

INTERLEADERSHIP: A SYNTHESIZED LEADERSHIP STYLE FOR EFFECTIVE DECISION-MAKING DURING CRISES AND NORMAL OPERATIONS

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Abstract: Leadership is crucial for organizations, especially during crises and pandemics, where quick and effective decision-making can be the difference between survival and failure. The current study aims to develop a universal leadership style that can be applied during emergencies and normal operations. The author synthesized the best elements of fourteen selected leadership styles to create a new leadership style called Interleadership. Unlike other leadership styles, Interleadership takes a holistic approach and incorporates diverse perspectives to tackle problems. The study employed a desktop study design and purposive sampling technique to select leadership styles. The author identified and isolated the weaknesses of the leadership styles under investigation while incorporating their strengths into Interleadership. The study also emphasizes the importance of considering the organization's structure, vision, and objectives when implementing a change process. Interleadership provides a unique approach to leadership that can benefit organizations during crises and normal operations. It is a blend of the best properties of different leadership styles, making it suitable for diverse organizations. The author hopes that Interleadership will serve as a solution for sound decision-making in emergencies and situations where decisions cannot be delayed. In conclusion, Interleadership provides a synthesized leadership style that can yield maximum benefits to leaders during crises and normal times. It is important to note that the implementation of any leadership style requires careful consideration of the organization's structure, vision, and objectives. Interleadership serves as a solution for effective decision-making during crises, and its holistic approach makes it suitable for diverse organizations.

Keywords: Interleadership, leadership styles, decision-making, crises, pandemic, organizational change

INTRODUCTION

It is well known that humans' ways of existence have been dynamic and not static. Our ways of living are transforming from one level to another. Sometimes society feels the transformation is positive, and other times they think the shift is negative. Thus, they keep comparing one generational change to another and drawing conclusions about which era witnessed the best transformation. As humans' dwell on the tenets of socialization, our lives are shaped by what discoveries exist at the time. The available information shapes our way of thinking, analyzing events, and using opportunities. We cannot talk about development without mentioning or relating to transformation in one way or another. When we develop, change takes place, inspiring better living standards. However, we cannot say the same for transformation leading to development because some adaptations can also bring about negative growth and development.

The true sense of transformation should be noticeable; it cannot be an art society can ignore. Its impact must cause a steer in a community mainly positively. The steer causes reluctance in seeking transformation among companies or organizations. People fear to lose out and collapse in the process and the possible consequences on the organization. It is common knowledge that change is difficult but not impossible. Thus, organizations

need leaders with relevant skills and strong organizational skills to mobilize everyone along as the shift takes its central place. If we take the Informational Technology (IT) sector as an example, we will realize many drastic transformations. There has been a paradigm shift from typewriters to sophisticated programmers and software computers. By this new reality, many organizations require the services of personnel who are Information Communication Technology (ICT) inclined because it works faster than yesterday's analogue system such as the typewriter.

While we think change is necessary for growth and signifies achievement, others believe specific characteristics must define a difference to benefit from the wind of transformation. For instance, it is of great importance to think about the nature of your organization and the type of change that will fit into it. This caution is relevant because a complete transformation can sometimes result in the organization's loss of identity. Thus, three ways of change can be considered in a drive to transform the organization by leaders in that organization. Failure to observe these requirements can lead to drastic consequences for an organization. Based on the organization's structure, vision, and objectives, an entity's leadership can indulge in developmental, transitional, or transformational change processes to bring about the desired transformation in leadership.

The objective of the current research is to identify and submit a leadership style, when implemented by leaders during crises or normal day-to-day leadership operations will yield maximum benefits. Thus, the study presents an evidence-based solution for sound decision-making in emergencies and situations where decisions cannot be delayed but must be right. To achieve the study's objective, the author set out to determine how best leaders can function in the face of challenges by presenting the best elements in fourteen selected leadership styles. A blend of the most exemplary aspects of the various leadership styles can produce great results once applied to any pandemic situation. Destructive leadership cannot ensure sustainably good decisions, and that is why the current study confirms that the weaknesses of the leadership styles under investigation were identified and isolated. At the same time, the author incorporated all their strengths into the Interleadership style.

The purpose of the study is to submit a universal leadership style to school leaders and other leaders of various entities to use during the crisis and their normal day-to-day leadership operations. The paper seeks to blend the finest properties of some known leadership styles to form a unique style of leadership known as the Interleadership style. It may have its challenges but will be the best application in times of emergencies, crises, or pandemics.

LITERATURE REVIEW

The literature review section will discuss the essence of transformation and analyze existing leadership styles, their pros and cons. The purpose of the discussion will be to identify some of the finest properties (strengths) of these leadership styles, synthesize these properties to form a unique style that will build resilience and accountability in leaders who wish to be more efficient and proactive during crises.

Transformation

It is good to ask what transformation is because it will serve the basics of this article's discussion. The layman will say transformation is a change from one way of doing things to another, or better still, a change in our way of doing things. An organization transformation will be a significant change that gives the organization a new focus or direction. In that case, the conversion will not necessarily be a minor deviation from the past but must be a major one to the extent that new ideas take over the old ones. When we apply the transformation to leadership, we are thinking about a new leadership approach, especially in crises like the covid-19 pandemic and other un-normal circumstances that may erupt in the future. Other events will require a new leadership approach to dealing with issues.

Transformations aim at providing better leveraging for a better world. We all agree change is a must, but how prepared are we to accept change? We cannot sustain our coexistence on earth without thinking much about how to coexist. That means experimenting with what it takes to live happily together. This experimentation process leads us to the realm of transformation, which connotes a change in how we do things.

To make change possible, sometimes the organization must make a few changes to policies and structure to respond to external pressure for adjustment. It is far from creating any change in the organization's identity since most features are maintained. This type of transformation is what many leaders in organizations may have to practice. The desire to convert is backed by the fear of complete change or the risk of failure. The fear of creating something unknown, what challenges they will face, and overcoming these challenges are serious matters that limit many leaders of an organization to stay in their comfort zones and make just a few changes in their approach, methods, or leadership process.

On the other hand, is Transitional Change, the idea of Transitional Change among leaders is to have new ideas but not necessarily change the leadership style's identity and objectives. For example, a leader may shift into a completely new kind of leadership to benefit their followers. It will call for significant reforms but not enough to change the destiny of the followers. It must not affect the culture of the organization. It will only require new ideas and services and sometimes upgrading the human resources to conquer your vision. To transform transitionally from one leadership style to another, employees may lose focus because of the demand for an adjustment they are not ready to do. Retrenchments are a common feature of transitional transformations.

The severe form of transformation comes with transformational change. The future is unknown in most transformational change scenarios, but the leader wishes to take that risk because it is part of growth and development. The leader takes in new behavioural features, contemporary culture, and new ideas in this transformation. These new behavioural features will require a new mindset among employees, which the leader must look for, new skills and a new direction in terms of objectives or goals. Change is complex, and if not managed well, will collapse the entire organization. Leaders must organize well to get the people to buy into their new approach to the style of leadership.

Leadership must direct new mindsets among all stakeholders of the organization to work effectively with the change of leadership style. There are many risks involved in a transformational change, especially developing new mindsets towards the unique leadership style. It extends to include how to generate what it takes to arrive at the new concepts that will be regarded as a complete transformation in the employees' eyes. If no significant transitions occur, it will be a standard adjustment to its structure and nothing more. Real change must see a paradigm shift from its original organizational behaviours' to radically new behaviours.

The Role of Leadership Styles for Transformation in Leadership Behaviour

Looking into the various leadership styles is a necessary step to achieve the goal of the current research. Sometimes it sounds strange to mention different types of leadership. The reason is that most people only judge leadership in terms of whether the leader is good or bad (Boogaard, n.d.). People do not border themselves as to which leadership style a leader is operating. There are several leadership styles of interest in this current study. They include traditional ones such as democratic leadership, autocratic leadership, and laissez-faire leadership styles. Out of these leadership styles came along with other leadership styles such as transactional leadership, transformational leadership, servant leadership, and charismatic leadership styles. Others are the pacesetter style, coaching style, affiliative style, and bureaucratic style (Khan, Khan, Qureshi, Ismail, Rauf, Latif, & Tahir, 2015).

Democratic leadership style is one of the most cherished leadership styles. It is likened by many because it encourages employee participation in decision-making. There is maximum cooperation between employees and leadership (Khan, Khan, Qureshi, Ismail, Rauf, Latif, & Tahir, 2015). Every leader is proud as a democratic leader. It is the friendliest leadership style, but it can bring grave dangers to the institution or organization when over practiced. A democratic leader is consultative by nature and will certainly not work well during pandemics when urgent decisions need to be taken by the second of the clock. It is good to value ideas from team members as a leader because it will encourage inclusiveness and increase consensus-building of ideas for better decision-making. It helps every member be creative and proactive but has consequences of delay in decision-making. We know delay can be very disastrous in times of pandemics.

The autocratic leadership style is the direct opposite of the democratic leadership style. The two are the different sides of the same coin. They both address the leadership style in unique ways. Unlike the democratic leadership style, where every leader wants to be associated, the autocratic leadership style is different. According to Khan, Khan, Qureshi, Ismail, Rauf, Latif, and Tahir (2015), this type of leadership does not promote employee inputs but are demanded to obey instructions without questioning authority. People frown about it, but it has its unique purposes, and one of them is the ability to make decisions quickly. This attribute makes it more friendly to pandemic situations than the democratic leadership. Leaders who practice the autocratic leadership style tends to be full of themselves. They have little respect for their subordinate's ideas, which stifles their motivation and self-respect.

Laissez-Faire Leadership styles could equally be non-productive during a crisis whereby the subordinates look to the leadership for motivation and direction. In this leadership style, the leader plays a minimal role in managing the organization or institution (Koech, & Namusonge, 2012; Solomon, 2016). There will be no challenges if the subordinates are self-directed, and the reverse is true. However, it tends to develop the creativity and innovativeness of its associates.

Transactional leaders focus more on rewards and punishment. Once their followers can accomplish their given task, they receive tips in kind or cash. The truth is vice versa. According to Boogaard (n.d.), the transactional leadership style dwells on a rigid environment because the team's operational instructions are dished out. Thus, the members' innovation and creativity are trampled upon and thrown out. This leadership style can be problematic in pandemics because it does not support creativity and innovation. The team must comply with the laid down rules of the leader or face the consequences. However, it has the advantage of sticking to plans in order not to cause unnecessary infiltration of weaker ideas from team members.

Unlike transactional leadership, the transformational leadership style could be better in pandemics because it seeks change from the status quo. In epidemics, change is always imminent and requires leaders to move out of their comfort zones to face difficulties and challenges head-on. Transformational leadership is about innovation. According to Vincent-Höper, Muser, and Janneck (2012), transformational leaders primarily influence their followers by believing in their vision and goals and ensuring that the requested behavioural change manifest in their roles as part of the system. It is about bringing change to bear on current situations to create new opportunities to benefit the employees, the organization, or the institution. To a transformational leader, there is nothing like impossibilities. The vision of every transformational leader is to turn all impossibilities into possibilities. Until that is achieved, their core value as transformational leaders is defeated. The biggest challenge transformational leaders face is the people's resistance to change their long-standing traditions or values. However, with determination and building trust, transformational leadership can strive beyond limits.

Servant leadership is unique and ideal. In this type of leadership style, the leader serves their followers. They are more willing to give out than receive from the team (Greenleaf, 1996). A common observation has proved that most leaders have deviated from this leadership style. They instead take away from their followers both in kind and in strength. A servant leader could be perfect in pandemic situations since they are willing to protect others than themselves. They prioritize the needs of their people than their happiness. The servant leadership style can motivate the people, and they will do more to grow the organization. The only disadvantage of this leadership style is that they are very scarce and difficult to find.

The charismatic leadership style has been with us for a while but is not a subject matter in leadership styles. People are charismatic leaders in their leadership style, and their associates love them. Charismatic leadership could be friendly in a pandemic because of its characteristic features of persuasion and convincing communicative skills. Like the transformational leadership style, the charismatic leadership model also seeks to create enthusiasm among the team. However, a charismatic leader will attempt to shape the team's values to promote compliance and achievement (Quinton, 2019). A charismatic leader can quickly mobilize their team or subordinates to rally for a just cause.

Bureaucratic style of leadership is among the recently evolved leadership styles. Just as the name suggests, it involves a formal approach to leadership. Khan, Khan, Qureshi, Ismail, Rauf, Latif, and Tahir (2015)

described a bureaucratic leadership style as policing than leading, whereby the employees will do what is required of them and nothing more. This leadership style works systematically according to policy, procedures, rules, and regulations. The idea of being systematic indicate that it could be very inflexible and does not promote innovation and creativity. The way bureaucratic leadership operates could be problematic for a crisis. It will require time to adjust the laid down procedures to address new situations such as a pandemic. Ethical leadership style is much more like the name suggest. Ethical leaders usually consist of leaders who are filled with goodwill and honesty. They will lead reasonably with their subordinates (Quinton, 2019). They have the welfare of their associates at heart and will ensure that equity, support and love for the institution prevails. That is not to say they are weak in decision-making because they will ensure that each team member performs their duties by abiding by the rules and regulations of the institution. An ethical leader could be helpful in pandemic situations since their love for justice will motivate them to work extra hard to avert any disastrous crisis.

The managerial leadership style has gained much recognition in the 21st century, with many leaders adopting the Management by Objectives (MBO) skills. Usually, leaders who embrace this leadership style focus much on bureaucratic processes. They focus on functions and the ability of their followers to accomplish a task than on creativity and innovations. Managerial leadership may have challenges in times of pandemics, such as a delay in adjusting the laid down functions of the organization. It certainly has some advantages. Managerial leaders forecast and set goals and, in the process, become visionaries. They can envisage challenges and set out plans to meet these challenges as and when they pop up. An outstanding managerial leader can avert many crises and prevent them from happening. However, the executive leadership style is best for industries and organizations, not schools. The school environment is unique with unpredictable outcomes and needs maximum flexibility in dealing with teachers and students (Bush, 2007).

The participative leadership style has similarities with the democratic leadership style, whereby the decision-making process is a shared responsibility by every person in the organization. There is a thin line between the democratic style of leadership and the participative leadership style. Kurt Lewin and his team in 1939 identified this type of leadership, including autocratic and laissez-faire leadership (Leadership and Performance Partnership, 2019). Leadership is very open in making decisions and invites everyone to be part of it. Studies have shown that decisions are best implemented when formulated by the people who will implement the decisions (Dewey, 1938; Tyack & Cuban, 1995).

Moreover, sharing ideas and selecting the best gives the surest way to success. The idea of sharing responsibilities and roles in participative leadership makes it friendly to pandemic situations. There is the need for everyone to come on board to address the challenges associated with pandemics.

One of the leadership styles this paper cannot leave out is the post-modern model or leadership style. In contemporary times scholars are rethinking leadership and how it can be most beneficial to subordinates. The post-modern leadership style focuses more on the tenets of democratic and participative leadership style. Much attention is given to participation, inclusion, and consultation (Bush, 2007). Involving every stakeholder in the decision-making process motivates their interest, culminating in collective responsibility towards achieving the institution's goals. School leaders need collective decision-making to succeed at the school level, where every stakeholder has significant contributions to the institutions' development.

Instructional leadership has come under much attention of late. It has been necessary because people are aware of the role of instructional leadership in the performance of teachers and students alike. Scholars have demonstrated that to get the best of teaching and learning; then school leaders must be given attention (Shava & Tlou, 2018). The school heads will, in turn, give quality instructional coaching to the teachers to improve their performance (Bush, 2007). The good thing is that beneficial instructional leadership impact teachers' behaviour directly, which can be a source of motivation to rally support from teachers during pandemics. Just like the other styles of leadership, instructional leadership has its weaknesses. It excludes other vital areas of the teacher and student's development. It concentrates more on the teaching and learning process to neglect the social and welfare of teachers and students (Bush, 2007).

As the name implies, Contingent leadership appears to be more friendly regarding pandemic situations. The leadership style allows the leader to respond to concerns by adapting what works best and is in the institution's interest. One typical example of contingent leadership is situational leadership. The earliest scholarly work about situational leadership has not changed much from the ideas of contemporary times. Scholars like Greenleaf (1977) perceive situational leadership as a leadership style that must not fit all situations but operate depending upon the circumstance. A contingent leader needs to be proactive and must be able to adapt different leadership styles effectively to fit into a variety of contexts appropriately. It suggests that a contingent leader must know other forms of leadership style to tap into them when the need arises. Indeed, among the different leadership styles discussed here so far, the contingent leadership style will be more helpful to leaders in a crisis where they can quickly mobilize both human and material resources by applying the best strategies possible.

Resistance to Change

Change, they say, is the only permanent thing. However, people are resistant to change and will do all they can to maintain the status quo (Monaghan, 2009). Dewey (1938) refers to it as the grammar of schooling in our education system. Even as we write about leadership style in operationalization, leaders still follow what the previous administration practiced. They care less about whether it brought success to the organization. They forget about their principles and follow the old traditions laid down in the school through time. It is challenging to change components of an institution, be it the decision-making process or the organizational structure (Nickols, 2007).

That notwithstanding, change is possible when pursued with diplomacy, respect for human values and dignity. Change is also possible when preceding factors are challenging enough, as in the case of pandemics, when lives are in danger, and people are willing to do whatever it takes to stay alive. Communication becomes an essential tool to enhance the change process. Good communication can influence the mindset and diffuse large systems resistant to change. A leader with Interleadership skills is better placed to bring about the necessary change to combat crisis. What it takes to operate an Interleadership model prepares the individual to face whatever challenges with the module. The challenge of implementing new ideas out of the blue to deal with pandemic situations is resolved from the onset.

Theoretical Framework

Being an efficient leader in times of crisis is not just about implementing solutions but also about bringing about deliberate but systematic changes in the shortest possible time. That is why change management is the best guiding principle for the current study. Thus, Roger's Five-Stage Change Theory (Rogers & Shoemaker, 1971) is what comes into mind. According to this theory, to bring about the change, you need collaboration with those involved, during which time you can impact knowledge on the reasons for change. The approach resembles the finest properties of participative, inclusiveness, compliance, and acceptability listed in Table 1. Again, the theory prescribes persuasiveness to get employees to accept the change. In Table 1, this approach is in line with fine properties such as dialogue, openness, involvement, honesty, and motivation.

Stage three of the theory requires a pilot test of the ultimate decision. The pilot test is very much important when the situation requires therapeutic interventions which are newly discovered. The likeness of the third stage is more about rules and compliance and fairness. The next step calls for the implementation of the change permanently instead of on a trial-and-error basis. That is execution, rigidity, and swiftness. The last stage of the theory is about confirming the successful implementation of the change, which must do more with supervision and monitoring. As stipulated by Rogers and Shoemaker (1971), the goal of change management is in line with the purpose of the Interleadership style, which is to generate and implement decisions efficiently for the benefit of the entity involved. At the core of the Interleadership style are clearly defined roles, guidelines, and actions, which will result in goal attainment when adopted and implemented.

METHODOLOGY

The research design selected for the study is a desktop study. The researcher engaged in a desktop analysis of already existing empirical information in educational leadership. It is accepted in academic research without

necessary stepping out into the field to collect primary data (Janesick, 2011). The desktop analysis is chosen because it gathers facts from existing empirical research data faster to address the current research objective. The researcher utilized secondary data prepared by other researchers in terms of methodology. They include data on transformation, styles of leadership from research articles, books, and abstracts from peer-reviewed journals.

The maximum variation purposive sampling technique is selected for the study. The technique involves the selection of units to maximize diversity relevant to the research objectives. The technique is appropriate for the current study because leadership styles are purposely different but homogeneous in structure. Again, leadership styles are a wide variety, and the method will ensure the units for analysis are drawn from among the various types to maximize their diversity in nature. Therefore, with the maximum variation purposive sampling technique in mind, the author sampled fourteen leadership styles for the study. Since the study is a desktop design, the author gathered information from books and journal articles on leadership. Again, inspiration was drawn from webinars on leadership, newspapers reportage on leadership, and from blogs on how headers of educational institutions have tackled the covid-19 pandemic. Data analysis is qualitative. The author selected the finest properties of the various leadership styles identified for the study and blended these properties to submit a single approach to quality leadership, known as an Interleadership style.

DISCUSSION Submitting the Inter-leadership Style Approach

We have several leadership approaches to displaying leadership skills in academic circles. The different leadership styles allow students to relate to their leaders in diverse ways or from different perspectives. However, some school leaders sometimes find it necessary to combine several related leadership styles to operationalize a single activity. The method of instilling many leadership styles to represent a single-core action is the Interleadership style. The approach sounds useful because it allows leaders to learn and combine various leadership skills within a single context or situation. The Interleadership style must not be confused with applying types of leadership. The Interleadership style practice focuses on the refined skills of leadership that support the achievement of the leader's goals rather than on the leadership style of the leader. The Interleadership style approach is a new dimension of leadership that is immersing in response to the covid-19 pandemic and other pandemics humanity may encounter now or in the future.

It is an accepted practice for leaders to apply various leadership styles in the school environment if teachers, students, and workers' rights are not violated in the process. The new idea of the Interleadership style will not focus more on content. Still, results and quality leadership will be measured by the ability of leaders to produce the best results given scarce resources under stressful or regular times. The Interleadership approach allows leaders to acquire skills in leadership that cuts across many fields of administration. It empowers leaders to achieve skills that position them to face their challenges with competence and confidence. It also develops leaders' ability to evaluate and synthesize the different ideas from the various leadership arena. By this fact, skills and knowledge are transferred from one field of leadership style to another. Given that one form of leadership style may not favour some group of persons, the other may be helpful and conquer the much talked about individual differences in characteristics.

We must not confuse situational leadership with the Interleadership style approach. Whereas situational leadership focus on team members and their many variations, Interleadership practice focuses on environmental factors such as the crisis of different magnitude and nature. Unlike the Interleadership style approach that adopts analyzing and synthesizing information from other leadership styles to form a coherent unit, the multi-approach to leadership in situational leadership picks on fragments of knowledge from various directions of leadership style and does not integrate them. In other words, actors within the multi leadership approach only execute command and ideas parallel to their leadership styles without harmonizing the demands of that leadership style to form a whole or unit of practice. The singular, striking feature is that both the Interleadership and the multi leadership styles combine different leadership styles differently. One of the benefits of the multi leadership approach, such as situational leadership, is that it gives a new perspective to problems to be tackled outside the usual boundaries and therefore supplies a better alternative solution to complex challenges in dealing with people. However, the Interleadership style approach promises to be a

superior approach to leadership because it synthesizes various leadership styles to form a completely new style and approach to leadership.

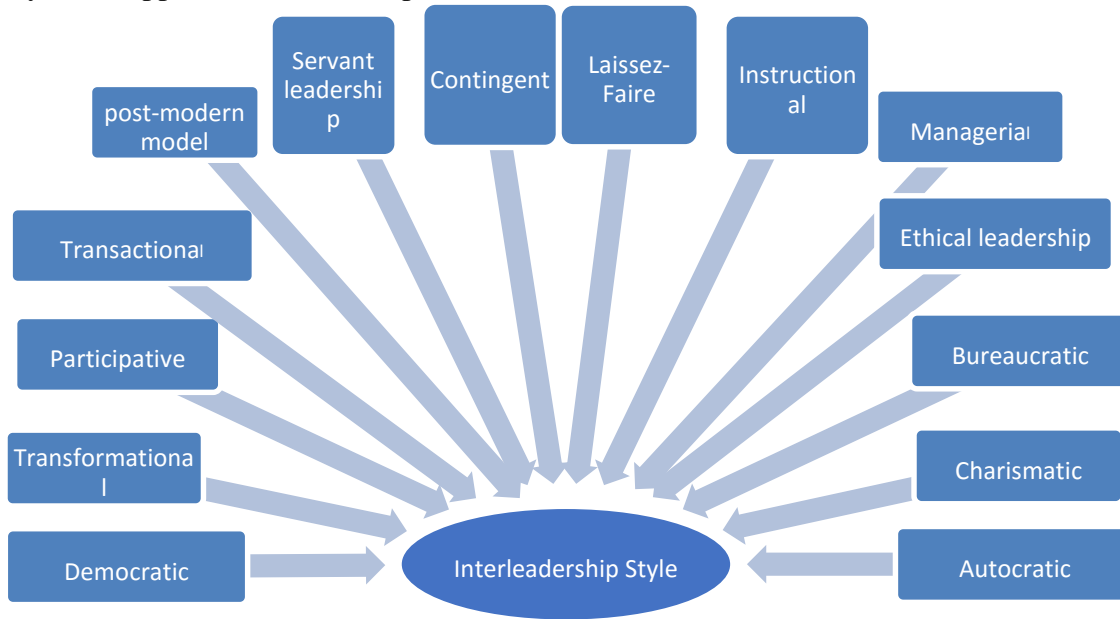


Figure 1: Interleadership Style Approach

The Interleadership style approach is to tap from the best qualities from each leadership style discussed in this paper under immersing issues. Presenting in Figure 1 is a list of the fourteen leadership styles selected for the study. The presentation of leadership styles in Figure 1 is not done in any order of interest. Therefore, no preference or significance is attached to any leadership styles presented in Figure 1 for discussion. The best properties to be tapped from each leadership style are listed below in Table 1.

Table 1: Leadership Styles and their Associated Two Most Common Finest Properties

Leadership style	Finest Properties
Democratic leadership style	Openness/Participation
Transformational leadership style	Change/Innovations
Participative leadership style	Involvement/Inclusiveness
Transactional leaders	Goals/Targets
Post-modern leadership style	Consultation/Dialogue
Servant leadership style	Available/Service
Contingent leadership style	Readiness/Execution
Laissez-Faire Leadership style	Space/Delegative
Instructional leadership style	Monitoring/Supervision
Managerial leadership style	Values/Status quo
Ethical leadership style	Honest/Fair
Bureaucratic style of leadership	Rules/Compliance
Charismatic style of leadership	Motivational/Acceptability
Autocratic leadership style	Rigid/Swift

The list above indicates that to apply the Interleadership approach to your leading skills, you need to be open to discussions while being rigid in the decisions you make for the institution. You need to give space and a chance for your subordinates to thrive. You will need to set targets and goals and invite innovations and change from external sources to grow your institution or safeguard the institution from collapse. You need to be available when your team needs you and support them to achieve their aspirations. Again, as an interleadership operator, you will have to be motivational, follow the rules laid down by the group, and be fair and honest in your operations. You need to respect institutional values and safeguard them to preserve its culture.

You need to involve everyone in the institution's activities and consult with team members as a priority while you strengthen monitoring and supervision. Lastly, you will have to be ready for any eventualities by forecasting and planning time. The process leading to the Interleadership style is represented by Figure 2 below:

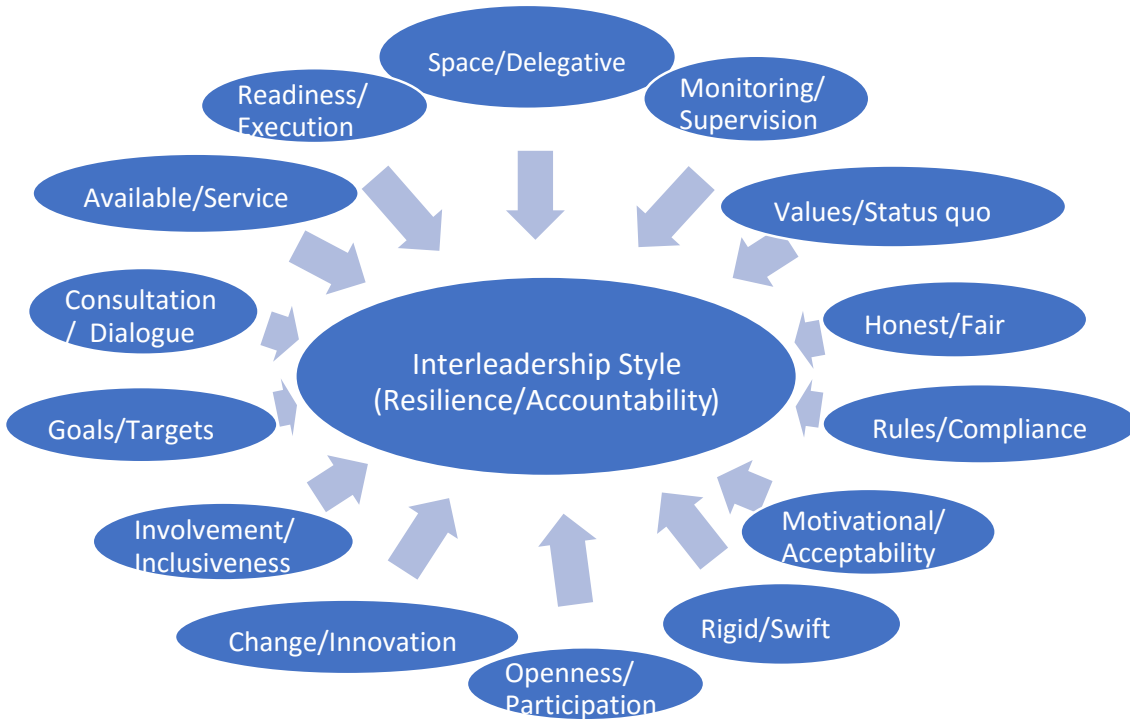


Figure 2: The flow of the finest properties to build a unique Interleadership style

The Interleadership style tenets are based on resilience and accountability. The concept of resilience, like all other concepts, the idea of resilience has been given different definitions. However, according to Southwick, Bonanno, Masten, Panter-Brick, and Yehuda (2014), the proposed definitions have some basic commonalities, such as the ability to still be healthy and adaptive in the aftermath of adversity. Similarly, the current study conceptualizes resilience as resistance to difficulties, toughness, and the capability to measure time with space, skills and knowledge by resources and action. It means that every leader who adopts the Interleadership style will build skills to endure adversities, misfortunes, hardship, crises, and up-normal situations. Setbacks are not part of the language of a leader who adopts the Interleadership style because you are equipped with ideas, knowledge and skills that run through all the leadership styles discussed in this study. Thus, you become healthy in thought, successful in operations with or without adversities.

Conceptualizing accountability in the current study is no different from the definitions shared by Cambridge advanced learner's dictionary and Merriam-Webster.com Dictionary (Accountability. n.d.; Accountability. 2021). The two dictionaries share a standard explanation of accountability which they explained as being accountable, transparent and responsible. The current study believes that every good leader must accept the outcome of what they do, whether positive or negative. Leaders must also be able to submit reasons for their inadequacies and successes. To achieve this, they need the habit of being transparent and open. Accountability and transparency are like unidentical twins. On the surface, they look different, but within, they share genetic properties. Leaders who are not ready to accept responsibility for their actions and inactions tend to blame others or anything for their failures. Such an attitude will not promote good decision-making in everyday situations or during crises.

The implication to Research and Practice

The results of the current study have some implications for good leadership and decision-making. Foremost, it has added knowledge to the field of leadership by expanding our knowledge that there can still be more diverse and different kinds of leadership styles we need to explore. Practice wise, research has shown that

success is directly related to leadership. A more resilient and better leadership style like the Interleadership style will promote good decision-making in educational institutions and other entities. Applying an Interleadership style will further promote accountability and enhance trust and motivation to work, among subordinates towards achieving the common goal of the institution.

CONCLUSION

The new approach to leadership, which comes as the Interleadership style, has drawn knowledge and skills from different leadership styles. These knowledge and skills are analyzed and harmonized to create a coherent whole that will stay within its boundary of resilience and accountability. To achieve the needed transformation, we seek in the face of crisis concerning leadership, we must adjust to how we work and think about existing methods and models of administration. That is why the Interleadership style will fix the gap of changing from standard to crises situations. The strength of this leadership style will be its ability to approach up-normal challenges with the best decisions coupled with non or minimal stress through resilience and accountability.

Future Research

The researcher would like to recommend that future researchers take the current study as a baseline to develop Interleadership style theories and principles. The leadership of educational institutions, in particular, should pay attention to the proposals made by the author to enable them to become resilient in the face of challenges concerning decisionmaking in times of pandemics and regular times as well.

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