

**NPTEL**  
**NPTEL ONLINE CERTIFICATION COURSE**

**Course**  
**on**  
**Educational Leadership**

**by**  
**Prof. Atasi Mohanty**  
**Center for Educational Technology**  
**Indian Institute of Technology Kharagpur**

**Lecture 16: Emotional intelligence and**  
**Educational Leadership**  
**(Contd.)**

Welcome viewers once again this is section on emotional intelligence and educational leadership so in the last class we have discussing about the transformation leaders transformation leaders aims to bring changes not only in the individual staff in the colleagues and the student and the stakeholders but at towards to the overall holistic development of the institutions like bring changes innovative changes you need functioning in systems in it is more in achieving it is targets goals achievements.

That means total over all around development of the institutions so they focus on all round development of the education institutions including all the stake holders and for that method different intelligent trades are the required and forces intelligent theaters are very important for them like first is the idealized influence as we have already discussed leaders they used to influence others by that you know articulator steel they are you no influences steel they are motivational speeches etc...

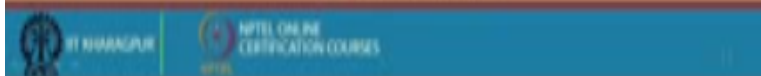
(Refer Slide Time: 01:27)

## Emotional Intelligence and Educational Leadership :

◆ Transformational Leadership aims to bring about change in individuals and systems, creating positive change in followers and developing them into future leaders. Four "Intelligence Traits" of them are –

1. Idealized Influence
2. Inspirational Motivation
3. Individualized Consideration
4. Intellectual Stimulation

(Bass & Avolio, 1994).



So first is the idealized influence so you must influence the stakeholders you must influence all the staff and the colleagues etc in such a way that the is he should make them familiar with regions missions and goals of the institution of the organization from time to time again and again through all kinds of workshops in formal meetings formal meetings etc in that process only you will motivate them you will influence them you will apprise them with the vision missions on goals of the institution and how to achieve it so for that matter what are that what would be there in action plans how image everybody can should take up the responsibility how we can implement it all the time all integrities of the action plane and the implementation etc...

So in that way idealized influence that means first we must play the role of mentor a role model greater leader and develop that influential skills to influence others to persuade others to motivate others towards achieving the additional goals or the visions and machines second is inspirational motivations again he as to inspire everybody he as to inspire every staff every colleague for you know achieving the excellence for achieving then potentials there professional excellence.

There academic excellence maximizing their potential activity being actively engaged in the process pattern to all kinds of activities to give their option to you know to take the owner ship you can say take the ownership of every action every activity they are engaged in and the committed to so that kind of citizenship behavior so we can bring among the staff and the employs etc.

Through inspirational motivation so the employee all the employees will feel that I am not only achieving or making effort achieving the institutional goals I am also making effort for achieving my own carrier goals as well so then again individualized consideration however the leader cannot take for granted that all the staff all the colleagues all the employees should you know should perform at the equal level or should that means delivered there maximum potential it is equally.

So he as to consider individual cases as well taking into account there background their experiences their skills their competence their abilities even their personal a background also so individualized consideration as to be there depending on the individual abilities individual needs individual variations among the staff and another is intellectual stimulation all the time constantly it is not just motivating then to deliver their effort in terms of you know energy in terms of time in terms of you know the capacities.

But also to stimulate there thinking process to encourage them to motivate them for being more innovative for being more creative in to think in a different way in think out of the box so that kind of constant intellectual stimulation is also required and that can be provided by the transformation leader as a mentor now the next is that emotional labor and emotional regulation now we have already discussed about no emotional awareness emotional management them emotional in social context it is emotional at social awareness and relationship management.

So in that context what are the other two is competences are like emotional level and emotional regulation we have to not only monitor our monitor and control our own emotion but we have to regulate our emotions, when we can regulate our own emotion we can perfectly blend it with our thinking classes so it can enhance our analytical skill is stand enhance or bring power also in giving the logical reasoning justification and formulating then you know future hypothesis future prospective as scope etc... so I here to more to another important.

(Refer Slide Time: 05:35)

**Emotional Intelligence and Educational Leadership :**

- ✓ Emotional Labour & Emotional Regulation
- ◆ Emotional Labour is the public face of emotion in leadership
- ◆ EI influences the levels & types of emotional labour strategies leaders employ
- ◆ Regulation of emotion is a significant part of the educational leader's work
- ◆ Two types of emotional regulation (Hochschild, 1983)

IT BANGALURU | NPTEL ONLINE CERTIFICATION COURSES

Components are like emotional labor so you can see emotional labor is also a component part of the emotional regulation, how do we regulate emotion and emotional labor is in we can say in reason outcome of that, so what is this emotional labor emotional labor is the public phase of emotion in leadership, so when the leader when the leader you know motivates others gives the motivational speech at present a staff and the colleagues with the region and machines or undergoes up the organization.

Of the institution so talk to them have a dialogue with them discuss the issues in case all the main was which are constructive conversation etc... so in that process itself in that process itself he also suppose to he is also expected to emote expresses the experiences emote that mean express is emotions emotion like how can bring the positive we know emotions among the staff by motivating others see himself has to exhibited he himself has to demonstrate it demonstrate this positive emotions by the motivational speech.

By the continuous dialogue etc..so here it comes the emotional labor emotion labor is the public face of emotions in leadership, when a leader express his emotions his express his positive emotions or negative emotions publicly in the open platform, when narrating it explaining it and justifying it action up on it where responding to it, so it becomes the emotion labor that means he is making effort consciously, for expressing his emotions in a public platform and justifying it and rationalizing this and motivating others.

So emotional labor is the public face of emotions in the context of leadership so EI again influences the labels and the types of emotional labors that is the leaders employee, so very often in leader you know conducts a meetings formal meetings in formal meetings then you know then often they conduct some conflict situation also they try to solve it often they you know motivate the employees and the staffs with the next set up strategy and the targets and the action plans are on of the kind of any kind of.

Who current issues are emergent emerging issues are therefore we simply write now or may be just would not admission being the hesitation full education political interference or being the community people is you know or revolved a make it some of the issues, so whenever there so wishing they are having a group makings etc.. so the leader can exhibit can demonstrate this emotional labor and different at different label, it can be positive it can be negative it can be adding in the different intensity.

With different strategies so very often the leaders they flexibly will use this motional labor in a very strategic wave varying in terms of types in terms of intensity in terms of degrees according to the requirement of the situations of context then comes regulation of emotion is a significant part of education leaders work, so leaders is they are how to motivate others how to regulate others emotion, how to motivate the leaders to be committed to achieve the professional excellence how to stimulate their intellectual ability so all these things where all these activities the individual the leader has to be very active very motive very you know very he has to demonstrate he has to exhibit.

He has to perform that is he himself has to be live role model that is so emotes enjoys the happiness who source of his anger that mean so his having opinions he is having you know different kinds of expectations and it rarely explicitly mention that these are my expectations then we get upset whenever he gets upset he has to exhibit it, so then leader is the leading role model to whom the colleagues and the in place look up to, to understand because here they need to understand the leader also.

So and hence the leaders must be very transparent, transparent in their not only in their thought may be in their behavior in their manure in their activate it, so that everybody can accurately predict accurately acknowledge accurately understand what exactly the leader is what he thinks, what he plans for the future, what he believes, what are his opinions and what he expects from us

or what he expects us to do. So that method he has to understand the emotional expression of the leader and for that the leader has to make effort to express his emotion that is called the emotional labor. And every leader strategically use this, so two types of emotional regulation.

(Refer Slide Time: 10:33)

**Emotional Intelligence and Educational Leadership :**

- ✓ **Emotional Labour & Emotional Regulation**
- ❖ Emotional Labour is the public face of emotion in leadership
- ❖ EI influences the levels & types of emotional labour strategies leaders employ
- ❖ Regulation of emotion is a significant part of the educational leader's work
- ❖ Two types of emotional regulation (Hochschild, 1983)

IIT KHARAGPUR | NPTEL ONLINE CERTIFICATION COURSES

Regulations are there as according to Hochschild so emotional labour you can say it is a outcome of emotional regulation. Now there are different types of emotional regulation. (Refer Slide Time: 10:44)

**Emotional Intelligence and Educational Leadership :**

1. **Antecedent** – focused regulation – Modifying initial feelings by changing the situation / cognitions of the situation (more of empathy)
2. **Response** – focused regulation – Modifying behavior once emotions are experienced by suppressing, faking or amplifying an emotional response (more of sympathy)

IIT KHARAGPUR | NPTEL ONLINE CERTIFICATION COURSES

So one is called antecedent another is called response what is the antecedent that is the focused regulation, so in this process modifying the initial feelings by changing the situation cognition of the situation so here the leader has to have some prior information about the situation about the context, about the situation feelings of the members they involve in that situation, so the cognition of the situation before hand and accordingly modifying regulating his own emotions and the feelings to exhibit it, to make the emotional labour to exhibit it, it is a more kind of empathy.

Because he has before actually emoting actually making the emotional labour he has well understood the whole situation the causes, the factors the antecedence and now who is focuses is on how to we to get it, how to resolve it or how to strengthen it etc so he has to be very empathic, so that is called the antecedent focused regulation. Another is the response focus regulation that is modifying the behavior once the emotions are experienced.

So the moment here himself has experienced the leader has experienced the instant emotion then and there, there after he modulates he modifies his emotions by surprising either by surprising or by amplifying sometimes intensifying sometimes or maybe sometimes by showing some fake or artificial kind of emotions, so it is a more a kind of sympathy. So here comes out sympathy difference between sympathy and empathy, sympathy is now you some work kind of superficial.

Like for example when we are going to attend some kind of you know well or some depth or some kind of contains meetings, some kind of you know unfortunate end etc, etc there we are suppose to behave an act like a an ideal that means ideal criticism in that sense that that means we are as it we are also very in the grief condition as the people who are they are, so we have to emote in that way and often we do it generally and sometimes we also do it artificially that is called empathy.

That means you are showing up the emotional expressions labour but these are actually not we are true feelings right now but you are somehow managing you are making effort that is these are the emotional labour you are showing of to others as for the requirement of the situation that is the response focused regulation. Whereas in the empathy in case of the empathy you have well understood the situation you have you are completely experiencing that situation and you have feeling as it you are also part of that situation.

Hence we are, your emotions or whatever emotional labour emotional expression you are showing of right now it is quite genuine like it is called real and you are really feeling bad about this situation and you are expressing the same thing that means you are also genuinely experiencing the whole situation as the others are also experiencing then and there.

(Refer Slide Time: 13:51)

**Emotional Intelligence and Educational Leadership :**

❖ Emotional regulation is achieved in 02 ways –

1. **Surface acting :** When people change their outward emotional expressions without feeling the actual emotion they display
1. **Deep acting** – when they actually feel the emotions they display

ST MANGLUR | NPTEL ONLINE CERTIFICATION COURSES

Similarly emotional regulation achieved in two ways, so this kind of emotional labour a regulation it can be achieved in two ways either in surface acting or in deep acting just now we have all discussed about either it being sympatric to others like by creating artificially creating amplifying their emotion and showing of before others or by actually feeling and experience in the genuine feelings and so we talked.

So surface acting is that when the people change their outward emotional expressions so without feeling the actual emotions they display. For example, take the example of an actors, actors that means actors they can emote, they can act, they can make the you know instant expression of



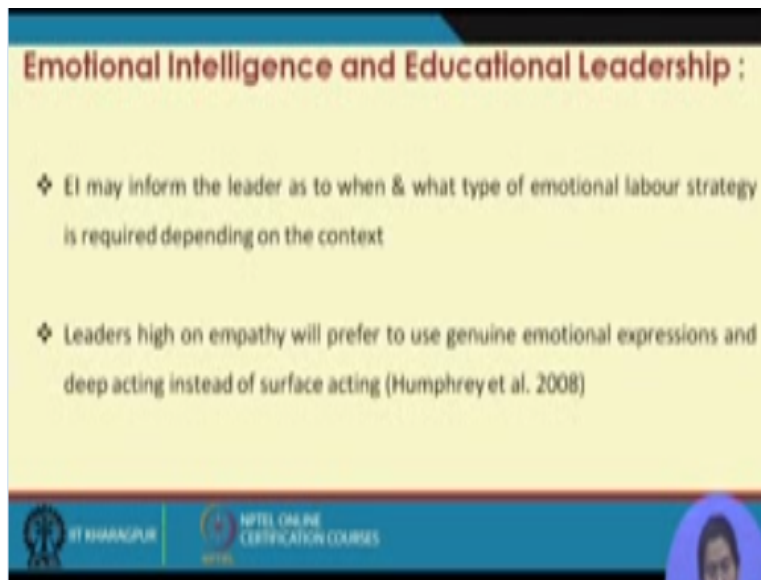
different kinds of emotion because you know they are very apt, very efficient in demonstrating these kinds of emotions.

There we can say it surface acting, that means instantly act up on so but in deep acting what happens when they actually feel the emotions they display, so when suppose when we weakness some kind of you know accident or any kind of unrest or any kind of mishap or you know unfortunately institution when we see it when we face it, we witness it, we really become very you know emotionally disturbed or we become emotionally you know emotionally charged you can say so in that context, in that situation whatever our experiences is feeling that are coming up these are actual, these are our actually our genuine feelings, we really feel like that in that particular situation.

So emotional labour we can say for example, the airhostess their job is that the job requires that they have to be very friendly, they have to be very you know they have to be very good hoisters, they have to appeal others, they have to impress others, they for because that is their primary responsibilities, hospitality and how can they make their customers very happy.

Similarly so the next efforts special effort or you can say volumetric effort we can say volumetric effort they are making so that is called the emotional labour that is the emotional labour discharging their duties and responsibilities in case of the case of the research so that making special effort to you do make discharge that dualities to leave there costumers to satisfy their customers in terms of service in terms of communication in terms of their quires and answering there quires etc.

(Refer Slide Time: 16:27)



So here surface acting when the people change the out word emotional experiences instantly then and there without feeling actually the same emotion inside them and deep acting is that when actually the field emotions they display emotion intelligent and emotional and education larders of again how it had such EI may I information the leader as to when and what type of emotional strategy levels strategy is required depending on the context so again all these are kinds of human behavior a very much contextual.

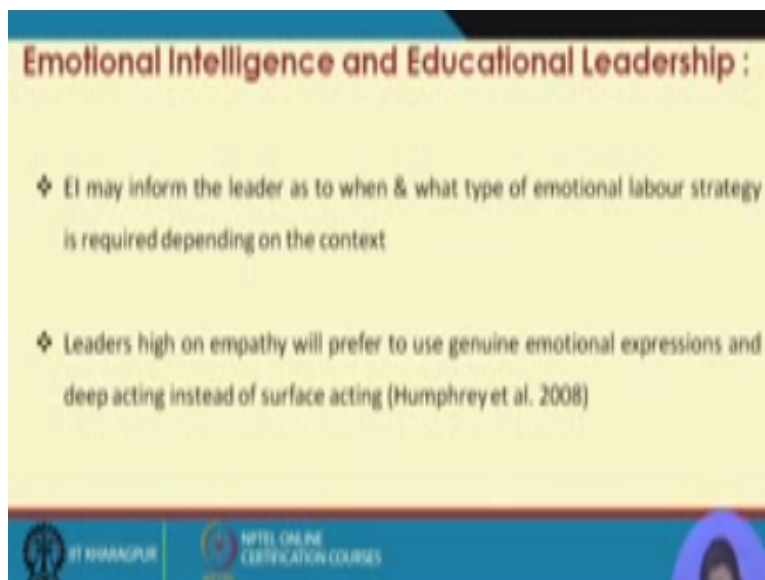
But is required like there are different kinds of situation the educational institution in the campus, it may be students interest which is that to, it may be a student's strike for delaying the exam schedule, it may the strike between the staff and administrators, it may be among parents and teachers disagreements or it may be community people they are not happy with the kind of, you know schools services they are getting etc.

So what is the actual situation? What is the context? He has to go into the depth of the real situation in the context, the cause of the factors, the parties who are the members? Who are you know parties engaged in that situation by understanding all these things. Then he has to develop certain strategy, to develop different flexible strategy and types of emotional level he has to adopt, for resolving the situation, for resolving the conflict or for resolving the problem etc.

So this kind of is leader is emotion intelligent it can give in the some intuition some institute thought some you know some cue some strategy thinking like in this context in order to resolve this these in that way . So now how to I have to adopt this kind of skills and strategies to resolve

this result, so how skill fully written result with how skillfully you can manage the whole situation solve the problem so it depends on the emotional intelligence of the education leader.

(Refer Slide Time: 18:34)



The leaders how an important will prefer to use the general emotional expression on the depicting instead of circuit setting when the leader is an authentic leader if the leader is genial leader if the leader is the transmission leader if the leader is the coach on the mention about institution so that mater is not going to fake his emotions not going to show off a artificial kind of emotional labor but rather this should be generally involved in that particular situation genuinely so the deep aspect the you know deep acting deep emotions deep that means sponsors deep emotional feelings and emotions to the stakeholders to the people to the staff and that colleagues.

(Refer Slide Time: 19:37)

**Emotional Intelligence and Educational Leadership :**

- ❖ Leaders who perform emotional labor will be more likely to be perceived as transformational leaders , and deep acting will be more effective than surface acting at increasing perceptions of transformational leadership ... (Humphrey et al. 2008)
- ❖ In emotionally charged contexts of education the leaders must weave together EI competencies, an understandings of their contexts /causal factors , networks & the willingness to perform emotional labour

IIIT BHOPAL NPTEL ONLINE CERTIFICATION COURSES

Because he wants to bring the real change actual change actual transformation because regeniuely interested in everybody's improve and the individual development and the institutional development as well so leaders who perform emotional labor will be more likely to be perceived as transformational leaders.

So leaders who are engaged in active deep emotional labor and deep emotional labor and you know they take into consideration the antecedent the situation contexts so would perform emotional level will be more likely to be perceived as transformational leaders and deep acting will be more effective than surface acting at increasing perception of transformational leaders so that is that leader as you know as you person becomes the leader the transformational leader the you know democratic leader or authentic leader etc.

He is being observed he is being identified he is being monitored he is being you know identify he is being identify by each and every main reason of followers each and every colleagues so we now on then the followers the colleagues the staffs they try to imitate they try to identify imitate observe the leader.

Hence the every model concepts they also been leaders emotions behaviors saying his thoughts and his actions whatever we said in which meeting and now what he is doing so they just the

constantly evaluate particular evaluate the leader his authentic genuine his honesty his integrity hence if the transformation level is genuinely engaged involved in you know actually deep acting of the emotions emotional labour.

That would he is being judge he is being secular and analyses by the follows by the colleagues and the staff as then geniuses person as an authentic leader actually evaluate integrated the person who wants aware well being who wants the organizational well being who wants that the all this regions and missions and our goals should be achieved.

And we can take up our institution to the height by working together so he said so the transformation leaders willing to work collaboratively operatively or it is being constantly so absorb by the followers hence usually they do deep acting they make effort constant effort to be empathetic towards others and the genuinely be accepted by also follows.

So in emotionally charged contexts of education the leaders must weave together as in emotionally charged situation like depending on the situation depending on the crisis depending on the conflicts the parting other members are in this deal or depending on the issues and how immersive high what is the immersive of the issue and how critical that issues.

So depending on these kinds of criticality of this situation so that is emotional charges contexts of education the leaders must weave together they have to skillfully efficiently strategically weave together blame together there EI competencies the emotional intelligence competencies their understanding of the whole contexts casual factors attributing factors and whatever they good ways the relationships they have build up.

And there willingness to perform the emotional level their willing to dedicate the time they willing to time resources efforts everything to deserve issue to deserve the conflict deserve the issues to solve the problem etc so hence here there is no issue of you know there is no issue of ego there is no issue of the ego clash so the emotional intelligent leader does not have any problem with you know ego that means false ego rather they are having high self esteem.

The high self esteem is that they will very confident why they are confident as because their optimist they are positive as because they are self estimation very high because they hire confident and the thing they think that and the genuinely want to reserve issue is on the problem again though highly innovative and creative because of the perfectly blamed the whole situation

context and the causal factor so they can strategically think flexibly use the strategy they have the patience they have the compassion they have the empathy so different individuals understand a lesson to everybody, everybody is a problem.

So they take those times, take the initiative they have the capacity they have the patience they have the skills they are empathetic they are consider they are compassionate they have the patience so they extreme fully they have blamed their intelligence and the social queues contextual queues emotional queues their perfective analytical thinking intelligence and they have no other determinate to dissolve the issue.

So in that context so the transformation leaders the educational leaders the highly emotional intelligence leaders they are having the high self esteem so high esteem which what to do they feel about themselves they feel about themselves as very confident very competent very happy very healthy.

They are very confident about their relationship, they are very healthy, they are very confident about the relationships, and they are very passionate about their work. They have you know very high respect for others, they trust their followers and employees as well as the also incur the respect of others. So in that way they are highly self-esteem educational leaders are actually having high emotional intelligence.

And it is also shows their high level of self efficacy, high level of commitment, high level of flexibility, high level of intellectual caliber in sense that, they can flexibly and instantly, are very blend their intelligence, analytical thinking etc. And whatever emotional labour they put they make in that particular situation, very genuine authentic and through which they display that integrity and honesty.

(Refer Slide Time: 26:25)

**Emotional Intelligence and Educational Leadership :**

- ✓ Whether the Leaders are born or made?
- ✓ Some people appear more naturally inclined to be better leaders than others; leadership skills can also be learned through training & practice
- ✓ A balance is always needed between innate personality traits, training & developing practical skills, interpersonal skills & competencies of effective leader (Kouzes & Posner, 2007; Bolden et al. ; 2003)

IIT MADRAS NPTEL ONLINE CERTIFICATION COURSES

Now the next questions are whether the leaders are born or made. So till now we have discussed there are different kind is leaders, you know some are born leaders and some leaders are democratic leaders, some are masters but you know they are successful in achieving their targets. So there are different types of leaders, but yes there is one conclusion that, if leadership styles may vary but the leadership is actually contextual.

So we can make leadership style is successful or fruitful or it has brought successes to the situation or it is authentic, it is genuine etc, depending on so many co factors, depending on so many situational factors like co factors like who are the followers? Who are the employees? Who are the staffs? Who are the students? Who are the stalk holders? What was the situation and whether the followers and the group members they were willing to accept the leaders?

You know the leaders commands or the instruction etc. so it is very much you know inbuilt in the situation it is very much contextual, it is very much situational. We cannot generalized the transformational leader are very good or democratic leaders are the best etc. But transformational leader the opportunist the philosophy as well as is very broad. So from that perspective it is the idealistic but again transformational leaders are also flexible to adapt themselves from the new situation.

And how flexibly their intelligence and by blending the competent allowing with this situation contacts very well capable of dealing with the situation, hence the transformational leader style is very popular because it is scope and opportunity are also very wide. You have not restricted the

transformational leaders in few guide lines of principles but it is open, in any case any leader can adopt any kind of flexibility approach, depending on the whole situation.

Context the followers and how much using the team members or what are the resource available and blending all is cognitive and effected leadership strategy approach emotional labour okay. so now we will continue the same thing the next session, whether the leaders are born or and we will discuss about it and we also discuss about one of the issues and later to educational scenario thank you.