inspire and motivate and come up with ways of being able to facilitate a particular idea or vision that you have in mind. So in a sense travelling at the head of people or some idea and being able to somehow elicit from that group of people their skills, their abilities to be able to actually move forwards to whatever you are working towards. I would see a leader for example walking around, spending time with their employees or their colleagues to try and pick up what's troubling them, what inspires them and so on. (John).

Responsible management of self

The ability of a higher education leader to responsibly manage themselves particularly in regard to keeping disruptive emotions and impulses under control, maintaining high standards; providing a positive role model; and fostering professional relationships was found to be relevant in regard to four of the LCF practices investigated (Providing direction and/or vision; creating and fostering a positive work environment; having integrity and being a role model; and communicating developments and providing feedback). This emotional intelligence trait manifests in practice as leaders who conscientiously manage their emotions and behaviour to create positive situations and

relationships with colleagues. These leaders appreciate and are responsive to the impact that their actions and disposition can, and does have on others and the situation. They regularly reflect on their performance as a leader and are candid in identifying strategies that they need to adopt to develop themselves. The crucial asset for this capability is that the leader is honest in their assessment of themselves. Accurate self-assessment is the critical foundation for identifying the appropriate and responsible action needed in a situation or interaction. This self-assessment could also be informed by peer and subordinate assessment feedback. In this research investigation, case study participants repeatedly confirmed the benefits and importance of responsible management of self, however, it was also acknowledged that it is a significantly lacking capability in the higher education setting. Case-study participants described the practice of this emotional intelligence trait in their own contexts in comments such as:

> It's that conscious thing about looking at a situation and going oh gee I didn't go well there what went wrong and how can I improve that for next time and then the next time it does happen you actually consciously make a change to the way you react or the way you behave (Joanne).

> I think being self aware is really important so being aware of your own emotions is really important and how they can affect others and being I guess in someways really consciously aware of how you are feeling so that you can be mindful of that when you are leading others and really mindful of how those emotions might be affecting others. I think probably what I've been able to do now that I wasn't able to do before was to actually understand how my emotions can impact on others. I've certainly learnt and tended to think more and respond to my own emotions and my own emotional response to things (Mackenzie).

> I'm assuming anytime you're leading you're leading people so there is the potential for misunderstandings to arise, So there's potential for me to emotionally get triggered or respond inappropriately to people instead of being

able to perhaps see how my emotions are affecting me and how I might be responding inappropriately (David).

The importance for leaders to build positive relationships with others, treat staff fairly and justly and role model appropriate behaviours and practices was also noted in regard to the responsible management of self, emotional intelligence trait. This manifests in practice as leaders who ensure that their own deadlines, deliverables and outcomes are met and maintain a performance standard that they expect from others. These leaders treat others the way they would like to be treated. A critical requirement for this is that the leader does not behave impulsively to an emotive trigger, but rather contemplates their actions before responding, instead of acting hastily and potentially bringing about a negative outcome.

The three emotional intelligence traits presented together with illustrations of how they might manifest in practice are posited as a sound foundation upon which emotional intelligence in higher education could be appreciated and developed.

Conclusion

A commonly perceived observation of academic leadership is that many leaders are appointed because they are perceived to have excelled as an academic, often due to research achievements, rather than because they have leadership or managerial experience or expertise (Scott, Coates & Anderson 2008; Yielder & Codling 2004). Leaders in higher education are often assigned to leadership positions with little or no preparatory leadership training or development and are expected to learn on the job (Scott, Coates & Anderson 2008; Fielden 2009). In response to this, the value of emotional intelligence informing recruitment, development, assessment and promotion of academic leaders has been established (Coco 2011; Druskat, Sala, & Mount 2006;

Dulewicz & Higgs 2003; Greenockle 2010; Herbst 2007; Herbst & Maree 2008; Ying & Ting 2010; Zacarro, Kemp & Bader 2004). Further research could seek to determine whether emotional intelligence assessments are good predictors of leadership acumen and identify the potential value of these assessments being used in the recruitment and promotion of academic leaders.

The research design and data collection, for this study were primarily implemented in Australia, an OECD member country. As such, the research outcomes are potentially more/only valid in developed countries. Further research could explore whether emotional intelligence is significant for academic leadership in institutions situated in those countries that are not on the list of OECD member countries (e.g. India, Thailand). If emotional intelligence is found to be significant to academic leadership in these countries, the research could then determine how the relevant emotional intelligence traits might manifest in these higher education contexts.

The relationship and importance of cognitive intelligence (IQ) and emotional intelligence (EQ) for leadership has been examined from a business perspective (Goleman 1998; Rosete & Ciarrochi 2005). However, this relationship and a position as to which is more important – IQ or EQ for academic leadership was not apparent in the literature reviewed. Further research could be conducted to investigate whether IQ or EQ is more important for academic leadership.

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Table 1. The LCF practices and the research contributing to the conceptualisation of this framework.

Leadership Competency Framework Practices	Effective Leadership Behaviours (Bryman 2007)	Exemplary Leadership Practices (Kouzes & Posner 1998)	Effective Leadership Practices (Gibbs, Knapper & Picinnin 2009)
Providing a clear sense of direction and/or strategic vision	Providing a clear sense of direction and/or strategic vision	Inspiring shared vision: enthusing others with a vision of how things could be and presenting strategies for attaining this vision	Articulating a convincing rationale for change Identifying teaching problems and turning them into opportunities
Creating and fostering a positive collaborative work environment where staff support and facilitate the direction set	Creating a structure and arrangements to support and facilitate the direction set Creating and fostering a positive, supportive and collaborative work environment Facilitating or enabling opportunities for participation in key decision-making and	Enabling others to act: having confidence in the abilities of individuals and enabling them to achieve to their potential	Building a community of practice Devolving leadership

Leadership Competency Framework Practices	Effective Leadership Behaviours (Bryman 2007)	Exemplary Leadership Practices (Kouzes & Posner 1998)	Effective Leadership Practices (Gibbs, Knapper & Picinnin 2009)
	encouraging open communication. Protecting staff autonomy.		
Having integrity and credibility, being considerate, trustworthy and empathetic, treating staff fairly and acting as a role model	Being trustworthy as a leader Having personal integrity, being considerate, and treating staff fairly Having credibility and acting as a role model	Modelling the way: having integrity and acting as a role model in both actions and words	Establishing credibility and trust
Communicating developments and providing constructive feedback on performance	Providing communication about developments and providing feedback on performance	Encouraging the heart: being empathetic to the needs and personalities of individuals and tailoring recognition and feedback to meet these needs and temperament	Recognising and rewarding excellent teaching and teaching development

Leadership Competency Framework Practices	Effective Leadership Behaviours (Bryman 2007)	Exemplary Leadership Practices (Kouzes & Posner 1998)	Effective Leadership Practices (Gibbs, Knapper & Picinnin 2009)
Proactively promoting the interests of the department/institution within and external to the university, respecting existing culture but seeking to advance values through a vision for the department/institution	Proactively advancing the department's/institution's cause networking on its behalf internally and external to the university Respecting existing culture while seeking to instil values through a vision for the department/institution	Challenging the Process: engaging in ongoing examination of why and how things are done and willingly allowing others to scrutinise and challenge one's own actions	Marketing the department as a teaching success Supporting change and innovation Involving students

Table 2. Mayer and Salovey's ability paradigm of emotional intelligence (adapted from Mayer & Salovey 1997, p10)

BRANCHES OF THE ABILITY PARADIGM OF EMOTIONAL INTELLIGENCE			
Perceiving, Appraising and Expressing Emotions	**Emotional Facilitation of Thinking**	**Understanding and Analysing Emotions to enable utilisation of Emotional Knowledge**	**Regulating and Managing Emotions**
Ability to identify emotions in oneself	Ability to use emotions to prioritise thinking and direct attention to important information	Ability to name emotions and recognise links between words and emotions	Ability to be receptive to good and bad feelings
Ability to identify emotions in others	Ability to use emotions to assist judgement	Ability to interpret the significance of emotions	Ability to employ or disengage from an emotion depending on its usefulness
Ability to accurately express emotions	Ability to use emotions to consider multiple points of view	Ability to understand feelings	Ability to analyze emotions in oneself and others
Ability to differentiate between accurate and inaccurate feelings	Ability to use emotions to encourage specific problem solving approaches	Ability to recognise likely transitions among emotions	Ability to appropriately manage emotions

Table 3. Goleman's competence paradigm of emotional intelligence (adapted from Goleman 2000 p80).

DIMENSIONS OF THE COMPETENCE PARADIGM OF EMOTIONAL INTELLIGENCE			
Self Awareness	**Self Management**	**Social Awareness**	**Social Skills**
Emotional self awareness – recognising ones emotions and their effects	Self control – keeping disruptive emotions and impulses under control	Empathy – understanding others and taking active interest in their concerns	Developing others – bolstering the abilities of others' through feedback and direction
Accurate self assessment – rational judgement about one's strengths and limitations	Trustworthiness – consistent honesty and integrity	Organisational awareness – empathizing at the organisational level	Leadership – the ability to assume responsibility and motivate with a convincing vision
Self confidence – a strong and positive sense of self-worth	Conscientiousness – responsibly managing oneself	Service orientation – recognizing and meeting customers' needs	Influence – employing a range of convincing tactics
	Adaptability – flexibility to adjust to situations and overcome challenges		Communication – listening and sending clear, convincing messages
	Achievement – drive to meet a personal standard of excellence		Change catalyst – ability to initiative new ideas and manage change

DIMENSIONS OF THE COMPETENCE PARADIGM OF EMOTIONAL INTELLIGENCE			
Self Awareness	Self Management	Social Awareness	Social Skills
	Initiative – willingness to embrace opportunities		Conflict management – resolve disagreements and negotiate resolutions
			Building bonds – nurturing and maintaining relationships
			Teamwork and collaboration – promoting cooperation and working with others

Table 4. Demographic profile of the research participants

Participant[1]	Gender	Age	Institution	Years With Institution	Current Leadership Role
Joanne	Female	45-54	University 1	5-9 years	Post Graduate Coordinator
Jennifer	Female	45-54	University 2	10-14 years	Programme and Unit Coordinator
Jacqueline	Female	45-54	University 3	10-14 years	Associate Dean (Teaching and Learning)
Noreen	Female	45-54	University 2	20+ years	Coordinator units and courses, Associate Dean (Academic)
Ashleigh	Female	35-44	University 1	10-14 years	None reported
Roger	Male	45-54	University 1	0-4 years	Project Manager and Senior Lecturer
Mackenzie	Male	25-34	University 2	5-9 years	Curriculum Coordinator. Faculty Unit leader.
John	Male	45-54	University 3	20+ years	Associate Dean (Academic), Topic Coordinator

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[1] The names of the participants are pseudonyms and not the actual names of the participants.

Participant[1]	Gender	Age	Institution	Years With Institution	Current Leadership Role
Simon	Male	35-44	University 3	5-9 years	Course Coordinator, School Higher Degree Committee Chair. Member of school's Leadership group.
David	Male	35-44	University 2	10-14 years	Post Graduate Coordinator.
Skye	Female	25-34	University 1	5-9 years	Chair of a School Committee.

Appendix 1

The following questions formed the basis of the semi-structured interviews that were conducted with the research participants to investigate the relevance of emotional intelligence for leadership practice in higher education.

What do you think good leadership is?

What do you think effective leadership is?

What things do you value in a leader?

Can you give an example of good or effective leadership?

How would you differentiate leadership from management?

How do you perceive leadership in Higher Education?

What particular aspects or activities have contributed to your view of leadership in Higher Education?

Where do you think leadership fits into Higher Education?

How do you see the ethical role of a leader? (e.g. authenticity, empathy, integrity, concept of sharing)

What do you understand emotional intelligence to mean in practice?

How do you think emotional intelligence plays out in your institutional context?

Can you give examples of someone who has shown great emotional intelligence? And how they demonstrated this emotional intelligence?

What emotional qualities do you think it's important for leaders to have?

Why do you think it's important for leaders to have these emotional qualities?

Do you think leadership can be developed?

What do you understand leadership capacity to be?

Participants were asked to describe a critical incident they had encountered in leading their action learning project. The following questions were in regard to this incident

How did you manage this incident?

How did you display leadership in this situation?

In what ways might you have managed this incident differently?

What things have contributed to your development of leadership strategies for managing situations such as this?

Did you use emotional intelligence in managing this incident?

In what ways did you or could you have engaged emotional intelligence in managing this situation?

Did the [Research] Project assist you in developing leadership or emotional intelligence strategies that you exercised in this situation? If so can you provide details of this?

Do you think emotional intelligence competencies are relevant for leadership in higher education? Why/why not

Have you used emotional intelligence in your leadership in a higher education context?

In what ways did you or could you have used emotional intelligence in your leadership in a higher education context?