

Emotional Intelligence and Leadership Styles in Education

John Pellitteri

Queens College – City University of New York

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Abstract Emotional Intelligence (EI) was initially proposed as an organized theory by Salovey and Mayer (1990) and later expanded (Mayer & Salovey, 1997) and was popularized in the general media by Goleman (1995). EI refers to a set of abilities for using emotional information in adaptive ways. This psychological construct is important and relevant to leadership since emotional factors play a role in personal well-being, interpersonal relationships, motivation, workplace adjustment and learning processes. EI can be applied to educational leadership since the school leader must continually work with individuals and groups (i. e. school personnel such as teachers, teaching aids, school psychologists, counselors, other administrators as well as students and parents). Using emotions adaptively is critical for effective interpersonal relationships as well as for creating an emotional-toned environment in the school context. Two models of EI are presented. The first model (Mayer & Salovey, 1997) is the ability-model that considers four major emotion skill sets (perception, facilitation, understanding and managing). The second model (Goleman et al., 2002) organizes EI competencies across two dimensions: capacities (emotion recognition & regulation) and application domains (toward self & others). There is some overlap between these models with regard to emotional perception (recognition) and regulation (managing). The Mayer's and Salovey's (1997) model is distinct for its abilities to use emotional concepts and the use of emotions to facilitate decision-making and emotional planning. Goleman and colleagues' (2002) model includes organizational and social intelligence features. Research on the relationship between EI and effective leadership will be reviewed. Generally, studies have found predictive correlations between EI and effective, transformational leadership (Mills, 2009; Palmer et al., 2001; Sayeed & Shanker, 2009). A useful model proposed by Guillen & Florent-Treacy (2011) divides leadership behaviors into two groups: Getting along (with others) and getting ahead (meeting organizational goals). Goleman's (2011) six styles of EI leadership will be discussed as approaches

to educational leadership with an examination of the strengths, limitations and emotional dynamics of each style. The six styles are: *Directive* (using authoritarian methods); *Pace-setting* (expecting leader-determined standards); *Visionary* (creating inspirational purposes); *Affiliative* (leading through relationships); *Participative* (using democratic consensus building) and *Coaching* (helping individuals develop). These styles are further described in terms of the previously mentioned leadership categories of getting along or getting ahead. In addition, the styles are determined to be either dissonant or resonant with regard to the emotional tone they create in the organization. The necessity of advocating for EI in school contexts will be emphasized. The potential for various professionals (such as school psychologists and school counselors) to take on leadership functions as facilitators of emotional processes in the school settings will also be considered. Educational leaders (whether formally as administrators or functionally as school counselors and psychologists), can have a positive impact on school personnel and students as well as the larger school context through the application of EI capacities and through considering the emotional dynamics in leadership styles.

Keywords emotional intelligence, educational leadership, leadership styles.