

Chapter 4

Leaders' Emotional Intelligence in the Chaos and Complexity Situations of Educational Organizations

Şefika Şule Erçetin
Hacettepe University, Turkey

Barış Eriçok
Nevşehir Hacı Bektaş Veli University, Turkey

Anıl Kadir Eranıl
Nevşehir Provincial Directorate of National Education, Turkey

ABSTRACT

This study examines that in what aspects the levels of leaders' emotional intelligence in chaos and complexity situations can affect the organizations. Also, in this study the dimensions of emotional intelligence which are closely related to social life and organizational systems will be considered in terms of chaos and complexity theories. At the same time in this study, how a situation that appears to be complex but has an order inside and has the potential to be directed with small interventions can be handled by a leader that has a high capacity of using his/her emotional intelligence will be scrutinised. Additionally, this study will present the advantages of some leader capabilities (such as personal and interpersonal relationships, stress

DOI: 10.4018/978-1-5225-0460-3.ch004

Leaders' Emotional Intelligence in the Chaos and Complexity Situations

management, adaptability, general mood, empathy, motivation and self-awareness) in the management of the organizations in the context of chaos and complexity theories. Last but not least, the effect of emotional intelligence level in the rising of new leaders will be mentioned in this study.

INTRODUCTION

Educational organizations involve dynamic systems. The dynamic systems that educational organizations involve contain a lot of closely interrelated sub-systems inside. In these sub-systems, educational institutions serve to human beings with other human beings. For this reason, the relationships of the sub-systems of educational institutions are different from the traditional organizations and they have complex and multi-perspective order. Unlike the traditional organization systems, the order in chaotic systems depends on some basic principles such as non-linearity, iterations and sensitivity to initial conditions. It can be asserted that educational institutions have chaotic organization characteristics because the relationships among the sub-systems of educational organizations cannot be handled in a linear way, there are several cycles (iterations) in educational organizations and small changes in educational organizations can cause big outcomes. It can be said that the chaotic structures of educational institutions requires leaders that can pioneer the change with small interventions. The control of the leader on the whole organization should work in a different way from the traditional leadership perception. In this sense, it can be thought that the focus point of the leadership concept has changed from simply effecting people into initiating the relationships that will drive the organization to the aimed level by means of small interventions in the context of order, disorder and change. When it comes to emotional intelligence, it is a concept that includes understanding others and controlling emotions by taking self-awareness as its starting point. In this study, analysing the reflections of leaders' levels of using their emotional intelligence in chaos and complexity situations is aimed. In this context, the levels and styles of the leaders' emotional intelligence can affect the future of their own school in the first step and the whole educational system in the next phase.

THEORIES OF CHAOS AND COMPLEXITY

Chaos is everywhere and anywhere. It sometimes seems to be unpredictable or vague but it is possible to see, evaluate and perceive its cues and manage the chaos with intelligence of the human factor and the organizations (Kayman, 2014, p. 289). Accordingly, it can be thought that chaos and complexity theories seek answer to

20 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/leaders-emotional-intelligence-in-the-chaos-and-complexity-situations-of-educational-organizations/153709

Related Content

Workforce Development and Higher Education Partnerships: Transdisciplinarity in Practice

Sheena Copus Stewart, James E. Witteand Maria Martinez Witte (2019). *Handbook of Research on Transdisciplinary Knowledge Generation* (pp. 369-382).

www.irma-international.org/chapter/workforce-development-and-higher-education-partnerships/226203

Perceptions of Service-Learning in the Sunshine State

Jarrad D. Plante, Lauren I. Murray, Melody A. Bowdonand Amanda M. Wolcott (2019). *Handbook of Research on Transdisciplinary Knowledge Generation* (pp. 102-114).

www.irma-international.org/chapter/perceptions-of-service-learning-in-the-sunshine-state/226186

Different Sides of a Reality: "Positive Stigma"

efika ule Erçetin, Halime Güngörand uay Nilhan Açkaln (2016). *Handbook of Research on Chaos and Complexity Theory in the Social Sciences* (pp. 125-132).

www.irma-international.org/chapter/different-sides-of-a-reality/150416

Chaotic and Complex Situations in Girls' Education: Problems and Solutions

Mehmet Özba (2016). *Applied Chaos and Complexity Theory in Education* (pp. 1-10).

www.irma-international.org/chapter/chaotic-and-complex-situations-in-girls-education/153706

Reflection of Chaos and Complexity Theory Properties within Classroom Discipline

Fathimath Saeed (2016). *Applied Chaos and Complexity Theory in Education* (pp. 151-164).

www.irma-international.org/chapter/reflection-of-chaos-and-complexity-theory-properties-within-classroom-discipline/153715