

The “ACADEMIC” EI Framework: Utilizing Emotional Intelligence to Drive Transformational Leadership in Higher Education

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Abstract: This paper advances emotional intelligence (EI) as a practical leadership capability for higher education leaders operating in complex, relational and change-oriented academic environments. It introduces the “ACADEMIC” EI Framework as a behaviorally grounded model for strengthening transformational leadership in academic settings. Using a conceptual and practice-informed approach, the paper synthesizes established EI and transformational leadership literature with practitioner insight from higher education leadership. The framework translates four core EI elements, self-awareness, self-management, social awareness and relationship management into eight observable leadership dimensions aligned with academic culture and shared governance.

The review indicates that EI is positively associated with leadership effectiveness and transformational leadership, while higher education applications remain comparatively underdeveloped. The proposed framework positions EI not as a fixed personality trait but as a set of observable and developable leadership behaviors that can support trust, collaboration, governance effectiveness and institutional culture. The framework can inform dean and chair onboarding, executive coaching, leadership development, performance feedback and governance conversations by providing a shared language for emotionally intelligent leadership behavior. The paper contributes a context-sensitive, behavior-based EI framework for higher education leadership and responds to the need for practical models that connect EI theory with transformational leadership practice in academic organizations.

Keywords: Emotional Intelligence, Transformational Leadership, Higher Education, Leadership Development, Academic Leadership, Shared Governance, Leadership Effectiveness.

Introduction

Emotional intelligence has become an essential dimension of effective leadership, particularly in complex organizational environments where leaders must navigate ambiguity, conflict, competing stakeholder expectations and sustained change. The term emotional intelligence was introduced by Salovey and Mayer (1990) and later gained broad public and organizational attention through Goleman’s (1995) work. Since then, EI has been examined across industries, including healthcare, education and customer service, and has been associated with leadership effectiveness, engagement and employee satisfaction (Apore and Asamoah, 2018).

Higher education presents a particularly important context for examining emotionally intelligent leadership. Academic leaders are expected to manage uncertainty, sustain innovation, foster inclusive institutional cultures and work across faculty, administrative and student constituencies while respecting academic freedom, professional autonomy and shared governance. These conditions intensify the emotional and relational demands of leadership (Lawrence et al., 2022; Zareen et al., 2015). Yet, although EI has received attention in relation to student success and educator effectiveness, its practical application to higher education leadership remains comparatively underdeveloped (Asmamaw and Semela, 2023; George and A.N., 2022).

This gap matters because many academic leaders are appointed based on disciplinary expertise, administrative experience or institutional credibility rather than formal preparation in the emotional and relational dimensions of leadership. As institutions face enrollment pressure, workforce change,

political scrutiny, technological disruption and heightened expectations for inclusion and accountability, academic leaders need practical frameworks that translate EI from an abstract or trait-based construct into observable leadership behavior (Mujtaba, 2025; Mujtaba and Lawrence, 2024).

This paper responds to that need by proposing the A.C.A.D.E.M.I.C. Emotional Intelligence Framework for higher education leadership. In doing so, it contributes to the growing conversation on how leadership capabilities can be translated into practical developmental tools that support organizational effectiveness and transformational change. The framework conceptualizes EI as a set of observable and developable leadership behaviors that can be assessed, coached and reinforced within academic settings. The paper first reviews the core elements of EI and the relationship between EI and transformational leadership. It then considers EI in higher education and the challenges associated with integrating EI into academic leadership development. Finally, it presents the A.C.A.D.E.M.I.C. framework and discusses its implications for leadership development, coaching, performance feedback and governance practice.

Literature Review

Emotional intelligence has been defined as the ability to reason about emotions and to use emotions to enhance thinking (Mayer et al., 2004; Mujtaba, 2022). The ability model describes EI as including the capacity to perceive emotions, use emotions to facilitate thought, understand emotions and manage emotions (Mayer and Salovey, 1997; Mayer et al., 2016; Mayer et al., 2024). Goleman (2005) organized EI into four leadership-relevant elements: self-awareness, self-management, social awareness and relationship management.

Self-awareness involves recognizing one’s emotional states and understanding how they influence thought, judgment and behavior. For leaders, self-awareness supports the capacity to identify emotional triggers, recognize strengths and limitations, and understand the impact of behavior on others. Carden et al. (2021) describe self-awareness as involving both intrapersonal and interpersonal dimensions and as requiring self-evaluation, attention and an ongoing developmental process. Carden et al. (2021) conducted a systematic literature review of over thirty articles covering how the construction of self-awareness is defined and within the context of management education. Self-awareness can be broken down into two components – intrapersonal and interpersonal and it can be applied in three steps: 1 - self-evaluation, 2 – process, and 3 - attention. The self-evaluation process involves an inwardly focused introspection and reflection of one’s thoughts, and feelings to better understand motives and actions (Carden, Jones, & Passmore, 2021). Self-evaluations at the individual, departmental, and organizational levels can often result in an ongoing developmental process (Mujtaba and Preziosi, 2006).

Self-management refers to the ability to regulate emotional expression, act with integrity, remain adaptable and respond constructively under pressure. Leaders with stronger self-management skills are less likely to allow frustration, anxiety or defensiveness to shape the emotional climate of their teams. Related work on self-leadership and self-management emphasizes self-observation, self-goal setting, self-reinforcement and self-regulation (Houghton and Neck, 2002).

Social awareness includes empathy, organizational awareness and service orientation (Mujtaba, 2022). Socially aware leaders perceive the emotional states of others, understand informal norms and power dynamics, and adjust communication considering stakeholder needs (Covey, 1989). In academic organizations, social awareness is especially important because influence often depends less on formal authority and more on credibility, trust and relational judgment (Kanaris and Mujtaba, 2024a). Social awareness is described by Goleman et al. (2001) as the capacity for empathy and organizational intuition. They argue that “Socially aware executives do more than sense other people’s emotions, they show that they care” (p. 32), and they are perceptive enough to adjust their words and behaviors when their actions have a negative impact. There are three core competencies in social awareness: 1. Empathy, which is a leader’s ability to understand the emotions and perspectives of others, 2. Organizational awareness, which entails grasping group dynamics, power structures, and 3. Service orientation, which involves prioritizing the team’s needs.

Relationship management includes communication, conflict resolution, influence and the ability to build commitment (Kanaris and Mujtaba, 2024b; Prause and Mujtaba, 2015). This element of EI connects closely to relational leadership, which emphasizes purpose, inclusivity, empowerment, ethics and process orientation (Haber-Curran and Albrecht, 2025). In higher education, relationship

management is essential because leaders must often mobilize change through consultation, persuasion and shared ownership rather than directive authority alone (Mujtaba and Preziosi, 2006).

EI as a Driver of Transformational Leadership

Transformational leadership is one of the most widely discussed leadership approaches in organizational and leadership studies. It emphasizes inspiration, individualized consideration, intellectual stimulation and values-based influence (Zareen et al., 2015). In higher education, transformational leadership can support innovation, engagement and employee involvement in strategic planning (Hawas Al-Aamri et al., 2024; Owusu-Agyeman, 2021).

Research has identified a positive relationship between EI and transformational leadership. EI capabilities such as self-awareness, empathy and emotional regulation support transformational behaviors including idealized influence, inspirational motivation and individualized consideration (Khanfar et al., 2026; Kumar, 2014). Leaders who understand their own emotional patterns and accurately read the emotional context of others are better positioned to build trust, communicate a compelling vision and sustain commitment during change.

For higher education leaders, this connection is highly relevant. Transformational academic leadership requires more than strategic planning or administrative competence. It requires the ability to engage faculty and staff in a shared sense of purpose, hold difficult conversations without eroding trust, and balance institutional priorities with respect for academic norms (Mujtaba and Preziosi, 2006). EI therefore functions as a behavioral foundation for transformational leadership in academic organizations.

EI and Higher Education Leadership

In educational research, EI has often been studied in relation to students, academic achievement, resilience, coping strategies, engagement and educator effectiveness (Bereded et al., 2025; Halimi et al., 2020; Khassawneh et al., 2022). These studies demonstrate the relevance of EI to learning environments, but they do not fully address how EI operates in academic leadership roles.

A smaller body of work has examined EI among educational leaders. Wong et al. (2010) found EI to be positively related to school leaders' performance, job success and satisfaction. Hendrickson et al. (2012) argued that effective academic administrators benefit from high degrees of EI. Other studies have identified EI as a resource for innovative school leadership, resilient communities and school improvement (Benson et al., 2014; Hourani et al., 2021).

Although these findings are promising, the higher education leadership context requires further conceptual and empirical development. Academic leaders operate within shared governance structures, distributed authority, disciplinary cultures and high expectations for consultation (Cavico et al., 2010; Gibson et al., 2013). These features make emotional intelligence both necessary and difficult to enact. Leaders must manage their own reactivity, interpret stakeholder concerns, respond to emotionally charged issues and maintain credibility over time.

Challenges in Integrating EI into Higher Education

Several challenges hinder the integration of EI into higher education leadership development. The first is resistance to change and self-examination. Leaders may dismiss feedback from 360-degree assessments, faculty surveys or stakeholder conversations as inaccurate or politically motivated rather than considering whether their own behavior contributed to the perception. Without openness to reflection, EI development is unlikely to be effective.

A second challenge is the limited presence of formal EI training in many academic leadership preparation programs. Department chairs, deans and senior administrators may be expected to lead complex interpersonal systems without structured development in emotional regulation, empathy, conflict management or relationship-based influence. As a result, leaders may learn these skills informally or through trial and error.

A third challenge is skepticism about EI as a "soft" or personality-based skill. In academic environments that value evidence, rigor and intellectual credibility, EI language may be dismissed if it appears vague, overly therapeutic or detached from institutional outcomes. This skepticism can be

addressed by reframing EI as observable leadership behavior tied to decision quality, governance effectiveness, trust, accountability and culture.

Approach

This paper adopts a conceptual and practice-informed approach. It integrates established EI and transformational leadership scholarship with practitioner insight from higher education leadership. The purpose of the proposed framework is to translate EI from a trait-based construct into a set of observable and developmentally attainable leadership behaviors aligned with academic culture, shared governance and institutional norms. Self-assessment tools support leaders in identifying emotional patterns, stress responses, and areas for growth, serving as an entry point for developing self-knowledge. The proposed framework builds on this awareness by providing a behavioral structure through which emotional intelligence is enacted in daily leadership practice. Self-assessment and reflective practice remain important entry points for developing self-knowledge. However, the framework moves beyond self-knowledge by identifying the behaviors through which emotional intelligence is enacted in day-to-day leadership practice. Utilizing the elements of EI, a practical emotional intelligence model for higher education leadership is proposed, the “A.C.A.D.E.M.I.C.” EI Framework. This framework aligns EI capabilities with the real pressures of higher education: faculty autonomy, shared governance, identity-based conflict, enrollment stress, accreditation, and public scrutiny.

The “ACADEMIC” EI Framework

As can be seen in Figure 1, the “A.C.A.D.E.M.I.C.” Emotional Intelligence Framework consists of eight dimensions: awareness, contextual understanding, accountability, discernment, empathy, mindful regulation, influence and consistency. Together, these dimensions provide a practical model for understanding and developing emotionally intelligent leadership in higher education. Its contribution lies in the contextual integration and behavioral operationalization of established EI principles for higher education leadership. Existing EI models identify broad competency domains; the present framework translates those domains into leadership behaviors that reflect the realities of academic work, including shared governance, competing stakeholder interests, professional autonomy and institutional accountability. In this way, the framework functions as a bridge between emotional intelligence theory and leadership development practice.

Awareness refers to the leader’s capacity to recognize emotional states, cognitive biases and stress responses as they occur. As explained by Mujtaba (2022, p. 216), “The idea is that a person must know oneself first before one can improve the situation of others.” Contextual Understanding captures the ability to interpret how behavior interacts with institutional culture, power dynamics and role expectations. Accountability emphasizes responsibility for the emotional and relational impact of one’s actions, independent of intent. Discernment is the ability to separate emotional reactions from evidence-based judgment and strategic priorities.

Empathy involves accurately perceiving and responding to the emotional experiences of others while maintaining appropriate professional boundaries (Covey, 1989). Mindful Regulation refers to managing emotional expression in ways that support psychological safety and organizational stability (Mujtaba, 2026; Mujtaba et al., 2025). Influence describes the intentional use of emotional awareness to shape relational dynamics, engagement and institutional climate. Consistency refers to alignment between espoused values and observable behavior across time and contexts.

These dimensions connect directly to transformational leadership. Awareness and mindful regulation support leader credibility and emotional steadiness (Zareen et al., 2025). Empathy and contextual understanding strengthen individualized consideration. Influence supports inspirational motivation and engagement. Accountability, discernment and consistency help leaders maintain trust, fairness and value-based decision-making during change. The framework therefore provides a bridge between EI theory and transformational leadership practice in academic organizations.

Table 1. Behavioral indicators of the “ACADEMIC” EI Framework

Dimension	Definition	Observable Leadership Behaviors	Illustrative Higher Education Application
Awareness	The capacity to recognize one’s emotional states, cognitive biases and stress responses as they occur.	Identifies emotional triggers; acknowledges affective responses during decision-making; reflects on emotional influence in professional interactions.	A dean recognizes personal frustration during budget deliberations and intentionally pauses to recalibrate before responding.
Contextual Understanding	The ability to interpret how one’s behavior interacts with institutional culture, power dynamics and role expectations.	Adjusts communication based on audience and governance structure; anticipates how positional authority influences others.	A department chair frames change initiatives with sensitivity to shared governance norms and faculty autonomy.
Accountability	Willingness to take responsibility for the emotional and relational impact of one’s actions, independent of intent.	Acknowledges missteps; addresses relational strain; follows through on commitments.	A leader names the unintended consequences of a decision and initiates repair with affected stakeholders.
Discernment	The capacity to differentiate emotional reactions from evidence-based judgment and strategic priorities.	Separates personal frustration from institutional data; resists reactive decision-making under pressure.	An administrator postpones a high-stakes decision to gather additional stakeholder input and data.
Empathy	The ability to accurately perceive and respond to the emotional experiences of others while maintaining appropriate professional boundaries.	Demonstrates perspective-taking; validates concerns without abandoning role clarity.	A provost acknowledges faculty workload strain while maintaining academic standards and accountability.
Mindful Regulation	The capacity to manage emotional expression in ways that support psychological safety and organizational stability.	Maintains composure during conflict; models calm and constructive communication.	A leader facilitates a contentious meeting while sustaining a respectful and solution-focused tone.
Influence	The intentional use of emotional awareness to shape relational dynamics, engagement and institutional climate.	Uses presence and communication style to foster trust, collaboration and motivation.	A dean’s consistent openness encourages cross-unit collaboration and shared ownership of initiatives.
Consistency	Alignment between espoused values and observable behavior across time and contexts.	Demonstrates predictable, values-based leadership behavior; builds credibility through follow-through.	Faculty and staff experience leadership behavior as reliable and aligned with stated institutional values.

Practical Application of the Framework

The “A.C.A.D.E.M.I.C.” framework can be applied in leadership development, coaching, performance feedback and governance practice. In leadership development, it can be integrated into dean and chair onboarding, academic leadership academies and cabinet-level development sessions.

The framework provides a shared language for discussing emotionally intelligent leadership without relying on personality labels.

In coaching and feedback, the framework can be used to assess leaders against observable behaviors rather than internal traits. For example, coaching conversations can focus on how a leader manages reactivity during budget deliberations, repairs relational strain after a difficult decision or communicates with sensitivity to shared governance norms. In performance reviews, the framework can help institutions evaluate not only whether outcomes were achieved but also how they were achieved.

In culture and governance work, the framework can support committee norms, faculty senate conversations and cross-functional collaboration. By making EI observable and coachable, institutions can normalize emotional literacy while preserving academic rigor and professional accountability. Beyond individual leader development, the framework may serve as an organizational development tool. Institutions, administrative leaders, and human resource management professionals can incorporate the framework into succession planning, leadership competency models, talent identification processes and culture-building initiatives. By establishing a common language around emotionally intelligent leadership behaviors, institutions may improve leadership consistency across administrative levels while strengthening trust, collaboration and organizational alignment.

Practitioner Implications for Higher Education Leaders

A leader’s behavior is a primary driver of effectiveness in higher education (Cavico et al., 2010; Mujtaba and Preziosi, 2006). The cultivation of a positive and productive institutional culture depends greatly on a leader’s capacity to understand, manage and apply emotions skillfully. This is especially important in academic settings that employ multiple generations of faculty and staff, each with distinct values, communication preferences and expectations (Stillman and Stillman, 2017).

Applying EI in practice can transform leadership behavior and institutional climate. During periods of conflict, change or high-stakes decision-making, emotionally intelligent leaders are better positioned to communicate authentically, manage difficult conversations and protect a constructive organizational environment (Prause and Mujtaba, 2015). Goleman et al. (2015) describe how leaders’ emotional expressions and behaviors influence the emotional climate of organizations. In higher education, strategic development programs supported by day-to-day behaviors such as listening attentively, greeting people by name, maintaining eye contact, responding calmly under stress and remaining visibly accessible can signal stability and trust (Mujtaba and Preziosi, 2006). Practitioner examples include a dean pausing before responding during a contentious budget conversation, a department chair framing change with sensitivity to faculty autonomy, or a provost acknowledging workload strain while maintaining academic standards. These behaviors are simple but consequential. Over time, they contribute to a culture characterized by approachability, engagement, accountability and shared purpose.

By grounding emotional intelligence in observable behavior rather than personality characteristics, the “A.C.A.D.E.M.I.C.” framework allows institutions to assess and develop leadership capacity in a way that is credible within academic environments. It can be embedded in onboarding, coaching, performance reviews and governance structures as a practical tool for strengthening leadership effectiveness.

The Role of HR in Developing Transformational Leaders

As visualized in Figure 1, human resource (HR) professionals play a strategic role in the training and development of sustainable, ethical, and transformational leaders in higher education by applying the “ACADEMIC” framework (Bass & Avolio, 1994; Cavico et al., 2015; Northouse, 2022; Goleman, 1998). The first four dimensions (awareness, contextual understanding, accountability, and discernment) provide the foundation for effective leadership development. Awareness enables leaders to recognize their values, strengths, biases, and areas for growth through self-reflection, coaching, and feedback mechanisms. Contextual understanding equips leaders to appreciate the unique cultural, social, political, and institutional environments in which higher education operates, enabling them to make informed decisions that align with institutional missions and stakeholder expectations. Accountability reinforces ethical leadership by encouraging transparency,

responsibility, and integrity through performance management systems, ethical guidelines, and governance structures. Discernment strengthens leaders' ability to evaluate complex situations critically, weigh competing priorities, and make sound, values-based decisions that balance institutional sustainability with academic excellence.

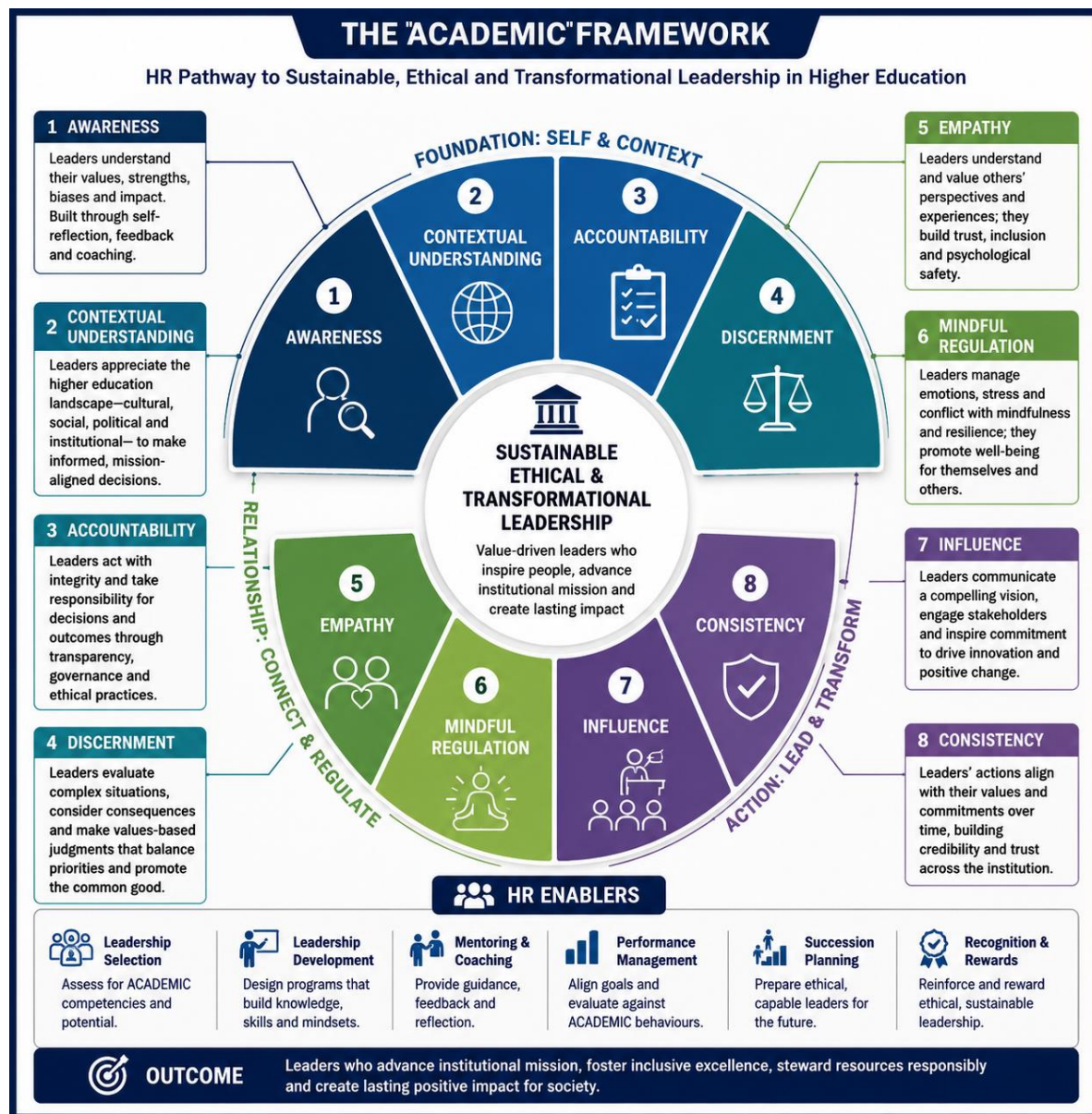


Figure 1. HR and the “ACADEMIC” Framework for Developing Transformational Leaders
(Source: Developed by the authors using ChatGPT)

The next two dimensions (empathy and mindful regulation) focus on the interpersonal and emotional competencies essential for transformational leadership. HR professionals can cultivate empathy by providing leadership development programs that emphasize emotional intelligence, active listening, diversity, equity, and inclusion. Empathetic leaders build trust, foster collaboration, and create psychologically safe environments where faculty, staff, and students feel valued and respected. Mindful regulation complements empathy by helping leaders manage stress, emotions, and conflicts with composure and resilience. Through mindfulness training, wellness initiatives, and executive coaching, HR can support leaders in maintaining emotional balance, responding thoughtfully rather than reactively, and promoting well-being across the institution. These competencies are particularly important in higher education, where leaders must navigate diverse stakeholder interests and organizational complexity.

The final two dimensions (influence and consistency) enable leaders to inspire lasting institutional transformation. HR professionals can strengthen leaders' influence by developing communication, collaboration, and change management capabilities that allow them to articulate a compelling vision, engage stakeholders, and build commitment to strategic goals. Transformational leaders influence others not through authority alone but by modelling ethical behavior, fostering innovation, and empowering colleagues to contribute meaningfully to institutional success. Consistency reinforces credibility by ensuring that leaders' actions align with their stated values and commitments over time. HR can support consistency through competency-based leadership frameworks, succession planning, continuous professional development, and performance evaluation systems that reward ethical and sustainable leadership behaviors.

Collectively, the “ACADEMIC” framework provides HR professionals with a comprehensive approach to cultivating leaders who can drive sustainable and ethical transformation in higher education institutions. By embedding these eight dimensions into leadership selection, development, mentoring, and performance management practices, HR can foster leaders who possess strong self-awareness, contextual intelligence, ethical judgment, emotional competence, and the ability to inspire positive organizational change. Such leaders are better equipped to navigate uncertainty, promote inclusive and responsible governance, and sustain institutional excellence while advancing the broader social mission of higher education (Cavico and Mujtaba, 2016; Mujtaba, 2022).

Summary

Emotional intelligence is not merely a helpful trait for higher education leaders; it is a core leadership capability that should be cultivated intentionally. Although research specific to higher education leadership remains limited, broader leadership scholarship and practitioner experience suggest that EI contributes to decision-making, relationship-building, trust and institutional culture.

The “A.C.A.D.E.M.I.C.” emotional intelligence framework offers a practical and contextually grounded approach for applying EI in academic environments. By positioning self-knowledge as a developmental foundation and observable leadership behavior as the application of EI, the framework strengthens both conceptual clarity and practical relevance. As higher education leaders face increasing complexity, accountability and change, intentional development of emotionally intelligent leadership behaviors offers a promising pathway for enhancing collaboration, morale, governance effectiveness and organizational development. As leadership challenges become increasingly complex, technical expertise alone is unlikely to sustain organizational effectiveness. The ability to mobilize people, navigate emotion and foster constructive relationships has become a strategic leadership capability. By translating emotional intelligence into observable and developable behaviors, the “A.C.A.D.E.M.I.C.” framework offers both a practical resource for leaders and a foundation for future scholarship on leadership development within and beyond higher education.

The “A.C.A.D.E.M.I.C.” framework is conceptual and practice informed. Its dimensions and behavioral indicators are intended to provide practical guidance. Because the framework is informed in part by practitioner reflection, it may reflect assumptions associated with administrative experience in higher education.

Future research should examine how the framework is perceived, enacted and experienced across different institutional types, including public and private universities, community colleges, professional schools and international contexts. Qualitative studies could explore how leaders and faculty interpret the framework in practice. Quantitative research could test relationships among framework dimensions, leadership effectiveness, engagement, trust, retention and organizational culture. Longitudinal studies could further assess whether development interventions grounded in the framework contribute to improvements in leadership effectiveness and organizational outcomes over time.

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Biographies

Fabienne Cadet is the Chair/Associate Professor of Marketing at the H. Wayne Huizenga College of Business and Entrepreneurship at Nova Southeastern University. She holds a Ph.D. in Marketing from Hampton University. Her research is motivated by her interests in services marketing, branding and higher education. Dr. Cadet's research has been published in top journals such as the *Journal of Business Research* and the *Thunderbird International Business Review*. She was also a recipient of Poets & Quants' Top 40 under 40 MBA Professors in the world. Dr. Cadet has been teaching for thirteen years. Prior to her role as a full-time professor, she worked in industry holding various roles such as Senior Marketing Manager and Senior Market Analyst.



Eleanor Lawrence is a Professor of Management in the Department of Management and Entrepreneurship in the Huizenga College of Business and Entrepreneurship at Nova Southeastern University (NSU). Dr. Eleanor Lawrence holds both a Psychology Doctorate as well as a Doctorate of Business Administration. Dr. Lawrence is a sought-after consultant providing Human Resource Management, Leadership Development, and Organizational Behavioral consulting and coaching services with expertise in executive coaching, organizational dynamics, employee relations, leadership development, succession planning, and strategic planning.



Suri Weisfeld-Spolter is a Professor of Marketing at the Huizenga College of Business and Entrepreneurship at Nova Southeastern University. She teaches graduate and undergraduate courses in marketing research and consumer behavior. An accomplished researcher who has received a distinguished research Emerald Literati Award, her research focuses primarily on different aspects of consumer behavior including self-gift giving, omni-channel consumers, personality, and innovative teaching pedagogy approaches.



Daniel Lufkin is President and CEO of Harrisburg Area Community College (HACC) and serves as an Adjunct Professor in the College of Education at Texas Christian University (TCU) and the Huizenga College of Business and Entrepreneurship at Nova Southeastern University (NSU). He holds a Doctorate in Organizational Leadership and Higher Education Leadership. With more than 20 years of administrative experience, including ten years of experience serving as a college president, Dr. Lufkin is a seasoned higher education leader dedicated to advancing student success and institutional excellence.



Bahaudin G. Mujtaba is a Professor of Human Resources and International Management. Dr. Mujtaba has served as a faculty member, director, and/or department chair at the Huizenga College of Business and Entrepreneurship at Nova Southeastern University since 2002. Bahaudin was given the prestigious annual “Faculty of the Year Award” twice at NSU. Bahaudin has worked with various firms in the areas of management, cross-cultural communication, customer value/service, and employment law training. Bahaudin is a certified trainer on topics such as “Situational Leadership” by the Paul Hersey organization, and as a Cultural Competency trainer through the National Multi-Cultural Institute (NMCI). He has been involved in leadership, management development, and cultural competency education since the late 1990s. Bahaudin worked with Publix in retail management and as a senior management development specialist in their human resources department for sixteen years. Bahaudin’s research and writing interests are in the areas of human resources, customer value/service, international management, and higher education.

