

Effective leadership in higher education: The 'circles of influence'

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Abstract

Research suggests that leaders and leadership play a critical role in a university's success (Bryman, 2009; Scott, Coates & Anderson, 2008). Despite this assertion there is little empirical evidence to suggest what effective leadership in a higher education context entails. This study was an attempt to address this gap by examining leadership from a perspective of the interrelationships and influences that impact on effective leadership in higher education. The key factors that were explored included emotional intelligence, job satisfaction and leadership practice. These key factors and the relationships between them were examined in eleven case studies. A mixed-mode case study research design was used with job satisfaction, emotional intelligence and individual interview data being collected from each of the eleven case study participants pre and post engagement in a leadership capacity development initiative. The findings from this study advocates the importance of emotional intelligence for leadership in higher education and suggests that emotionally intelligent leaders are more satisfied in their role and more likely to engage in effective leadership practices.

A synthesis of the analysed qualitative and quantitative data has resulted in the generation of twelve emotional intelligence leadership capabilities that are proposed as indicators of effective leadership in higher education. In addition to these capabilities two hypotheses have eventuated. Firstly, that emotional intelligence is central to effective leadership in higher education and secondly, that leaders regularly practicing emotional intelligence will have greater job satisfaction. These hypotheses have been pictorially represented as a framework that has been coined the 'circle of influence'. This is because the framework relates to a leader's sphere of influence and engagement and articulates the interrelationships that this research study identified, exist between job satisfaction, emotional intelligence and effective leadership practice in a higher education context.

Keywords: 'circle of influence', effective leadership, emotional intelligence, higher education, job satisfaction, leadership, leadership practice

Background

Leadership plays a pivotal role in the success of higher education institutions and is a critical factor in sustaining and improving the quality and performance of universities (Gibbs, Knapper & Picinnin, 2009; Hesburgh, 1988; Martin, Trigwell, Prosser & Ramsden, 2003; Osseo-Asare, Longbottom & Murphy, 2005). Traditionally effective leadership in higher education has been associated with personal academic achievement for example journal and other scholarly publications, conference presentations, and research supervision of students (Rowley, 1997). More recently effective leadership in a higher education context has evolved to be more explicitly associated with specific indicators and practices (Bryman, 2009; Gibbs et al, 2009; Scott et al, 2008).

The premise that effective leadership in higher education involves the leader motivating, inspiring and enabling individuals to achieve an explicit strategic vision is well supported

(Gibbs et al, 2009; Hesburgh, 1988; Pounder, 2001; Ramsden, 1998; Rantz, 2002). Another notion well supported by research and literature is the fact that effective leadership is not about possessing and exercising a concise set of capabilities but rather employing different combinations of leadership practices depending on and appropriate to a particular situation. Promoting collegiality, ensuring that the needs of the organisation are aptly matched to the capacity of available resources and not avoiding difficult or controversial decisions are examples of leadership practices that can significantly impact on effective leadership in most situations in the higher education context (Gibbs, Knapper & Picinnin, 2006 & 2009; Pounder, 2001; Rantz, 2002).

Middlehurst, Goreham and Woodfield. (2009) identify the relevance and need for transformational leadership in higher education. Transformational leadership is a style of leadership whereby the leader inspires followers through a shared vision for the future. Transformational leaders tend to delegate responsibilities, regularly monitoring and communicating with their followers in regard to the tasks for which they have responsibility. Martin et al (2003) attest that transformational leadership in a higher education context is linked to high quality student learning processes and outcomes. While Pounder (2001) suggests that transformational leadership is not only the key to effective leadership in higher education but that there is in fact a strong presence of the transformational style of leadership currently transpiring in higher education.

Recently the focus of leadership in higher education has moved away from one of the super leader and the premise of developing the individual as a leader to one of realising the potential for effective leadership that exists broadly within an organisation. This concept of leadership has been referred to as collective, shared, dispersed or distributed leadership and in the higher education context it is not intended so much as a successor to traditional leadership but rather a means of complementing and enhancing the hierarchical structures that exist in higher education (Bolden, Petrov & Gosling, 2008). This distributed perspective of leadership has been acknowledged as being highly appropriate for the higher education sector (Anderson & Johnson, 2006; Bolden et al, 2008; Rowley, 1997) and focuses on the dispersion of leadership among individuals who collectively have the skills to competently manage the range of leadership responsibilities required in various circumstances. Gibbs et al., (2006 & 2009) in their investigation of eleven world-class universities across eight countries found that some form of distributed leadership was prevalent in every case investigated with the formal allocation of roles common practice. Rowley (1997) also supports this distributed notion of leadership and stresses the need for academic leadership to involve more of a focus on empowering others rather than an individual assuming sole responsibility for leading.

Emotional Intelligence:

In a research study of roles and capabilities of leaders from Australian higher education institutions, effective leaders were found to possess a fruitful blend of emotional intelligence, academic competence, and appropriate skills and knowledge, underpinned by effective time-management and organisational skills (Anderson & Coates 2009). While many of the research studies, investigating leadership in a higher education context, attest that emotional intelligence is a relevant and much needed construct for effective leadership in higher education (Bryman 2007a; Bryman 2007b; Carter 2006; Gibbs et al., 2006; Knight & Trowler 2001; Ramsden 1998) there is no explicit articulation of this relevance of emotional intelligence for leadership in the higher education context.

Coates and Anderson (2007) identified emotional intelligence competencies related to self awareness, empathy, influence, decisiveness and commitment as most pertinent for effective leadership in higher education. Day (2001) found that leaders in higher education require intrapersonal emotional intelligence competencies such as self-awareness, self-regulation and self motivation. Other research studies and pertinent literature have suggested specific emotional intelligence competencies or clusters of abilities as important characteristics for effective leadership in higher education. Table 1 is presented as a summary of the research and literature expounding the collection of specific emotional intelligence attributes that have been identified to be significant for leadership in a higher education context.

Table 1 Emotional intelligence attributes relevant for leadership in higher education, located in reviewed literature

EMOTIONAL INTELLIGENCE ATTRIBUTES	SUPPORTING LITERATURE
Engaging in accurate self assessment that evokes an understanding of one's strengths and limitations, having a strong sense of conviction and a clear understanding of one's values	Allan (1998); Hall (2002); Hesburgh (1988); Kouzes and Posner (1995); Murray (2002); Rantz (2002); Rowley and Sherman (2003)
Maintaining high levels of personal integrity, exercising persistence, being able to adapt and appropriately respond to challenges without losing hope, and providing a positive role-model	Bryman (2004, 2007a, 2009); Kouzes and Posner (2004); Laabs (1999); Murray (2002); Newcombe and Ashkanasy (2002); Pescosolido (2002); Pounder (2001); Rantz (2002)
Maintaining and developing collegiality and high quality inter-personal relationships, encouraging mutual trust and respect among team members	George (2000); Rowley and Sherman (2003)
Instilling trust through open and honest communication and fair and equitable distribution of resources	Bryman (2004, 2007a, 2009); Rantz (2002); Rowley and Sherman (2003)
Valuing and appreciating others, generously giving praise and encouragement to others	Hesburgh (1988); Pounder (2001); Rantz (2002)
Soundly managing conflict	George (2000); Rowley and Sherman (2003)
Creating a shared vision and organisational values and instilling a desire to strive for excellence	George (2000); Rantz (2002); Rowley and Sherman (2003)

Job Satisfaction

Job satisfaction has a significant impact upon the productivity, absenteeism, retention and turnover of employees. Dissatisfied employees will look to express their dissatisfaction in a number of ways including leaving the organisation, being disloyal to

their employer, chronic absenteeism, lateness, neglecting work, and reduced effort or increased error rate (Robbins, Millett, Cacioppe & Waters-Marsh 1998). As such the job satisfaction of staff is a valued commodity in most organisations, especially where staff are performing at a high level (Hogan, Curphy & Jogan 1994).

In terms of leadership the more important question to ask is whether a person who is satisfied in their role will be a more effective and better leader. Herzberg, Maunser, and Snyderman (1959) make a connection between job satisfaction and leadership, suggesting that dissatisfaction can have a negative impact on the crucial interpersonal relationship and supervision dimensions of leadership. The other aspect of the relationship between job satisfaction and leadership is whether job satisfaction can be heightened as a consequence of leadership practice. Atchison (2003) suggests that factors that contribute to job satisfaction include career development and growth, exciting and challenging work, meaningful tasks that seem to be making a difference, being part of a team, and having a good relationship with team members. These factors are all synonymous with leadership practice and as such support a premise that job satisfaction could be heightened as a result of being engaged in aspects of leadership.

Barsh (2009) suggests that effective leaders who manage to overcome feelings of dissatisfaction do so by consciously stopping the “emotional downward spiral” that can result from adverse events. Instead of engaging in the negative aspects of the workplace Barsh suggests that academics with high job satisfaction will deliberately and willfully address the actual problem rather than subjecting to the emotional negativity that is often an automatic reaction in such circumstances.

This research study investigated the relevance of emotional intelligence for leadership in higher education and the interrelationships and impact of job satisfaction, emotional intelligence and leadership practice on effective leadership. The investigation encompassed correlational and comparative analysis of qualitative and quantitative data in an attempt to ascertain whether emotionally intelligent leaders were more likely to be satisfied and more effective.

Methodology

This research investigation explicitly examined the relevance of emotional intelligence competencies and abilities in relation to five specific leadership practices. The emotional intelligence competencies and abilities were adopted from the paradigms of emotional intelligence proposed by Mayer and Salovey (1997) and Goleman (2000a & b); and the specific leadership practices were developed by the researcher from a review and synthesis of pertinent literature.

The Mayer and Salovey (1997) ability view of emotional intelligence (Table 2) divides emotional intelligence into four branches of psychological processes. Each branch possesses a set of developmentally sequenced abilities that are progressed through from lower order to higher order abilities as a person becomes more emotionally intelligent. This model of emotional intelligence is grounded in the premise that emotional intelligence is a set of interrelated abilities that exist and operate within a particular context. Individuals will differ in their emotional intelligence abilities and their capacity to exercise emotional intelligence in different contexts or situations (Mayer & Salovey 1997).

Table 2: The ability view of emotional intelligence; (Mayer & Salovey, 1997)

BRANCHES OF THE ABILITY VIEW 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 emotion in ones thoughts, feelings and physical states.	Ability to use emotions to prioritize thinking by directing attention to important information.	Ability to label emotions and recognise relations among words and emotions.	Ability to stay open to feelings – good and bad.
Ability to identify emotions in other people.	Ability to generate emotions to assist judgement.	Ability to interpret the meanings that emotions convey.	Ability to reflectively engage or detach from an emotion depending upon its usefulness.
Ability to express emotions accurately.	Ability to use emotional mood swings to encourage consideration of multiple points of view.	Ability to understand complex, simultaneous or blends of feelings.	Ability to reflectively monitor emotions in oneself and others.
Ability to discriminate between accurate and inaccurate feelings.	Ability to use emotions to encourage specific problem solving approaches.	Ability to recognise likely transitions among emotions.	Ability to manage emotions by moderating negative emotions and enhancing positive ones

Goleman (2000a & b) proposed the competency paradigm of emotional intelligence (Table 3) which categorises emotional intelligence into four dimensions. Each of these dimensions of emotional intelligence – self awareness, self management, social awareness and social skills - has a corresponding set of competencies related to interpersonal or personal aspects of emotional intelligence practice. Self awareness and self management are associated with the personal competencies and social awareness and social skills are related to the interpersonal competencies.

Table 3: The competence view of emotional intelligence; (Goleman, 2000a & b).

DIMENSIONS OF THE COMPETENCE VIEW 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 – sensing others' development needs and bolstering their abilities.

DIMENSIONS OF THE COMPETENCE VIEW OF EMOTIONAL INTELLIGENCE			
Self Awareness	Self Management	Social Awareness	Social Skills
Accurate self assessment – knowing one’s strengths and limitations.	Trustworthiness – honesty and integrity.	Organisational awareness – empathizing at the organisational level.	Leadership – inspiring and guiding groups and people.
Self confidence – a strong sense of one’s self-worth and personal capabilities.	Conscientiousness – responsibly managing oneself.	Service orientation – recognizing and meeting customers’ needs.	Influence – wielding interpersonal influence tactics.
	Adaptability – flexibility with challenges.		Communication – sending clear, convincing messages.
	Achievement - drive to improve		Change catalyst – initiating or managing change
	Initiative – readiness to act		Conflict management – resolving disagreements.
			Building bonds – nurturing instrumental relationships
			Teamwork and collaboration-creating a shared vision
			Synergy in teamwork – working with others toward shared goals

For the purposes of this research study, a leadership competency framework consisting of five effective leadership practices was developed by the researcher and conceived to be indicative of effective leadership in higher education. The basis for the development of this framework was Bryman’s (2007a, 2007b) eleven behaviours for effective leadership in higher education. These behaviours, applicable at both the departmental and institutional levels were developed following an extensive systematic search of literature situated in the higher education context and subsequent semi-structured interviews with a purposive sample of 24 leadership researchers located in the UK

higher education system. An initial refinement of Bryman's eleven behaviours for effective leadership in higher education was facilitated by comparing and mapping these eleven behaviours against Kouzes and Posner's (1998) five elements of exemplary leadership practice.

Ensuing this initial mapping a synthesis and distillation of Bryman's eleven behaviours was undertaken. The eleven behaviours were compiled and organised into five leadership practices that reflected the essence of Kouzes and Posner's five elements. Finally a review of relevant leadership in higher education literature was conducted to assess whether these five generated leadership practices were valid. The findings of this focused review of literature supported and endorsed the five effective leadership in higher education practices proposed by the researcher. Consequently these five practices were adopted as a framework to guide the investigation of effective leadership in this research.

The five effective leadership practices being:

1. Providing a clear sense of direction and/or strategic vision;
2. Creating and fostering a positive collaborative work environment where staff support and facilitate the direction set;
3. Having integrity and credibility, being considerate, trustworthy and empathetic, treating staff fairly and acting as a role model;
4. Communicating developments and providing constructive feedback on performance; and
5. 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.

A case study approach was chosen for this research investigation to enable the development of theories to assist in understanding the phenomenon and interrelationships between emotional intelligence job satisfaction and leadership practice in relation to effective leadership in higher education. A multiple case study design was adopted to avail the possibility that a replication of phenomenon across the cases would enable the development of justifiable hypotheses

This research investigation included eleven case studies, all university based academics, in full time employment and across a range of age categories, from three separate universities covering three states in Australia. The participants assumed a range of leadership roles within their individual contexts and they were collectively associated with a number of different disciplines. The research sample was representative of the higher education population in respect to having a broad representation of gender, age, discipline, leadership experience, roles and responsibility, and the number of years working in the sector.

Data was collected pre and post participants' engagement in a leadership capacity development program that was facilitated as part of a Distributive Leadership Project in which participants were also engaged. The Distributive Leadership Project was an Australian Learning and Teaching Council Leadership for Excellence Grant Scheme Project (<http://www.altc.edu.au/project-distributive-leadership-learning-uow-2006>) that was implemented 2007-2008 by lead institution University of Wollongong. The case study participants were all involved in the second, cascade stage of this '*Distributive leadership for learning and teaching: Developing the faculty scholar model*' project. The Distributive Leadership Project provided the opportunity to access participants who were

engaged in a leadership development initiative that was closely aligned to the focus of this research investigation and shared many synergies with the study. Each of the participants as part of their engagement in the Distributive Leadership Project lead an initiative within their institution, to enhance an aspect of assessment that was aligned to the strategic goals of their faculty. While the selection of each of the case study participants was rooted in convenience sampling the inclusion of the eleven cases provided the opportunity for broad and robust generalisation of the research findings.

A mixed mode method of data collection incorporating the compilation of both quantitative and qualitative data was employed. Primary data for this study was semi-structured interviews. These interviews were implemented to gather rich and broad qualitative information about the participants, and their experiences, insights and development in regard to leadership and emotional intelligence in a higher education context. The semi structured interviews were based upon a sequence of questions that had been developed by the researcher to address the themes and research questions for investigation. The pre-intervention interview questions gathered a perspective of each participant's background, views on leadership, understanding and knowledge of emotional intelligence, and opinions about developing leadership capacity. The post-intervention interviews explored participants' practice, knowledge and assessment of leadership and emotional intelligence in regard to their experiences of leading their faculty-based assessment initiative. The post-intervention interview questions were designed to facilitate individuals' consideration and assessment of the significance of emotional intelligence for leadership and of relevant effective leadership practices in the higher education context.

The interview transcripts were individually coded and analysed against criteria that had been established by the researcher, to address the focus of each of the research questions. Subsequently, tables, diagrams and concept maps were generated to further scrutinize the collective analyses of the eleven case study participants' interview data. The pictorial table and diagram representations of the collective analyses of data, assisted further interpretation and deeper understanding of the findings and consequently lead to the generation of hypotheses to address the posed research questions.

Secondary data that was used to extend and further develop findings from the interviews was collected through an emotional intelligence test and job satisfaction survey. The Mayer-Salovey -Caruso Emotional Intelligence Test (MSCEIT) was administered as an online test. This data collection tool provided an ability-based measurement of emotional intelligence, as proposed by Mayer and Salovey (1997). Results from the MSCEIT, that were incorporated into the data analysis, included an overall emotional intelligence rating score; an experiential rating score (which was an aggregation of participant's results in regard to identifying emotions and using emotions); a strategic rating score (which was an aggregation of participant's results in regard to understanding emotions and managing emotions); and a score in regard to each of the ability areas (identifying emotions, using emotions, understanding emotions and managing emotions). A paper-based job satisfaction survey questionnaire was chosen as a valid means of assessing the job satisfaction of case study participants. The job satisfaction survey questionnaire was developed by the researcher and piloted with individuals who were representative of the sample research cohort. Results from the implementation of the job satisfaction surveys, that were incorporated into the data analysis, included a measure of how much time individuals felt satisfied in their role and how they felt about their role; a

quantification of how individuals felt about changing their role; an assessment of how long individuals could see themselves in their current role; and an institutional job satisfaction rating score.

The analysis of data in this research study centered around criteria developed by the researcher, to address the four posed research questions. Data was imported into QSR International's NVivo 8 software program and queries were run to generate a comparative frequency analysis of:

- Job satisfaction items in relation to emotional intelligence abilities and competencies;
- Elements of the effective leadership framework in relation to emotional intelligence abilities and competencies; and
- Elements of the effective leadership framework in relation to job satisfaction items.

The results from these NVivo queries were considered in light of the findings that had been generated from the primary analysis of the qualitative interview data. The hypotheses that had been developed, to address the posed research questions, were further strengthened by the incorporation of this second level of NVivo analysis and the ensuing results. Subsequently, a third level of information, obtained from quantitative data analyses, was used to refine and finalise hypotheses to address the posed research questions. A paired sample t-test using the statistical analysis software package SPSS was conducted with the quantitative job satisfaction and emotional intelligence data. The pre and post-intervention MSCEIT assessment scores were compared against the pre and post-intervention job satisfaction coded responses. In analysing the paired sample t-test results, a two tailed measure of 0.05 or less was considered to be significant and a measure of 0.01 or less was considered to be highly significant. The utilisation of this paired sample t-test meant that significant relationships between elements of job satisfaction and emotional intelligence abilities could be identified. This concluding layer of quantitative information provided a deeper appreciation of the relevance and interrelationships between job satisfaction and emotional intelligence and the potential these have on effective leadership practices.

Results

The analysis of data in this research investigation was firstly conducted for each case study and then subsequently a cross-case synthesis of the findings was undertaken to address each of the posed research questions. Across all of the case studies the importance of emotional intelligence for leadership in higher education was well supported. Comments affirming this included:

I really think that to be a good leader you've got to have good emotional intelligence ... it's [emotional intelligence] the core of being able to galvanize people and move them forward. (Case Study Participant 1, Post-Intervention Interview)

I think it is important for leaders to have these [emotional intelligence] qualities because you have to tap into what makes people think and do the things they do and how do their goals and visions relate to their work and productivity. A leader often needs to look below the surface into what makes a person tick and what the expectations of people are. (Case Study Participant 6, Pre-Intervention Interview)

I would argue they [emotional intelligence competencies] are 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. (Case Study Participant 10, Post-Intervention Interview)

Primary analysis of qualitative interview data found that Goleman's (2000a & b) emotional intelligence competencies related to self awareness, self management, social awareness and social skills, were identified across the eleven case studies to be most applicable for leadership in higher education. This supposition was supported by findings from secondary NVivo analyses that established a highly significant correlation across the eleven case studies between participants who were 'Competent' or 'Skilled' in emotional intelligence, as measured by the MSCEIT, and their employment of effective leadership practices. The assimilation of these results warrants an assertion that emotional intelligence is significantly aligned to effective leadership practice in higher education. An evaluation of the frequency in which case study participants employed emotional intelligence in performing effective leadership practices found that emotional intelligence was most relevant to the leadership practices concerned with:

- providing a clear sense of direction and/or strategic vision;
- creating and fostering a positive collaborative work environment where staff support and facilitate the direction set; and
- having integrity and credibility, being considerate, trustworthy and empathetic, treating staff fairly and acting as a role model.

This frequency analysis also highlighted that fact that emotional intelligence related to regulating and managing the emotions of oneself and others was most significant for effective leadership in higher education. Empathy in relation to understanding and appreciating how others might be inspired to perform and achieve, surfaced as the critical element that underpinned and most significantly influenced all of the effective leadership practices investigated. Comments expounding 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. (Case Study Participant 2, Pre-Intervention Interview)

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. (Case Study Participant 3, Pre-Intervention Interview)

Across the eleven case studies, queries regarding the relevance and interrelationships between the investigated leadership practices and emotional intelligence competencies and abilities were generated in NVivo. This scrutiny of the qualitative data resulted in the identification of the most relevant emotional intelligence competencies and abilities required for each of the five effective leadership practices. These identified competencies and abilities were synthesised and the resulting conceptions were framed as twelve emotional intelligence capabilities relating to the specific effective leadership practices that were investigated. Illustrations of how these capabilities might manifest in a higher education context were also generated from the suggestions provided by the eleven case study participants in their pre and post intervention interviews. Table 4 presents the emotional intelligence capabilities that were generated in relation to the specific effective leadership practices investigated in this research study.

Table 4 An overview of emotional intelligence capabilities related to the effective leadership practices investigated in this research study.

LEADERSHIP PRACTICE	EMOTIONAL INTELLIGENCE CAPABILITY
Providing a clear sense of direction and/or strategic vision	<ol style="list-style-type: none"> 1. Generate a strategic vision/direction and associated implementation strategy that strives to meet the needs and advance the capability of the individual, team, department and institution. 2. Regularly communicate the strategic vision/direction and associated strategy so that key stakeholders have a shared understanding of what is to be achieved and how it will be achieved. 3. Inspire and guide individuals and the team to achieve the shared strategic vision/direction and associated implementation strategy
Creating and fostering a positive collaborative work environment where staff support and facilitate the direction set	<ol style="list-style-type: none"> 4. Accurately identify and interpret the needs, interests, abilities and concerns of others and appropriately manage, these to promote productivity and success. 5. Understand own strengths and limitations and responsibly moderate behaviour in leading and inspiring others to achieve a shared strategic vision/direction. 6. Establish and promote an optimistic, collegial and collaborative work environment where individuals and the team are encouraged to achieve the shared strategic vision/direction.
Having integrity and credibility, being considerate, trustworthy and empathetic, treating staff fairly and acting as a role model	<ol style="list-style-type: none"> 7. Maintain a high standard of conduct that provides a positive role model for others. 8. Behave in an appropriate and professional manner that instills the trust of others.
Communicating developments and providing constructive feedback on performance	<ol style="list-style-type: none"> 9. Accurately discern the development needs of others, empathetically communicate these and assist others to develop accordingly 10. Acknowledge and reward the developments and achievements of individuals, the team and the department/institution
Proactively promoting the interests of the department/institution within and external to the university, respecting existing	<ol style="list-style-type: none"> 11. Promote and communicate the strategic vision/direction and consequent achievements of the department/institution within and external to the university

**LEADERSHIP
PRACTICE**

EMOTIONAL INTELLIGENCE CAPABILITY

culture but seeking to advance values through a direction/strategic vision for the department/institution

12. Generate and encourage a progressive strategic vision/direction for the future that will advance the department/institution.

The reviewed literature suggests that transformational and distributed leadership styles are predominant styles of leadership that have applicability in a higher education context. The findings from this research study suggest that both transformational and distributive leadership have significant resonance with emotionally intelligent leadership in higher education. Evidence of transformational leadership in relation to emotional intelligence and leadership practices was identified by ten of the eleven case study participants. The prevalence of distributive leadership, which is a development on distributed leadership, centering around leadership practice and the negotiation of leadership roles and responsibilities rather than a hierarchical or positional 'super' leader, in relation to emotional intelligence and leadership practices was identified by eight of the eleven case study participants.

NVivo and SPSS analyses of the quantitative and qualitative data collected in this research study identified significant correlations between job satisfaction, and both emotional intelligence and leadership practice. A paired sample t-test was used to identify the relevance between job satisfaction and emotional intelligence as gauged in the quantitative data collected by the MSCEIT and job satisfaction survey. The results of the paired sample t-tests indicate that emotional intelligence is a highly significant factor in relation to individuals' feelings about their role and how much of the time individuals are satisfied in their role. In regard to institutional job satisfaction the paired sample t-test identified that emotional intelligence is a highly significant factor in relation to

1. how challenging and worthwhile individuals see the work they do;
2. the sense of worth and achievement that individuals feel about the work they do; and
3. the opportunities individuals perceive they have to socialise with peers and co-workers.

Across the eleven case studies NVivo was used to correlate emotional intelligence competencies and abilities against the results of participants' job satisfaction surveys. This analysis highlighted the fact that there was a significant correlation between positive job satisfaction and the emotional intelligence competencies of self awareness, self management, social awareness and social skills. The significance between job satisfaction and emotional intelligence identified in the quantitative analysis of data was endorsed by the findings from the qualitative data analysis. Thus strongly supporting an assertion that in a higher education context leaders utilising emotional intelligence competencies are more satisfied and like their role most of the time.

Across the eleven case studies, queries regarding the relevance and interrelationships between the investigated leadership practices and job satisfaction coded responses were generated in NVivo. This analysis found that there was a significant correlation between positive job satisfaction and the effective leadership practices:

- providing a clear sense of direction and/or strategic vision;
- creating and fostering a positive collaborative work environment where staff support and facilitate the direction set; and

- having integrity and credibility, being considerate, trustworthy and empathetic, treating staff fairly and acting as a role model

Participants who regularly engaged in these effective leadership practices were more satisfied and liked their role most of the time and were '*Not Eager to Change*' their current role but would if they could get a better role in their institution.

In summary these significant correlations between job satisfaction, and both emotional intelligence and leadership practice support a hypothesis that participants who regularly practice emotionally intelligent leadership are more satisfied.

Discussion

The findings from this research study suggest that the emotional intelligence competencies of self awareness, self management, social awareness and social skills are the most pertinent for effective leadership practices and job satisfaction in a higher education context. Additionally, job satisfaction and emotional intelligence were found to be most relevant in regard to the effective leadership practices of providing a clear sense of direction and/or strategic vision; creating and fostering a positive collaborative work environment where staff support and facilitate the direction set; and having integrity and credibility, being considerate, trustworthy and empathetic, treating staff fairly and acting as a role model.

Emotional intelligence was found to have the greatest bearing on job satisfaction related to:

- the amount of time an individual is satisfied in their role,
- the feelings an individual has about their role,
- how challenging and worthwhile an individual sees the work they do,
- the sense of worth and achievement that an individual possesses about the work they do, and
- the opportunities an individual perceives they have to socialise with peers and co-workers.

Finally the findings from this study strongly support a premise that individual leaders who engage in emotionally intelligent leadership practices are more likely to have positive job satisfaction.

A synthesis of the qualitative and quantitative analysis of data in this research study has resulted in the generation of two hypotheses:

H1: Emotional intelligence is central to effective leadership in higher education

H2: Leaders regularly practicing emotional intelligence will have greater job satisfaction.

These proposed hypotheses are encapsulated in the developed framework that has been illustrated in Figure 1. This framework is concerned with an individual's sphere of influence and engagement and is an attempt to typify the interrelationships that this research study identified exist, between job satisfaction, emotional intelligence and effective leadership practice in a higher education context.

In Figure 1 the emotional intelligence layer contains the most pertinent emotional intelligence capabilities that this research investigation identified were significant for leadership and job satisfaction in the higher education context. The leadership practice layer comprises the three effective leadership practices that were identified through the analysis of data to be most appropriate for leadership and job satisfaction in the higher

education context. Finally, the job satisfaction layer presents the elements of job satisfaction that were found to be highly significant factors related to emotional intelligence and effective leadership practice in higher education. The inner layer is the nucleus and foremost goal for practicing and promoting the outer layers of emotional intelligence, effective leadership practice and job satisfaction.



Figure 1. The relationship between job satisfaction, leadership practice and emotional intelligence for effective leadership in a higher education context.

The illustrated framework supports a supposition that each layer associated with an aspect of emotional intelligence, job satisfaction or leadership practice has an influential bearing on the layer(s) that it envelops and that encircle it and that the combined impact of the three layers determine the effectiveness of the higher education leader. In essence what this theory is also suggesting is that an individual leader who is cognizant of emotional intelligence principles, and employs sound emotionally intelligent leadership

practices will subsequently have heightened job satisfaction. This framework is therefore presented as the 'circles of influence' that have a bearing on and are a stimulus for effective leadership in higher education.

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