

Leadership Styles and Emotional Intelligence of Educational Leaders: Inputs for a Leadership Coaching Program

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Abstract: *The study was conducted to investigate leaders' leadership styles and emotional intelligence at Hunan University of Humanities, Science and Technology, China by using the descriptive, comparative–correlational method of research. The emerging results on the relationship between emotional intelligence and leadership are strengthened by the recent findings of this study, signifying a high correlation between these constructs. The study served as empirical evidence suggesting that coaching programs as practical outputs of the study could be considered to improve the effectiveness of leaders. Change can only be realized and sustained if leaders are emotionally and intellectually engaged in the leadership terrain.*

Keywords: *Leadership Style, Emotional Intelligence, Leadership Empowerment*

1. Introduction

Education is constantly evolving, and is currently in a state of unpredictability. Consequently, the need is greater for educational leaders who are endowed with the skills and sensitivity to guide the current upheaval. Embracing a leadership style guides to determine how to make decisions, what goals to prioritize and how to interact with others[1]. Choosing the right leadership style for a particular scenario, may be able to solve complex problems, resolve conflicts, change the course of a school or even transform educational systems.

Many view that Chinese leaders have centralized power and assume a father-like role. Nonetheless, as might be expected, educational leaders must build a cohesive working relationship with the employees they supervise and build an environment in which employees feel safe. Therefore, forming emotional intelligence in educational leaders is crucial to be able for them to fulfill their duties and obligations, like supplementing the needs of staff, being focused on high students' achievement, creating a school culture of trust and respect and enabling a common vision for their school.

This study assessed the leadership styles and emotional intelligence of leaders in Hunan University of Humanities, Science and Technology, China, with a noble intention to propose inputs for a leadership coaching program.

2. Assessment of Leadership Styles and Emotional Intelligence of the Leader Respondents

This study involved the 110 selected leaders from the mentioned university by utilizing the descriptive, comparative–correlational research. The survey questionnaire involved the levels of the leaders' assessment of their leadership styles in terms of commanding, visionary, affiliative, democratic, pacesetter, and coaching[2]. Meanwhile, the dimensions of emotional intelligence include self-awareness, self-organization, motivation, empathy, and social skills[3, 4]. The collected data from the questionnaires were analyzed by quantitative survey tools, which provided guarantee for the study to explore the significant relationship of the research variables.

2.1 Assessment of Leaders' Leadership Styles

2.1.1 Commanding

The result shows that leaders have high commanding leadership style and can exercise their

authority and roles as individuals who are in command. This implies that they earned good respect and authority recognition from their subordinates.

2.1.2 Visionary

Based on the results, the leaders were found to have high visionary leadership style and are able to employ visionary leadership as they strive to communicate and enact their visions into reality, including the creation of a healthy atmosphere where team members can build their knowledge and abilities, allowing progress and development and providing proper direction on how to achieve the goal of the team.

2.1.3 Affiliative

The findings imply that leaders have high regard for the importance of the sense of belongingness, trust, and emotional bonds in the organization. It can also be stated that the participating school leaders create harmony and an amicable atmosphere among the team members.

2.1.4 Democratic

Results indicated that the leaders are able to solicit collective opinions and ideas among the members. The leaders perceived their high democratic leadership styles as essentially functional.

2.1.5 Pacesetting

The results found out that the leaders do emphasize high standards that push all the employees to perform to the best that they can, infusing motivation and competence while the employees remain self-driven and regulate their performance. Leaders were found to set as an example of the high pace of performance and high quality of work.

2.1.6 Coaching

Taken from the findings, the leaders showed high focus on coaching and giving instruction and feedback, communication, and helping employees develop themselves by taking time to identify their own strengths and areas for development. The coaching leaders are able to create a work environment where people are highly motivated, eager to learn, and willing to collaborate.

To sum up, the findings indicate that Affiliative is the most dominant leadership style of the leader-respondents. This is followed by the Democratic leadership style being ranked second and Commanding having been ranked third. The Chinese educational leaders' leadership style in various dimensions is relatively high. It is concluded that when the leadership style of the leaders is high, they are able to provide employees with a rich reservoir of managerial support, professional training, and guidance.

The findings on the leader respondents' leadership styles draw a promising result that the key to successful leadership lies in the ability of leaders to match their different leadership styles with that of the employees' preferred leadership styles to maximize team satisfaction and enhance individual performance. Designing a support program and leadership capability training may sharpen the leaders' skills, strategies, and leadership styles to keep them abreast of the current practices and innovations in professional leadership.

2.2 Assessment of Leaders' Emotional Intelligence

2.2.1 Self-Awareness

Results on this dimension garnered a high remark indicating that the leaders are conscious of their emotional capacity and control. This means that they can manage their feelings, reactions, and attitudes when dealing with challenges and uncertainties in the organization.

2.2.2 Self-Organization

The results show that the Chinese leader-respondents have a substantial control of their emotions and self-organization. The good impression of their high self-organization and management behavior can make an individual be more effective and productive if used for organizational goals.

2.2.3 Motivation

The findings, in general, imply that the leaders' level of self-motivation is high. The findings implied that the leader-respondents are clear about their goals, able to maintain their enthusiasm even

in the middle of setbacks, and act consistently to move towards the goals.

2.2.4 Empathy

The emotional intelligence of the leaders in terms of Empathy obtained a high consistent score implying that they possess good listening skills, compassion for others, and emotional channels among their subordinates.

2.2.5 Social Skills

The findings showed that leaders have high social awareness or social skills that enable them to establish harmony in the organization. The leaders were found to have strong communication and managerial skills. The leaders' ability to communicate effectively with others is a core social skill.

In conclusion, the study reports a consistent "High" result in all of the components of the leaders' emotional intelligence. The findings indicate that the development of leadership programs that highlight emotional intelligence skills and the overall importance and usability for leaders will significantly impact the effectiveness of leaders and the welfare of the team members. All of the leaders' emotional intelligence is relatively high. It is concluded that they have a wide range of emotional intelligence competencies. This means that the leaders can think positively, build solid work relationships, and perform well in their significant roles as leaders.

The findings suggest that the development of leadership programs that highlight emotional intelligence skills and the overall importance and usability for leaders will significantly impact the effectiveness of leaders and the welfare of the team members.

2.3 Relationship between the Leadership Style and Emotional Intelligence of the Leaders

All domains of leadership styles and components of emotional intelligence were significantly correlated with one another. The finding implies that as the level of emotional intelligence increases, leadership styles also increase. Emotions play a vital role in the leadership process, so emotional intelligence may positively enhance the quality of the leadership style of a leader[5].

3. Proposed Coaching Program for School Leaders

School leaders are faced with a multitude of challenges when leading faculty members to provide quality instruction to all students despite limitations in virtually all aspects. To ensure quality teaching and learning in every class, a leader must display a high level of emotional intelligence and exert significant efforts in leadership style[6].

3.1 Rationale

The program, Empowering Emotional Intelligence and Leadership Styles of School Leaders in Hunan University of Humanities, Science and Technology, China, is a five-day coaching workshop wherein academic administrators can develop and enhance their multifaced leadership styles and elevate their emotional intelligence.

Taking part in the coaching program offers participants a powerful way to enhance their leadership skills, reflect on their leadership practices, and develop the courage to do things differently by adopting coaching tools and strategies to foster efficiency at work, lead the management more effectively, and to improve students' learning outcomes.

School leaders will learn how to deliver effective leadership, develop emotional intelligence, coach, and lead, and gain the know-how to support students in their challenges by participating in this course. The participants will practice and master concrete coaching activities, working methods, and tools that they will be able to use the day after the course in the school.

The coaching program will be conducted in a face-to-face mode involving other participants within the District of Hunan Province, China. The training program is open to the subject and academic coordinators, assistant principals, principals, directors/directresses, and other educational administrators of Hunan University of Humanities, Science and Technology, China.

3.2 Objectives

The coaching program aims to provide school leaders with a framework for supervision across the different areas of teaching and learning, monitoring and evaluation of school plans, and other frameworks and areas of school management systems.

This course aims to foster excellence in education by providing school leaders, and other educational administrators with the necessary knowledge and skills to enhance their leadership styles and skills and emotional intelligence, in school settings.

After going through the 5-day coaching program, the participants will:

Become acquainted with the key elements and growing trends related to leadership styles and emotional intelligence;

Develop a greater awareness of leadership skills and emotional intelligence process to support teaching methodologies tailored for the students;

Support and intensify attitude work, practice and get familiar with coaching tools and strategies;

Discover how to manage challenging situations in the school setting (e.g. how to manage lack of motivation, lack of communication, apathy...) through effective leadership styles;

Exchange best practices and share experiences about leadership and emotional intelligence with teachers and education staff;

Through cooperation and team-building activities, network with individuals and organizations in the education field within the District of Hunan Province.

The target number participants are at least fifty (50) educational leaders.

3.3 Activities

Table 1: Proposed Coaching Program—Activities

Description of the activities	Instructions on how to do the activities	Materials needed	Budget
Day 1			
-Participants arrival -Orientation and information about the venue and the HUHST -Preliminary Programs -Needs;expectations evaluation -Coaching introduction	-Engage the participants by doing orientation, coaching scope, and introduction of the participants. -Build rapport and professional atmosphere in the venue. -House rules of the training/coaching program	-Program and nametags -Lecture paraphernalia -List of Participants -Other logistics of the training	Budget for the venue, food, materials, staff Venue – ¥ 6,000 Food –¥ 18,000 Training Materials – ¥ 3,500 Note: To be finalized by the organizers
Day 2			
-Teambuilding exercises (Leadership Philosophy and Leadership Style) -Basic concepts about coaching and the learning process -Goleman's leadership styles -What is leadership and why it is so important? -Reflections on current leadership practices and styles.	-Lecture and discussion on leadership styles -Open forum and group dynamics -Let the participants share their leadership philosophy and leadership style. -Facilitate the sharing of the participants -Let the participants share about their Commanding, Visionary, Affiliative, Democratic, Pacesetting, and Coaching	-Lecture presentation by the resource speakers -Judgement Index Material for Assessing Your Leadership Style -My Top 5 Strengths -Creating a Strengths Development Plan -Reflection paper	Resource Speaker - ¥ 5,000 Note: To be finalized by the organizers
Day 3			
-The role of Emotional Intelligence -The key value of empathy and membership in education -Practical group work and simulations on Emotional Intelligence and empathy -Cultural activities in the venue	-Lecture and discussion on role of Emotional Intelligence -Open forum and group dynamics -Assessment/Inventory of the participants' emotional intelligence -Video clip presentation: The Leader Within: Leadership Emotional Intelligence? Link: https://youtu.be/srhpVu2zkIg -Let the participants process their assessment of emotional intelligence -Sharing of experience -Acquaintance of the participants	-Prepare the material for Leadership Toolkit for Emotional intelligence questionnaire -Reflection paper	
Day 4			
-Development of leadership skills	-Let the participants make their leadership	-Provide the leadership	

development plan -Role-play management situations to demonstrate participative leader skills and analyze their effect on others -Coaching and Mentoring in Role Plays with Actual Employees or Team Member Situations -Apply problem-Solving principles and techniques to solve actual problems from the job	skills development plan through group discussion and presentation -Group the school leaders for role playing activities -Workshop on the 5 components of Emotional intelligence by Daniel Goleman -Lecture and discussion on mentoring and coaching roles -Farewell dinner and entertainment activities	skills development plan -Prepare Emotional intelligence by Daniel Goleman How to improve emotional intelligence in the workplace -Reflection paper	
Day 5			
-Space for discussion of future cooperation and planning follow up activities -Course roundup and final evaluation -Validation of learning outcomes and certification ceremony -Additional training session tailored to specific needs (optional) -Participants departure	-General assembly of the participants -Representative from each group can give a 2-3 minutes synthesis of the coaching program -Recognition of participants from different schools -Distribution of learning kits and certificate of participation. -Distribution of Coaching Training/Workshop Evaluation Form	-Reflection Paper -Certificates -Evaluation Form of the Coaching Program	

4. Conclusion

Emotional intelligent leaders possess a substantial competitive advantage. The proposed coaching program offers school leaders a powerful way to enhance their leadership skills, reflect on their leadership practices, and develop the courage to do things differently by adopting coaching tools and strategies to foster efficiency at work, lead the management more effectively, and to improve students' learning outcomes.

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