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Chapter 12

Effective Leadership Practices Transform Graduate Education

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ABSTRACT

Educational leadership requires more than designing a plan of action and persuading others to adopt the vision. Educational leadership is about encouraging others to be a part of the solutions that persist in innovative ways. Utilizing feedback communication with stakeholders (students, parents, teachers, administrators, community, policy makers) improves initiatives and legal compliance implementation, which is a value-added to organizational excellence. Principled leadership fosters transparency in daily interactions. Educational leadership requires that one consistently communicates the vision to those above and below. Educational leadership must be diligent in both stating visions clearly and following up with written documentation. Evaluation allows others the capability to follow through with graduate programming vision. Working collaboratively with other leaders includes collaborating in the envisioning process. In this way, others feel connected to the process and the solution.

INTRODUCTION

When providing innovative instruction to adults, a myriad of strategies must be employed to consider adult learners' needs. Adult educators or trainers must provide methods to strengthen academic education and professional development for adults in the context of IEP. According to Housel (2019), adult instructional classrooms inadequately address adult learners' acute needs in educational and professional

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training and development programs of adults. For instance, in a qualitative study, Housel (2019) determined predominant premises materialized concerning formalized educational constraints, lack of cognitive ability, and social status considerations. As a result, adult learners' needs contextualization within the scope of Knowles' (2005) andragogy, which posits how adults learn differently from children.

Andragogy and Intentional Education Practice in Higher Education

Fundamentally, the practice of andragogy and how educators apply andragogy in adult learning practice was initially introduced by Knowles (1984), which promulgated andragogy as a learning theory that described the needs of adult learners unequivocally. The ideas of andragogy are unique to instructional methods of learning in adolescence. Further, there is an accentuation on adult learners as being self-directed in their learning. Additionally, adults are progressively well-suited to assume responsibility for their learning and choices throughout the learning process, given accountability standards in adulthood. Moreover, Merriam et al. (2006) recommended in a theoretical study that adult education instructors reflect upon and accommodate adults' particular needs to meet learners where they are. The particular attributes of andragogy indicate learners exemplify self-directedness and share past experiences in the classroom. Advanced is the notion that formative accomplishment in their professions occurs in adult learners. They can immediately apply theory to practice and are more willing to embrace instructional methods leading to learning communities as they find commonality with their peers.

Further, Brookfield (1984), in a seminal study, indicated that process-task behavior and relationship behavior between students and instructors are essential aspects of adult education. For instance, instructors must be adaptable, and learners must be willing to learn. Additionally, as learners advance through phases of self-reflection, instructors become guides in the learning process. At the collegiate level, regardless of the age (traditional: 18-24 vs. nontraditional: 25 and above) of a learner, task focus is based upon increasing the learner's aptitude; therefore, the instructor must focus on the learner's phase of self-direction (low, moderate, intermediate, high), which enables the learner to progress towards greater levels of knowledge. Likewise, instructor style and learner style create a complex dynamic developing over the course and becomes symbiotic as long as the instructor and learner have mutual respect, communication channels are open, and the learner is self-motivated. Of course, the instructor-learner relationship's success contains many variables, and a simple explanation does not provide the expanse of probable scenarios experienced in classroom settings. Last, learning-preference assessments can help guide the instructor and learner, so learning materials and methods are adapted to

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optimize learning and instruction. Finally, Knowles (1984) purported andragogy is the paramount theory of how adults learn differently from youth. Knowles (1984) specified six assumptions underlying andragogy: self-concept, experience, readiness to learn depends on need, problem-centered focus, internal motivation, and adults need to know why they need to know information.

BACKGROUND

A collective discussion determines that self-directed learning in adult training indicates an adult's desire to act in their own learning. Higher education instructors and instructors are well to incorporate self-directed learning methods as adults appreciate the autonomy of taking a self-critical examination into topics and issues that are meaningful to them (Brookfield, 1984). Providing additional resources after training or forums is a fantastic way to encourage participants to learn more about critical issues.

Immordino (2016) presented a conceptual study to demonstrate the ebb and flow of self-directed learning implementation requires strategic planning. For instance, instructors may focus on an audience of specific adults when IEP as a method of learning; the selective utilization of quantitative or semi-quantitative measures in surveying the degree of learning and the absence of learning in this regard should be noted when analyzing the effects of self-directed learning amongst an audience; a focus on individual elements of self-directed learning provides insight into the social context in which it happens; and the need for reflection and exchange is necessary when examining issues of social and political change. Institutions that incorporate strategic planning fare better than those that do not (Immordino, 2016).

Adult Education and Graduate Learning Community Engagement

Adult learning and teaching utilize expertise as a connective tool to convey information, skills, and approaches to improve projects and programs. The expertise of the instructor expands the capacity to execute in these circumstances. The need for issue-based concerns often urges adults to connect with training and development activities. An action research study by Ferreira et al. (2015) determined powerful adult learning becomes value-based and formative. The instructor should research topics based on their importance, which involves acquiring new material and revamping old material. Finally, Benneworth et al. (2017), in an exploratory study specified possible teaching-learning exchanges urge adult students to accept significant accountability for learning objectives and pacing.

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Currently, individuals encounter significant changes during human life. For instance, Alheit (1994) as an extant source, signified that human existence is exponentially more complex with technological evolutions. Likewise, technology and human advancement have sparked climate change, environmental disequilibrium, overpopulation, and changing norms of diplomacy. As a result, the instructor must provide training on these issues or others as they arise. How to train is just as important as what to train. Therefore, thought of adult training techniques elevates instruction. When educators focus on the holistic learning experience, they can change both the individual and the environment where learning happens (Best, 2012). Best (2012) indicated in a conceptual study the goal is to provide adult learners with experiences that stand out from ordinary instruction. Although meticulously planned, learning can happen organically and encourage participants to collaboratively review, reflect, and provide solutions to move education forward.

Further, Kenny et al. (2017) noted in a conceptual study that mentoring advances community members' continuous learning, which encourages them to engage in and impact community programs. Likewise, Kolb et al. (2001) provided in a theoretical study that incorporating the experiences participants offer when assessing community or organizational issues allows for collaboration. Therefore, the instructor's mastery and experience are needed to develop mentoring programs in which mentors coach others in community development. For instance, mentoring is based on an authoritative relationship, when, mentoring goes both ways – to that of the mentor and the mentee alike (Kolb et al., 2001). This collaborative mentoring relationship can encourage information sharing cross-collaboratively beyond the ivory tower to help students understand current issues.

Engaging Community Through Intentional Education Practice

Intentional Education Practice (IEP) frames in rational epistemology and non-positivist worldviews yet necessitate planning. In fact, Mascolo (2016) found that scientific sensibility is successful at meeting objectivity as a methodological principle for science. Moreover, Barley (2012) proposed that IEP relies on dialectical systems and resources to aid in reflective activities undertaken in discourse. Additionally, reflective practice is useful in engaging those in the process.

Moreover, MacKeracher (2004) indicated in a qualitative, theoretical, seminal study several critical adult learning theories regarding making sense of adult learning. For instance, many principles discuss the learning-centered approach, learning as a natural process, and the various dialectical processes of learning, such as the interactive, constructive, and transformative dimensions of learning. Interesting to note is the learning process is cyclical. Various learners have different learning styles and gaps in learning (Merriam et al., 2007). As a result, Merriam et al. (2007) recommended

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that training and teaching professionals must be aware of adult learners' preferred strategies for learning. The concept that learning is non-normative is vital, whereas learning means different things to different people based on the content provided. Therefore, what is normal for one person may not be customary for someone else while working on the same activity, through experiential learning practices, or even reading the same text. Finally, learning occurs when carefully designed teaching strategy ensures the adult learner gains the most from the learning experience.

HIGHER EDUCATION LEADERSHIP AND INTENTIONAL EDUCATION PRACTICE

Further, the role of higher education leaders is to improve organizational performance, identify stakeholders to develop and execute quality initiatives of performance within the organization, provide collaborative decision-making to foster a team environment, and to develop integrated leadership systems that focus on the concept of value-added leadership to create a culture of value (Abubakar et al., 2019). Further, Abubakar et al. (2019) provided a qualitative conceptual framework for knowledge management and decision-making style by reviewing existing management literature. This research proposed a framework that supports the relationship between knowledge management enabling variables (i.e., organizational member's collaboration, T-shaped skills (traits that make employees valuable), learning, and IT-support) and organizational performance and the mediating effect of the knowledge creation process. A synthesis of existing Industry 4.0 literature depicts that knowledge management and decision-making strategies are crucial for organizations. This examination indicated that practice of knowledge management and organizational performance as a sound judgment and research on the influences of decision-making style on the processes and enablers of knowledge management on organizational performance is lacking in the literature. As currently applied within instruction, variables for teaching effectiveness include strategic objectives of the institution, the importance of implementing professional development network and support systems, the rationale for implementing professional development network and support systems, and the variables hindering the implementation of professional development network and support systems (Abubakar et al., 2019).

The authors' examination indicated knowledge management enablers, knowledge creation processes, organizational outcomes, and decision-making theories, together with extant empirical work and developed testable propositions such as how decision-making style impacts the influence of knowledge management on organizational success (i.e., financial, market, corporate, innovative, and entrepreneurial performance) and the extent decision-making style impacts relationships. Further,

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indicated was how knowledge enablers facilitate knowledge creation and how condition knowledge creation delivers the best performance systems (Abubakar et al., 2019). This research contributes in several ways toward achieving a clearer understanding of the role of knowledge management and decision-making styles to an organization's performance. First, it creates a robust operational approach to organizational performance through the utilization of knowledge-based frameworks. Second, prior research suggests that knowledge enablers and processes guarantee organizational success through higher education organizational performance systems.

Incorporating Lean Six Sigma as A Continuous Improvement Measure

Moreover, higher education leaders may consider a theoretical Lean Six Sigma (LSS) leadership model, which applies to how organizations can define, measure, analyze, improve, and control (DMAIC) performance measures to improve organizational performance. (Antony, 2014). Further, Antony (2014) found in a qualitative, theoretical study that determined readiness variables (RFs) were necessary for the successful introduction and development of a Lean Six Sigma (LSS) initiative within the context of higher education (HE). Moreover, readiness variables include leadership and vision, management commitment and resources, linking LSS to the university's strategy, customer focus, selecting the right people, a precursor for the effective execution, utilization, and sustainability of LSS higher education. Moreover, Lu et al. (2017) found in a qualitative study, the implementation of LSS streamlines processes. The study results proposed a conceptual LSS leadership framework, which offers a foundation for the assessment of LSS leadership representations in Higher Education Institutions (HEIs) (Antony, 2014). Results intimated that LSS leadership has benefits for HEI to overcome currents issues and challenges.

Further, Chakravorti (2019) determined students' perception of learning and satisfaction was affected by content, innovation in teaching, focusing on students' learning styles, inclination for online education (OE), and support systems for educators. In this way, Chakravorti (2019) recommended that educational organizations successfully alleviate productivity and operational issues such as mounting organizational costs, education costs, employee satisfaction, matriculation, and retention rates by systematically reviewing protocols.

Improving Student Satisfaction and Engagement Through Organizational Transformation

According to McIntosh et al. (2018), organizational transformation is paramount to an ethical organizational culture. The authors conducted a qualitative case study

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and indicated that formative analysis of the organization's current state should occur to initiate systematic change (McInstosh et al., 2018). As a result, McInstosh et al. (2018) indicated that requirements for intentional evaluation of ethics training programs must exist in graduate education. Educational leaders have accountability by developing an ethics curriculum. In application, formative and summative evaluation measures strengthen ethics-based curriculum. Concerning formative evaluation, data from students specified well-conceived ethics curriculum was useful. Concerning evaluation, student perception, conduct, and associated outcomes provide data about student impact after taking ethics curriculum.

In addition, identification of areas of alignment and the vice are the criteria for transforming organizational processes. Further, meaningful cultural change is unlikely without essential leadership support. Similarly, Schlange (2018) found in a mixed-methods, theoretical study, educational leaders, and instructors who are not culturally competent are not sufficient. Further, Schlange (2018) offered a solution-based perspective, which determined culturally competent educators work through personal issues of bias. They work to alleviate antagonistic impacts on student accomplishment. Culturally competent educators engage families and networks. Culturally competent educators develop through training. Collaborative systems are the responsibility of a multifaceted set of social structures. Educational leaders and instructors with an understanding of cultural competence establish a culture for coordinated academic excellence.

Arif and Ilyas (2012) examined several critical issues, such as how students perceive the quality of instruction concerning engagement. Regardless of perception, variability influences engagement of students. The investigation utilized correlation to distinguish satisfaction variables for students and faculty. However, many would contend that students and instructors co-create the learning environment of colleges. Subsequently, students are responsible for quality learning; yet outcomes of the analysis indicate that higher educational leadership influences quality instruction. The purpose of this examination was to illuminate the relationship between the perception of instructional quality as perceived by students in higher education. The impact of student satisfaction on institutional reputation deemed a variable of satisfaction in the study.

The precedent literature found that student commitment creates an unequivocally connected to student accomplishment regarding assessment and evaluations (Arif & Ilyas, 2012). Offering quality instruction is paramount to the student experience by connecting students with peak learning since teaching and learning connect ideas in the higher education setting. The encounters of faculty explicate the impact of instructors on student engagement. Therefore, student satisfaction is an outcome of total quality management (TQM) philosophies adopted by higher education institutions (Arif & Ilyas, 2012).

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The expense of higher education impacts student learning; higher education has a responsibility to partner with internal and external stakeholders. Subsequently, the academic sector has lost command over the learning process to an extent, whereas the role of the instructor has changed. Instructors have changed from a role as representatives of the instruction to that of a facilitator. Students' desires have moved from disengaged recipient to consumer (Arif & Ilyas, 2012). In this way, more emphasis is on students' desires than learning needs, and student engagement overrides learning objectives.

Survey research by Arif and Ilyas (2012) determined the relationship existing between five private universities and the perception of instructional quality as perceived by students of higher education. The study raised critical questions such as how do students vary in their perception of instructional quality, i.e., students and the instructors? Whether this variance can affect the loyalty of its stakeholders? Moreover, how does this variance affect student-teacher engagement in creating a quality teaching-learning environment?

The findings of the examination occurred through the computation of means, frequencies, correlation, and hierarchical multiple regression analysis. The results revealed that classroom management was the area instructors felt they had the most significant amount of effectiveness. Moreover, fatigue levels were low compared to perceived efficacy levels. However, instructors reported perceiving themselves high in fatigue, which meant that instructors believed they were less engaged rather than fatigued, but this only remained true for instructors with high self-efficacy. Instructors with low self-efficacy more often reported feeling fatigued (Arif & Ilyas, 2012).

This study confirmed that perceived student satisfaction quality of stakeholders (students and instructors) leads to the satisfaction of stakeholders of higher education. It also engages them in the commitment behaviors of stakeholders of private universities (Arif & Ilyas, 2012). However, a weak link occurred between customer satisfaction and their engagement in improved learning. Therefore, private universities are more engaged in consumerist behavior, attracting students to enroll at a higher cost than adding the value of learning to stakeholders' experience. Overall, results demonstrate that empathy, responsiveness, assurance, and reliability are important variables influencing student and faculty satisfaction.

Furthermore, intervention results indicate leadership to be a dominant variable influencing the quality of the teaching-learning environment. However, leadership did not have a singular significant effect upon satisfaction as leadership often intervenes through a need for responsiveness (Arif & Ilyas, 2012). Therefore, higher education leadership must not disregard the human element in the process of student satisfaction. Leadership lacking in responsiveness and empathy will have to modify their practices to remain competitive in higher education (Arif & Ilyas, 2012). Suggestions for further research are to make a comparison between

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public and private universities. Other aspects of learning and learner variables such as personality, temperament, aptitude, and academic skills need exploration. In summary, student satisfaction is linked with intentional and high-quality teaching-learning environmental characteristics (Arif & Ilyas, 2012).

Further, Chandra et al. (2019) conveyed several critical issues regarding higher educational leaders' impact on how students perceive the quality of instruction and engagement in a mixed-methods study. Organizational performance perception influences students' engagement (Arif & Ilyas, 2012). The investigation distinguished between satisfaction variables of students and faculty in a qualitative study. However, many would contend that students and instructors co-create collegiate learning environments.

As such, each group's perspectives are equally important in determining leadership impact (Chandra et al., 2019). Likewise, Chandra et al. (2019) found in a qualitative study, student engagement unequivocally links to student accomplishment regarding assessment and evaluations. Likewise, offering quality instruction is paramount to student experiences that improve and connect students with peak learning since teaching and learning synchronize to imbue ideas in the higher education setting. The encounters of faculty mirror the impact of instructors on student engagement. Furthermore, leaders are responsible for quality learning; therefore, educational leadership influences quality instruction (Abubakar et al., 2019; Arif & Ilyas, 2012; Chandra et al., 2019; Hussain et al., 2018; Lewin, 1947; Schlanger, 2018; Teare et al., 2011).

According to Latif (2019), student satisfaction is an outcome of total quality management (TQM) philosophies adopted by higher education institutions. The authors found in a quantitative investigation to determine the effectiveness of HiEduQual (Higher Education Service Quality) to gauge the degree of service quality in higher education (HE) institutions that scale improvement was possible through stakeholder engagement. The scale is based on seven distinct HE foundations and because of exploratory and variable analysis, the examination discovered six determinants of service quality in HE (Latif, 2019). Educator quality, educational services, activities, technology, continuous improvement, and educational leadership encompass the variables of this study.

In linking to the (Chandra et al. (2019) study, higher education's expense impacts student learning: thus, higher education leaders have a responsibility to partner with internal and external stakeholders and promote corporate social responsibility (CSR). Subsequently, Finkelstein (2017) indicated that the academic sector had lost command over the learning process in a qualitative, conceptual study. Further suggested is that the instructor's role has changed because instructors have changed from a role as representatives of the instruction to that of facilitators. Students' desires have moved from uninvolved beneficiaries to the consumer. In this way,

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more emphasis is on students' desires than learning needs, and student engagement appears to override learning objectives.

Educational Leadership Personality as a Determinant of Effectiveness

Interestingly, Dewi et al. (2020) qualitatively determined there are mechanisms by which leaders affect organizational performance yet did not address IEP. Subsequently, the effects of leader personality on group dynamics of top management teams (TMT) and the overall higher educational leader on organizational performance is correlative. Further, the impact of leadership on organizational performance impacts situational variance within organizations. For instance, personality contradictorily predicts leadership (defined primarily in terms of materialization), suggesting organizational context plays a significant role in determining which personality variables are essential for success. Likewise, reliable trait-effectiveness relationships conceal discrepancies.

Moreover, Dewi et al. (2020) specified that significant and generalizable relationships between each dimension of the five-variable model are either leadership materialization or leadership effectiveness. Most leadership trait research examines cross-sectional literature and the relationship between proximal leader traits and distal performance criteria (e.g., group or unit performance). As a result, the study of leadership impact has increased, and leaders can have an overwhelming impact on their organizations' strategic direction and performance.

According to Dewi (2020), leadership characteristics include composition, structure, incentives, and process. Demography theory suggested leaders' composition contains various demographic characteristics (e.g., age, tenure, functional, and educational background), which explains leaders' collective behavior. As an example, research suggests that leaders of significant tenure are more risk averse. Dewi et al. (2020) concluded in a qualitative study; leadership personality affects group dynamics, and group dynamics are related to organizational performance. This study suggested that group dynamics must receive greater attention as a process model linking leader personality to organizational performance.

Additionally, leadership professionals have a responsibility to internal and external stakeholders to be responsive (Arif & Ilyas, 2012). Some of these stakeholders: students, faculty, staff, grantors, corporate partners, community, and government, which are increasingly significant in the current educational environment (Chandra, 2019). A leader's ability to assess their leadership, relational capabilities, and staff elevate an institution's output and transformation (Dewi, 2020). The ability of a leader to achieve progress provides the momentum to improve relationships with stakeholders and partners (Schlange, 2018). Leadership management and engagement

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progress with knowledge acquisition of the identification of leadership traits and guidance provided to assist leaders in their execution. Finally, assessment output and results demonstrate that staff input relates with an increased ability to manage better (McInstosh et al., 2018). Further, helping students to develop self-directed skills is critical to professional development.

EMPLOYING LEADERSHIP ASSESSMENTS IN GRADUATE PROGRAMS

To articulate perspectives regarding leadership theories and practices examined as well as reflect upon leadership styles to make practical connections when instructors utilize leadership assessments to gauge their leadership proclivities and utilize leadership assessments to help students to do the same. Identified and featured are various leadership styles and topics associated with leadership, such as motivation, ethics, and the concept of authority. Finally, discussed are the following leadership assessment surveys: The Skills Approach (SA), Multivariable Leadership Questionnaire (MLQ), Blake and Mouton Leadership Styles Questionnaire (B/M), and Hersey and Blanchard's Tri-Dimensional Leadership Effectiveness Model (H/B) as practical tools to engage and inspire students. The purpose of incorporating the leadership assessments is to provide examples for leadership and instructor performance.

Leadership is an iterative process, meaning more than just the actions of a leader matter. Moreover, the role of organizational leadership is paramount to organizational success. Conversely, leadership is an individual aspect of personality and exists regardless of formal or informal leadership positioning. Consequently, leadership is innate. For example, charisma is an innate quality. Equally, being a skilled coach, is an aspect of leadership taught or experienced (Daniëls et al., 2019).

Further, Daniëls et al. (2019) contended in a critical review that each attribute determines what it is to be a great leader. Likewise, having a supervisor or manager to model leadership is a crucial component of success. A leadership mentor is one who assists colleagues in a professional setting to attain and sustain leadership. Experience has taught outstanding leaders to allow others to ask questions and grow within the organization. In this vein, leaders often provide feedback and constructive criticism regarding ideas, projects, and situations to other leaders or subordinates. Recommendations include when providing leadership to others, it is best to understand leadership dynamics and intended outcomes for one's objectives and objectives when utilizing leadership assessments.

Leadership professionals must thoroughly understand their employee engagement strategy. Brook (2006) has demonstrated that leadership assessments and evaluations

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provide a significant opportunity to determine employee satisfaction and the potential to improve organizational culture. Evaluations are most useful when the survey receives a volume of responses. Consideration made regarding how different components impact survey items on paper or online surveys. The significance of survey responses cannot be underrated to improve employee engagement.

For instance, managers must be adaptable according to situational conditions, and employees must be willing to follow Hersey and Blanchard (1979). Additionally, as leaders advance through phases of self-reflection, leaders understand how to lead subordinates best. Leaders must understand the concept of task focus to help employees or followers increase their aptitude; therefore, the leader must focus on employees' ability to be self-directed in the following categories (low, moderate, intermediate, high), enabling employees to progress towards greater levels of competency. Likewise, leadership style and employee willingness led to creating complex dynamics over time. Likewise, the leader-employee relationship's success contains many variables, and a simple explanation does not provide the expanse of probable scenarios experienced in workplace settings. Ultimately, leadership-assessments help guide leaders and followers to adapt tasks and relationships to optimize the workplace environment.

Utilizing Leadership Assessments to Scale Intentional Education Practice

Discussed are leadership assessments as well as topics associated with leadership. Indeed, Skogstad et al. (2015) specified in a longitudinal study that work team diversity has increased in graduate education programs. For example, team members of workgroups are diverse in age, gender, and cultural background. Consequently, leaders must consider several needs, values, and variables of subordinates, focusing on IEP. As a result, leadership assessments examine the impact of leadership behaviors on overall performance within teams. Leadership behaviors range from being transactional, transformational, laissez-faire, considerate, and initiating in structure (Skogstad et al., 2015). Variances of scores on the Blake and Mouton Leadership Styles Questionnaire indicate a variance in project-related results and business-related results. However, the shortcomings of this survey option and the assessment results do not indicate the leader's attitude or emotional intelligence. Yet all assessments indicated that leaders should be willing to lead (Müller & Turner, 2010).

In a critical review, Shahmandi et al. (2011) determined that of the various leadership assessments available, Hersey and Blanchard's (1993) Tri-Dimensional Leadership Effectiveness Model explored the situational correlation between relationship behavior, individual behavior, and the readiness of leaders to lead. This model assessed relationships and interactions between leaders and followers.

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The leadership-follower interaction develops through staff maturity, capacity, and readiness level of followers combined with the leader's degree of support (Shahmandi et al., 2011). The seminal and extant literature of Hersey and Blanchard (1974) also indicated situational leadership is based on the nexus of the following: quantity and quality of guidance (task behavior) a leader gives; the amount of socioeconomic support a leader provides; and the competency followers perform on a particular task, mission, or project. No single leadership approach is suitable for all situations (Fiedler, 1967; Blake & Mouton, 1964; Hersey, Blanchard, & Johnson, 1974). Moreover, the authors noted influential leaders alter their management behaviors based on the competency of subordinates. In the situational leadership model, the two dimensions of task and relationship are related to a third dimension, which indicates team members' competency to execute given tasks (Shahmandi et al., 2011).

The Blake and Mouton Leadership Styles Questionnaire focuses on four quadrants (socialite, team leadership, impoverished, authoritarian) to delineate management styles to structure leaders' understanding of their ability to lead across the spectrum of tasks and relationships (Blake & Mouton, 1964). The Blake and Mouton Leadership Styles Questionnaire provides a framework for determining which management style is best as situations arise. The viability of leadership style is the key variable in evaluating the questionnaire's value (Blake & Mouton, 1982). As a result, the Blake and Mouton Leadership Styles Questionnaire is an attitudinal model, which explains the connection between structure and thought as a curvilinear relationship instead of a straight line. Leadership is variable, relational, and situational in context; therefore, few situations are exactly alike in leadership.

Further, Hersey and Blanchard (1979) extended the Blake and Mouton Leadership Styles Questionnaire analysis to conjecture that there is a life cycle hypothesis as a variable of maturity in the leadership-follower relationship. In contrast, maturity characterizes the relative autonomy, capacity to assume liability, and individual motivation. As the degree of maturity of one's followers increases, less structure and financial assistance occurs from the leader. Overall, the span of control must increase as the maturity of the leader and followers increases. Change through the life cycle is not rapid as organizational and behavior change is a transformative process that takes time.

Likewise, Hersey and Blanchard's Situational Theory (1993) found leaders are frequently faced with low readiness followers. In this case, leaders should utilize the expressive leader style to manage employees. When leaders work with followers who have moderate readiness, leaders should utilize the selling leader style. When leaders work with followers who have high readiness, leaders should utilize the participating leader style. When leaders face remarkably high readiness, leaders should utilize the delegating leader style (Hersey & Blanchard, 1993).

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Moreover, Saeed et al. (2014) found that leaders who adopted a transformational leadership style integrated and obliged a conflict management style. Elgoibar, Munduate, and Euwema (2016) determined those who adopted a transactional style chose a compromising style of conflict management. However, leaders who exhibit a laissez-faire leadership style adopted the avoiding style to manage conflicts with subordinates.

In this vein, the Arno Temperament Profile (ATP) Assessment also provides a mechanism for assessment. Finally, Across the surveys (Skills Approach (SA), Multivariable Leadership Questionnaire (MLQ), Blake and Mouton Leadership Styles Questionnaire (B/M), and Hersey and Blanchard's Tri-Dimensional Leadership Effectiveness Model (H/B), a trend indicates the propensity for teamwork, collaboration, and coaching as the dominant style of leadership. Finally, higher educational leadership professionals have a responsibility to internal and external stakeholders to be self-aware. Some of these stakeholders are clients, representatives, partners, investors, regulators, and networks, which are increasingly significant in the current business environment.

Likewise, Johnson and Voelkel (2019) suggested the ability of a leader to drive progress provides the impetus to better work with stakeholders and partners. Leadership management and commitment concentrate on awareness of leadership traits and guidance to assist leaders in their execution. Appropriately, assessment demonstrates that follower input links with an increased ability to manage effectively. In this quantitative study findings linked simulations as best suited to achieve behavioral changes and improvements in leadership. The findings indicate that leaders distinguish improvement in three acute proficiency areas. To conclude, leaders need to build and support teams through intentional communications, active listening, and authentic engagement (Johnson & Voelkel, 2019).

Further, Xudong and Li (2020) established in a quantitative study that innovation is imperative to improve curriculum and program performance metrics because it elevates student engagement and attrition. For example, engagement is an innate quality that helps students connect classroom activities to real-world applications when encouraged by skillful instructors. Additionally, an exceptional instructor is one who helps relate the topical manner to achieve and bolster innovation. Finally, exceptional instructors empower students to provide input through rigorous research, quality instruction, and continuous improvement.

Intentional Education Practice Application in Graduate Programs

Continuous improvement efforts influence the work of graduate educational leadership programs. In a qualitative case study, Fields et al. (2019) ascertained graduate

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programs' purpose and goal is to provide training for educational professionals. Further, Fields et al. (2019) analyzed in a quantitative conjuncture was how leadership development programs conceptualize educational leadership. Five key characteristics emerged regarding educational leadership capacity in educational settings: fulfillment, empowerment, training, appreciation, and scholarship. Further, characteristics of strategically planned training programs within higher educational leadership include identifying budgets to implement the change initiative, building interdisciplinary communities, and forming leadership identity. Fields et al. (2019) recommended that academic leadership analyze how participants in an academic program define educational leadership; qualities or characteristics to describe an effective educational leader; participant conceptualization of educational leadership within the context of the program; and demonstrate progressive educational leadership within a program initiative.

Moreover, Fields et al. (2019) specified aspects of educational leadership programs that supported educational leaders' development by permitting faculty members to develop and demonstrate educational leadership. Moreover, Fields et al. (2019) provided thematic analysis to interpret the interview data. Based on the participants' perceptions of educational leadership, each pillar is characterized by a range of interrelated attributes that were communicated throughout the interviews. Educational leaders may not necessarily possess all characteristics at a particular time or in each context, as these leadership qualities are dependent upon on context.

This framework provided a guide to inform how educational leadership conceptualizes the context of academic development programs and activities. Also, core program elements identified to facilitate their growth as educational leaders (resources and support, interdisciplinary community, and identity) can help inform the creation of academic development programs designed to enhance educational leadership (Fields et al., 2019). Also, three characteristics of academic programs aimed at developing educational leadership require funding and resources to implement a change initiative, building interdisciplinary communities, and embracing identity. Last, educational leadership must facilitate change in teaching and learning communities, cultures, and practices. Further research illuminates how academic development can contribute to, influence, and build educational leadership capacity in higher education.

As a result, the work performed in graduate educational leadership programs correlates to the mission of the program. Administrators often operate in support roles to engage, encourage, and educate students/participants (Fields et al., 2019). Additionally, staff support and train instructors who work directly with students. Graduate educational leadership programs break down significant barriers that students face. Likewise, many students enrolled in graduate educational leadership programs also benefit from the available resources of institutions. A significant

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outcome of graduate educational leadership programs is that various stakeholders are involved in the curriculum's planning process to build program capacity.

Notwithstanding, collaboration is highly valued across units. Linking to the Field's et al. (2019) study, after educational goals are established, graduate educational leadership programs' success is determined based upon quarterly reviews of student attrition and turnover rates of employees (Biberhofer et al., 2019). These two studies emphasize the need for cooperation and collaboration to ensure program performance meets current demands. Instructors and staff frequently surveyed determine their attitudes regarding initiatives of graduate educational leadership programs to engage. Additionally, instructor and staff training must cover organizational, departmental, and program processes to help students manage social and environmental challenges.

Continuous Improvement Initiatives in Graduate Programs

To provide a linkage, Lu et al., (2017) found the importance of providing continuous improvement in the academy, government, or nonprofit organizations means communicating information regarding education strategy in method and means. It can be challenging for instructors to be transparent when communicating with students and clients because some information is sensitive to stakeholders. Moreover, while technology has its benefits, it is not the best communication method. Person-to-person presentations are the most effective manner to communicate. Regarding higher education strategy, the instructor's leadership role is important in inspiring stakeholders and creating an effective working environment (Bolman & Deal, 2017). Utilizing continuous improvement initiatives and assessing community issues in context are viable mechanisms to improve interactions in organizations.

Educational continuous improvement initiatives have changed over the years. The impetus for continuous improvement initiatives stems from student perceptions, and then communicated back to institutions and instructors. When instructors receive student feedback in a continuous improvement framework, their response time must be faster to meet students' expectations. Linking continuous improvement measures and utilizing Lean Six Sigma methodology, root cause analysis, corrective action methods, and data tracking methods have improved productivity, quality controls, and increased customer satisfaction in education (Antony, 2014). The relationship between leadership and achievement stages in Lean Six Sigma implementations allows for observable, communicative, collaborative, consistent, directed process management outcomes (Antony, 2014).

*Effective Leadership Practices Transform Graduate Education***Stakeholder Engagement: Listening to the Voice of the Customer (VOC)**

Regarding continuous improvement initiatives, listening to the voice of the customer (VOC - internal and external) means doing ‘less talking and more listening’ to students who are the customers (Lu et al., 2017). Further, Lu et al. (2017) posited in a qualitative, conceptual study based on a literature review; customers or stakeholders are students, faculty, staff, grantors, government, and community. An example of how educational institutions exhibit concern for students today versus that of the past bind the relationship between leadership and Lean Six Sigma implementation within educational organizations (Lu et al., 2017). Profoundly, educational leadership requires that collaborators are experts in their craft who listen to customer concerns and needs; instead of telling the customer what they need (Antony, 2014). When this situation occurs, relationships become strained, customers are unsatisfied, and the project rarely reaches on-time completion. The authors also found that when teams have ground-rules and training on the benefits of acutely listening to the voice of the customer (VOC), they are more successful in effectiveness, efficiency, and on-time completion than teams that have not been exposed to (VOC) methodology (Lu et al., 2017).

In a collective discussion Al-Ali, Singh, Al-Nahyan, and Sohal (2017) discussed the educational leader’s role is to provide support by creating and implementing effectiveness at all institutional levels. Educational leaders provide a review of internal and external organizational variables, initiate programs, and execute change management. Furthermore, leadership development through coaching, assessment, and development planning reinforces embedded organizational ethos. Organizational development, strategy, and change management abilities of educational leaders improve internal and external operations. Educational leaders advance, facilitate, and execute organizational effectiveness by encouraging stakeholder participation (Hussain et al., 2018). As a result, leadership skills are comprised of excellent facilitation, communication, and coaching expertise to achieve organizational performance and teaching effectiveness (Steelman & Wolfeld, 2018).

CONCLUSION

Intentional education practice (IEP) is an experience that promotes learning that is globally responsive and culturally relevant. The research and theories surveyed in this literature review highlight how intentional education practice must be impactful to graduate students. Therefore, graduate students must relate what they learn in class to the workforce via learning to practice application (Uhl-Bien & Arena,

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2018). Also, instructors must convey information and organize activities, so students enjoy the many benefits of a comprehensive intentional education practice program (Antony, 2014; Serdyukov, 2017). Intentional education practice inspires and engages students to innovate inside and outside the classroom through reflection, flipped classrooms, simulations, queries, research, and presenting (Antony, 2014; Lu et al., 2017; Murillo-Zamorano et al., 2019; Serdyukov, 2017).

Intentional education practice is beneficial for global and political relations, and the benefit of IEP is reflected in the workplace and social aspects for student populations (Skogstad et al. 2015). For instance, IEP offers graduate students more confidence in the workplace (Skogstad et al. 2015). Additionally, there is a duality concerning competency and confidence that IEP provides. Incorporating IEP into graduate curriculum and programs impacts students' competency and innovation in the workplace because students can practice innovative techniques in the classroom linked to their discipline of study (Biberhofer et al., 2019; Boyatzis & Boyatzis, 2006; Mezirow, 1997; Xudong & Li, 2020).

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KEY TERMS AND DEFINITIONS

Andragogy: Knowles (1984) specified six assumptions underlying andragogy: self-concept, experience, readiness to learn depending on need, problem-centered focus, internal motivation, and adults need to know why they need to know information.

Continuous Improvement Initiatives: Linking continuous improvement measures and utilizing Lean Six Sigma methodology, root cause analysis, corrective action methods, and data tracking methods improve productivity, quality controls, and increased customer satisfaction in education.

Organizational Performance: An operational approach to improve the utilization of knowledge-based frameworks (i.e., organizational member's collaboration, T-shaped skills (traits that make employees valuable), learning, and IT-support).