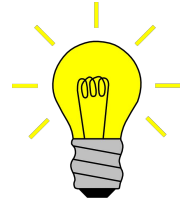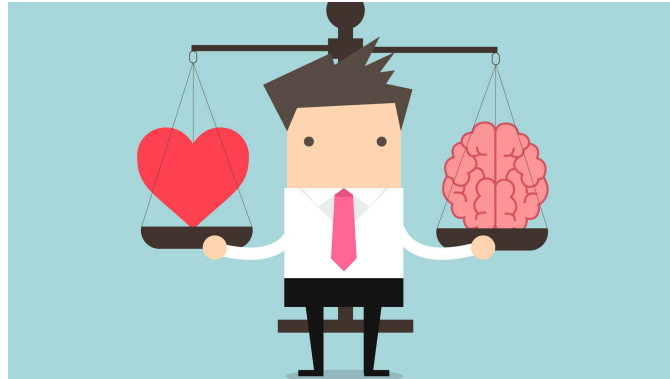# Leadership and Emotional Intelligence
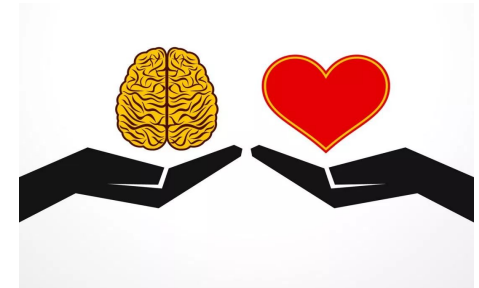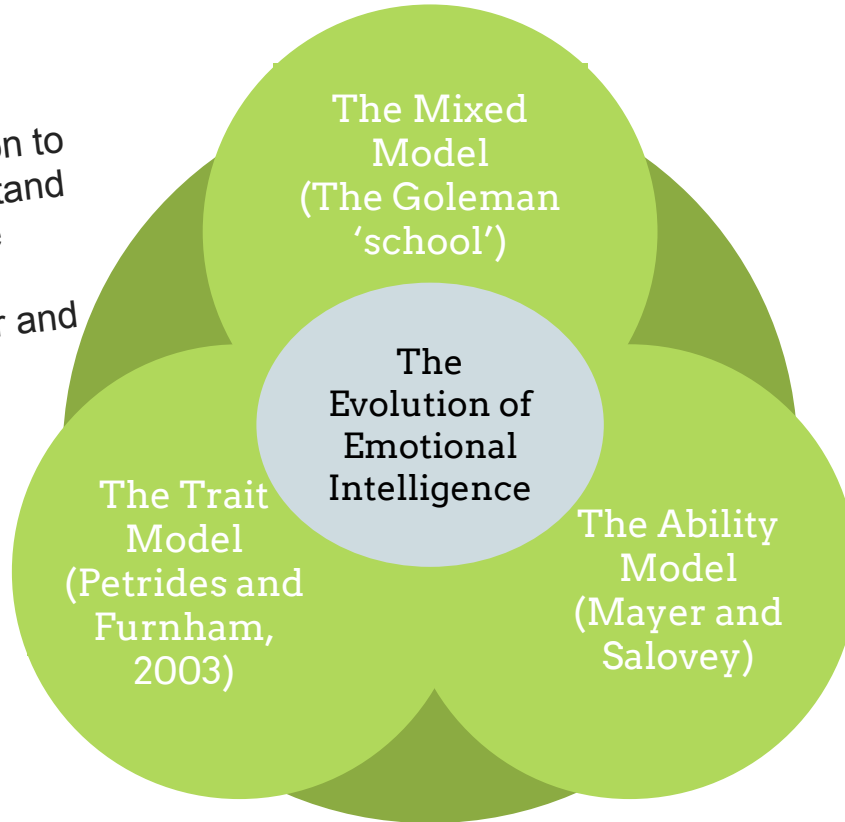
October 13, 2021

Aalyia Rehman

# Agenda

1. Introduction Activity
2. Educational Leadership: Context, Strategy and Collaboration
3. Getting to the Heart of Leadership: Emotion and Education Leadership
4. Principals' Moral Agency and Ethical Decision-Making Toward a Transformational Ethics
5. Conclusion

# Educational Leadership: Context, Strategy and Collaboration

**Emotional Intelligence**
"The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth" (Mayer and Salovey, 1997, 31.)

The Mixed Model (The Goleman 'school')

The Evolution of Emotional Intelligence

The Trait Model (Petrides and Furnham, 2003)

The Ability Model (Mayer and Salovey)

# The Mixed Model

"One doesn't need a high IQ to be successful"
Goleman

1. Self-awareness
2. Self-regulation
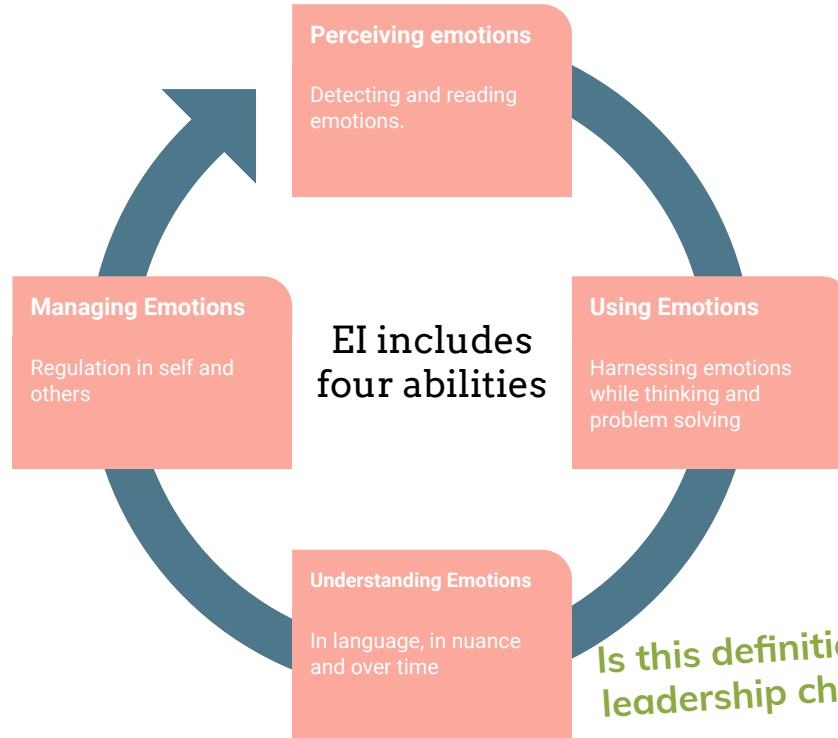3. Motivation
4. Empathy
5. Social Skills

→

1. Self-awareness
2. Self-management
3. Social Awareness
4. Relationship Management

Controlling emotional reactions in oneself + Using reason to anticipate and control emotional reactions of others = EI

# The Ability Model

"A property of the mind, including capacity for abstract thought, reasoning, learning from past experiences"
Salovey and Mayer

**Perceiving emotions**

Detecting and reading emotions.

EI includes four abilities

**Managing Emotions**

Regulation in self and others

**Using Emotions**

Harnessing emotions while thinking and problem solving

**Understanding Emotions**

In language, in nuance and over time
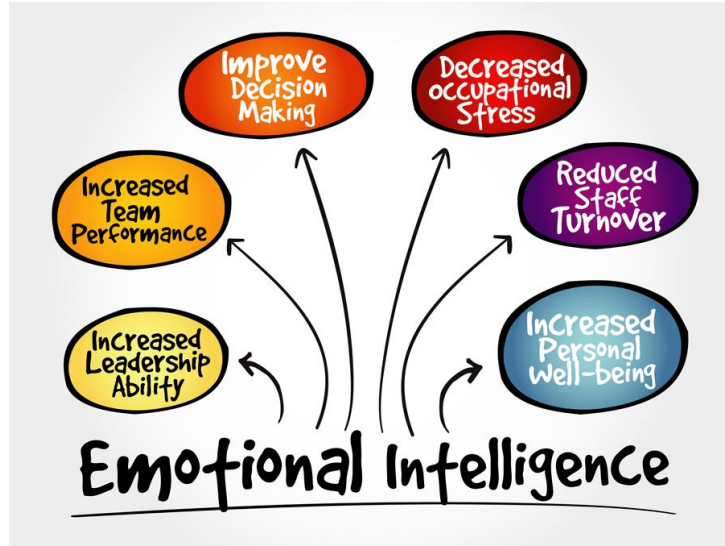
Is this definition more relevant in modern leadership challenges in people-oriented workplaces?

# Critical Concerns about EI





- Goleman's model attracts critical observation as it has not been validated by research evidence
  - His work is primarily aimed at private sector as it can be considered individualistic
- Limitations in quantitative methodologies (e.g. used to inform decisions)
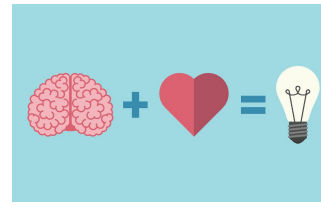
# How does EI relate to strategic and collaborative leadership development?

EI offers useful skills that must be contextualised based on specific situations

| Leadership style | Key feature | Message | Impact on climate and performance |
|---|---|---|---|
| Coercive | Leader demands compliance | 'Do what I tell you' | Negative impact – people resent and resist |
| Authoritative | Leader mobilises people towards a vision | 'Come with me' | Positive impact |
| Affiliative | Leader creates harmony and builds emotional bonds | 'People come first' | Positive impact |
| Democratic | Leader forges consensus through participation | 'What do you think?' | Positive impact |
| Pace-setting | Leader sets high standards for performance | 'Do as I do, now' | Negative impact – people get overwhelmed and burn out |
| Coaching | Leader develops people for the future | 'Try this' | Positive impact |

*Source*: adapted from TTA (1998), pp. 56–64 reproduced from McKimm and Held (2009)

# Breakout Activity

1. As a group, read through your given case study scenario
2. As an emotionally intelligent leader, choose a style and/or styles that would be best employed in the specific situation
3. Decide what skills/attributes from the models discussed would be appropriate
4. Discuss how an effective leader would choose styles and behaviours to handle the situation
5. Pick one person to present back to the class



© 2016 Performance Consultants International
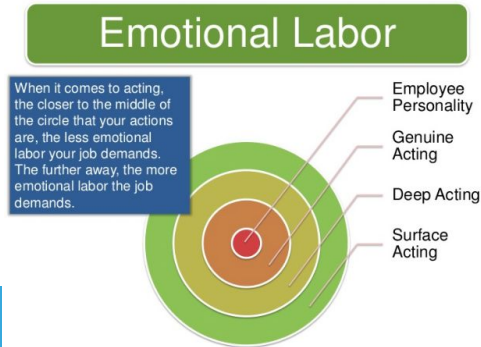
# EI and Emotional Labour

When applied to leadership, emotional labour can be described as "a requirement to produce emotional states in others or exercise a degree of control over the emotional activities of others" (Crawford, 2009)

**Are effective leaders able to create conditions for a safe expression of emotion among staff?**

**How does this relate to supporting and promoting a positive mental health and well-being?**

## Emotional Labor

When it comes to acting, the closer to the middle of the circle that your actions are, the less emotional labor your job demands. The further away, the more emotional labor the job demands.

- Employee Personality
- Genuine Acting
- Deep Acting
- Surface Acting

**Antecedent-focused regulation:** modifying initial feelings by changing the situation of cognitions of the situation

**Response-focused regulation:** modifying behaviour once emotions are experienced by suppressing, faking or amplifying an emotional response

Hochschild

# Leadership: Art or Science?

"A balance is needed between theory, building on innate personality traits, and developing practical and interpersonal skills and competencies associated with effective leadership" (Bolden et al., 2003; Kouzes and Posner, 2007)

| Art | Science |
|---|---|
| Affective leaders need to assess the affective state of other, analyze his/her own affective state, and select an appropriate affect to display to achieve the desire goal (similar to dance steps) | Leaders need to be aware of theoretical developments and how these might be applied in practice |

# Applying Emotional Intelligence in Collaborative Practice

Do strategic leaders in people-oriented fields of work need to be comfortable with emotional labour and affective leadership?

**"This requires leaders to artfully use affect to enable professionals to work in an atmosphere of connectedness, tolerate uncertainty and learn from positive and negative emotional experiences"**

EI may provide leaders with desired competencies, but is not the primary construct of the skills required to lead in complex situations.
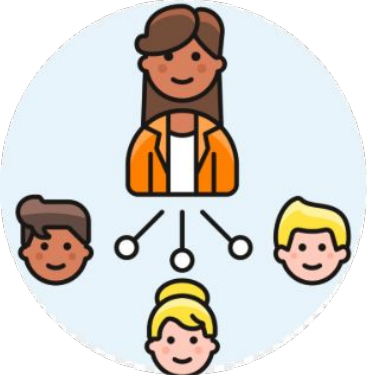
## Narratives - the Emotional Power of Storytelling (Crawford, 2009)

- Personal leadership narrative as a tool for self development in emotion and leadership.
- Emotional histories are built up over time.
- Influence the interpretation of events by everyone involved in the emotional context of their community.

Consider these questions:

- What is the best method to inspire your team after failure?
- How long should a leader wait before jumping in to resolve internal team conflict?
- What kind of failure would cause you to relieve a subordinate?
- When is micromanagement appropriate?

AND....

■ *How did you meet your partner?*



Leadership narrative originates from your worldviews, biases, experiences, and beliefs. It's a combination of thoughts, stories, examples and guidance that you communicate as a leader.

Great leaders regularly talk about leadership. Leadership is not only a dedicated hobby but a _passion_.

# Personal Leadership Narratives
(Crawford, 2009)

**Emotional Involvement and Recall**

- Allows for insight and meaning interactions
- Stories have the ability to help others overcome feelings of difficulties
- Good stories have good meaning
-

**Life Events and Memories**

- Allows people to make sense of the situation
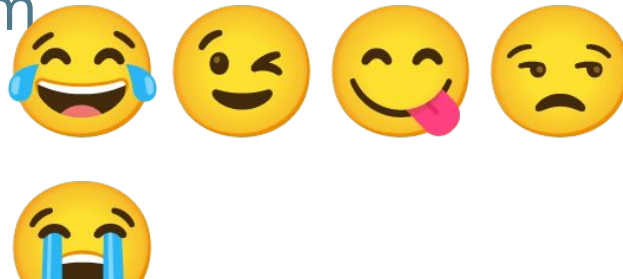- Narratives allow individuals navigate through their lives

How are stories collected?

A complex interaction between identity, memory, **emotions**, experiences and training.

Emotions are **m̲e̲s̲s̲Y̲**.

The way we feel about one thing in the moment might change when we reflect upon them



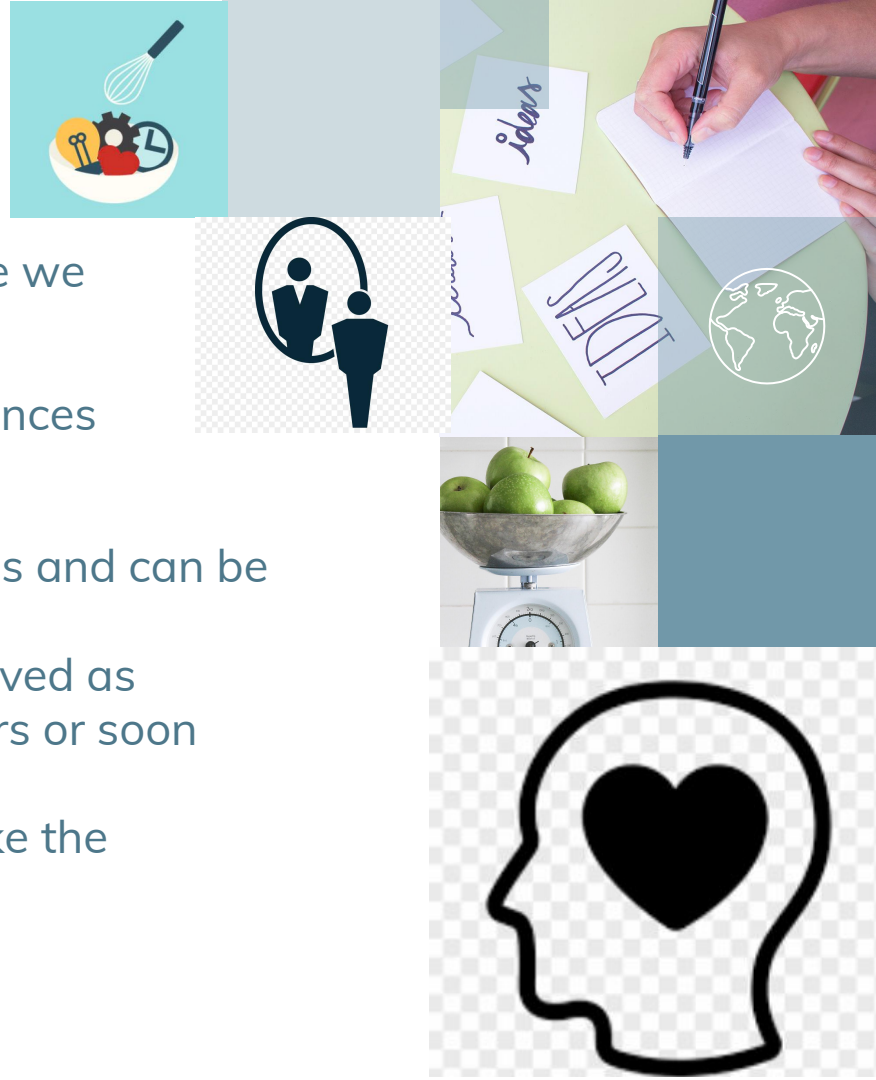"Am I looking sad or happy in the appropriate places?"

# How do leaders tell stories?

- You need listeners to reflect on the meaning
- We need critical moments and we need to talk about them
- Emotions are relatable and builds connections

# Key Ingredients
## (Crawford, 2009)

**Self and Identity:** How much of ourselves are we willing to reveal?

**Emotions:** Provides the glue to chunk experiences and meaning

**Memory:** Aid in recollection of our experiences and can be affected by emotions
- Events must be salient and perceived as strongly emotional at time it occurs or soon afterwards
- Life's subsequent event must make the event focal in recall
- Events must be unique

## Storytraps

**Seductiveness**

Listeners can get so absorbed into truth of the story and have difficult critically evaluating it as a template for their own experiences

**Single Point of View**

Can be less directly relevant to the activities and concerns of other individuals and lose power to connection with them

**Staticness**

Stories become distant from realities and concerns of current specific audiences

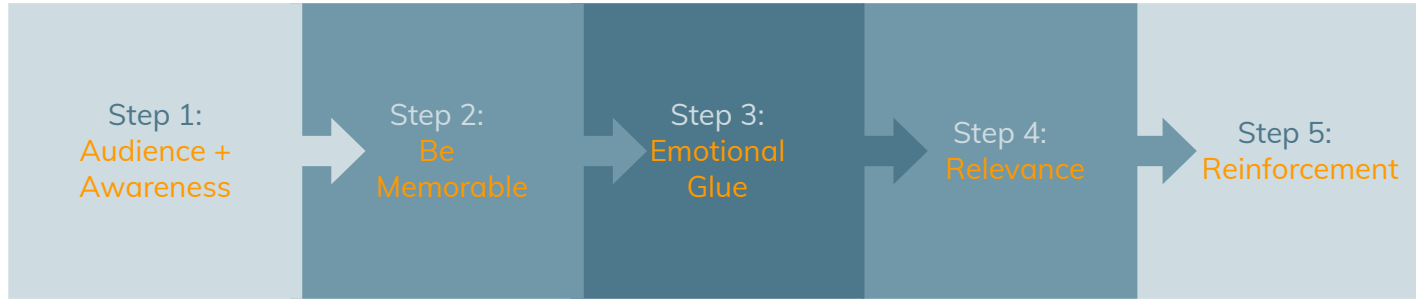# Group Discussion: How Nelson Mandela Leveraged the Power of Storytelling



## Discussion Question:

What do you think made Nelson Mandela's storytelling effective and how can we translate this form of storytelling in our own leadership roles?

# Steps of Nelson Mandela's Storytelling

| Step 1: Audience + Awareness | Step 2: Be Memorable | Step 3: Emotional Glue | Step 4: Relevance | Step 5: Reinforcement |
|---|---|---|---|---|

Emotional storytelling in leadership allows for our narratives to connect and grow with the audience. When we're successful, our audience can continue to learn through our message as they carry the core messages in their mind's memory.

# Principals' Moral Agency and Ethical Decision-Making Toward Transformational Ethics
## (Cherkowski, Walker and Kutsyuruba, 2015)

- Modeling moral agency is important for encouraging others to engage their own moral agency in the best interests of all children;

- Despite efforts to engage in collaborative decision-making, Principals' are often faced with the reality that they are the ones to absorb the cost of decisions;

- Moral agents need to become wide-awake to the ethical issues and challenges that permeate their day-to-day work lives.

# What is Moral Agency?

According to Cherkowski et al.

- A person's capacity to make moral judgements based on the notion of right and wrong and do so on the behalf of others

- Administrators are charged with being ethical and set the moral tone of the school on behalf of numerous constituents

- Principal must establish and sustain school cultures that are built on trust

# Challenges of Moral Agency

- Managing large stakeholder groups make it challenging to satisfy everyone at the same time to reach a common goal

- Principals must engage on collaborative decision-making and are often absorb the cost of those decisions

- Starratt's study, indicated that there was hesitancy, or even a resistance, on the part of teachers to becoming engaged as decision-makers and to exerting their influence as informal leaders in the school

Good people sometimes make bad decisions. They mess up, and they let others down.

But that doesn't make them bad people.

We all make mistakes.
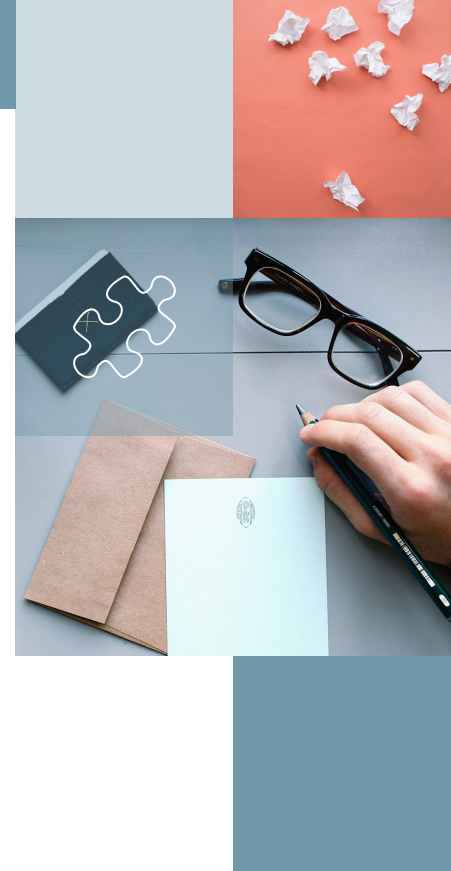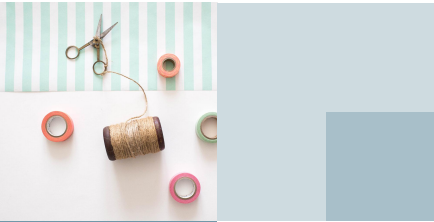
# Moral Agency - Sears Roebuck & Co.



- In the late 1990s, Sears Roebuck & Co. management gave automotive mechanics a sales goal of $147 per hour—presumably to increase the speed of repairs

- Rather than employees working faster, employees decided to meet the goal by overcharging for their services and "repairing" things that weren't actually broken
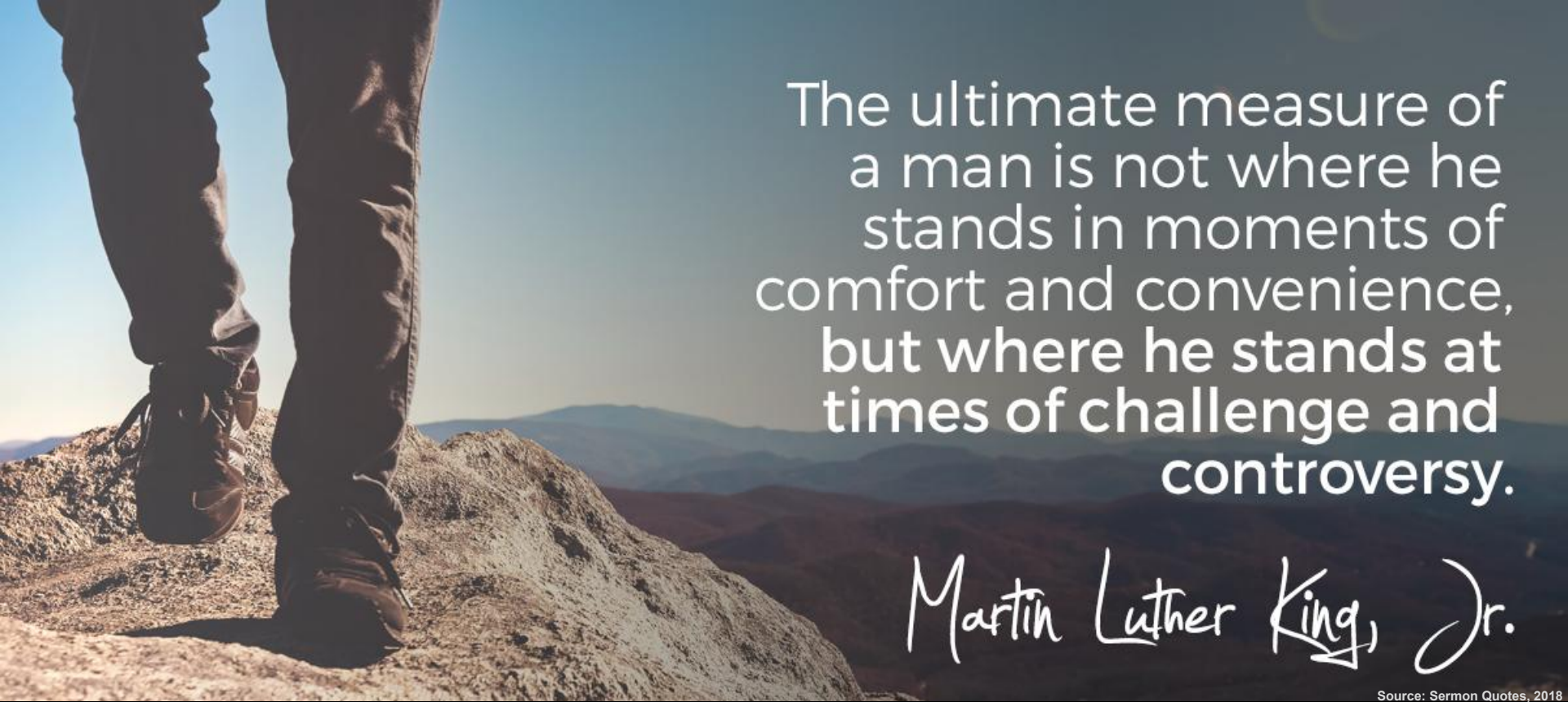
# Moral Agency – Barry Bonds

- Barry Bonds, outfielder for the San Francisco Giants, became the all-time leader in career home runs

- Performance-enhancing drugs were common in baseball, the Giants' management, the players' union, and other interested MLB groups failed to investigate the rapid changes in Bonds' physical appearance

- Home runs swelled ballpark attendance and the wallets of owners; so they all benefited financially

# Moral Agency TDSB - Chris Spence

- Moral leadership must be understood as a two-part process involving personal moral behavior and moral influence
- A person's ability to make moral judgments based on some commonly held notion of right and wrong and to be held accountable for actions
- Former Director at the TDSB was found guilty in 2016 for misconduct and was stripped of his teaching license because of plagiarism
- His action violates how moral agent should act



The college of teachers' decision to strip the former TDSB director of his teaching certificate was a disproportionate response to Spence's mistakes.

thestar.com

The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.

*Martin Luther King, Jr.*

Source: Sermon Quotes, 2018

*Share a situation/ event where someone has taken a stance against something that was most likely not easy to make.*

29

# Agent "One Who Acts" or "To Do"

- *The term agent derives from Latin meaning "one who acts" or "to do"*

- *Acts intentionally to make things happen on behalf of others (e.g. children, parents, teachers, superintendents and the board)*

- *Principals burden with decision-making/ actions and can be scrutinized if deemed unpopular*
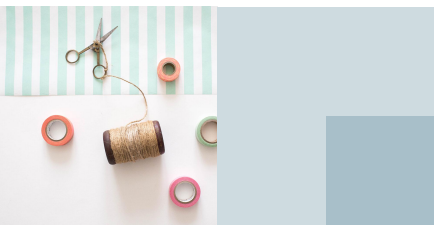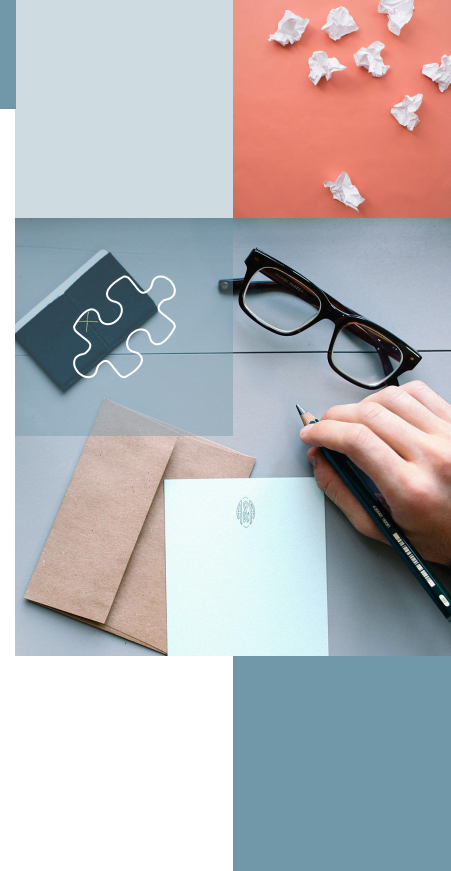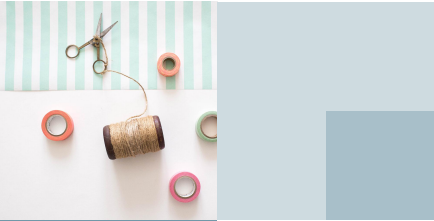
# Modeling Agency & Transformational Leadership

- Modeling moral agency is important for encouraging others to engage their own moral agency for the best interests of all children, parents, teachers and the board

- Transformational leadership can be linked to the purpose behind school improvement

- Authentic education provides students with real issues and gives them a chance to work through real problems

- Moral agency can be a catalyst for shifting the roles of followers (e.g. teachers and students) towards a goal

https://toronto.citynews.ca/2017/02/27/toronto-students-may-soon-taking-ultimate-field-trips-via-virtual-reality/

# Modeling Agency & Transformational Leadership

- VR allows teachers to completely immerse students into the curriculum in a way that books or computer screens just can't match

- Allows students to visit the Colosseum in Rome, touring London and fly over Mt. Everest

Source:TheNextWeb.com

- Smartphone allow students to VR for a few dollars with a simple cardboard viewer

- Joseph continues to develop teacher capacity for VR technologies to ensure students are ahead of the curve

# Instructions for Case Study

1. Each group must assume the role of the principal and participate in resolving the issue introduced throughout assigned case

2. Respond to the questions keeping in mind that each case introduces a set of circumstances that require leadership skill and expertise in resolving the situation

3. Discussions are encouraged and each group will be asked to share their findings to the entire group
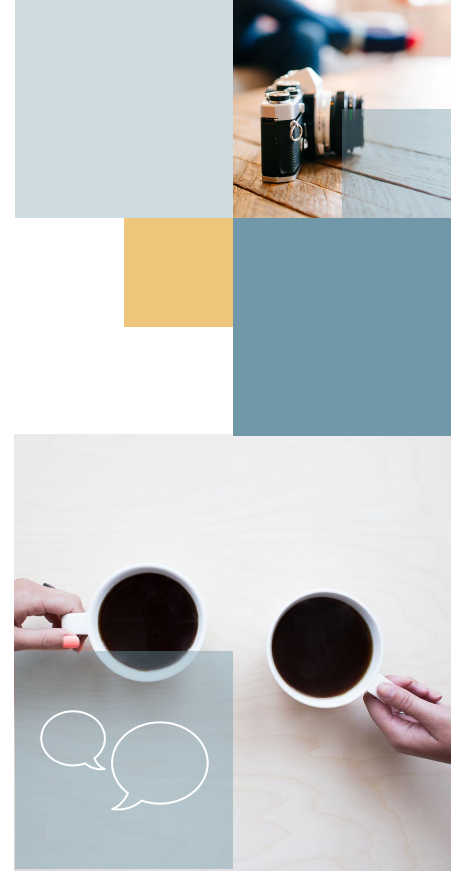
## Case Study #1: In the Wrong Place at the Wrong Time

Background Information:

- Mountain View has a population of 90,000 and is predominantly a white upper middle class community slow to accept its changing demographics
- School operates as a 9-11 grade school with an enrollment of 2,740 with a senior class of 572
- Population of 68% Caucasian, 2% Filipino, 10% Asian, 1 % Pacific Islander, 8% Hispanic, 7% African-American, 3% Native American, and 1 % Alaskan Eskimo students
- School experienced some racial tension, however, the school culture has evolved to a point where this tension has diminished
- Staff includes 111 teachers, 5 administrators, 5 counselors, 1 librarian, and 1 school psychologist

*Participants must exercise moral agency, decision-making and leadership skills and capabilities assuming the role of Principal of Mountain View High School to respond to the following questions:*

1. What information should be released to the staff concerning this incident?

2. What problems do you anticipate from the parents?

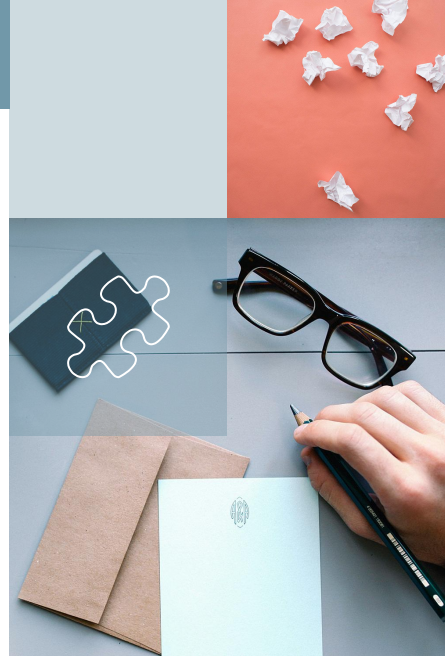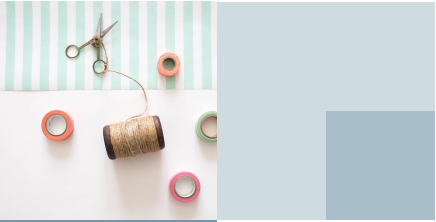3. Was the disciplinary action appropriate? What would you have done differently?

# Group Discussion

# Questions?

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