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Abstract

It is widely accepted that the success of higher education institutions is dependent on effective competent leaders and leadership. There is also growing evidence to support the proposition that emotional intelligence is strongly linked to effective leadership in the higher education setting. Additionally, the premise that emotional intelligence can influence an individual's job satisfaction is well supported. This book details the findings from an explicit examination of the relevance and interrelationships between emotional intelligence, leadership practice and job satisfaction in a higher education context. A mixed mode case study approach comprising eleven cases was used to investigate four research questions. Qualitative and quantitative data was collected through

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interviews, surveys and a parametric test designed to assess individuals' emotional intelligence. Twelve emotional intelligence capabilities articulating the relevance of emotional intelligence for effective leadership in higher education is presented as is a model illustrating the specific elements and interrelationships between job satisfaction, emotional intelligence and effective leadership. Finally, a framework for developing emotionally intelligent leadership capacity in higher education is outlined. (HRK / Abstract übernommen)

Signature

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