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# LEADERSHIP EMOTIONAL INTELLIGENCE AND INSTITUTIONAL PLANNING IN PUBLIC UNIVERSITIES

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## ABSTRACT

This paper explored the role of leadership emotional intelligence in institutional planning in public universities. It delves into the dimensions of emotional intelligence, its significance in university planning, the key components of strategic planning, challenges in developing emotional intelligence among leaders, strategies to overcome these challenges, and the evaluation of leadership emotional intelligence capability. Drawing from relevant literature, the paper provides a comprehensive analysis that leaders with high emotional intelligence possess self-awareness, self-regulation, motivation, empathy, and strong social skills while institutional planning in public universities involves formulating strategies to achieve the institution's mission, vision, and goals. Key components of strategic planning include environmental scanning, SWOT analysis, goal setting, implementation strategies, monitoring and evaluation, and ongoing adjustment. To address the challenges militating institutional planning, various strategies can be employed including awareness and education, training and skill development, fostering a supportive organizational culture, coaching and mentoring, feedback and self-reflection, modeling emotional intelligence, and integrating emotional intelligence development into existing leadership programs. By implementing these strategies, leaders can enhance their emotional intelligence competencies, leading to more effective planning processes and outcomes. In conclusion, leadership emotional intelligence plays a vital role in the success of institutional planning in public universities. By recognizing its dimensions, addressing challenges, implementing strategies, and evaluating leadership capabilities, universities can cultivate emotionally intelligent leaders who contribute to positive planning environments and achieve institutional goals. Amongst other things, the paper suggests that institutional planners in public universities should enhance the effectiveness of their planning efforts by adopting a strategic mindset, conducting comprehensive environmental scans, engaging stakeholders, fostering collaboration and communication that can contribute to the long-term success and sustainability of their institutions.

**Keyword:** Institutional Planning, Leadership Emotional Intelligence, Emotional Intelligence, University Planning, Strategic Planning, Emotional Intelligence Development, Leadership Programs, Leadership Capabilities, and Planning Environments.

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## INTRODUCTION

In the realm of public universities, effective leadership and strategic planning are critical for success and sustainable growth. Leadership plays a pivotal role in guiding institutions towards their goals, while strategic planning provides the roadmap to navigate the complexities of the higher education landscape. However, in recent years, there has been a growing recognition of the importance of emotional intelligence in leadership and its impact on the institutional planning process. 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, as defined by Mayer et al. (2016), emotional intelligence encompasses the ability to recognize, understand, and manage one's own emotions, as well as to recognize and respond empathetically to the emotions of others. It goes beyond intellectual intelligence and technical skills, highlighting the significance of emotional competencies in effective leadership.

Emotional intelligence plays a vital role in creating a positive and inclusive campus environment. Leaders with high emotional intelligence can foster a culture of trust, open communication, and shared vision, enabling diverse stakeholders to actively participate in the planning process. This inclusivity promotes a sense of belonging among faculty, staff, and students, leading to increased engagement, productivity, and overall satisfaction within the university community. A leader's emotional intelligence can greatly influence their decision-making, interpersonal relationships, and overall effectiveness in leading organizational change (Goleman, 1998).

In the context of institutional planning, emotional intelligence becomes even more relevant. The planning process involves engaging stakeholders, analyzing data, making strategic decisions, and implementing initiatives to achieve the institution's mission and vision. Emotionally intelligent leaders are better equipped to navigate these complex tasks, handle conflicts, build collaborative teams, and inspire collective commitment towards the institution's goals. Research has shown that emotionally intelligent leaders are more effective in managing change and uncertainty, which are inherent aspects of the planning process in public universities (Carmeli, Reiter-Palmon & Ziv, 2020). Their ability to adapt, empathize, and communicate with stakeholders during times of change contributes to successful strategic planning and implementation. By understanding and managing their own emotions, emotionally intelligent leaders can also foster resilience and motivation among team members, helping them navigate challenges and stay focused on strategic goals.

Despite the growing recognition of emotional intelligence's importance in leadership and planning, challenges exist in developing emotional intelligence competencies among leaders in public universities. Time constraints, competing priorities, resistance to change, and a lack of awareness or understanding of emotional intelligence concepts can hinder the development of these essential skills (Mayer et al., 2016). Therefore, evaluating leadership emotional intelligence capabilities in the context of institutional planning becomes essential to ensure its effective application. 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.

Overcoming these challenges requires deliberate efforts and a commitment to creating a supportive environment for emotional intelligence growth. Emotional intelligence is a crucial element in leadership and institutional planning in public universities. It empowers leaders to

navigate the complexities of the planning process, build collaborative relationships, manage change effectively, and create inclusive campus environments. 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 multifaceted construct that encompasses various dimensions, each contributing to an individual's ability to recognize, understand, and manage emotions effectively. As organizations continue to recognize the significance of emotional intelligence, efforts are being made to incorporate emotional intelligence development programs into leadership training and employee development initiatives. By understanding emotional intelligence competencies, individuals can cultivate self-awareness, self-regulation, motivation, empathy, and social skills, thereby improving their interpersonal interactions, decision-making abilities, and overall performance. 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.

Recent scholars 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 (Goleman, 1998; 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 (Matosic, & Pestek, 2022; Saks, 2021). For instance, research conducted by Miao, Humphrey, and Qian (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.

Emotional intelligence encompasses 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. Recently as organizations continue to recognize the significance of emotional intelligence, efforts are being made to incorporate emotional intelligence development programs into leadership training and employee development initiatives. By enhancing emotional intelligence competencies, individuals can cultivate self-awareness, self-regulation, motivation, empathy, and social skills, thereby improving their interpersonal interactions, decision-making abilities, and overall performance. Future research in the field of emotional intelligence could explore the impact of emotional intelligence development programs and interventions on organizational outcomes, employee well-being, and leadership effectiveness. Longitudinal studies could provide insights into the long-term effects of emotional intelligence training and its sustainability over time.

## Dimensions of Emotional Intelligence in Leadership

Emotional intelligence (EI) critical role in effective leadership, encompassing various dimensions such as self-awareness, self-regulation, motivation, empathy, and social skills that contribute to leadership effectiveness and the creation of positive work environments. 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 of 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 (Goleman, 1998; Mayer et al., 2016):

**Self-awareness:** 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. 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.

**Self-regulation:** 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 (Mayer et al., 2016). 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.

**Motivation:** Motivation is another crucial dimension of emotional intelligence in leadership. Motivated leaders possess a strong drive to achieve their goals and inspire others to excel. They are intrinsically motivated and consistently seek opportunities for personal and professional growth. Emotionally intelligent leaders leverage their motivation to set challenging goals, inspire their teams, and maintain a positive and enthusiastic attitude. They are resilient in the face of setbacks and setbacks, displaying perseverance and determination to overcome obstacles.

**Empathy:** The dimension of empathy in emotional intelligence plays a vital role in effective leadership. Empathetic leaders possess the ability to understand and share the emotions of others. 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.

**Social skills:** The dimension of emotional intelligence in leadership is social skills. Social skills encompass the ability to build and maintain relationships, communicate effectively, and work collaboratively. 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.

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, Reiter-Palmon, and Ziv (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.

### **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. Recent scholarly research has highlighted the significant role that emotionally intelligent leaders play in fostering collaboration, innovation, and effective strategic planning within universities. 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. 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 are skilled in empathizing with the diverse perspectives and experiences of the university community, and possess a deep understanding of the needs and concerns of faculty, staff, and students, allowing them to make decisions that promote inclusivity and foster a sense of belonging (Akhavan & Rad, 2021). Actively engaging with and valuing the voices of all stakeholders, emotionally intelligent leaders create an environment that celebrates diversity and promotes equity and social justice.

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. Their leadership contributes to a culture that embraces change as an opportunity for growth and innovation. According to Alharbi and Atkinson (2022) 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. By leveraging 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.

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 (Alharbi & Atkinson, 2022; Ogoni & Olorube, 2022). 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. Leadership emotional intelligence plays a critical role in public universities by creating a positive and inclusive campus environment, fostering collaboration and innovation, managing change and uncertainty, and facilitating successful strategic planning. Emotionally intelligent leaders excel in conflict management, empathy, adaptability, and communication, which contribute to a culture that values diversity, promotes equity, and supports the well-being and success of faculty, staff, and students. Recent scholarly research has highlighted the positive impact of leadership emotional intelligence in universities, emphasizing its relationship with transformational leadership behaviors, organizational culture, and employee engagement.

### **Institutional Planning**

To begin with, effective institutional planning requires a comprehensive understanding of the university's internal and external environment. 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 (Mertens et al., 2021). By embracing a 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.

Identifying key priorities is a crucial element of institutional planning. Public universities need to define their strategic focus areas and set clear goals and objectives aligned with their mission and vision. These priorities may include enhancing academic excellence, expanding research initiatives, promoting diversity and inclusion, strengthening community partnerships, or improving student success and retention (Mertens et al., 2021). By identifying and prioritizing these areas, institutions can allocate resources effectively and drive progress towards their desired outcomes. 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.

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 (Kezar & Lester, 2021). 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.

Scholarly research has emphasized the importance of effective institutional planning in public universities. For example, a study by Austin, Cook, and Weinheimer (2020) examined the impact of strategic planning on student success in public higher education. The research found a positive correlation between effective strategic planning and student outcomes, including increased graduation rates, improved retention, and enhanced student engagement (Austin, Cook, & Weinheimer, 2020). Additionally, recent studies by Mertens, Pennings, and Pelgrum (2021) and Kezar and Lester (2021) have contributed to the understanding of key priorities in institutional planning and the significance of infrastructure planning in higher education institutions. These scholarly contributions shed light on the importance of effective institutional planning in public universities and the key elements that contribute to its success.

### **Components of Strategic Institutional Planning**

Integrating key planning components into strategic planning processes enhances the ability of public universities to navigate complex environments and achieve desired outcomes. A comprehensive and dynamic approach to strategic planning involves environmental scanning, conducting SWOT analysis, setting goals, formulating implementation strategies, monitoring and evaluation, and making ongoing adjustments. By incorporating these components, public universities can effectively plan for the future and respond to changing circumstances through:

**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 (Ololube et al., 2016).

**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 (Ololube et al., 2016). 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 Mehta and Ahuja (2020), 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 analyzing performance indicators, universities can make informed decisions and modify strategies to ensure ongoing alignment with the changing internal and external environment.

**Ongoing Adjustment:** Strategic planning is an iterative process that requires ongoing adjustment. As highlighted by Frazier et al. (2021), universities must embrace flexibility and adaptability in response to feedback, outcomes, and evolving circumstances. Ongoing 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 (Ananyi, 2022). According to Curiel and Espejo (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. By aligning resource allocation with strategic priorities, universities can optimize their investments, allocate 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.

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. 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. By engaging in strategic planning, universities 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 University 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. 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. By aligning the plan with the mission and values, leaders create coherence and consistency, enhancing the clarity and commitment of the university community.

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.

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 in Developing Emotional Intelligence of Leaders**

While the development of emotional intelligence is crucial for effective leadership in institutional planning, leaders may encounter certain barriers in this process. These challenges include time constraints, competing priorities, resistance to change, and a lack of awareness or understanding of emotional intelligence concepts (Birnbaum, 2020).

**Time Constraints:** One significant challenge faced by leaders in developing emotional intelligence is time constraints. Leaders in public universities often have demanding schedules and numerous responsibilities. Gupta and Thapar (2021) finding dedicated that time for self-reflection, practicing self-awareness, and building emotional competencies can be difficult amidst their other obligations. Engaging in self-reflection, practicing self-awareness, and building emotional competencies require an investment of time and energy. The scarcity of time can hinder their progress in developing emotional intelligence. Leaders may struggle to find the necessary time amid their other responsibilities, which can hinder their progress in developing emotional intelligence.

**Competing Priorities:** Competing priorities present another barrier to developing emotional intelligence. Leadership roles in public universities come with a wide range of

responsibilities and competing priorities. Public university leaders have a wide range of responsibilities that demand their attention (Chand & Teng, 2021). From managing administrative tasks to overseeing academic programs and financial decisions, leaders may struggle to prioritize the development of emotional intelligence amidst their multiple obligations. The pressing demands of daily operations and immediate challenges can overshadow the long-term investment required for emotional intelligence development.

**Resistance to Change:** Resistance to change is another significant barrier. Emotional intelligence development often requires leaders to change their behaviors, perspectives, and approaches to leadership (Bar-On & Parker, 2021). Some leaders may resist 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:** A lack of awareness or understanding of emotional intelligence concepts can also impede its development. 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 (Humphreys & Einstein, 2018). 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:** Furthermore, pre-existing biases and limiting beliefs can act as barriers to developing emotional intelligence. Leaders, like all individuals, bring their own biases, beliefs, and assumptions to their leadership roles (Côté, 2020). These biases and limiting beliefs can hinder their ability to develop emotional intelligence competencies. For example, leaders with a fixed mindset 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**

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, foster a supportive organizational culture, and offer guidance and feedback to leaders. By implementing these strategies, leaders can develop their emotional intelligence competencies and contribute to more effective planning processes.

**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). By providing 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:** Once leaders have a basic understanding of emotional intelligence, 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. By providing leaders with practical tools and techniques, 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, Smith, & Van Oosten, 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. By actively seeking feedback and engaging in self-reflection, leaders can enhance their self-awareness and continuously work on improving their emotional intelligence competencies.

**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. By aligning development goals and rewards with emotional intelligence competencies, organizations send a clear message about its significance in the planning role.

By implementing these strategies, leaders can overcome challenges in developing their emotional intelligence in the context of institutional planning. These strategies enhance awareness, provide education and training, foster a supportive organizational culture, and offer guidance and feedback. Through the implementation of these strategies, leaders can enhance their emotional intelligence competencies, leading to more effective planning processes and improved outcomes.

## **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). By including these assessments, universities can gain valuable insights into leaders' emotional intelligence capabilities and identify areas where further development is needed.

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.

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. By establishing clear criteria, universities can ensure a consistent and objective evaluation of leadership emotional intelligence capabilities. It is important to note that 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. By assessing and enhancing leadership emotional intelligence, universities can create a more

inclusive and effective planning environment, leading to better outcomes and success in achieving institutional goals.

## **CONCLUSION**

Leadership emotional intelligence plays a vital role in the success of institutional planning in public universities. By prioritizing the development of leadership emotional intelligence and implementing evaluation mechanisms, public universities can cultivate emotionally intelligent leaders who contribute to a positive and inclusive planning environment. This, in turn, leads to improved collaboration, decision-making, and overall success in achieving institutional goals. 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, recognizing the importance of emotional intelligence, overcoming challenges, and continually evaluating and developing emotional intelligence capabilities, public universities foster effective leadership in the planning process, drive positive change, and create a thriving and successful academic environment. Leadership emotional intelligence and institutional planning are intricately linked. Therefore, 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, challenges in developing emotional intelligence of leaders, and strategies to overcome those challenges.

## **Suggestions**

By providing the following suggestions, institutional planners in public universities can enhance the effectiveness of their planning efforts:

- Institutional planners should adopt a strategic mindset that focuses on long-term goals and objectives through thinking critically and analytically, considering the internal and external factors that influence the university's planning process.
- Institutional planners should regularly conduct comprehensive environmental scans that includes analyzing demographic trends, technological advancements, economic factors, and regulatory changes to assess the internal and external factors that impact the university.
- Planners should actively engage faculty, staff, students, alumni, community members, and other key stakeholders throughout the planning process by soliciting their input, ideas, and perspectives, planners can ensure that the planning efforts reflect the diverse needs and aspirations of the university community.
- Planners should establish clear and measurable goals and objectives that align with the university's strategic priorities by setting clear targets, planners can track progress, evaluate outcomes, and make data-informed adjustments to their planning strategies.

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