



THE UNIVERSITY OF  
WESTERN AUSTRALIA

## Educational Leadership

# Moral, Emotional and Ethical Leadership

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# The heart of leadership (Sarros 2002)

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- *Because human beings are ruled by feelings as well as reason, the traditional picture of the firm (school) as a bureaucratic, impersonal entity...is becoming increasingly redundant and largely irrelevant... (Sarros, 2002, p.7).*

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"Placing emotional meaning higher on teachers' and leaders' agendas can only increase the possibility for more authentic and educationally and personally rewarding teacher leader relationships (Beatty, 2000, p. 31)".

# Leading the emotions

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- Emotion often seen as a "pesky interloper" (Beatty, p.2)
- Emotions are at the heart of teaching and all human relationships.
- Emotions have psychological and physical impact.
- Links in with the interest in emotional intelligence.

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- **Leaders can be seen as emotionally significant others - affirming supportive, emotionally sustaining**
  - **Emotional geography - how "close" you feel to someone - level of attachment to the school or personnel within it.**
  - **Emotional Leadership is leadership by support (rather than influence)**

# Leadership from the heart

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is about:

- Caring and compassion
- Passion and conviction
- Communication

# The heart of leadership

- ***Idealised influence***: engendering feelings of trust and respect among followers
- ***Inspirational motivation***: appealing to emotions by raising expectations of about the mission and vision
- ***Individualised consideration***: coaching and teaching on an individual basis, showing care and compassion
- ***Intellectual stimulation***: encouraging creativity in decision making and problem solving

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These qualities lead to:

- Leaders building teams through effective communication
- Leaders empowering the staff who work for them

# Emotional leadership

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- Emotion: the essence of integrated leadership (Hede, 2002) (*Compare this with Spady and Schwahn's (2001) ideas of "Total leaders"*)
- Integrated leadership is leadership by the whole person, drawing on a full range of competencies:
  - intellectual
  - social
  - behavioural
  - **emotional**

# Eight categories of emotions

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- Anger – *resentment, annoyance*
- Sadness – *grief despair*
- Fear – *anxiety, fright*
- Enjoyment – *ecstasy, happiness*
- Love – *devotion, kindness*
- Surprise – *shock, wonder*
- Disgust – *contempt, revulsion*
- Shame – *guilt, regret*

(Goleman, 1995).

# Emotional competencies

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- Self-awareness – *knowing one's internal state*
- Self-regulation – *self-control, trustworthiness*
- Motivation – *emotional tendencies to guide/facilitate the attainment of goals*
- Empathy – *awareness of other people's feelings, needs, concerns.*
- Social skills – *adept at inducing desirable responses from others*

Goleman, D. (1998) *Working with emotional intelligence*

# Relational Leadership

| What teachers don't want is:  | What teachers do want is:  |
|---|--|
| <ul style="list-style-type: none"><li>• telling,</li><li>• ordering,</li><li>• humiliating,</li><li>• prejudging,</li><li>• relying on hearsay,</li><li>• interfering,</li><li>• manipulating; and</li><li>• controlling, careless, career affecting decisions.</li></ul> | <ul style="list-style-type: none"><li>• connectedness,</li><li>• commitment to professional relationships,</li><li>• thanking,</li><li>• commending,</li><li>• appreciating,</li><li>• asking,</li><li>• listening,</li><li>• consulting, and</li><li>• collaborating.</li></ul> |

Beatty (2000).

# Emotion and conflict

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- Emotion is the root of interpersonal conflict, the most disruptive and costly aspect of organisational life, and the biggest strain on leadership.
- Conflict is best understood as involving two factors
  - cognitive disharmony (disagreement)
  - affective disharmony (emotion)

# Emotion and conflict

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- Key emotions are the negative ones in Goleman's categories - anger, fear and disgust.
- A leader needs to manage his/her emotions and deal with others who become emotionally reactive.

# Conflict Model vs Harmony Model

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- Conflict – protection of interests, will sell position to others or fight for it.
- Harmony model – collective responsibility for the interests of the school, participation and handling of differences.

(Everard and Morris, 1990)

# Techniques for improving emotional competence

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How we think

The diagram consists of three pink, curved, arrow-like shapes arranged in a circle. The top shape points downwards towards the text 'How we think' and 'How we feel emotionally'. The bottom-left shape points upwards towards 'How we think'. The bottom-right shape points upwards towards 'How we feel emotionally'. The text 'How we see the world' is positioned at the bottom center, between the two bottom shapes.

How we feel  
emotionally

How we see  
the world

# “Five emotional glasses” – the leader’s emotional self awareness

| <b>Coloured glasses</b> | <b>Feelings towards others</b> | <b>Feelings within self</b>                       |
|-------------------------|--------------------------------|---|
| Red glasses             | Angry                          | Irritable<br>Resentful<br>Hostile                 |
| Black glasses           | Negative                       | Low/depressed<br>Distrusting<br>Unfriendly        |
| Clear glasses           | Neutral                        | Centred   |
| Green glasses           | Emphatic                       | Calm/open<br>Peaceful<br>Accepting                |
| Yellow glasses          | Positive                       | Happy/joyful<br>Trusting/friendly<br>Excited/high |

# Method of using glasses

- Check your glasses – *what are you feeling? About yourself? Towards others?*
- Change to clear glasses – *especially if you're wearing black or red glasses*
- Review your thinking patterns – *again especially if you're wearing red or black*
- Stay aware of your glasses
- Co-ordinate your glasses and your 'hat'  
(De Bono – Six thinking hats)

# Managing emotional reactivity – the READE method

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Step 1: Register and stop – *detect symptoms/indicators of emotion and give yourself time to deal with it*

Step 2: Experience and separate – *feel your emotion and separate yourself from it*

Step 3: Analyse the trigger – *what is causing your emotional reaction?*

Step 4: Decide and act - *choose the best option for action/non-action*

Step 5: Evaluate (now and later)- *check that you're in control and reflect later*

# Integrated leaders

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- Integrated leaders are self aware
- Integrated leaders are centred
- Integrated leaders own their own 'shadow'
- Integrated leaders are 'real'
- Integrated leaders are reliable
- Integrated leaders are relational
- Integrated leaders are sensitive to others
- Integrated leaders are accepting of difference
- Integrated leaders can manage 'emotional reactivity'.

# Moral, spiritual and ethical leadership

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- Moral leadership – concerned with the social and personal ‘mores’ of behaviour
- Ethical leadership – linked with the ‘ethos’ we create when we make our decisions and lead out our lives

# Spiritual leadership

- ...truly respectful of the of the authentic complexity and genuine struggles of human life...
- ...the spiritual leader in honesty and openness to discover and point to the signs of goodness, grace, courage and hope, which lie in many different environments and in many different people...
- About using language... helping to provide meaning... and connecting with a view of reality that is larger than themselves...

From: MacRae-McMahon, D. (2000) *Daring Leadership* Sydney: ABC Books

# Leadership from soul

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is leadership with integrity and with the overarching vision and long term purpose of the workers and the organisation in mind.

# Leadership with soul

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Involves:

- Articulating values
- Living those values
- Building credibility / trust / confidence

# Ethical Leadership

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- **The ethic of JUSTICE**
  - **Rights and laws**
  - **Tolerance and fair treatment**

## **The ethic of CRITIQUE**

- **Challenge the status quo**
- **Redefine and reframe concepts of privilege, power, culture and justice**
- **Political dimension**

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## ■ The ethic of CARE

- Education as a human enterprise
- values of loyalty and trust

## ■ The ethic of the PROFESSION

- code of conduct
- ideal image of the moral character of the professional