

**The imperative for  
emotionally  
intelligent  
future learning and  
teaching leaders**

**THE CAPABILITIES  
THAT MATTER AND  
THOSE IN NEED OF  
DEVELOPMENT**

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Identifying EI leadership capabilities most pertinent for HE leaders in formal roles.

Perceptions of staff about their leaders in formal roles

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# FORMAL LEADERSHIP ROLES

SURVEY	RESPONSES
<p><b>The Head of Institution Leadership Role</b> (e.g. Vice Chancellor, President, Governor, Rector, Chief Executive, Head of University)</p>	<p>University President, Dean, Vice Provost (Education), VC/Vice Chancellor, President, CEO.</p>
<p><b>Senior Leadership Group Positions</b> (e.g. Deputy Vice Chancellor, Pro-Vice Chancellor, Vice President, Vice Rector, Provost, Assistant to Head of University)</p>	<p>Deputy Vice Chancellor, Academic Registrar, Vice Principal, Deputy Provost, Vice President, Deputy Vice President, Assistant Vice-Chancellor, Pro Vice-Chancellor, Associate Deputy Vice Chancellor, District Vice President</p>
<p><b>Dean Leadership Positions</b> (e.g. Dean of Faculty, Decaan, Doyen, Dekan, Director)</p>	<p>Dean, Director, Executive Dean, Head of School, Deputy Dean</p>
<p><b>Head Leadership Positions</b> (e.g. Head of School/Department, Director of Department/School, Chair, President of Department, Director of the School, Director of the Section, Associate Dean)</p>	<p>Deputy Vice Chancellor Technology, Information &amp; Library Services, Director, Executive Director, Associate Dean, Head of School/Head of Department, Department Chair, Dean of School, Deputy PVC, Manager, Deputy Dean, Sub Dean.</p>

# DATA COLLECTION AND ANALYSIS

## DIRECT REPORT SURVEY – 32 CAPABILITIES

1. Assessment of emotional intelligence leadership capabilities: *How important are the capabilities?*
2. Assessment of leader's emotional intelligence capabilities: *How well does the leader perform these emotional intelligence capabilities?*

## DATA ANALYSIS

### Ordering of Capabilities

1. Weighted Average ordered from highest to lowest to identify:
  - most important to least important,
  - best performed to worst performed.

### Development Needs

1. Weighted average inverted for performance (i.e. best performed =1 worst performed =5)
2. Importance WA X Performance IWA

Parrish, D.R., 2015. The relevance of emotional intelligence for leadership in a higher education context. *Studies in Higher Education*, 40(5), pp.821-837.

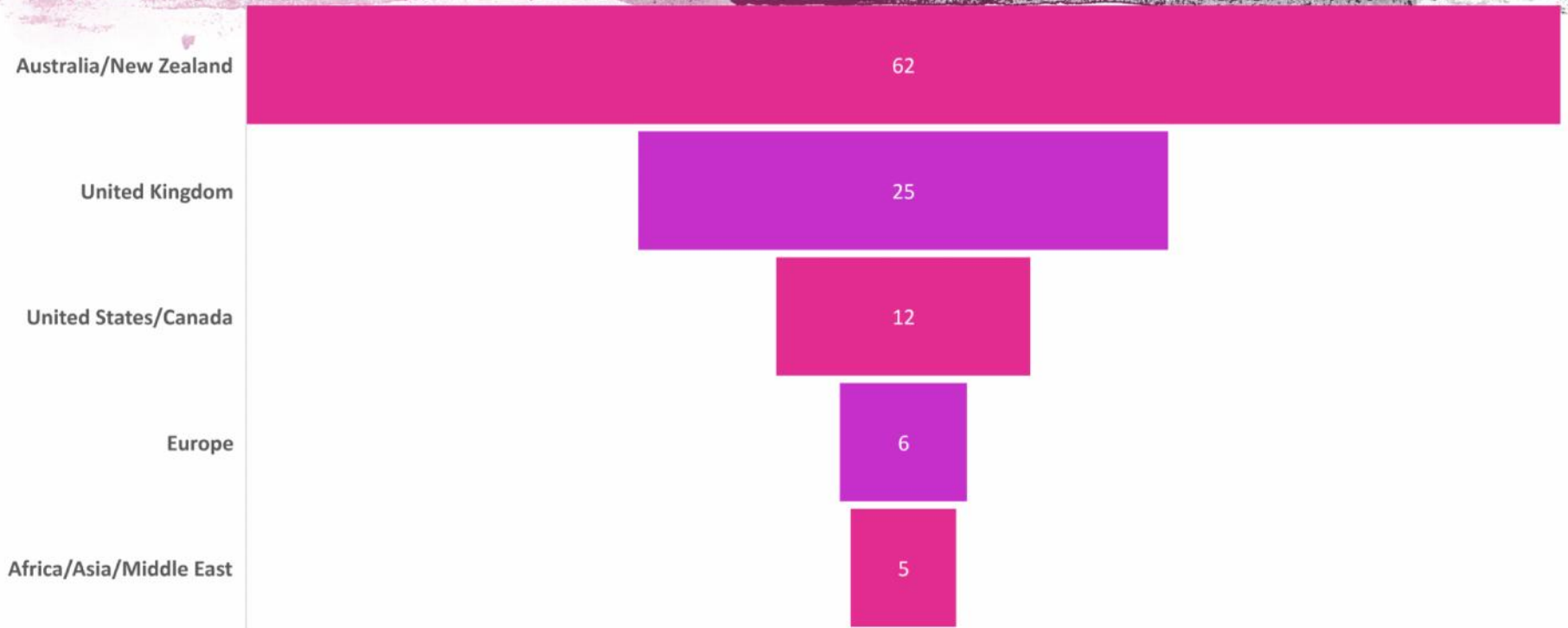
## EMOTIONAL INTELLIGENCE LEADERSHIP CAPABILITIES

Effectively manage and use one's own time.	Have self-confidence
Create a shared vision	Manage and solve problems and provide solutions
Clearly communicate expectations	Manage conflict and resolve disagreements
Understand and be considerate of the viewpoints of others	Build instrumental relationships with people from all levels of the institution
Respond and adapt to changing or new circumstances	Remain calm in challenging, difficult situations or when things go wrong
Listen to what others have to say	Recognise and celebrate the success of others
Initiate and/or manage change	Accept and learn from mistakes
Have “challenging” conversations with others if needed	Deal with own stress, particularly in high pressure situations
Guide and inspire individuals/groups towards achieving goals	Set up agreed & clear expectations of what needs to be done, by whom & what support
Communicate unfavourable or critical feedback	Recognise and celebrate the success of others

## EMOTIONAL INTELLIGENCE LEADERSHIP CAPABILITIES

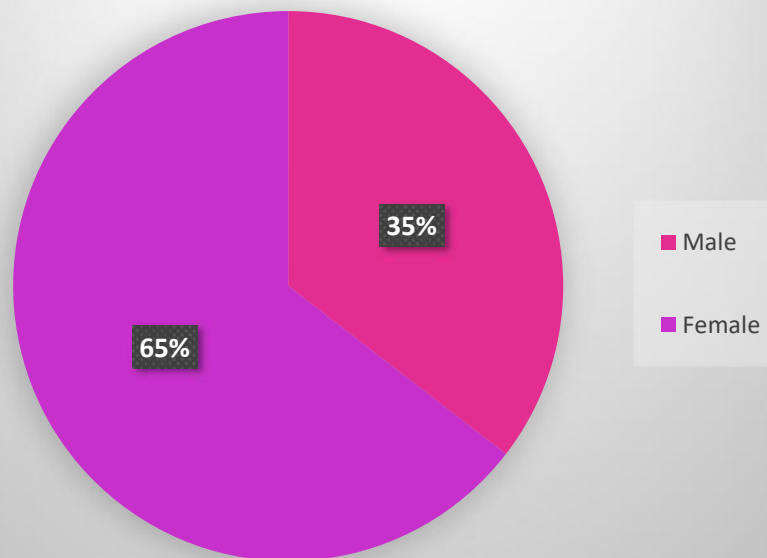
Plan, organise and prioritise work	Get people to work as a team
Manage or control emotions, detaching from an emotion if it is not particularly useful in a circumstance	Support and encourage individuals and teams, so that they give of their best and achieve desired outcomes
Identify the development needs of individuals and teams	Balance resources, skills, priorities and workloads to achieve objectives
Being a reflective practitioner	Identify own strengths and limitations
Manage the emotions of individuals/groups	Interpret non-verbal communication
Manage “up”	Identify one’s own emotions
Understand people's emotions, needs, desires and perspectives, and take an active interest in their concerns	

# RESPONDENTS (N=110)

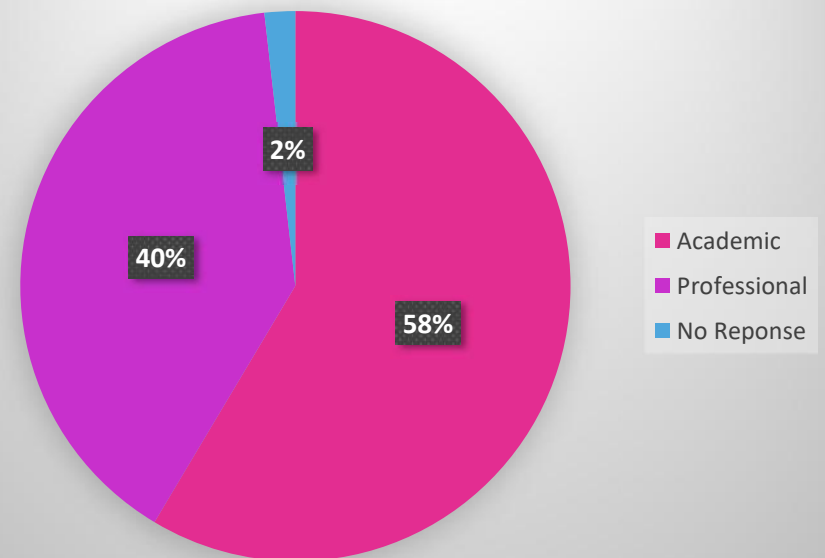


# RESPONDENTS (N=110)

## Gender



## Staff





# WHAT DO YOU THINK?

MOST to LEAST IMPORTANT

**The Head of Institution Leadership Role**  
(e.g. Vice Chancellor)

**Senior Leadership Group Positions**  
(e.g. Deputy Vice Chancellor, Pro-Vice  
Chancellor)

**Dean Leadership Positions**  
(e.g. Dean of Faculty)

**Head Leadership Positions**  
(e.g. Head of School/Department)

# EI LEADERSHIP CAPABILITIES

(ORDERED from MOST IMPORTANT to LEAST IMPORTANT)

EI LEADERSHIP CAPABILITIES	WA	EI LEADERSHIP CAPABILITIES	WA
1. Clearly communicate expectations	4.85	9. Manage conflict and resolve disagreements	4.57
2. Understand and be considerate of the viewpoints of others	4.66	10. Build instrumental relationships with people from all levels of the institution	4.57
3. Create a shared vision	4.64	11. Remain calm in challenging, difficult situations or when things go wrong	4.53
4. Respond and adapt to changing or new circumstances	4.62	12. Recognise and celebrate the success of others	4.51
5. Deal with own stress, particularly in high pressure situations	4.61	13. Accept and learn from mistakes	4.49
6. Have “challenging” conversations with others if needed	4.6	14. Initiate and/or manage change	4.47
7. Guide and inspire individuals/groups towards achieving goals	4.59	15. Communicate unfavourable or critical feedback	4.46
8. Listen to what others have to say	4.58	16. Set up agreed & clear expectations of what needs to be done, by whom & what support	4.46

# ORDERING CAPABILITIES – RESPONDENTS SAY

(ORDERED from MOST IMPORTANT to LEAST IMPORTANT)

## The Head of Institution Leadership Role (e.g. Vice Chancellor) (n=9)

1. Clearly communicate expectations
3. Create a shared vision
4. Respond and adapt to changing or new circumstances
2. Understand and be considerate of the viewpoints of others
6. Have “challenging” conversations with others if needed

## Senior Leadership Group Positions (e.g. DVC, PVC) (n=23)

1. Clearly communicate expectations
3. Create a shared vision
2. Understand and be considerate of the viewpoints of others
13. Accept and learn from mistakes
6. Have “challenging” conversations with others if needed

# ORDERING CAPABILITIES – RESPONDENTS SAY

(ORDERED from MOST IMPORTANT to LEAST IMPORTANT)

## **Dean Leadership Positions** (e.g. Dean of Faculty) (n=23)

2. Understand and be considerate of the viewpoints of others
6. Have “challenging” conversations with others if needed
5. Deal with own stress, particularly in high pressure situations
10. Build instrumental relationships with people from all levels of the institution
1. Clearly communicate expectations

## **Head Leadership Positions** (e.g. Head/ Director of School/Department, Associate Dean) (n=44)

1. Clearly communicate expectations
2. Understand and be considerate of the viewpoints of others
5. Deal with own stress, particularly in high pressure situations
9. Manage conflict and resolve disagreements
7. Guide and inspire individuals/groups towards achieving goals

# WHAT DO YOU THINK?

BEST to WORST PERFORMED

**The Head of Institution Leadership Role**  
(e.g. Vice Chancellor)

**Senior Leadership Group Positions**  
(e.g. Deputy Vice Chancellor, Pro-Vice  
Chancellor)

**Dean Leadership Positions**  
(e.g. Dean of Faculty)

**Head Leadership Positions**  
(e.g. Head of School/Department)

# EI LEADERSHIP CAPABILITIES

(ORDERED from BEST PERFORMED to WORST PERFORMED)

EI LEADERSHIP CAPABILITIES	WA	EI LEADERSHIP CAPABILITIES	WA
1. Have self-confidence	5.29	16. Have challenging conversations with others if needed.	3.86
2. Remain calm in challenging, difficult situations or when things go wrong	4.55	17. Identify one's own emotions	3.86
3. Respond & adapt to changing or new circumstances	4.48	18. Understand and be considerate of others' viewpoints	3.78
4. Manage or control emotions, detaching from an emotion if it's not useful in a circumstance	4.31	19. Clearly communicate expectations.	3.76
5. Effectively manage and use one's own time	4.3	20. Set up agreed and clear expectations of what needs to be done, by whom and with what support	3.71
6. Build instrumental relationships with people from all levels of the institution	4.15	21. Interpret non-verbal communication	3.71
7. Manage "up"	4.15	22. Guide & inspire individuals/groups to achieve goals.	3.69
8. Manage and solve problems and provide solutions	4.13	23. Identify own strengths and limitations.	3.66
9. Deal with own stress, particularly in high pressure situations	4.11	24. Understand people's emotions, needs, desires and perspectives, and take an active interest in their concerns	3.64
10. Plan, organise and prioritise work	4.1	25. Create a shared vision.	3.58

# ORDERING CAPABILITIES – RESPONDENTS SAY

(ORDERED from BEST PERFORMED to WORST PERFORMED)

## The Head of Institution Leadership Role (e.g. Vice Chancellor) (n=9)

1. Have self-confidence.
25. Create a shared vision.
16. Have “challenging” conversations with others if needed.
19. Clearly communicate expectations.
3. Respond and adapt to changing or new circumstances.

## Senior Leadership Group Positions (e.g. DVC, PVC) (n=23)

1. Have self-confidence.
5. Effectively manage and use one's own time.
3. Respond and adapt to changing or new circumstances.
2. Remain calm in challenging, difficult situations or when things go wrong.
10. Plan, organise and prioritise work.

# ORDERING CAPABILITIES – RESPONDENTS SAY

(ORDERED from BEST PERFORMED to WORST PERFORMED)

## **Dean Leadership Positions**

(e.g. Dean of Faculty)

**(n=23)**

1. Have self-confidence.
2. Remain calm in challenging, difficult situations or when things go wrong.
3. Respond and adapt to changing or new circumstances.
5. Effectively manage and use one's own time.
7. Manage “up”

## **Head Leadership Positions**

(e.g. Head/ Director of School/Department, Associate Dean)

**(n=44)**

1. Have self-confidence.
2. Remain calm in challenging, difficult situations or when things go wrong.
3. Respond and adapt to changing or new circumstances.
4. Manage or control emotions, detaching from an emotion if it is not particularly useful in a circumstance.
6. Build instrumental relationships with people from all levels of the institution.



# WHAT ARE THE DEVELOPMENT NEEDS?

<b>A. Manage conflict and resolve disagreements. (2)</b>	<b>H. Clearly communicate expectations (1)</b>
<b>B. Guide and inspire individuals/groups towards achieving goals (3)</b>	<b>I. Have “challenging” conversations with others if needed (1)</b>
<b>C. Build instrumental relationships with people from all levels of the institution (1)</b>	<b>J. Understand and be considerate of the viewpoints of others (1)</b>
<b>D. Being a reflective practitioner (2)</b>	<b>K. Initiate and/or manage change (1)</b>
<b>E. Support and encourage individuals and teams, so that they give of their best and achieve desired outcomes (2)</b>	<b>L. Set up agreed and clear expectations of what needs to be done, by whom and with what support (2)</b>
<b>F. Get people to work as a team (1)</b>	<b>M. Create a shared vision (2)</b>
<b>G. Identify own strengths and limitations (1)</b>	

# DEVELOPMENT NEEDS OF HE LEADERS

## RESPONDENTS SAY

### **The Head of Institution Leadership Role** (e.g. Vice Chancellor) **(n=9)**

- A.** Manage conflict and resolve disagreements.
- B.** Guide and inspire individuals/groups towards achieving goals.
- K.** Initiate and/or manage change.
- F.** Get people to work as a team.
- C.** Build instrumental relationships with people from all levels of the institution.

### **Senior Leadership Group Positions** (e.g. DVC, PVC) **(n=23)**

- G.** Identify own strengths and limitations.
- B.** Guide and inspire individuals/groups towards achieving goals.
- D.** Being a reflective practitioner
- L.** Set up agreed and clear expectations of what needs to be done, by whom and with what support
- J.** Understand and be considerate of the viewpoints of others.

# ORDERING CAPABILITIES – RESPONDENTS SAY

## (ORDERED DEVELOPMENT NEEDS)

### **Dean Leadership Positions** (e.g. Dean of Faculty) **(n=23)**

**D.** Being a reflective practitioner

**E.** Support and encourage individuals and teams, so that they give of their best and achieve desired outcomes.

**M.** Create a shared vision.

**B.** Guide and inspire individuals/groups towards achieving goals.

**A.** Manage conflict and resolve disagreements.

### **Head Leadership Positions** (e.g. Head/ Director of School/Department, Associate Dean) **(n=44)**

**M.** Create a shared vision.

**L.** Set up agreed and clear expectations of what needs to be done, by whom and with what support

**E.** Support and encourage individuals and teams, so that they give of their best and achieve desired outcomes.

**H.** Clearly communicate expectations.

**I.** Have “challenging” conversations with others if needed.

# FUTURE APPLICATION



CAREER DEVELOPMENT FOR  
CURRENT AND FUTURE  
LEADERS



GUIDE RECRUITMENT OF  
FORMAL LEADERSHIP ROLES



PERFORMANCE APPRAISAL  
OF FORMAL LEADERSHIP  
ROLES

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<https://www.uowblogs.com/padhel>

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