



RESEARCH PAPER

Navigators of Change: Leadership Practices that Shape Tomorrow's Classrooms

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ABSTRACT

An unanticipated upheaval or crisis demands catalytic leadership for maintaining educational organizations. The present review aims to analyze the theoretical background and applicability of the six types of leadership: transformational, transactional, invitational, situational, instructional, and servant leadership style which lead to catalytic style of educational change. Also, it is crucial to acknowledge that some attributes of leaders including flexibility, ethical responsibility, continuous learning, trust and creation of visions are crucial in relation to emerging challenges in education. The review also discusses the interaction between leadership processes and personal actions in the development of an innovation and resilience culture based on the previous empirical studies. Implications of the study stress the importance of contextual factors, stakeholders, and globalization to the development of contextualized leadership theories. This paper concludes with practical implications and research avenues to improve the practice of educational leadership during crisis and transformation.

KEYWORDS	Educational Leadership, Transformational Leadership, Crisis Management, Leadership styles, Catalytic Leadership, Leadership Attributes
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Introduction

We all had experiences with change in our lives, whether it was attempting to change others or attempting to change ourselves. Change has the potential to succeed or fail, to be good or damaging, to make us feel inept or masterful, and to make us want to change or resist it. A rising variety of educational policies aim to improve education with the ultimate goal of improving student learning and development. Our teaching and learning strategies evolve throughout time. According to previous studies, there is a lot of change and innovation going on in the classroom, school, and policy levels. Increased globalization, technological breakthroughs, and advances in research into teaching and learning methodologies are all reasons why educational transformation is required. As a result of increased globalization, the population is becoming more culturally and linguistically diverse (Beycioglu & Aslan, 2007). Unforeseen events may also force changes. COVID 19, for example, prompted lengthy school cancellations, forcing school officials to make rapid judgment. Taking the initiative as an unanticipated upheaval or crisis, creates leadership opportunities. This kind of crisis needs increased commitment and trust of the leaders to promote and facilitate transformative change in any milieu (Antonopoulou et al., 2021).

The Significance of Educational Leadership

There was a lot of interest in educational leadership in the early 21st century which was due to the general perception that leadership ability has a substantial impact on the

achievement of educational institutes. In many parts of the world, it is widely acknowledged that strong leaders and managers are required for schools to offer the greatest possible education for their students.

While education focuses on many areas, the aim or objective of education is the central focus of leadership and management. These objectives or goals provide school authorities with the required vision for the future. Unless this connection between purpose and management is visible and robust, there is a possibility of exerting pressure on systems at the expense of the educational goal (Bush, 2008).

Leaders have an impact on the goals, motivations, and actions of others. While good management often demonstrates leadership qualities, the overarching goal is to maintain rather than change. It values both managing and leading equally and place no special emphasis on either because changing situations and periods necessitate different answers. Day et al. (2001)'s research of successful schools leads to a discussion of several challenges in school management. One of them is the dichotomy between management and leadership, which is related to creating a system and running a system. In other words, management is concerned with operational issues, whereas leadership is concerned with principles or mission. Both leadership and administration should always be equally represented whether academic institutions are to function efficiently and meet their objectives (Balbuena et al., 2020).

Literature Review

This section of the paper discusses the ideology and assumption of educational change and leadership. To signify ideas regarding change, the terms proposed educational change and innovation shall be interchanged. Open classrooms, hybrid teaching without grading are examples, are concepts which better explain shifts in student, teacher, and administration responsibilities. In school systems as complex organizations, the development of new positions and functions is part of community governance, and demands that the existing jobs and functions must be adjusted. By concentrating on the changing expectations for teacher and student responsibilities, including the recruitment of extra staff on demand, programmed instruction and teaching robots can be considered as organizational innovations. However, these kinds of modifications are more likely to result in big organizational changes (Spillane, 2004). Therefore, to satisfy the new standards, members of the organization must adjust their behavior. To satisfy the increased standards, organizational members' behavior must alter. Also, research has shown that there is a relationship between individual behavioral transformational leadership (Balbuena et al., 2020).

Leadership that engages in active sense making has the ability to generate a new vision of teaching and learning, as well as assisting leaders in developing and communicating their current focus (Leithwood & Jantzi, 2005). There's a difference between leadership and management, however, none of them is of less importance. The duty of today's leaders is to have an impartial viewpoint, also they must showcase their vision and commitment to effective leadership. As Zembylas & Iasonos (2010) point out, in their daily responsibilities, principals are vaguely aware of the fact if they are leading or managing, and they are merely fulfilling their duties on behalf of the students' achievements. On the other hand, the nature of these activities should mirror the school's context and, in particular, its ongoing objectives. Leaders must focus on developing a vision as well as establishing defined objectives and procedures once the schools.

Sense making on the part of school leadership is a critical component of leadership throughout a transformation. The clarification of the causes and goals acting in the situation, as well as the articulation of this sense-making system, decreases stress and offers a foundation for integrating actions across different participants (Mumford, 2007 as cited in Bush, 2008).

The absence of precise terminology for differentiating across behavior that is mainly characterized by organized roles in an organization, and interpersonal preferences have a stronger influence. People's conduct in institutes is like that of individuals, but it is influenced by a diverse set of factors. It is self-evident that a certain organizational transformation occurs only when members' conduct changes in accordance with the new expectations (Spillane, 2004). Institutional change does not occur without suitable adjustments in its members' behavior in relation to the planned innovation and regardless of how much talk or enthusiasm there may be about it.

Material and Methods

An integrative review approach (Kutcher & LeBaron 2022) was used to find out how leadership styles intersect education transformation. The review was therefore designed to synthesize theoretical frameworks, empirical studies and conceptual papers regarding educational leadership and change management. The aim was to critically review how different styles of leadership such as transformational, transactional, invitational, situational, instructional and servant leadership fit into educational change processes and leverage institutional transformation.

This review was made with the sources selected through a structured search of scholarly databases like ERIC, JSTOR, SpringerLink and Taylor & Francis Online. Keywords including "educational leadership," "transformational leadership," "organizational change," "leadership attributes," and "educational transformation" guided the search process. To be contemporary, peer-reviewed journal articles, academic book chapters, seminal theoretical works, published between 2000 and 2023 were prioritized, however seminal theoretical works during earlier times (e.g. Rogers, 1965; Greenleaf, 1977) were enriched since for foundational perspectives.

The criteria for inclusion included the relevance of the leadership theories applied in educational context, the empirical evidence of impact of leadership on institutional change, and theoretical discussions of leadership attributes in the context of global crises like the COVID19. Articles that were solely about corporate leadership and were therefore not educational relevant, or that did not have empirical or theoretical rigor were excluded. The data extraction was the summary of key findings, conceptual frameworks and leadership attributes identified in the selected literature. The thematic organization of these data was based on the questions of research that guided the review: (1) the fit between leadership styles and theories of educational change, and (2) the interaction between personal leadership attributes and institutional frameworks in facilitating change.

The data was analyzed using thematic analysis. Themes were iteratively coded and refined to produce a coherent narrative of how effective leadership effectively varies depending on the contexts and changes during educational transformation. This method would allow for the convergence of knowledge across different models of leadership and produce the synthesized framework to comprehend the essential leadership competences that would bring the positive change in educational settings.

Limitations include potential bias in literature selection and the subjectivity of the thematic analysis of the study, which is based on the conceptual aspects of it. However, this is a rigorous and structured approach to synthesizing available and proposing future directions of leadership practice and research.

Results and Discussion

Leadership Styles for Educational Change

The school leader's leadership style can have an impact on the atmosphere, motivation to improve, and other factors. Leadership styles are intricately linked to various notions of educational leadership (Maqbool et al., 2023) (Table 1).

Educational leadership impacts on the motivation of the staff to be the change agent in their capacities in their institutes. According to Zembylas & Iasonos (2010), leadership is the ability to persuade others to achieve a common purpose. There is no one-size-fits approach to leadership. Several different leadership styles are found in the previous studies on leadership (see Table 1). Reading succinct explanations of various leadership styles might help one visualize which leadership style is best suited to promote change in a particular situation (Balbuena et al., 2020).

Table 1
Attributes of Different Leadership Styles

Leadership Style	Key Characteristics	Role in Educational Change	Example Action
Transformational Leadership	Inspires and motivates through vision and charisma	Creates a shared vision, drives deep change	Launching school-wide innovation programs
Transactional Leadership	Focuses on tasks, rewards, and penalties	Maintains structure during crises	Enforcing clear remote learning policies
Invitational Leadership	Builds trust and encourages participation	Promotes a culture of collaboration	Involving staff in decision-making teams
Situational Leadership	Adapts leadership style based on the situation	Enhances flexibility during transitions	Modifying leadership approach during COVID-19
Instructional Leadership	Focuses on curriculum and teaching quality	Strengthens academic outcomes during reform	Conducting peer-observation cycles
Servant Leadership	Prioritizes the needs of others	Builds ethical, trust-based school cultures	Establishing student-led leadership councils

Invitational Leadership Style

This leadership instills an amount of gratitude among the staff members. Invitational leaders invite themselves to participate and encourage others to do likewise. To demonstrate the school's connectedness, invitational leaders welcome visitors into the facility and trainees out into the neighborhood (Loader, 2009). When it comes to invitational leadership, having a common vision is crucial. Everyone involved in a shared vision has a voice in where they're heading, producing the feeling of working together to achieve the goal. However, Invitational leadership isn't only focused on building pleasant relationships; It fosters healthy conflicting debates. Effective administrators must engage in conflicts to improve the system. Avoiding lingering problems only leads to greater

problems. Things that need to be handled cannot be ignored. According to Deal and Peterson (1999 as cited in Loader, 2009), that kind resistance frequently results in the formation of noxious communities or countercultures, as well as the emergence of new problems. Whether the issue is with a parent, a teacher, or a board member, it must be addressed and resolved together. It is possible that a lack of leadership expertise is causing leaders to sidestep challenging subjects. This could be defined as the proclivity of a person to reject or shun change, to put a low value on shift in attitudes, and to change the mind to be disagreeable across a wide range of situations and sorts of changes.

Effective leadership abilities may be utilized to boost the chances of success when change is opposed. If an invitational leader uses trust, respect, optimism, and compassion, he or she can effectively negotiate Novak (2009)'s six Cs which are concern, confer, consult, confront, combat, and lastly conciliate. (see Figure 1). However, it is important to consider that the primary principles to diminishing change resistance when functioning through 6 Cs and trying to make things better are respect and dignity (Novak, 2009). The seriousness of leaders increases as they progress through the 6 Cs. Leaders only take the next step if it is absolutely required. Invitational leadership entails encouraging easy or challenging dialogues, with the invitation serving as a catalyst for change (Novak, 2009).

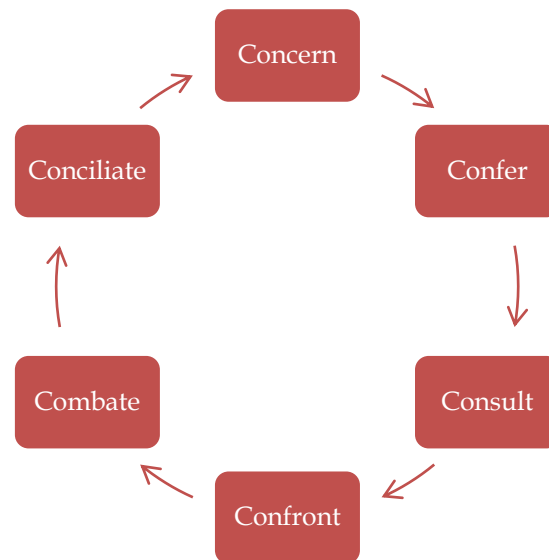


Figure 1. Novak's Six Cs

Transformational Leadership Style

The steps in the change process include reading, planning, implementing, gathering feedback, and making changes. It is never simple to put theory and practice together. In fact, if we want change to happen, we must prioritize changing old patterns (McCleskey, 2014). A transformational leader learns and organizes a list of activities that must be performed in order to accomplish a shared goal of change. (Al-Zou'Bi, 2023). Transformational leadership, according to Berkovich & Eyal (2021), occurs when resources are used by people who have certain aims and objectives, and they stimulate, connect, and gratify followers. Transformational leaders are charming, clever, and motivating. If a leader wants his or her followers to accept change, he or she must first provide them with a compelling reason to do so. When a leader expects change, his or her supporters must be willing to adapt and grow because of the new information. According to Berkovich & Eyal (2021), transformative leaders have the best ability to inspire and improve the performance of other leaders too.

Transactional Leadership Style

Transactional leadership is a management style and recommended strategy for leaders that require order and organization. Transactional leadership, according to Paschall and Large (2016 as cited in Berkovich & Eyal, 2021) is a three-step process that includes organizing, controlling, and short-term planning. When structure and stability were required after WWII, transactional leadership was widely adopted. The developer of transactional leadership, Max Weber, primarily employed an administrative leadership style that focused on an organization's structure, legislation, and protocols (Cohen, 2015). Organizations that use transactional leadership have particular aims and approaches that can promote a stress free environment with higher quality management, and increased work efficiency. However, there is a lack of originality and innovation in transactional leadership. Work or chores are a transaction in and of themselves, in the sense that you work and get compensated for it.

To motivate their workforce, transactional executives deploy rewards and penalties. Transactional is a universal approach that ignores organizational context difficulties, according to McCleskey (2014). Transactional leadership may be best suited for crisis management because it is both dictatorial and effective. The team or community has no say in choices because of the authoritarianism, and as a consequence, the workforce could be resentful of the firm (Amanchukwu et al., 2015). There are no deep connections in a transactional context because leadership conduct encourages shallow interactions. In educational contexts, relationships are recognized as a vital component of a strong leadership interaction.

Situational Leadership Style

Situational leadership is essential since not all locations or employees demand or thrive with about the same leadership style. The comprehension of the conditions and the followers will determine whether a situational leadership style is suitable. The leader evaluates the issue and chooses the appropriate leadership style to either direct or help the followers in reaching their goals. Situational leadership has been shown to exist on a spectrum, ranging between missions to relational leaders (McCleskey, 2014).

In contrast to transactional leadership which acts as a one-size-fits-all strategy, situational leadership is more flexible. Leadership does not have the similar situation, and therefore necessitates the use of a continuum or matrix. Leaders that are efficient are aware of their environment, their employees, and the present scenario. Leaders that are successful are mindful of the requirements of their workforce, and the present circumstances (McCleskey, 2014). This type of leadership motivates the leaders to improve their approach which eventually supports their objectives and improves their conditions. Also, these leaders primarily follow the techniques of resilience, and change the leadership style based on the requirements of the people with whom leaders interact rather than the problem at hand.

Instructional Leadership Style

The need for instructional leadership is growing as state education agencies become increasingly involved in academic responsibility. Many administrators do not devote time to learning about instructional practices since instructional coaching and leadership are not a priority for them. Unfortunately, you can't lead what you don't comprehend (Fink & Markholt, 2013). Administrators who are unfamiliar with instructional methodologies cannot serve as role models. Administrators must continue to

study throughout their careers. They do not have to be experts in every field, but they do need to be competent (Spillane et al., 2003). School districts have a hard time agreeing on what constitutes good instruction.

At either the instructor and administrative levels, organizations must work on improving instructional leadership ability. Instructional leaders with expertise can describe and understand essential sections of teaching and learning, and they avoid passing judgment, and think thoroughly about the next steps. Administrators find it challenging to drive individual and group change in education since Numerous teachers value their independence and use their personal attributes to determine their pedagogical practices. It is possible to generate dependent teachers if the educational institutes consider the instructional leadership method for management and dominance instead of supportive conduct (Fink & Markholt, 2013). If instructional leadership is used in a constructive way, it may help instructors establish a feeling of shared authority and become leaders. Finally, instructional leaders must be inspiring, knowledgeable, and capable of motivating others to perform better.

Servant Leadership Style

The servant-leader delegated power prioritized the interests of others, and aided others in their performance and efficacy (Greenleaf, 1977 as cited in Spillane, 2004). Servant leadership acts as an advocate to motivate and encourage their students to work toward common goals and values for the prosperity of the school. Also, moral authority underpins servant leadership, and the leaders have a strong desire to have a good impact on learners. Servant leadership is exemplified when the focus of leadership is just doing what is good for an individual. Sharing ideology is required for servant leadership to succeed. When responsibility is shared, everyone has a considerable sense of authority for adhering to the agreed-upon values. Servant leaders might respond with outrage if participants would not behave in line with their clear goal and beliefs, to preserve and safeguard the standards of practice (Russell, 2001).

Servant leadership fosters loyalty by ensuring that everyone is looked after and that the group's standards are adhered to in some ways, servant leadership is comparable to democracy because Prior making decisions, it seeks feedback from employees. It is also transformational in the sense that it establishes objectives and aids all participants responsible for achieving the required changes (Russell, 2001).

Personal Attributes of the Leaders

Personal characteristics of the leaders appear to be another set of variables that has a substantial impact on the change process in institutes. Rogers (1965) mentioned some of the common characteristics of the leaders who brought change. He mentioned that they were usually youthful, have an elevated social rank and a high level of prominence, highly educated, and have a global perspective (Bottery, 2008).

However, these characteristics seem judgmental only, and do not showcase the common traits of the leaders. Warren Bennis' s (1998) list of attributes that successful leaders have, is universal in this regard, and they may be found in any form of leadership (as cited in Cohen, 2015). This study compiles some most important leadership traits which could promote change in the educational setting (Figure 3).

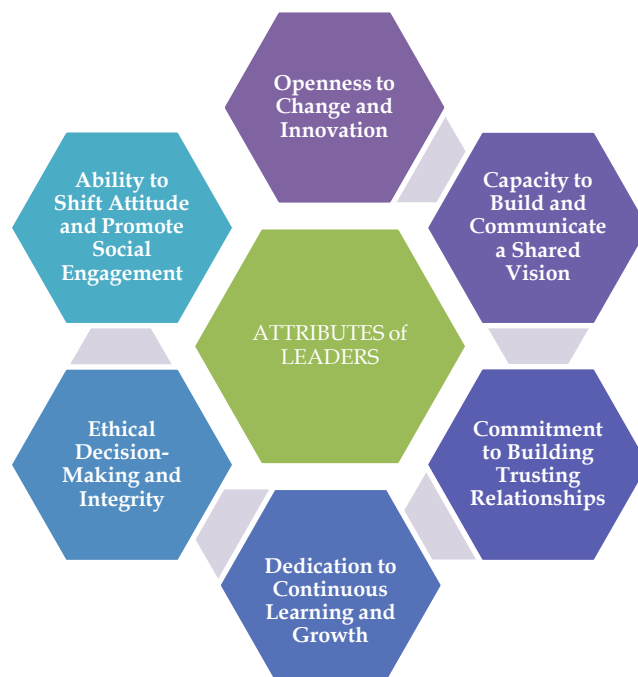


Figure 3. Attributes of Leaders for Educational Change

Openness to Change and Innovation

Although researchers have been writing concerning leaders' propensity for over three decades, resistive ideology is still seen primarily as a practical organizational problem that has to be solved, rather than a social phenomenon that demands systematic investigation and explanation. Considering organizations' typical predisposition to reject creative ideas, the capability of the planner is a key factor in planning feasibility to overcome organizational resistance to his ideology (Spillane, 2004). While case studies of organizations encountering resistance during change attempts (Leithwood & Jantzi, 2005) provide some insight into the nature, prevalence, causes, and effects of resistance, the majority of the data on its existence, frequency, origins, and consequences are based on a few organizational studies conducted by researchers seeking for solutions to reduce or eliminate resistance.

According to Neal (1965), there are four categories of people to develop a worldwide change aversion index: self-interested change, higher-principled change, self-interested anti change, and antichange orientated for higher ideals (as cited in Edwards-Groves & Rönnerman, 2021). Also, the sources of resistance are not systematically explained by a clearly stated theory when classified as a quality of organizational members. The dearth of consistency in the literature reflects the inability to treat barriers to change. Therefore, we have a hazy knowledge of its existence, origins, and impacts on the progress of school institutional reform, and it will need to be approached with caution in the future (Maqbool et al., 2023).

Capacity to Build and Communicate a Shared Vision

Collaboration to build and accomplish a shared goal is a good leadership attribute, and most styles of leadership have a common vision. The building of trust and support will be aided by creating a common vision and working together to analyze data and devise a strategy to solve deficiencies. Motivation may be strengthened when there is trust, ensuring that change is executed and effective. Stakeholder surveys are one way to get a different perspective. As a leader gathers multiple perspectives on the vision, they will be

able to easily grasp, respond to, and impact it if they adopt a shared vision. The emphasis of the road permits teachers to maintain personal discretion while delivering lessons when the common vision is utilized to establish the pathway instead of every minute element of just that direction (Cohen, 2015).

When it comes to goal-setting, Bottery (2008) feels that a leader's responsibility is to explain where they want to go rather than how they want to get there. The ability of their leaders to collaborate is critical to building a shared vision. By allowing employees to share a single vision and feeling of purpose, transparency and collaboration help leaders flourish.

Commitment to Building Trusting Relationships

Open and honest are two qualities that come to mind when it comes to establishing trust in a leadership job. When decisions are made secretly, and they are not disclosed, it's a red flag. Leadership may have excellent intentions, yet they can have a negative impact because they do not grasp the motive for their decisions (Rivera-McCutcher & Watson, 2014 as cited in Berkovich & Eyal, 2021). Building these characteristics in children encourages them to participate in school events and functions, just as it is critical to foster trust and communication among staff (Fink and Markholt, 2013). It is so crucial to trust our leaders. Before administrators can judge staff for their accomplishments, they must have their trust.

To deal with the pressures of higher aspirations and compliance obligations, teachers require trust. If the principal has worked in an environment where slackening of effort was tolerated, if not encouraged, the replies of the leaders must take into account the environmental elements which led to the poor performances. When determining the trust factor, characteristics such as competence and values are considered (Sergiovanni, 2013 as Haromszeki & Jarco, 2017). If there is a lack of trust, the emphasis should be on mending broken relationships and restoring confidence. The cornerstone for attaining success when adopting a common vision is improving trust in all interactions inside a building. Followers must have faith in the leader's talents and values before they can be trusted.

Dedication to Continuous Learning and Growth

Leaders must demonstrate many benefits of learning and applying new strategies when flexibility is required. For example, the COVID-19 school shutdown, for example, requires that teachers are willing and adaptable to teach online courses for an indefinite period of time. Individuals must start learning, keep learning, and encourage everyone else to acquire knowledge (Bottery, 2008; Camburn et al., 2003).

A few characteristics must exist in order to encourage pupils. An inviting leader has three visible characteristics: courage, tenacity, and invention. When a leader displays these qualities, he or she can help an individual learn. An educator who does not go forward risks being run over by events as well as being professionally outdated, warns Novak (2009), emphasizing the importance of continuing education. Leaders must always be a stride ahead of the curve, and in order to lead successfully, they must be aware of emerging research-based concepts. Managers may detect and handle possible complications by being aware of different viewpoints. When they have more information, they can make better decisions. In order to perceive a range of perspectives when coping with a crisis, one must maintain their prism open at all times. In both inviting and transformational leadership, lifelong learning is evident because the leaders continue to learn ways to improve their skills (Jumaevich et al., 2021).

Ethical Decision-Making and Integrity

The administrator's job is to orchestrate the school's resources, structures, and processes while adhering to the school's ethical standards (Haromszeki & Jarco, 2017). To ensure that they are acting ethically, administrators must balance needs and collaborate when solving problems during a period of crisis and disarray. Teachers should maintain high expectations, engage with their students, and have a thorough grasp of their students (Haromszeki & Jarco, 2017). Educational administrators accused of ethical lethargy may be accused of failing to risk modifying school organizational structures and processes in the face of evidence that these arrangements discriminate against some; notwithstanding evidence that these arrangements discriminate against some people, if not all (Stewart-Banks et al., 2015). Using ideas, teamwork, and insight, in the midst of a situation, leaders should manage as well as generate new opportunities. Finally, depending on the situation and setting, leadership styles and qualities differ.

Ability to Shift Attitude and Promote Social Engagement

In addition to motivation to change, the capacity of organizational members to understand innovations and display mindsets, views, and behavior are critical parts of transformation. Brion and Ampah-Mensah (2021) discuss those characteristics and their relevance in terms of desire. There is a likelihood that certain organizational changes may only necessitate a minor shift in attitude. For example, many educational reforms, such as the open classroom and decentralization, entail considerable behavioral adjustments among staff members. The adjustment of basic habits and attitudes to enable individuals to socialize as a new job requirement. In the educational literature, this practice is referred to as retraining. Individuals involved in the change process are provided such activities in order to impart the necessary information, attitudes, values, and abilities. The fact that these three personal traits of school personnel are frequently highlighted in the literature in relation to new programs reflects educators' confidence in their ability to affect the transition process (Haromszeki & Jarco, 2017).

Finally, while program designs recognize the importance of retraining employees, they overlook the amount of resocialization necessary for many inventions to function well, in addition to the challenges of just the resocialization procedures themselves. If social integration is an important aspect of workplace development, this results in the traits of organizational members that are necessary to satisfy new expectations (Jumaevich et al., 2021).

Conclusion

The purpose of this study was to learn more about school leadership's involvement in educational implementation and support. In order to gain a greater grasp of the events, the researcher was able to go further into them. Using this literature review, the researcher was able to uncover the leadership qualities which are prevalent for change. The points that emerged from this research can help educational leaders navigate transformation in their institutes at the time of crisis and provide the greatest possible assistance to their employees. For all parties concerned, mandatory change can be stressful. The findings and underlying themes of this study will be shared with educational leaders in order to help them make better leadership decisions in the case of a crisis.

The role of leaders for institutional change is the focus of the study, however, one of the barriers is the distinction between the leadership theories and the substance of leaders' personal attributes. The emphasis has been on the leadership style considering

various leadership theories by which leaders implement organizational reforms. The review also has another limitation in that it concentrates on the processes of systemic change in various contexts when only personal qualities are attributed. However, the role of leadership can be assessed through different angles.

Recommendations

This review can guide the top management to decide the members for the leadership roles. They can match the attributes of the senior members or the newcomers based on the guidelines mentioned above. For compiling a best team, they can adapt different strategies. For example, one method is to exclude members who exclusively exhibit conservative behavioral beliefs and preferences. and substituting these fellows with younger recruits who behave and think in the manners outlined in the change initiative. They can also be replaced with the new members who perceive and interpret in the more innovative manners in the decision - making process of change. Another approach is to keep the original members but modify their beliefs and behaviors to reflect the change objectives by professional development training. The majority of educational transformation initiatives tend to take place with the least amount of purposeful discarding of members, therefore, it should be of considerable interest to investigate the process of transformation in which the original members are retained (Brion & Ampah-Mensah, 2021).

According to the findings of this research evaluation, leaders should be flexible and adaptable. Any leadership continuum could be utilized with other types of leadership since it is a tough and time taking process. Therefore, to determine the need for change at any time demands a careful and attentive leader. In any situation, teachers' shifting themes have the capacity to stimulate and support change (Edwards-Groves and Rönnerman, 2021). Leaders must give direction while maintaining flexibility by communicating openly and honestly and putting their trust in their staff and choosing appropriate for the staff and the institutions.

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