

Academic Leadership Development in Higher Education based on Emotional Intelligence

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Abstract

The concept of emotional intelligence (EI) and success-factors of effective leadership in Higher Education (HE) are recognized (Bryman 2007 / Kubler, 2010). Yet, in research intensive universities, academic leadership development in research intensive universities occurs without the utilization of EI. Negative consequences exist for the individual and for HE, such as; leadership-effectiveness, communication, motivation and participation (Parrish, 2015). Consequently, academics recruited into leadership roles often struggle or fail because they lack the necessary skills (Dopson, 2019 / George, 2000).



Source: <https://www.foundationhousing.com/emotional-intelligence-ei-the-shortest-distance-between-you-and-improved.jpg>

This leads to the following research questions:

- 1) Can EI help improve the development of academic leadership effectiveness in research-intensive universities?
- 2) Which methods and tools are being used in existing academic leadership programs to train future academics on emotional intelligence?
- 3) When accessing ALDPs within research-intensive universities, what EI eligibility criteria is in place for applicants?

Introduction

To date, academic leadership development follows no international standard. Therefore, almost nothing is known about eligibility criteria, methods and tools being used in academic leadership programs and how these support the inclusion of EI. Most universities do not even have leadership programs. Only little research has been conducted so far on the importance of EI in academic leadership development in research-intensive universities and how university leaders get developed (based on which contents, procedures and criteria) (Coco, 2011).

Reasons for this research is are:

- Positive shaping of university's organizational culture for the benefit of all involved via emotional intelligent leadership
- Creation of strategic advantages in achieving goals and change processes through increased motivation and participation of staff and team members
- Shared leadership wisdom amongst colleagues and teams

Aims:

- Increased identification with the organization due to emotionally-aware leadership will improve the universities' ability to manage change successfully and increase the creativity of research and dedication for research and teaching
- To establish an international framework for academic leadership development in research-intensive universities based on EI

Methodology

This research study will utilize a mixed methodology approach by incorporating quantitative and qualitative research methods leading into an international comparison:

1. Focus group pilot survey

- The sample population will consist of members of former cohorts of UCL (UK), LSE (UK) Utrecht (NL) and Leiden (NL) participants of academic leadership programs.
- The results of the pilot survey will serve as a base for the survey / face to face semi-structured interviews for the second step. (10-15 people)

2. Semi-structured Interviews (3 stages) on two levels (30-45 people)

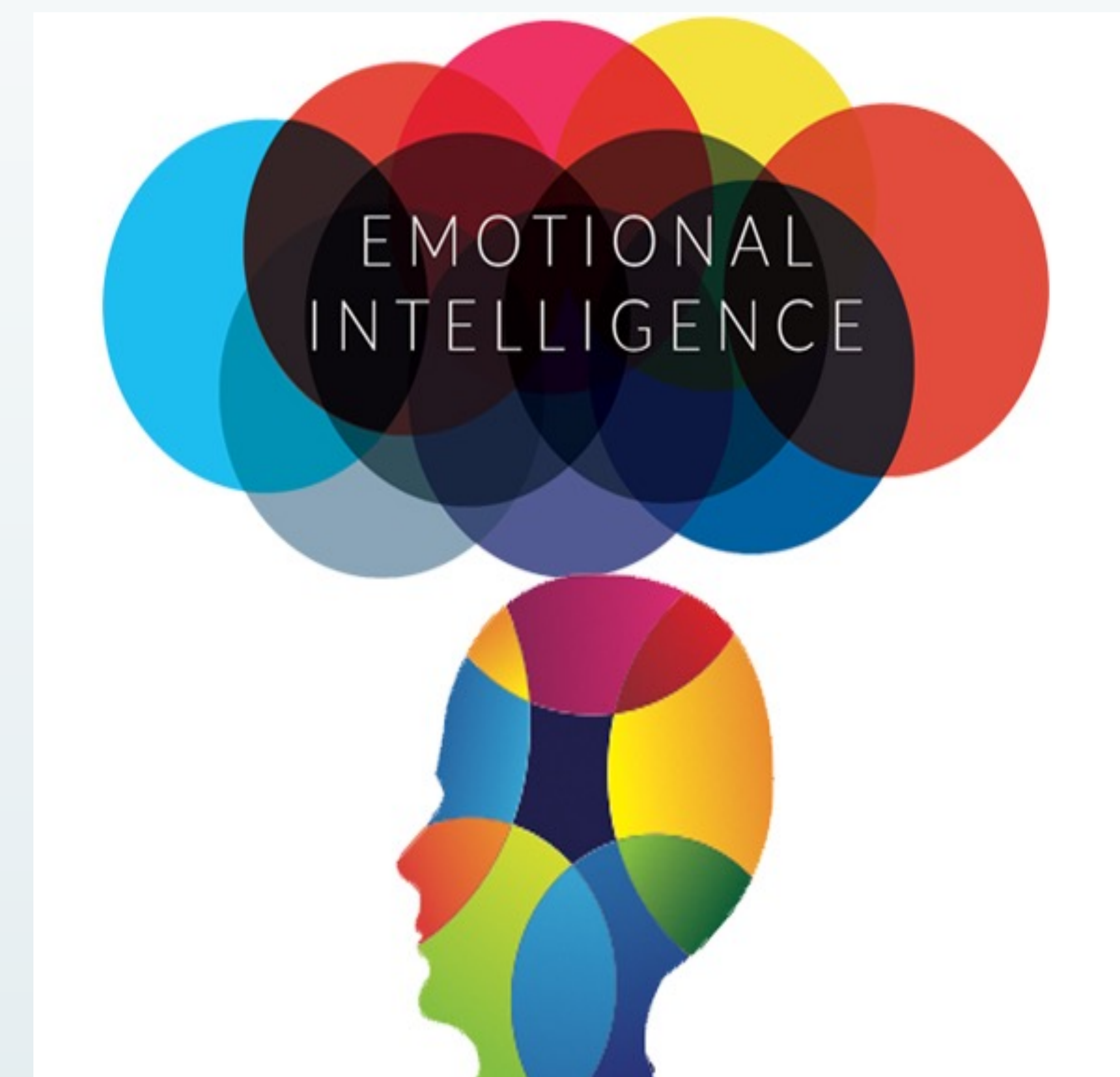
- Participants of academic leadership development programs of six universities (Four European Universities, Two Asian universities): UCL London (UK), LSE London (UK), Utrecht University (NL), Leiden University + Rotterdam University (NL), Osaka University (JP), Tokyo University (JP).
- Interviews will be conducted before, during, and after the end of the individual programme.
- Interviews with colleagues and team members academic LDPs participants



Source: <https://pexels.com/pexels-pixabay-163064/11.jpg>

Expected Findings

- Whether EI plays an important role in the recruitment of candidates for academic leadership position?
- Whether the establishing of emotional awareness in ALDPs will improve the motivation of teams and individuals and strengthen the organizational culture via a higher sense of identification with the organization itself?
- If emotional-aware academic leadership helps improve the motivation and participation of team members and colleagues, work output and participation?
- Whether effective Leadership based on EI can be sustainably implemented within the university culture and organization via disseminated learning?
- Whether certain methods like coaching or mentoring play a significant role in developing future leaders of research-intensive universities based on EI?



Source: <https://civicsinventions.com/2019/05/17/strengthening-emotional-intelligence/>

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Source: <https://civicsolutiontd.com/the-importance-of-emotional-intelligence/>

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