

REFLECTIONS ON EDUCATIONAL LEADERSHIP

1* Col Prof Dr J Satpathy

2* Dr Sonam Bansal

The Management University of Africa, Nairobi, Kenya
Faculty, Rao Lal Singh College of Education, Gurugram, India

INTRODUCTION

Educational leaders in academic organizations make things happen. But what makes educational leaders different from non-educational leaders? What's the most appropriate style of educational leadership? What can you do to be seen as an educational leader? Those are just a few of the questions we'll try to answer in this chapter. Focus on the following learning objectives as you read and study this chapter. The quality of educational leadership is an important element in an academic organization's success since educational leaders influence employees to work together toward the fulfillment of a company's mission and the achievement of its goals. Researchers began to study educational leadership in the early twentieth century and developed behavioural theories that focused on the educational leader (trait theories) and how the educational leader interacts with his or her group members.

In the emerging global business outlook, academic organizations need resilience, adaptability, and processes that support continuous improvements-extrinsically or intrinsically. While pinpointing business success, different models and strategies work, including effective communication, and coordination, with off-course a considerable workforce. Having talented employees is the first point of call to achieve its growth targets by a company. Adding to that-speedy hiring process, growth and learning opportunities and efforts to value performance and employee retention are things to leverage upon. Now a day, the majority of the workforce is comprised of millennials. Without leaving any option in the talent market untapped, they

compel the educational leaders to bear 'three things' top in their mind- performance, engagement, and retention.

Also, known as a job-hopping generation, major of the millennials have undoubtedly put the academic organizations under pressure and the effect of raised turnovers. Studies indicate that 50% of the academic organizations seriously face difficulty retaining employees while 70% have trouble replacing those who have left. Naturally, retaining valuable employees pays off in spades, particularly when the job market is highly fluid in nature. Successful entrepreneurs and educational leaders understand that high retention saves raised recruitment and then training costs, plus the time, energy involved without letting the quality of work hamper.

Generating and Elevating Energy

It is less about the winning and more about the celebration and reward associated with the winning. This focuses on the importance of energy and some simple strategies for generating and elevating it. Here are some simple strategies to generate and elevate energy continuously:

- Celebration and gratitude
- Personalized recognition
- Celebrating publicly
- Celebrating together
- Adding a Gratitude Circle at the end of meetings

Research shows it's less about “the winning” and more about the celebration and reward associated with winning. As you celebrate, you can make a point to reconnect the team to the purpose and moon shot, and give each person the credit for achieving the overall mission. Now that you have seen the importance of personalized recognition, public celebration, and gratitude, let's go and do it.

Educational Leadership in Changing Times

The old models of educational leadership in the world have changed. We need new models of educational leadership for the new world we live in. We have gone over the effects of increased volatility, uncertainty, complexity, and ambiguity. Co elevations and leading without authority help us redefine the social contract and the way we interact with people we work with. New critical educational leadership competencies are required from educational leaders today. The main focus of a educational leader should be on delivering transformational outcomes. As educational leaders, we need to primarily focus on our strengths and secondarily focus on improving our weaknesses. Educational leaders are purpose-driven and they become good at helping others attach to their purpose along with them. It is called purpose / meaning-making.

How we do things, as educational leaders, needs to change right alongside how the market is changing, what our customers are expecting of us, and what the competition is offering. A good method for refining processes and collaborating in small groups is called 5x5x5. It helps you redefine the idea of coaching your team, by allowing the team to see each other as coaches and constantly improve processes. It only takes 15 mins. In groups of three, one person shares a challenge and the other two give insights. Here is the breakdown of the 5x5x5 method and some tips to make the best out of it.

The 5x5x5 Method: Split into groups of 3. Inside the groups, each person takes turns as follows:-

- First 5 mins: Share a challenge.
 - Be transparent.
 - Be as detailed as possible.
- Second 5 mins: Group peppers with questions.
 - Use the Socratic method for all questions.
 - Probe deeper.
- Final 5 mins: Receive advice.

- Double Barrel Candor
- The advice should be formulated as a suggestion, not direction: "Might I suggest..."
- Ask for accountability
- Expresses gratitude for the insights received.
- Close the circle with clear action and next steps.

Note: A Socratic method is a form of a cooperative argumentative dialogue between individuals, based on asking and answering questions to stimulate critical thinking and to draw out ideas and underlying presuppositions.

The main Educational leadership competencies:

- Servant educational leadership
- Sustainability
- Good educational leadership skills
- Empathy & vulnerability
- Calmness
- Humanism & inclusion
- Forward-looking
- Exponential
- Humility
- Being a seeker
- Technology proficiency

- Delivery of transformational outcomes

Venturing Beyond Reasonable

Great educational leaders lead in all directions, including up. There are ways to earn educational leadership and collaboration with people who are higher than you at your workplace. Regardless of your

position, there is always someone that could be led above you. Handling failure and turning it into success is essential for any educational leader. Failure can and should propel you forward. “If you are not failing from time to time, you are not setting your sights high enough”.

You can successfully handle failure through something called AAR (After Action Review) and focusing on four important questions:

1. What were we trying to accomplish?
2. What happened?
3. Was the goal attainable?
4. How should we do it differently next time?

Note: After any AAR it’s important to share what you learned.

Here are some good ways to lead up effectively:

- Earn permission to lead: Serve, Share and Care.
- Go above and beyond.
- Consider their north star.
- Lighten their load.
- Sense your bosses’ priorities and imperatives.
- Be curious, and take interest in their initiative.

- Ask questions.
- Show curiosity - about them, their experience, and their expertise.
- Be sharp with your time.
- Make it systematic.
- Keep it up on practising co-elevating educational leadership and building a movement of co-elevation.
- Venturing beyond the reasonable with moonshots is a simple process to break goals out of incremental thinking and start thinking exponentially.
- Moonshots mean going 10X bigger, while the rest of the world is trying to grow 10%. Requires a small investment for massive collective benefit. The responsibility of a educational leader is to find, the team and their ability to serve in big ways. Understanding the steps needed to set a moonshot.
- Step 1: Start by defining your moonshot relative to your vision and your 10x goals. Make it clear, energy-creating and anchored to your purpose.
- Step 2: What concrete objective can you achieve this year (or this month) that will put your moonshot on schedule?
- Step 3: What 3 concrete objectives can you achieve this month (or week) that will put that goal on schedule?
- Step 4: Find proof: What evidence could you provide your team that the moonshot is working?
- Step 5: Action: What single action can you take right now to make progress?

Self-Educational Leadership

Educational leadership is creating an academic organizational vision, commitment, and resources to support real change. Technology progress and advancement, particularly quick

communication, being without boundaries and limits (independence), data recovery and sharing knowledge, could be referred to as the challenges the academic organizations are facing. Changes are inevitable and must be planned and managed to cause constructive and effective changes in the academic organizations. The modern world, increasingly, needs this educational leadership that values the establishment of academic organizations, which moves toward activating their potentials and yet, conceive solving crisis and emergency at the workplace.

The modern workforce consists of trained people who expect more from their profession and the number is increasing since a vast amount of information is available 21-century workforces frequently called the "knowledge-based workforce." Knowledge-based workforce requires independence and power to make a decision and quick action. They do not look for someone else's guidance and management. Command-control style of educational leadership is replaced with involving the personnel, empowering them, and work-group self-management. Command-control style of educational leadership is incompatible with academic organizations that focus on the use of innovation and creativity as a tool for saving the competition-made benefits. Self-educational leadership and its strategies, with emphasis on becoming a more effective person, could meet the challenges facing academic organizations that seek innovation and creativity.

Educational leadership can organize from the self and does not require the traditional roles of educational leader and follower. Instead, they can be the same, as educational leadership is self-imposed. Self-educational leadership implies that all academic organizational members are capable of leading themselves. Traditional educational leadership is grounded in external influence and control exercised. Self-educational leadership implies that individuals will receive their motivation and control from their inner self. There would be nothing morally right or wrong if people do not feel emotions of social approval or disapproval. Self-educational leadership is related to those traits that could provide social approval for educational leaders' decisions and actions. Self-educational leadership strategies enhance the perception of self-efficacy.

To lead others, one must lead himself or herself. In defining educational leadership as the process of influencing others, Charles Manz demonstrated that self-educational leadership could be considered an influence on our own "self." This influencing behavior is explainable as learning behavior and is placed at the heart of educational leadership development. The three areas in which self-educational leadership is manifested are

- 1- Self-awareness of personal values
- 2- Intentions and behavior
- 3- Personal perspective
- 4- Learning in terms of environmental (workplace) awareness importance
- 5- Self-management

TRAITS ASSOCIATED WITH EDUCATIONAL LEADERSHIP

Self-Awareness of Personal Values

Knowing that, who and how we want to be, has significant importance, but knowing who we are, plays a decisive and definite role. Self-awareness of values, intentions, and strengths and weaknesses points are considered internal educational leadership principles. Commitment to self-awareness shows the desire to be in an active position (a situation in which a person does not stop in face of challenges), i.e., certain person, who does not possess the answers and is considered a learner. Morgan Mac believes that lack of awareness, whether, because of ignorance or arrogance, is considered an important factor in a person's deviance.

Intention and Behavior

Educational leadership development depends, not only on self-awareness and our understanding but also on our desire to be influenced by others. Other people's evaluation of our defects (imperfection) and moving toward changing our behavioral attitudes have significant importance. Paying attention to our critics and supporters is the first step toward self-awareness. Moreover to our positive qualities, awareness of our inconsistency, bias, and subjective ignorance helps our knowledge to enhance our educational leadership behavior. To

do so, feedback could be received formally and informally, frequently feedback comes from the supervisor immediately, but we can receive useful information from those who work with us every day. Some academic organizations use many raters and feedback receivers of 360-degree and obtain official and rich feedback from personnel and observe the actions and behaviors. The work key is the adoption of a proactive approach instead of a passive approach to receiving feedback. There is no substitute for the multidimensional attitude to behavior and its effect on other people and academic organizations.

BEHAVIORAL THEORIES OF EDUCATIONAL LEADERSHIP

Building Personal Perspective

The self-educational leadership foundation is what a person wants to be or achieve. Exactly like academic organizations that lack a clear perspective, people can also be the same and without guiding and a clear perspective runs their energies in the wrong way. Personal perspective development requires consuming time to consider our desire. Self-awareness and personal perspective occur in one field. As far as the skills are developing, self-educational leaders are simultaneously aware of what the academic organizations and their professions expect from them. Profound understanding and active participation in our own professional-related life will cause instantaneous force and targeted goals to be created and without it, development as self-educational leadership will not be meaningful.

Understanding the workplace, which professionally is in progress and finding the required competencies for being superior involves asking, studying, and above all communicating with those who unusually do not communicate normally. While we are accustomed to learning from our close limits, we must learn from remote communication. These could be personnel and groups, which, seemingly are away from close field and colleague circle, or could be the members of industry personnel, which are in competition. These communications have the potency of widening the academic organization's body of knowledge and saving us from falling into innate short-farsightedness that is called parochialism. Self-management is one of the self-educational leadership components. To manage on your own, you must practice in various aspects.

Communication is an essential element to achieve transparency among teams. Here are some tips for improving communication:

- Practice: Expressing your opinions more frequently and pushing yourself out of your comfort zone.
- Read: It improves your vocabulary and helps you to get more comfortable with more complex ideas.

Creating transparent communication implies:

1. The willingness to change
2. Speaking your mind
3. Being bold
4. Having more candor

One good and fun way to create more candour is called a Yoda Moment. It is an insightful moment in the middle of a meeting where you can bring difficult topics that are bothering the team (those that are like the “elephant in the room”), and address them together:

- You can do so by picking some Yodas from your team at the beginning of a meeting.
- Pause at any point in the meeting and ask about that has not been said yet.
- Another way is to include the Yoda Moment in the middle of the meeting’s agenda.
- Everybody breaks into small groups.
- Every small group replies to the question: “What is it that people are not saying”?
- The basics of giving feedback and how to lead spaces for your team to give feedback to each other.

There are **3 essential steps** in this process:

- **Serve:** Find a way to be of service to them, their mission, and their dreams.
- **Share:** Share something about yourself, personally or professionally. Be open about your areas for growth.
- **Care:** “People do not care how much you know until they know how much you care”. Your team needs to have complete confidence that you care about them, and that feedback is in service to them. Here are some of the basics of providing individual feedback:
 - Start with leading them to discovery with questions.
 - Ask for permission to offer support.
 - Set time/place - and make sure it’s the right place for them.
 - Own how candour lands.
 - Praise the past.
 - Focus on the future and give them power.
 - Recognize it’s just feedback and they can do what they want to with it.
 - Set the expectation of accountability.
 - Welcome their feedback.
 - Feedback can be challenging, but today you got to review some key concepts for providing
 - Feedback and coaching.

Alignment, Agility and Radical Adaptability

To make the impossible possible a educational leader needs to offer a feasible way to get to the extraordinary. This can be done through a systematic process, the CPS (Collaborative Problem Solving) for agility and radical adaptability. The CPS (Collaborative Problem

Solving) process is an important element in the co-creation of goals and figuring out the “10 Big Hills” that will move you closer to your moonshot’s vision.

Here is a step-by-step process of CPS to identify the 10 Big Hills and initiate sprints:

1. Schedule the meeting.
2. Set the tone for the meeting.
3. Craft the CPS question carefully. “What are the 5-10 critical goals we have to achieve to break down success and make our moonshot a reality?”.
4. Define an owner for the question.
5. Invite the right people and engage.
6. Get people pre-reading.
7. Have the meeting and define the agenda.
8. Transfer into project management and communication platforms.

Make sure you have SMART goals (Specific, Measurable, Attainable, Realistic, Timely).

EDUCATIONAL LEADERSHIP CHARACTERIZATION

Self-educational leadership is self-knowing, self-awareness, self-manage, and self-discipline, and each one of these components helps the educational leadership run and implement its effects on the academic organization. Self-educational leadership is formed through influence on our own and becomes evolved with behavior and personal perspective and becomes applicative by self-management. Self-educational leadership often enables educational leaders to manage themselves better than others. Some experts believe educational leadership is part of management duties and other groups of experts consider a wider meaning and definition for educational leadership compared to management and define it as the potency to encourage others to try eagerly achieving certain goals or consider those activities, which influence people to trying eagerly to achieve the group goals. Competent educational leaders involve

employees in the efforts to achieve academic organizational excellence. They do this by using their:

- Cognitive skills (ability to see things in different ways, and self-knowledge ability to understand and manage oneself)
- Emotional resilience (ability to maintain confidence and objectivity under difficult circumstances)
- Personal drive (determination to succeed, to be proactive, and to take personal risks).

Neutralizing Risk

This is all about foreseeing and preparing for possible risks in the future. Bullet-proofing is a process for mitigating risks during your pursuit of the 10 Big Hills and beyond. Bullet-proofing helps to neutralize risk, gain greater innovation and fortify peer-to-peer accountability of the team.

Find below some steps to set a bulletproof meeting for each of your 10 Big Hills:

1. The individual leading the hill reports out.
2. The team actively participates here in support of the individual to root out unsuspected risks. The individual reports out.
3. Everyone breaks into small groups using the standard format for bullet-proofing to report back:
 - a. How would we challenge the report out? Where do we identify risks, we might not see?
 - b. How might we innovate? What crazy ideas might not have been considered?
 - c. How can we help?
4. After the reports are out from each group the sprint educational leader reviews with Yes/No/Maybe.

5. Go into the next Big Hill.

As educational leaders, we own the state of the team. Authenticity and being real are what is expected from educational leaders today. A educational leader needs to create and maintain an environment of psychological safety within the team. Creating psychological safety is an important element for any team. As a educational leader, you can create it through vulnerability and openness.

Some practices to create and maintain an environment of psychological safety are:

1. Sweet and sour sharing

- Everybody shares the sweet thing that is going on with them.
- Everybody shares the sour thing that is going on with them.

2. PPC sharing (Personal Professional Check-in)

- What is going on in your life personally?
- What is going on in your life professionally?

3. LSD sharing (Long Slow Dinner) to address key questions, for example:

- “What experience of your past do you think most contributes to how you show up and see the world today?”

Creating psychological safety doesn't just happen by accident, you need to create and maintain an environment for it, and the practices already mentioned will help you with that. Educational leadership needs the management of social relationships. Educational leaders use social capital through the acuity with which they perceive social structures and actions. They build connections with important constituencies within and across social divides. The educational leadership style acts as a facilitator and simulator of the direct and indirect effects on people's creativity. Also, to lead, people must acquire and polish educational leadership skills,

especially communication and stress management. The research shows that females qualitatively involve the democratic style of educational leadership more than men. The democratic style of educational leadership involves consultation with other staff and the general involvement of all in the processes of decision-making. With to educational leadership style, democratic educational leadership is preferred over other types of educational leadership.

Effective measures to improve the employees' motivation in project-based academic organizations include educational leadership types. Educational leadership style is an important factor that affects an academic organization. Educational leadership styles can be employed to enable a firm's management. Academic organizational behavior provides various types of educational leadership, effective educational leadership, transformational educational leadership, servant educational leadership, charismatic educational leadership, strategic educational leadership, and knowledgeable (sage, conversant) educational leadership could be named for example. The following describes the type of educational leadership.

EFFECTIVE EDUCATIONAL LEADERSHIP

Effective educational leaders can deliver the vision in a way the followers of emotional persuasive and clear believe in them. They can motivate followers to perform the work themselves and give them the power in decision-making. Effective and dynamic educational leadership requires three different skills:

- Diagnostic skills: i.e. ability to recognize the condition that tries to influence it.
- Matching skills: i.e. ability to match behavior and resources to deal with unexpected events.
- Communication skills: i.e., ability to communicate in such a way that people could understand and accept it easily.

Transformational Educational Leadership

Transformational educational leadership is the process of aware influence on people or groups to make discontinue change and evolution in this condition or the academic organization's performance as a whole. Transformational educational leadership leads the society to be developed by their words and behavior and has a profound influence on its followers; this

educational leadership is accomplished when the educational leader applies their followers' interest to the work. It informs them about the goals and missions (duties) and encourages them to think beyond their advantage. This educational leadership is accomplished based on ideal influence, psychological encouragement, inspirational motivation, and personal consideration.

Servant Educational Leadership

Robert Green Leaf introduced "servant educational leadership" among management modern theorists for the first time and in 1987 established the "servant educational leadership" concept. According to Green Leaf, "educational leaders first must pay attention to other person's needs." Moreover, other writers have considered servant educational leadership a valid and modern theory in terms of academic organizational educational leadership. Servant educational leadership values human equality and seeks for the academic organization members' personal development. These servants develop others through modeling attractive behavior. This lesson is about the importance of growth and development as individuals and as a team. Building a learning network and a learning master map is essential for any educational leader to be an outstanding seeker. The servant educational leader's behaviors contribute to the social learning of followers.

Gate-Keeping Educational Leadership

Gate-keeping educational leadership is defined as an individual's ability to frequently engage in both internal and external communication. Gatekeepers can conduct intra-team communication by acquiring technical information through external communications. External communication promotes the acquiring of information about manufacturing processes or consumer needs. Gate-keeping educational leadership encourages team members to display educational leadership.

Strategic Educational Leadership

Strategic educational leadership is the process of influence the desirable perspective of success that is used by the educational leaders and is accomplished by influencing the academic organizational culture, resource allocation, guidance through policy, and agreement on an ambiguous, complex, uncertain, and volatile global environment (work-place related) that is

characterized by opportunities and challenges. This educational leadership involves strategic decision-making that is achieved by considering all the desires, personal differences, plans, academic organization stakeholders, and different cultures. Plans that these educational leaders schematize must be practical and should be pleasant and acceptable for the academic organization's stakeholders, agents, and national and international partners. Strategic educational leadership affects strategic changes and innovation in the detection of environmental uncertainty.

Educational leaders have a mission, and they don't just have that, they have stakeholders who they lead and serve in the fulfillment of that mission. Educational leaders balance multiple stakeholders who they lead and serve in the fulfillment of a mission. They can be individuals and groups with complementary missions that you need to engage and co-create with. Identifying stakeholders is very important because they are the people who follow you and the ones you serve. You need different kinds of capital to achieve your mission: Intellectual capital, social capital, resources and investments. When you prioritize and take care of the people you lead and work with, they take care of your customers and mission.

Stakeholders are usually people with different kinds of capital:

- Intellectual Capital
- Investments
- Social Capital
- Resources

The triple bottom line of stakeholders are:

- Co-workers
- Customers
- Communities

Ethical Educational Leadership

A sustainable academic organization recognizes that it has a purpose outside the business itself. Ethical educational leadership is a educational leader's personality and upbringing, which involves five groups of educational leader social responsibility.

- Moral-legal standard of conduct,
- Internal obligation,
- Concern for others,
- Concern about consequences,
- And self-judgment.

Morality and fairness, open communication with followers, trustworthiness and honesty, power-sharing and ethical role clarification are components of ethical educational leadership. Technical, conceptual, and interpersonal skills along with emotional and social intelligence contribute to a proper understanding of ethical values. Educational leaders enriched with these skills can show the way toward enhanced ethics oriented. The ethics of educational leadership continue to attract public and scholarly attention. Ethics is concerned not only with what should be, but with what should not be. Ethics means going beyond the requirements of the law and what is perhaps profitable for the academic organization. Ethical educational leadership is positively related to culture. In fact, transformational educational leadership and transformational culture predict ethical educational leadership. Also, ethical educational leadership is positively related to follower academic organizational citizenship behavior and negatively related to deviance. These relationships are moderated by followers' self-stem.

There are differences and negative relationships between ethical educational leadership perceptions and strategic educational leadership perceptions. Decision-making is considered a requirement of both ethical educational leadership and strategic educational leadership. Strategic educational leadership acts with profit impetus, but ethical educational leadership notices the universal values like justice, equality, honesty, impartiality, responsibility, respect, love, democracy, and tolerance in their activities.

Charismatic Educational Leadership

Charismatic educational leadership based on exceptional educational leadership refers to the educational leadership in which the educational leader possesses the power and ability to inspire the followers, while these abilities merely originate from the person's power of personality and commitment. In this educational leadership, relationships are built by educational leaders who have profound and extraordinary influence on their followers by using their ability, but not with financial rewards and coercion. Intense sensitivity to the needs of team members is crucial to charismatic educational leadership. Charismatic educational leadership is mainly communicative.

Knowing Who Your Team Is

Having a team is crucial to achieving goals and missions. The definition of educational leadership and teams is changing. We once thought of teams as hierarchical. Now we think of teams as networks. Your ability to work in a network determines your success. As an educational leader, your team is all those you need to achieve your goals.

To set a proper "teaming out" and strategically build your team. The first one is to create a RAP, meaning a Relationship Action Plan.

It's called **FTDAOR**:

- F – Focus
- T – Target
- D – Define
- A – Align
- – Outreach
- R – Review and renew

When it comes to leading, people can be prioritized as an authentic way to ensure you are spending the time with the most important individuals according to their needs and context. You can list people through an ABC list based on how important they are to you, meaning A the most important one. Set a metric of the movement of the relationship from -1 to 5:

- Your partners, someone you trust and are very close with.
- An acquaintance.
- You don't know the person yet, but you want to get to know them.
- Strained Relationship.

Innovative Educational Leadership

Innovative educational leadership means introducing something new (idea, method, technique, process, product, service and etc.) to solve current problems and satisfy employees' needs at the present and in the future. Innovative educational leaders have features in common, such as educational leadership knowledge, skills, values, and talent to anticipate the negative impacts of problems in the future. They can solve the current problems with a focus on the future.

Re-Contracting a Better Future

It is time to clearly and explicitly begin to create a social contract, the norms of the group, and how interacting with the group look. Social contact consists of norms and behaviours that people collectively agree to. Here are 6 important steps to establish Re-Contracting for a better future:

- Schedule
- Create the right space and mindset
- Assess and Acknowledge
- Commit and act
- Choose an area of focus

- Commit to the strategy

Talking about teams' performance and goals accomplishment, there are 8 dimensions that distinguish high-performing teams:

- Candor - Speaking with courage, openness, and sincerity.
- Collaboration and Inclusion - Co-creating for peak performance and innovation.
- Teaming Out - Breaking down silos and merging each team member's strengths.
- Accountability - Leaving no one behind and crossing the finish line together.
- Development - Proactively coaching, guiding, and empowering each other.
- Energy - Drawing on each other's energy to uplift the team.
- Relationships - Committing to each other's success and fulfillment.
- Outcomes - Creating exponential and extraordinary transformation.

Fiedler Model: An Illustration

The Fiedler contingency model, developed by Fred Fiedler, is a contingency theory proposing that effective group performance depended upon the proper match between a educational leader's style of interacting with his/her followers and the degree to which the situation allowed the educational leader to control and influence. Fiedler developed the least-preferred coworker (LPC) questionnaire, which measures whether a person is a task or relationship-oriented. This questionnaire contained 18 pairs of contrasting adjectives. Respondents were asked to think of all the coworkers they had ever had and to describe the person they least preferred to work with, using the 18 sets of adjectives. Fiedler believed that a person's basic educational leadership style could be determined based on their answers.

Fiedler also isolated three situational criteria that he believed could be manipulated to create the proper match with the behavioural orientation of the educational leader:

- **Educational leader-member relations** described the degree of confidence, trust, and respect subordinates have in their educational leader.

- **Task structure** described the degree to which job assignments were formalized and procedures.

- **Position power** described the degree of influence a educational leader had over power-based activities such as hiring, firing, discipline, promotions, and salary increases.

Next, Fiedler used the above variables to evaluate the situation. He defined eight different situations in which a educational leader could find him/her.

Fiedler Model

The Fiedler model proposes matching an individual's LPC and an assessment of the three contingency variables to achieve maximum educational leadership effectiveness. Fiedler concluded that task-oriented educational leaders tend to perform better in situations that are either very favorable or very unfavorable to them. He concluded that relationship-oriented educational leaders perform better in moderately favorable situations. Fiedler believed that an individual's educational leadership style was fixed; he concluded that educational leader effectiveness could be improved in only two ways:

- • Bring in a new educational leader whose style fits better to the situation.
- • Change the situation to fit the educational leader.

Situational Educational leadership

Situational educational leadership theory(SLT) is a educational leadership contingency theory developed by Paul Hersey and Ken Blanchard that focuses on followers' readiness. Hersey and Blanchard propose that successful educational leadership is achieved by selecting the right educational leadership style that matches the level of the followers' readiness. Readiness is the extent to which people have the ability and willingness to accomplish a specific taskset uses the same educational leadership dimensions identified by Fiedler: task and relationship behaviours. Each of the two educational leadership dimensions is considered either high or

low and then combined into four specific educational leadership styles. Research efforts to test and support this theory generally have been disappointing, possibly because of internal ambiguities or inconsistencies in the model itself.

Path-Goal Model

Path-goal theory, developed by Robert House, is a educational leadership theory that purports that it is the educational leader's job to assist his or her followers in attaining their goals and to provide the direction or support needed to ensure that their goals are compatible with the overall objectives of the academic organization. Four educational leadership behaviors were identified by House:

- The directive educational leader lets subordinates know what is expected of them, schedules work to be done and give specific guidance on how to accomplish tasks.
- The supportive educational leader is friendly and shows concern for subordinates' needs.
- The participative educational leader consults with subordinates and uses their suggestions before making a decision.
- The achievement-oriented educational leader sets challenging goals and expects subordinates to perform at their highest level.

The path-goal theory proposes two classes of situational or contingency variables that moderate the educational leadership behaviour-outcome relationship:

- Variables in the environment that are outside of the control of the follower.
- Variables that are part of the personal characteristics of the follower.

The following hypotheses have evolved from path-goal theory:

- Directive educational leadership leads to greater satisfaction when tasks are ambiguous or stressful than when they are highly structured and well laid out.

- Supportive educational leadership results in high employee performance and satisfaction when subordinates are performing structured tasks.
- Directive educational leadership leads to higher employee satisfaction when there is substantive conflict within a work group.
- Achievement-oriented educational leadership increases subordinates' expectancies that effort will lead to high performance when tasks are ambiguously structured.
- Subordinates with an external locus of control will be more satisfied with a directive style.
- Achievement-oriented educational leadership will increase subordinates' expectations that effort will lead to high performance when tasks are ambiguously structured.
- Although not every research finding has been positive, the majority of the evidence supports the following logic underlying path-goal theory:
 - Employee performance and satisfaction are likely to be positively influenced when the educational leader compensates for shortcomings in either the employee or the work setting.

However, if the educational leader spends time explaining tasks when those tasks are already clear or when the employee has the ability and experience to handle them, the employee is likely to see such behaviour as redundant or even insulting. • The educational leader will categorize a follower as an “in” or an “out.” Both educational leader and follower must “invest” in the relationship.

- The educational leader does the choosing, but the follower's characteristics drive the decision.
- Research is supportive of the LMX theory.

Educational leader-Member Exchange (LMX) Theory: An Illustration

Educational leader-member exchange (LMX) theory states that educational leaders create in-groups and out-groups and those in the in-group will have higher performance, less turnover, and greater job satisfaction.

Inspirational Educational Leadership

Inspirational educational leadership or visionary educational leadership is one educational leadership approach that has a specific process of its own. Visionary educational leadership is a human-related process that offers a perspective of the goals and orientation by the evolution factor influence in dealing with the needs. The process of the ideal setting is constant and dynamic and must be considered part of the educational leadership's current duties. Ideals develop through a series of processes. According to Westely and Mitzenberg, three certain components along a perspective are

- Defining an image of the desired future for the academic organization

- Schematizing these visions

- Empowering the followers by transmitting the vision. • A charismatic educational leader is an enthusiastic, self-confident educational leader whose personality and actions influence people to behave in certain ways.

- Five personal characteristics of charismatic educational leaders have been identified. Charismatic educational leaders have a vision, can articulate that vision, are willing to take risks to achieve that vision,

Empowering educational leadership provides meaning to workers rule compliance in responding to complex and complicated problems.

Charismatic Educational Leadership

are sensitive to both environmental constraints and follower needs, and exhibit behaviours that are out of the ordinary.

- An increasing amount of research shows impressive correlations between charismatic educational leadership and high performance and satisfaction among followers. Most experts think that individuals can be trained to exhibit charismatic behaviours.

- Charismatic educational leadership may not always be needed to achieve high levels of employee performance. This type of educational leadership may be most appropriate when an employee's job has a significant amount of ideological content.

Global Educational Leadership

Educational leaderships are increasingly confronted with problems of cultural heterogeneity outcome variables along with various levels of analysis on future business challenges that academic organizations will face due to the globalization process. Educational leadership as a lever to handle these globalization challenges. Culture is the most important platform at the roots of global educational leadership behavior. Global educational leaders must have sufficient knowledge of national and international cultures. They must internalize the national and academic organizational culture. The globalization process and the nature of competition have challenged these academic organizations. The impacts of globalization on educational leadership involve

- Learning behavioral dimensions required by different cultures
- Farsightedness
- Being proactive
- Managing disputes with cooperation
- Leading multicultural teams

Virtual Academic organization's Educational Leadership

In the new century, with the rise of communication and information technologies, the form of social networks has changed into virtual ones. With the advent of the Internet and cyberspace, the physical form has changed to virtual ones. A virtual academic organization has emerged seeing that the world has become extremely complicated compound and technological. Virtual academic organization's educational leadership must converge to all team elements because of the lack of sound communication among members. Applying appropriate leading strategies to the virtual condition will not only raise the value of academic organizational productivity

but also positively influence the quality of trust and culture of members. Virtual academic organization's educational leadership requires the following skills:

1. Building a cordial relationship with others
2. Scattering information and knowledge between members
3. Convergence among members and objectives
4. Being honest with members
5. Setting face-to-face meetings as possible for members.

A virtual world can be used to develop and enhance educational leadership skills. Within the above paradigms, there is an acknowledgment of the fact that the interaction between educational leaders and their followers is of paramount importance. Identifying and applying appropriate educational leadership strategies in the virtual environment not only increases productivity value but also has a positive influence on the quality of trust and culture of virtual team members. Access to necessary resources for virtual work, knowledge-sharing interested academic organizational culture, professional team leading with knowledge creation and management strategies and processes, supervisors facilitating the implementation of the final product, and finally, incentives in working communities are factors that lead an academic organization to be successful.

- Self-Accountability: Keep yourself accountable and role model others to take accountability.
- Holding others accountable: Being clear and assuring that everyone knows what they are held accountable for.
- Peer-to-peer accountability: Collective commitment to crossing the finish line together.

Measuring True Success with Outcomes

Traditionally, accountability is what the educational leader holds members of the team too, but with co-elevation, the team also begins to hold each other accountable. This is a big-new form

of educational leadership by increasing individual accountability and creating a network of peer-to-peer accountability. Winning comes when drives outcomes through accountability

The importance of accountability and setting a new contract where the team also begins to hold each other accountable. There are 3 levels of accountability:

CONCLUSION

We know that when employees are happy at work, employee retention tends to go up. But, delivering happiness and co-relating it positively with employee retention is equally complicated. Great succession planning, upgraded recruiting efforts, and employee investment are some of the pre-requisites to help academic organizations keep up in today's millennial workforce. Moreover, offering employee-centric benefits like health check-ups, insurance facilities, gym membership, and travel assistance etc. can go a long way to keep the workforce happy and motivated. Educational leaders must pay heed to individual and tailor-made benefits to know and understand their team members' unique needs and take actionable steps for creating a progressive and sustainable work culture for all.

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