



International Journal of Institutional Leadership, Policy and Management
Volume 6, Issue 3, pp. 298-314, 2024.

ISSN: 2735-9220

www.ijilpm.com.ng



THE EMOTIONAL INTELLIGENCE OF LEADERS AND STRATEGIC PLANNING IN PUBLIC UNIVERSITIES

Ndidi Ugbome OSUYA

Department of Educational Management
Faculty of Education
Ignatius Ajuru University of Education, Nigeria
osuyandidi8@gmail.com
<https://orcid.org/0009-0007-5226-9115>

Stella CHETA-MACLEAN

Department of Educational Management
Ignatius Ajuru University of Education, Nigeria
stella.cheta@gmail.com
<https://orcid.org/0009-0006-8692-2277>

ABSTRACT

This paper examined the significance of the emotional intelligence of leaders and strategic planning in public universities. It explored the dimensions of emotional intelligence of leaders, its role in university planning, key components of strategic planning, challenges in developing emotional intelligence among leaders, strategies to overcome these challenges, and evaluating leadership emotional intelligence capability. Drawing from relevant literature, the paper provides a comprehensive analysis. Emotionally intelligent leaders in public universities create inclusive environments, handle conflicts effectively, and build cohesive teams, and foster collaboration and innovation. They possess self-awareness, self-regulation, motivation, empathy, and social skills. Strategic planning involves setting goals, conducting environmental scans, SWOT analysis, implementing strategies, monitoring and evaluation. Challenges in developing emotional intelligence include time constraints, competing priorities, resistance to change, and lack of awareness. Strategies to overcome these challenges include awareness and education, training, fostering a supportive culture, coaching, and integration into leadership programs. Evaluation is crucial to assess the impact of emotional intelligence development. It involves assessments, stakeholder feedback, review, and benchmarking. By recognizing the importance of emotional intelligence, overcoming challenges, implementing strategies, and evaluating leadership capabilities, public universities can cultivate emotionally intelligent leaders who contribute to positive planning environments and achieve institutional goals.

Keywords: Emotional Intelligence, Institutional Planning, Strategic Planning, Environmental Scans, Self-Awareness, Self-Regulation, Motivation, Empathy, Social Skills.

Reference to this paper should be made as follows:

Osuya, N. U., & Cheta-Maclean, S. (2024). The emotional intelligence of leaders and strategic planning in public universities. *International Journal of Institutional Leadership, Policy and Management*, 6(3), 298-314.

Copyright © IJILPM 2024.

INTRODUCTION

In today's rapidly evolving higher education landscape, effective leadership is essential for the success and sustainability of public universities. Traditionally, leadership theories have primarily focused on cognitive abilities and technical skills as the main determinants of leadership effectiveness. However, in recent years, there has been a growing recognition of the crucial role played by emotional intelligence (EI) in leadership and its impact on organizational outcomes. Emotional intelligence refers to the ability to recognize, understand, and manage one's own emotions and the emotions of others (Goleman, 2018). Over the past few decades, researchers and practitioners have explored the concept of emotional intelligence in various domains, including education, business, and healthcare. In the context of leadership, emotional intelligence has gained considerable attention as a key factor in effective leadership practices (Mayer et al., 2016).

It is increasingly acknowledged that leaders who possess high emotional intelligence can create a positive and supportive organizational culture, foster employee engagement and well-being, and drive organizational success. Emotional intelligence encompasses several dimensions that are relevant to leadership. Self-awareness is the ability to recognize and understand one's own emotions, strengths, weaknesses, and values. Self-regulation involves effectively managing and controlling one's emotions and impulses, allowing leaders to make rational decisions even in challenging situations. Motivation refers to the ability to set and pursue goals with enthusiasm and perseverance, providing leaders with the drive to overcome obstacles and inspire others. Empathy, a crucial dimension of emotional intelligence, involves the capacity to understand and share the emotions of others, enabling leaders to connect with and support their team members. Finally, social skills encompass the ability to build relationships, communicate effectively, and work collaboratively, all of which are essential for effective leadership (Mayer et al., 2016).

Within the context of public universities, leadership emotional intelligence is particularly significant due to the unique challenges and complexities faced by these institutions. Public universities serve diverse stakeholders, including faculty, staff, students, alumni, and community members, and require leaders who can navigate complex interpersonal dynamics and foster a sense of community and shared purpose (George, 2020). Additionally, the higher education landscape is characterized by constant change, both internally and externally, such as evolving student demographics, technological advancements, and budgetary constraints. Emotionally intelligent leaders are better equipped to manage these challenges, inspire their teams, and drive strategic initiatives that promote the long-term success and sustainability of public universities.

Research (e.g., George, 2020; Ashkanasy & Daus, 20021) has consistently highlighted the positive impact of leadership emotional intelligence on various organizational. For instance, studies have found that emotionally intelligent leaders are more effective in managing conflicts, building cohesive teams, and creating a positive work environment. Emotionally intelligent leaders are also more adept at handling stress and uncertainty, which are prevalent in the higher education sector. This ability to navigate challenging situations and maintain composure has a direct influence on employee satisfaction, engagement, and performance. Furthermore, the influence of leadership emotional intelligence extends beyond individual outcomes and permeates the overall organizational culture. Organizational culture refers to the shared values, beliefs, norms, and practices that shape the behavior and interactions within an institution. Emotionally intelligent leaders play an important role in shaping the organizational culture of public universities by fostering a climate of trust, respect, and open communication.

Bar-On and Parker (2021) noted that they promote collaboration, encourage innovation, and value diversity and inclusion. In turn, these positive cultural attributes enhance employee morale, satisfaction, and retention, creating an environment conducive to learning, growth, and excellence. In recent years, the concept of emotional intelligence has gained significant traction in the higher education sector, with institutions recognizing its value in cultivating effective leadership. These initiatives aim to enhance self-awareness, emotional regulation, empathy, and social skills among leaders, equipping them with the tools needed to effectively lead their teams and drive institutional success.

Despite the growing recognition of the importance of leadership emotional intelligence in public universities, challenges and barriers exist in developing and cultivating these competencies. Time constraints, competing priorities, resistance to change, and a lack of awareness or understanding of emotional intelligence concepts are some of the obstacles that leaders may face (Birnbaum, 2020). Overcoming these challenges requires a concerted effort from both individuals and institutions. Leaders must be willing to invest time and effort in self-reflection and self-improvement, while institutions need to provide the necessary resources and support to foster leadership emotional intelligence development.

Strategies and interventions can be employed to overcome these challenges and promote the development of leadership emotional intelligence. Awareness and education programs can be implemented to increase leaders' understanding of emotional intelligence concepts and the benefits they bring to their leadership practices. Training workshops and coaching sessions can provide leaders with practical tools and techniques to enhance their emotional intelligence competencies. Creating a supportive organizational culture that values emotional intelligence and provides opportunities for its development is also crucial. Peer mentoring programs and collaborative learning communities can facilitate on-going growth and support leaders in their emotional intelligence journey (Ashkanasy et al., 2020).

Moreover, evaluating leadership emotional intelligence capabilities in the context of institutional planning becomes essential to ensure its effective application. Assessment mechanisms can be incorporated into leadership development programs and performance evaluations to measure leaders' emotional intelligence competencies. Feedback from stakeholders, such as faculty, staff, and students, can also provide valuable insights into the impact of emotionally intelligent leadership on the planning process and outcomes. Regular review and reflection on leadership practices, coupled with feedback mechanisms, allow leaders to identify areas for improvement and make adjustments accordingly. While challenges exist in developing leadership emotional intelligence, strategies and interventions can be employed to overcome these barriers (Asugman et al., 2021). By investing in the development of leadership emotional intelligence and evaluating its application in institutional planning, public universities can cultivate effective leaders who drive organizational success and create a positive and thriving academic environment.

Defining Emotional Intelligence

Emotional intelligence (EI) is a multidimensional construct that encompasses various dimensions, each contributing to an individual's ability to recognize, understand, and manage emotions effectively. Recent scholarship has further elucidated the key dimensions of emotional intelligence, shedding light on its importance in personal and professional domains (Boyatzis, Smith, & Van Oosten (2021). One fundamental dimension of emotional intelligence is self-

awareness. Self-awareness involves the ability to recognize and understand one's own emotions, strengths, weaknesses, values, and behavioral patterns (Mayer et al., 2016). It entails being attuned to one's internal states, preferences, and reactions to different situations. Self-awareness allows individuals to gain insights into their emotional triggers, decision-making processes, and overall well-being.

Self-regulation is another crucial dimension of emotional intelligence. It refers to the capacity to control and redirect disruptive impulses and emotions, particularly in challenging or stressful situations (Goleman, 2018). Individuals high in self-regulation can effectively manage their emotions, avoiding impulsive or destructive behaviors. They exhibit self-control, adaptability, and resilience, enabling them to navigate difficult circumstances with composure. Motivation is a significant component of emotional intelligence, encompassing the drive to set and achieve goals, persist in the face of obstacles, and maintain a positive attitude (Mayer et al., 2016). Motivated individuals are passionate about their work, demonstrate initiative, and exhibit a strong sense of purpose. They are intrinsically motivated to excel and continuously strive for personal and professional growth.

Recent scholarship has emphasized the importance of emotional intelligence in various contexts, including leadership, education, and organizational settings. Studies have consistently shown that individuals with higher emotional intelligence exhibit superior performance, stronger interpersonal relationships, and increased job satisfaction (Kezar et al., 2020; Mayer et al., 2016). Moreover, emotional intelligence has been linked to positive outcomes such as effective leadership, enhanced decision-making, greater well-being, and improved mental health. For instance, research conducted by Miao et al. (2021) in the context of leadership highlighted the positive influence of emotional intelligence on leadership effectiveness and employee outcomes. The study found that leaders with higher emotional intelligence demonstrated greater transformational leadership behaviors, leading to increased employee satisfaction, engagement, and commitment. These findings underscore the significance of emotional intelligence in shaping leadership practices and fostering positive organizational outcomes.

Saks (2021) examined the relationship between emotional intelligence and well-being in the workplace. The research revealed that individuals with higher emotional intelligence experienced lower levels of burnout, greater job satisfaction, and higher psychological well-being. These findings emphasize the role of emotional intelligence in promoting employee well-being and overall organizational success. Hence, emotional intelligence encompasses multiple dimensions that contribute to individuals' ability to recognize, understand, and manage emotions effectively. The dimensions of self-awareness, self-regulation, motivation, empathy, and social skills collectively shape emotional intelligence.

Dimensions of Emotional Intelligence in Leadership

Emotional intelligence (EI) plays a critical role in effective leadership, encompassing various dimensions that contribute to leadership effectiveness and the creation of positive work environments. Recent scholarship has shed light on the dimensions of emotional intelligence in leadership and their impact on individual and organizational outcomes. One key dimension of emotional intelligence in leadership is self-awareness. Self-awareness involves the ability to recognize and understand one's own emotions, strengths, weaknesses, values, and behavioral patterns (Miao et al., 2021). Leaders who possess high self-awareness have a deep understanding of their emotions, reactions, and motivations. This awareness allows them to make conscious

decisions, manage their emotions effectively, and align their behaviors with their values and goals.

The second dimension of emotional intelligence in leadership is self-regulation. Self-regulation refers to the ability to control and manage one's own emotions and impulses (Mohd-Iskandar et al., 2021). Emotionally intelligent leaders are skilled in self-regulation, enabling them to respond to challenges and conflicts with composure and rationality. They can regulate their emotions, reframing negative situations, and maintaining a positive and optimistic outlook. This dimension of emotional intelligence empowers leaders to make thoughtful decisions rather than reacting impulsively in high-pressure situations.

Fundamental dimension of emotional intelligence, plays a vital role in effective leadership. Empathetic leaders possess the ability to understand and share the emotions of others (Mayer et al., 2016). They actively listen to their team members, consider diverse perspectives, and demonstrate genuine care and concern. By empathizing with others, emotionally intelligent leaders build strong relationships, foster trust, and create a supportive work environment. They are attuned to the needs and concerns of their team members, allowing them to provide appropriate support and guidance.

The final dimension of emotional intelligence in leadership is social skills. Social skills encompass the ability to build and maintain relationships, communicate effectively, and work collaboratively (Goleman, 2018). Emotionally intelligent leaders excel in interpersonal interactions, displaying strong communication skills, active listening, and conflict resolution abilities. They create a culture of open communication, encourage collaboration, and build cohesive teams. These social skills enable emotionally intelligent leaders to inspire and influence others, foster teamwork, and achieve shared goals.

Recent scholarly work has underscored the importance of these dimensions of emotional intelligence in leadership and their impact on leadership effectiveness and organizational outcomes. For example, a study by Carmeli et al. (2020) explored the role of emotional intelligence dimensions in transformational leadership behaviors and their impact on team performance. The research found that leaders who exhibited high levels of self-awareness, self-regulation, empathy, and social skills were more likely to engage in transformational leadership behaviors, leading to enhanced team performance and outcomes.

Emotional intelligence in leadership encompasses dimensions such as self-awareness, self-regulation, motivation, empathy, and social skills. These dimensions collectively contribute to effective leadership practices and the creation of positive work environments. Recent scholarly research has highlighted the significance of these dimensions in leadership effectiveness, team performance, and ethical leadership behaviors. Leaders who possess high emotional intelligence can leverage their self-awareness, self-regulation, motivation, empathy, and social skills to make better decisions, inspire their teams, foster collaboration, and create a supportive work culture.

By recognizing the importance of emotional intelligence dimensions in leadership and incorporating them into leadership development programs and practices, organizations can foster a more effective and supportive leadership culture. Emotionally intelligent leaders are better equipped to navigate challenges, inspire their teams, and drive positive change. Furthermore, by creating a work environment that values and promotes emotional intelligence, organizations can enhance employee satisfaction, well-being, and overall organizational performance.

Leadership Emotional Intelligence in Universities

In the context of public universities, leadership emotional intelligence is of paramount importance in creating a positive and inclusive campus environment. Emotionally intelligent leaders in universities are better equipped to handle conflicts and build cohesive teams. They possess a heightened self-awareness that enables them to recognize their own emotions, strengths, and limitations. This self-awareness allows them to approach conflicts with a calm and rational mindset, seeking resolutions that benefit all parties involved (Matosic et al., 2022). By effectively managing conflicts, emotionally intelligent leaders create an environment of open communication and trust, which contributes to the overall well-being and productivity of faculty, staff, and students.

Emotionally intelligent leaders also excel in managing change and uncertainty, which are prevalent in the higher education sector. They possess the ability to adapt to evolving circumstances and effectively communicate the rationale and benefits of change initiatives to the university community. By demonstrating resilience and inspiring confidence, emotionally intelligent leaders can navigate periods of transition with transparency and grace (Frazier et al., 2021). Their leadership contributes to a culture that embraces change as an opportunity for growth and innovation. Moreover, leadership emotional intelligence is closely intertwined with successful strategic planning and implementation in public universities. Emotionally intelligent leaders are skilled at managing complex projects and initiatives, ensuring that the university's strategic goals are effectively communicated and executed. They are able to motivate and inspire their teams, fostering a sense of shared purpose and commitment to the strategic objectives.

Leveraging on emotional intelligence, leaders can align the university's vision with the aspirations and needs of the university community, creating a collective sense of ownership and engagement. Recent scholarship has highlighted the positive impact of leadership emotional intelligence in universities. For instance, a study by Akhavan and Rad (2021) examined the relationship between emotional intelligence and transformational leadership in the higher education context. The findings revealed a significant positive correlation between emotional intelligence and transformational leadership behaviors. Emotionally intelligent leaders were more likely to exhibit behaviors such as inspiring vision, individualized consideration, intellectual stimulation, and charisma, which positively influenced faculty performance and engagement.

Another study by Alharbi and Atkinson (2022) emphasised that to cultivate leadership emotional intelligence in public universities, various strategies and interventions can be implemented. Leadership development programs can incorporate modules focused on emotional intelligence, providing leaders with the knowledge and skills to recognize and manage their own emotions and effectively engage with others. Mentoring and coaching initiatives can also be established to support leaders in their emotional intelligence journey, providing guidance and feedback for growth. Creating a culture that values emotional intelligence and promotes ongoing learning and development is essential for fostering leadership emotional intelligence in universities.

Institutional planning is a critical process in public universities, encompassing the formulation and execution of strategies to achieve the institution's mission, vision, and goals. It involves various aspects, such as academic program development, resource allocation, infrastructure planning, and community engagement. These priorities may include enhancing academic excellence, expanding research initiatives, promoting diversity and inclusion,

strengthening community partnerships, or improving student success and retention. Institutions can allocate resources effectively and drive progress towards their desired outcomes by identifying and prioritizing the above mentioned (Humphreys & Einstein, 2018).

Resource allocation plays a significant role in institutional planning. Public universities need to strategically allocate financial, human, and physical resources to support their identified priorities. This involves careful budgeting, fundraising efforts, and optimizing resource utilization to ensure the efficient and effective allocation of resources. Effective resource allocation enables universities to invest in faculty development, student support services, research infrastructure, and technological advancements that align with their strategic goals. According to Curiel and Espejo (2020) infrastructure planning is another essential aspect of institutional planning in public universities. This includes the development and maintenance of physical facilities, such as classrooms, laboratories, libraries, and student spaces. Infrastructure planning also involves considering the evolving needs of the university community, such as advancements in technology and changes in teaching and learning methods. By anticipating and addressing infrastructure requirements, universities can create an environment conducive to teaching, learning, research, and community engagement.

Community engagement is a vital component of institutional planning in public universities. Engaging with various stakeholders, including faculty, staff, students, alumni, industry partners, and local communities, fosters collaboration, shared decision-making, and a sense of collective ownership. Universities can involve stakeholders in the planning process through forums, town hall meetings, surveys, and advisory committees. By actively engaging the university community, institutions can ensure that their planning efforts are responsive to the needs and aspirations of those they serve. Ololube (2024) explored the relationship between institutional planning and research productivity in public universities. The research demonstrated a positive association between strategic planning and research output, indicating that institutions with robust planning processes tend to have higher levels of research productivity. This highlights the significance of institutional planning in fostering a research culture and supporting faculty members in their scholarly pursuits.

Therefore, institutional planning is a critical process in public universities that involves the formulation and execution of strategies to achieve the institution's mission, vision, and goals. Effective institutional planning requires a comprehensive understanding of the university's internal and external environment, identification of key priorities, strategic resource allocation, infrastructure planning, and community engagement. Recent research has highlighted the positive impact of effective institutional planning on student success, research productivity, and overall organizational outcomes in public universities. Integrating participatory approach, continuously monitoring progress, and adapting to changing circumstances, public universities can develop and implement robust institutional plans that position them for success in a rapidly evolving higher education landscape.

Key Components of Strategic Planning

Environmental scanning, SWOT analysis, goal setting, implementation strategies, monitoring and evaluation, and ongoing adjustment collectively contribute to a comprehensive and dynamic approach to strategic planning:

- **Environmental Scanning:** Environmental scanning is a crucial component of strategic planning in public universities. According to Mohd-Iskandar et al. (2021), environmental scanning involves systematically gathering and analyzing information about the external environment to identify trends, opportunities, and challenges that may impact the institution. By conducting environmental scans, universities can stay informed about changes in the higher education landscape, government policies, technological advancements, and demographic shifts, enabling them to make informed strategic decisions.

SWOT Analysis: SWOT analysis is widely utilized in strategic planning in public universities. It helps institutions assess their internal strengths, weaknesses, as well as external opportunities and threats. As noted by Asugman et al. (2021), SWOT analysis provides a structured framework to identify areas of competitive advantage and areas that require improvement. By leveraging strengths, addressing weaknesses, exploring opportunities, and mitigating threats, universities can develop strategies that align with their goals and maximize their potential for success.

- **Goal Setting:** Goal setting is a critical step in strategic planning for public universities. According to Bryson (2021), setting clear and measurable goals provides direction and focus for the institution. By aligning goals with the institution's mission, vision, and values, universities can establish a shared purpose and guide decision-making processes. Goals can encompass various areas such as student success, research productivity, community engagement, or academic program development. The establishment of SMART goals (specific, measurable, attainable, relevant, and time-bound) ensures clarity and facilitates effective implementation.
- **Implementation Strategies:** Developing implementation strategies is essential for translating goals into actionable steps. As highlighted by Floyd and Wooldridge (2021), effective implementation strategies outline the specific actions, initiatives, and projects required to achieve the identified goals. This includes allocating resources, assigning responsibilities, establishing timelines, and defining key performance indicators. By integrating cross-departmental collaboration and stakeholder involvement, universities can promote a coordinated and coherent approach to implementation, maximizing the likelihood of success.
- **Monitoring and Evaluation:** Monitoring and evaluation are vital components of strategic planning in public universities. According to Ololube (2024), monitoring involves systematically tracking progress towards the established goals and objectives. Evaluation, on the other hand, focuses on assessing the effectiveness and impact of implemented strategies. This iterative process allows universities to gather data, measure outcomes, and identify areas of success or areas requiring adjustments. By regularly reviewing and analysing performance indicators, universities can make informed decisions and modify strategies to ensure on-going alignment with the changing internal and external environment.
- **On-going Adjustment:** Strategic planning is an iterative process that requires on-going adjustment. As highlighted by Frazier et al. (2021), universities must embrace flexibility and adaptability in response to feedback, outcomes, and evolving circumstances. On-going adjustment involves incorporating stakeholder feedback, evaluating the effectiveness of implemented strategies, and making necessary modifications to stay responsive to emerging opportunities and challenges. This continuous improvement

approach enables universities to remain agile and proactive in their strategic planning efforts.

Importance of Strategic Planning in Public Universities

Strategic planning plays a crucial role in public universities by providing a roadmap for achieving institutional goals, responding to external challenges, and seizing opportunities. Recent scholarly research has highlighted the significance of strategic planning in public universities and its impact on organizational effectiveness and long-term sustainability.

One of the key reasons strategic planning is important in public universities is its ability to enable institutions to adapt to changing social, economic, and technological landscapes. According to Curiel et al. (2020), strategic planning helps universities anticipate and proactively respond to external factors that may affect their operations, such as shifts in government policies, funding models, demographic trends, and emerging technologies. By engaging in strategic planning, universities can align their activities with these external changes, ensuring their long-term relevance and viability.

Effective resource allocation is another critical aspect of strategic planning in public universities. As highlighted by Butler (2018), strategic planning allows universities to allocate their limited resources, such as financial, human, and physical resources, in a deliberate and coordinated manner. Aligning resource allocation with strategic priorities, can optimize universities investments, thereby allocating resources where they will have the greatest impact, and effectively manage competing demands. This enables institutions to maximize the value they provide to students, faculty, staff, and the broader community.

Strategic planning also promotes collaboration and communication within public universities. According to Coley and Scheinberg (2021), strategic planning processes often involve engaging stakeholders from various levels of the institution, including faculty, staff, students, alumni, and external partners. This collaborative approach fosters shared understanding, collective ownership, and buy-in to the strategic goals and initiatives. It enhances communication channels, breaks down silos, and promotes a culture of transparency and inclusivity. Effective communication and collaboration are essential for successful implementation of the strategic plan, as well as for fostering a sense of community and collective commitment to the institution's mission and vision.

A culture of continuous improvement is another important outcome of strategic planning in public universities. As noted by David (2017), strategic planning encourages institutions to regularly assess their performance, monitor progress towards goals, and evaluate the outcomes of implemented strategies. This on-going evaluation and reflection foster a culture of learning and adaptability, enabling universities to identify areas for improvement, capitalize on successes, and make necessary adjustments. Continuously improving universities practices and processes, can enhance their effectiveness, innovation, and the overall student experience.

Moreover, strategic planning provides a framework for aligning the efforts of diverse stakeholders within the university community. According to Kezar and Eckel (2020), strategic planning serves as a unifying force, bringing together individuals with different roles, perspectives, and expertise towards a common purpose. It allows stakeholders to understand how their specific roles and contributions connect to the broader institutional goals. This alignment of efforts enhances collaboration, reduces redundancy, and increases efficiency, ultimately leading to improved institutional effectiveness and impact.

Hence, strategic planning is of paramount importance in public universities as it provides a roadmap for achieving institutional goals, responding to external challenges, and seizing opportunities. Universities engaging in strategic planning can adapt to changing landscapes, effectively allocate resources, promote collaboration and communication, foster a culture of continuous improvement, and align the efforts of diverse stakeholders. The importance of strategic planning in public universities is underscored by its potential to enhance organizational effectiveness, sustainability, and relevance in an ever-evolving higher education landscape.

The Role of Leadership in Planning

Leadership plays a critical role in university planning as it sets the vision, drives the strategic direction, and mobilizes resources to achieve the institution's goals. Effective leadership ensures that the planning process is inclusive, collaborative, and aligned with the mission and values of the university. Additionally, leadership provides guidance and fosters a culture of innovation, adaptability, and accountability, enabling successful implementation of the strategic plan. Leadership in university planning involves setting a compelling vision and strategic direction for the institution. As noted by Birnbaum (2020), effective leaders establish a clear and inspiring vision that guides the planning process. They articulate a strategic direction that aligns with the institution's mission, responds to external challenges and opportunities, and addresses the needs of stakeholders. A compelling vision and strategic direction provide a sense of purpose and direction for the university community, rallying individuals towards shared goals and aspirations. Moreover, leadership in university planning ensures that the planning process is inclusive and collaborative.

According to Bryson (2021), inclusive leadership involves actively engaging stakeholders from across the university, including faculty, staff, students, alumni, and external partners. Leaders create opportunities for input, participation, and shared decision-making, allowing diverse perspectives and expertise to shape the strategic plan. Inclusive leadership fosters a sense of ownership, builds trust, and strengthens the commitment and buy-in of stakeholders, enhancing the likelihood of successful implementation. Leadership also plays a crucial role in aligning the planning process with the mission and values of the university. As highlighted by Gmelch and Smith (2020), leaders ensure that the strategic plan reflects the core purpose and guiding principles of the institution. They actively communicate and reinforce the mission and values throughout the planning process, ensuring that the plan remains rooted in the institution's identity and culture. Leaders create coherence and consistency, enhancing the clarity and commitment of the university community by aligning the plan with the mission and values.

Furthermore, leadership in university planning fosters a culture of innovation, adaptability, and accountability. As noted by Sessa and London (2019), effective leaders promote a culture that embraces change, encourages experimentation, and supports creative problem-solving. They create an environment where individuals feel empowered to take risks, learn from failures, and contribute to the on-going improvement of the institution. In addition, leaders establish systems and processes for monitoring progress, evaluating outcomes, and holding individuals accountable for their roles in the planning and implementation process. This culture of accountability ensures that the strategic plan is not just a document but a living framework that guides action and drives results.

Successful implementation of the strategic plan relies on leadership's ability to provide guidance, support, and resources. As highlighted by Fullan (2021), leaders create structures and

mechanisms that support the implementation process, such as establishing clear roles and responsibilities, providing professional development opportunities, and allocating appropriate resources. They foster a collaborative and supportive environment where individuals and teams are empowered to take ownership of their initiatives and are provided with the necessary support to achieve their goals. Leadership's active involvement and commitment to the implementation process demonstrate the importance of the strategic plan and set the tone for its successful execution.

Furthermore, leadership in university planning necessitates adaptability and responsiveness to changing circumstances. As noted by Hartley (2020), leaders must be agile in their approach, continuously scanning the external and internal environment for emerging trends, challenges, and opportunities. They are willing to modify and adjust the strategic plan as needed to ensure its relevance and effectiveness. Leaders who demonstrate willingness to embrace change and adapt to new realities, inspire confidence, encourage innovation, and position the University for success in a dynamic higher education landscape.

Therefore, leadership plays a pivotal role in university planning by setting the vision, driving the strategic direction, and mobilizing resources to achieve institutional goals. Effective leadership ensures that the planning process is inclusive, collaborative, and aligned with the mission and values of the university. It fosters a culture of innovation, adaptability, and accountability, enabling successful implementation of the strategic plan. Leadership's role in university planning includes setting a compelling vision, promoting inclusivity and collaboration, aligning the plan with the institution's mission and values, fostering a culture of innovation and accountability, providing guidance and resources for implementation, and being adaptable and responsive to changing circumstances.

Challenges and Barriers in Developing Emotional Intelligence of Leaders

- **Time Constraints:** Leaders in public universities often face demanding schedules and multiple responsibilities. Time constraints can make it challenging for leaders to dedicate sufficient time and effort to develop their emotional intelligence. Engaging in self-reflection, practicing self-awareness, and building emotional competencies require an investment of time and energy. Leaders may struggle to find the necessary time amid their other responsibilities, which can hinder their progress in developing emotional intelligence.
- **Competing Priorities:** Leadership roles in public universities come with a wide range of responsibilities and competing priorities. From managing administrative tasks to overseeing academic programs, financial decisions, and community engagement, leaders may find it difficult to prioritize the development of emotional intelligence amidst their numerous obligations. The pressing demands of daily operations and immediate challenges can overshadow the long-term investment required for emotional intelligence development.
- **Resistance to Change:** Emotional intelligence development often requires individuals to change their behaviors, perspectives, and approaches to leadership. Resistance to change can arise from leaders themselves or from the organizational culture. Some leaders may be resistant to exploring and embracing emotional intelligence concepts due to a fear of vulnerability or a preference for more traditional leadership styles. Additionally, organizational cultures that prioritize task-oriented behaviors and performance metrics

may not place sufficient emphasis on emotional intelligence development, creating barriers for leaders.

- **Lack of Awareness or Understanding:** Some leaders may lack awareness or a deep understanding of emotional intelligence concepts and their relevance to effective leadership. They may not recognize the impact of emotions on individual and organizational performance, or they may underestimate the importance of emotional intelligence in fostering positive relationships and driving success. Without awareness and understanding, leaders may overlook the significance of emotional intelligence development and miss opportunities for growth and improvement.
- **Pre-existing Biases and Limiting Beliefs:** Leaders, like all individuals, bring their own biases, beliefs, and assumptions to their leadership roles. These biases and limiting beliefs can act as barriers to emotional intelligence development. For example, leaders with a fixed mind-set may believe that emotional intelligence is innate and cannot be developed, limiting their motivation to invest in their own growth. Biases and stereotypes can also influence how leaders perceive and interact with others, potentially hindering their ability to empathize and build strong relationships.

Strategies to Overcome Challenges in Developing Emotional Intelligence in Planning

To overcome challenges in developing emotional intelligence among leaders involved in institutional planning, several strategies can be implemented. These strategies aim to enhance awareness, provide education and training, and foster a supportive organizational culture, and offer guidance and feedback to leaders.

Awareness and Education

Increasing awareness about the importance and benefits of emotional intelligence is the first step in overcoming challenges. Leaders need to understand the impact of emotions on their own performance and the overall success of institutional planning. Workshops, seminars, or training programs can be conducted to educate leaders about emotional intelligence concepts, its relevance to effective leadership, and the specific competencies involved (Bradberry & Greaves, 2018). With this knowledge, leaders can recognize the need to develop their emotional intelligence and understand the potential benefits it can bring to their planning roles.

Training and Skill Development

Specific training programs can be implemented to develop emotional competencies. These programs can focus on self-awareness, self-regulation, empathy, motivation, and social skills (Goleman, 2018). Training sessions can include experiential exercises, role-playing, and case studies to enhance leaders' understanding and application of emotional intelligence in planning contexts. Providing leaders with practical tools and techniques is a step in the right direction because they can develop the necessary skills to effectively manage their emotions and relationships during the planning process.

Supportive Organizational Culture

Creating a supportive organizational culture that values emotional intelligence is crucial for its development. Leaders need an environment that encourages and rewards emotional intelligence behaviors (Cherniss & Goleman, 2018). Organizations can promote open communication, collaboration, and empathy as core values. Additionally, leaders can be encouraged to share their emotional intelligence experiences and success stories, creating a culture of learning and growth. By fostering such a culture, leaders are more likely to invest in developing their emotional intelligence and apply it to their planning roles.

Coaching and Mentoring

Coaching and mentoring programs can be established to provide individualized guidance and support to leaders as they work on developing their emotional intelligence competencies (Boyatzis et al., 2021). Coaches or mentors can help leaders identify their strengths and areas for improvement, offer feedback and strategies for growth, and hold them accountable for their development goals. Regular coaching or mentoring sessions provide a safe space for leaders to reflect on their emotional intelligence practices, seek guidance, and receive constructive feedback.

Feedback and Self-Reflection

Encouraging leaders to engage in regular self-reflection and seek feedback from colleagues, subordinates, and other stakeholders is vital for developing emotional intelligence (Bradberry & Greaves, 2018). This feedback can provide leaders with valuable insights into their strengths and areas for improvement. Self-reflection allows leaders to assess their emotions, behaviors, and their impact on others. Leaders can enhance their self-awareness and continuously work on improving their emotional intelligence competencies by actively seeking feedback and engaging in self-reflection.

Integration into Performance Management

Integrating emotional intelligence development into performance management systems can further emphasize its importance. Organizations can include emotional intelligence as a competency in performance evaluations and goal-setting processes. This integration ensures that emotional intelligence is not treated as an isolated skill but as a critical aspect of leadership effectiveness. Leaders can develop their emotional intelligence competencies and contribute to more effective planning processes by implementing these strategies.

Evaluating Leadership Emotional Intelligence Capability on Universities Planning

To assess the effectiveness of leadership emotional intelligence in institutional planning, it is crucial to implement evaluation mechanisms that can provide valuable insights and feedback. By evaluating leadership emotional intelligence capabilities, universities can identify strengths and areas for improvement, measure the impact of emotionally intelligent leadership on the planning process and outcomes, and foster continuous improvement in this important area.

One approach to evaluating leadership emotional intelligence capability is to incorporate emotional intelligence assessments into leadership development programs and performance evaluations. These assessments provide a systematic way to measure and evaluate leaders' emotional intelligence competencies (Boyatzis et al., 2021). For example, tools such as the Emotional Quotient Inventory (EQ-i) can be utilized to assess leaders' self-awareness, self-regulation, empathy, and social skills (Bradberry & Greaves, 2018). Universities can gain valuable insights into leaders' emotional intelligence capabilities and identify areas where further development is needed by including these assessments.

In addition to formal assessments, soliciting feedback from stakeholders can be an effective evaluation strategy. Gathering feedback from faculty, staff, and students who interact with leaders involved in institutional planning can provide valuable insights into the impact of emotionally intelligent leadership on the planning process and outcomes. Feedback can be collected through surveys, interviews, or focus groups, allowing stakeholders to share their perceptions and experiences regarding leaders' emotional intelligence competencies. This feedback can shed light on how leaders' emotional intelligence influences collaboration, communication, and decision-making within the planning process.

Regular review and reflection on leadership practices can also facilitate the evaluation of leadership emotional intelligence capability. This involves leaders engaging in self-reflection and self-assessment of their emotional intelligence competencies and behaviors (Bradberry & Greaves, 2018). By examining their own emotional responses, decision-making processes, and interpersonal interactions, leaders can identify areas for improvement and develop action plans for enhancing their emotional intelligence capabilities. Reflective practices can be supported through journaling, coaching sessions, or peer feedback, allowing leaders to gain a deeper understanding of their emotions, their impact on others, and opportunities for growth.

Furthermore, benchmarking can be employed as a means of evaluating leadership emotional intelligence in the planning process. This involves comparing leaders' emotional intelligence capabilities against established standards or best practices in the field. By benchmarking, universities can assess how their leaders' emotional intelligence compares to that of leaders in similar institutions or industry leaders known for their successful planning practices. This evaluation approach can provide insights into areas where leaders may need to improve their emotional intelligence competencies to align with industry standards or achieve higher levels of effectiveness in planning.

To ensure the effectiveness of the evaluation process, it is essential to establish clear evaluation criteria and metrics. These criteria should align with the specific emotional intelligence competencies relevant to the planning process. For example, criteria may include the ability to recognize and manage emotions effectively, demonstrate empathy and understanding towards stakeholders, foster collaboration and teamwork, and make decisions that consider both rational and emotional factors. Universities can ensure a consistent and objective evaluation of leadership emotional intelligence capabilities by establishing clear criteria. It is important to note that evaluating leadership emotional intelligence capability should not be viewed as a one-time event but as an on-going process. Emotional intelligence is a dynamic skillset that can be developed and improved over time with intentional effort (Goleman, 2018). Therefore, universities should strive for continuous evaluation and provide leaders with opportunities for growth and development in emotional intelligence competencies.

Evaluating leadership emotional intelligence capability in institutional planning is crucial for identifying strengths, areas for improvement, and the impact of emotionally intelligent

leadership on the planning process and outcomes. By incorporating emotional intelligence assessments, soliciting feedback from stakeholders, engaging in regular review and reflection, and benchmarking against established standards, universities can gain valuable insights into leaders' emotional intelligence competencies. This evaluation process allows for continuous improvement and the development of emotionally intelligent leadership in the planning process. Universities can create a more inclusive and effective planning environment, leading to better outcomes and success in achieving institutional goals through assessing and enhancing leadership emotional intelligence.

CONCLUSION

Leadership emotional intelligence plays a vital role in the success of institutional planning in public universities. The ability of leaders to understand and manage their emotions, empathize with others, and foster positive relationships is essential for effective decision-making, collaboration, and innovation. This paper has discussed the dimensions of emotional intelligence in leadership, the importance of emotional intelligence in universities' planning processes, key components of strategic planning, and challenges in developing emotional intelligence of leaders, and strategies to overcome those challenges. Embracing emotional intelligence in leadership is a continuous journey of growth and improvement that benefits both individual leaders and the entire university community. In conclusion, leadership emotional intelligence and institutional planning are intricately linked. Recognizing the importance of emotional intelligence, overcoming challenges, and continually evaluating and developing emotional intelligence capabilities can foster effective leadership in the planning process, drive positive change, and create a thriving and successful academic environment.

Suggestions

- Institutional planners should regularly conduct comprehensive environmental scans to assess the internal and external factors that impact the university. This includes analyzing demographic trends, technological advancements, economic factors, and regulatory changes. By staying informed about the broader context, planners can proactively identify opportunities and challenges that may impact the university's future.
- Planners should actively engage stakeholders throughout the planning process. This includes faculty, staff, students, alumni, community members, and other key stakeholders. By soliciting their input, ideas, and perspectives, planners can ensure that the planning efforts reflect the diverse needs and aspirations of the university community.
- Collaboration and effective communication are essential for successful institutional planning. Planners should facilitate cross-departmental collaboration and create opportunities for information sharing and idea exchange. This can be achieved through regular meetings, workshops, and collaborative platforms that encourage open dialogue and the sharing of best practices.
- Planners should leverage data and analytics to inform their decision-making processes. They should gather and analyze relevant data, such as enrollment trends, student demographics, financial indicators, and performance metrics. By using data-driven insights, planners can identify areas of improvement, assess the effectiveness of initiatives, and allocate resources more efficiently.

- Institutional planners should be flexible and adaptable in response to changing circumstances and unforeseen challenges. They should regularly review and update their plans to ensure they remain relevant and responsive to evolving needs. This includes having contingency plans in place and the ability to pivot strategies as needed.

REFERENCES

- Akhavan, P., & Rad, M. S. (2021). The influence of emotional intelligence on transformational leadership behavior in higher education: The mediating role of job engagement and organizational commitment. *Leadership & Organization Development Journal*, 42(1), 77-94.
- Alharbi, N., & Atkinson, C. (2022). Leadership emotional intelligence and organizational culture in higher education: The mediating role of trust. *Studies in Higher Education*, 47(1), 180-194.
- Ashkanasy, N. M., & Daus, C. S. (2021). Emotion in the workplace: The new challenge for managers. *Academy of Management Perspectives*, 16(1), 76-86.
- Asugman, G., Orsak, C., & McLean, G. (2021). Strategic planning in higher education: An exploration of processes and outcomes. *Planning for Higher Education Journal*, 49(3), 1-21.
- Bar-On, R., & Parker, J. D. A. (2021). *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace* (3rd ed.). Jossey-Bass.
- Birnbaum, R. (2020). Leadership and strategic planning in higher education. In A. Kezar & P. Eckel (Eds.), *Advancing Higher Education: New Strategies for Leadership and Innovation* (pp. 7-21). Johns Hopkins University Press.
- Boyatzis, R. E., Smith, M. L., & Van Oosten, E. B. (2021). *Coaching with compassion: Inspiring health, well-being, and development in organizations*. Routledge.
- Bradberry, T., & Greaves, J. (2018). *Emotional intelligence 2.0*. TalentSmart.
- Bryson, J. M. (2021). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement*. Wiley.
- Butler, T. (2018). The strategic planning imperative in higher education. *Journal of Higher Education Policy and Management*, 40(3), 299-311.
- Carmeli, A., Reiter-Palmon, R., & Ziv, E. (2020). The role of emotional intelligence in transformational leadership and team performance. *Leadership & Organization Development Journal*, 41(4), 504-519.
- Cherniss, C., & Goleman, D. (2018). *The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations*. Jossey-Bass.
- Coley, A. M., & Scheinberg, C. A. (2021). Building trust and understanding through collaborative strategic planning. *Planning for Higher Education Journal*, 50(2), 40-51.
- Curiel, G., & Espejo, R. (2020). Strategic planning in higher education institutions: A systematic review. *Higher Education Studies*, 10(1), 1-20.
- David, C. (2017). Continuous strategic planning in higher education. *Journal of Education and Training Studies*, 5(2), 121-131.
- Floyd, S. W., & Wooldridge, B. (2021). Building strategy from the middle: Embedding strategic initiatives in a decentralized organization. *Strategic Management Journal*, 42(1), 34-61.

- Frazier, M. L., Fainshmidt, S., Klinger, R. L., Pezeshkan, A., & Vracheva, V. (2021). Psychological safety: A meta-analytic review and extension. *Personnel Psychology*, 74(1), 113-170.
- Fullan, M. (2021). *Leading in a culture of change*. John Wiley & Sons.
- George, J. M. (2020). Emotions and leadership: The role of emotional intelligence. *Human Relations*, 53(8), 1027-1055.
- Gmelch, W. H., & Smith, K. M. (2020). Leading campus-wide change: The president's role. *The Magazine of Higher Learning*, 52(1), 44-51.
- Goleman, D. (2018). *Emotional intelligence: Why it can matter more than IQ*. Bantam.
- Hartley, M. T. (2020). Leadership for strategic change in higher education. *Journal of Higher Education Management*, 35(2), 69-84.
- Humphreys, J., & Einstein, W. O. (2018). Emotional intelligence: A critical component for effective educational leadership in higher education. *Journal of Research Initiatives*, 4(3), Article 1.
- Kezar, A., & Eckel, P. (2020). Moving beyond silos: Developing an integrated approach to strategic planning in higher education. *Innovative Higher Education*, 45(1), 59-73.
- Matosic, D., & Pestek, A. (2022). Leadership emotional intelligence in higher education: Exploring the impact on faculty job satisfaction and organizational commitment. *Higher Education*, 83(4), 711-731.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion Review*, 8(4), 290-300.
- Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2018). Human abilities: Emotional intelligence. *Annual Review of Psychology*, 59, 507-536.
- Miao, C., Humphrey, R. H., & Qian, S. (2021). Emotional intelligence and leadership effectiveness: A meta-analytic review. *The Leadership Quarterly*, 32(3), 101464.
- Mohd-Iskandar, T. M., Rashed, R., Jaafar, M., Alias, M. Z., & Ismail, M. S. (2021). The role of environmental scanning in strategic planning practices: A case study in Malaysian public universities. *Humanities & Social Sciences Reviews*, 9(2), 600-611.
- Ololube, N. P. (2024). *Institutional leadership: Laying the foundation for success*. Pearl Publications.
- Saks, A. M. (2021). Emotional intelligence and employee well-being: A meta-analytic review. *Journal of Vocational Behavior*, 126, 103483.
- Sessa, V. I., & London, M. (2019). *The new psychology of leadership: Identity, influence and power*. Routledge.