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## **LEADERSHIP, RISK-TAKING, DECISIONS-MAKING: The newest outcomes from the Science of Leadership**

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### **ABSTRACT**

Globalization and digitization have brought in unprecedented changes in the leadership-organization-environment equation. Managing this equation is complex because it is not confined by clear, known boundaries.

Today's leadership, in this situation, faces three major challenges: One, they confront problems that are occurring rapidly, are complex in nature, and may be unclear as not having experienced by them before. Two, they have to make quick decisions, in spite of "complexity, novelty and ambiguity" (Lord & Maher, 1990<sup>1</sup>). Three, they have to take risk, keeping in mind "negative consequences of a solution with respect to other on-solving efforts and broader system goals (Mumford & Peterson, 1999<sup>2</sup>).

This article addresses the primary, fundamental issue of leadership competencies, which Prof. Fadil Çitaku's Leadership Competency Model (2012) and currently published Leadership Competency Model Drenica (Çitaku and Ramadani, 2020) propose, and the Leadership Style befitting to the organizational structure that Prof. Don Zilloux, the author of The Results-Focused Organization (2011) elucidates. Additionally, in this study a large body of evidence-based literature have been reviewed to highlight the newest outcomes from the Science of Leadership regarding Leadership, Risk-Taking and Decision-Making.

## INTRODUCTION

Globalization and digitization during the last three decades have brought in unprecedented changes in the leadership-organization-environment equation. Managing this equation is complex because it is not confined by clear, known boundaries. The three entangle quickly and cause impacts, which could at times be costly and even cause damages that are irreparable.

Today's leadership, in this situation, faces three major challenges: One, they confront problems that are occurring rapidly, are complex in nature, and may be unclear as not having experienced by them before. Two, they have to make quick decisions, in spite of "complexity, novelty and ambiguity" because they "do not have the luxury of analytically working through all options attached to a problem" (Lord & Maher, 1990<sup>1</sup>). Three, they have to take risk, keeping in mind "negative consequences of a solution with respect to other on-solving efforts and broader system goals (Mumford & Peterson, 1999<sup>2</sup>).

Meeting these challenges, for any leader, is not easy. Because the change has come so fast that the leadership required, which has capabilities, competencies, and role-sets that effective leadership could bring forth to address complex organizational issues, is missing. The reason for this gap or vacuum is not neglect or oversight but the inherent limitations in the design of our leadership development model and the fast-organizational changes that are upsetting the balance of economic stability. Mumford, Zaccarot et al<sup>3</sup>, (2000) has well corroborated this aspect by pointing out that "It may take up 20 years before leaders acquire all the skills needed to solve novel, ill-defined organizational problems."

Our attempt in this article is to address the primary, fundamental issue of leadership competencies, which Prof. Fadil Çitaku's Leadership Competency Model proposes, and the Leadership Style befitting to the organizational structure that Prof. Don Zilloux, the author of "The Results-Focused Organization", elucidates.

According to Bennis<sup>4</sup>—an expert in the study of leadership—an important threat facing the world today is the lack of effective leadership of our human institutions. Indeed, Lipman-Blumen<sup>5</sup> has called attention to the failure of leadership in government, universities, healthcare and financial institutions. Organizations need competent and effective leaders now more than ever to face the threats and challenges of the modern world.<sup>6</sup>

Long time scholars in the field of leadership, Vroom and Jago<sup>7</sup> defined leadership as a 'process of motivating people to work together collaboratively to accomplish great things' (p. 18). Accordingly, leadership is a process, not a property of a person. It involves a particular form of influence called *motivating*, resulting in collaboration in pursuit of a common goal to achieve the great things that are in the minds of both leader and followers.<sup>8,9</sup>

*“If we want our leaders to get better, we have to provide them with the newest insights of leadership, gained from robust and reliable research outcomes” (Çitaku,2019).*

## **LEADERSHIP THEORIES**

In a recent meta-analysis of trait and behavioral theories of leadership, Derue *et al*<sup>10</sup> concluded that much of the research evidence fails to provide an integrated framework for understanding what constitutes leadership effectiveness. They did empirically identify some leader traits and behaviors that represent effective leadership, however. The concept of leadership overlaps with two similar terms, management and administration. The former is used widely in Europe and Africa, while the latter is preferred in the USA, Latin America, Canada and Australia. Leadership is often of great contemporary interest in most countries in the developed world.<sup>11</sup>

Some leadership researchers distinguish between leadership, administration and management. They suggest that leadership is synonymous with change, while management and administration are considered as maintenance. All three dimensions are identified as critical functions of organizational activity. Taken together, leadership can be construed as a means of shaping the goals, motivations and actions of others to initiate change or maintain stability.<sup>12</sup> Some researchers have adopted a social perspective to conceptualize leadership. Spillane *et al*,<sup>13</sup> for example, argued that leadership activity is defined or constructed through the interaction of leaders and followers during the execution of leadership tasks.

## **THE IMPORTANCE OF EFFECTIVE LEADERSHIP**

Leadership is a complex multifaceted phenomenon that is widely observed but, most often, poorly understood. Many authors<sup>6,14</sup> have argued that high-quality leadership is imperative to the success of organizations. Many researchers have emphasized idealized personal characteristics such as educational visionaries, instructional and curriculum leaders, assessment experts, community builders, public relations experts, budget analysts, facility managers, special programs administrators and expert overseers of legal, contractual and policy mandates, and initiatives are thought to characterize effective leaders. The preponderance of empirical evidence, however, does not support this trait model of leadership effectiveness.<sup>10</sup> Although effective leaders can have a positive influence on achievement, poor leaders can have a marginal or even negative impact on success.<sup>14</sup>

Waters and Grubb<sup>14</sup> in their study reported three major findings that support the notion that school-level leadership matters in student achievement. First, they found that principal leadership was correlated with student achievement; one SD improvement in principal leadership was associated with a 10 percentile increase in student achievement. Second, they identified several leadership practices or processes required to fulfil a number of responsibilities that were significantly and directly related to student achievement. Third, they found a differential impact

of leadership—just as leaders can have a positive impact on student’s achievement, they also can have marginal or, worse, a negative impact on student’s achievement.

Leadership is a complex multifaceted phenomenon that is widely observed but poorly understood. In consonance with the conclusions of others<sup>1,10,15,16</sup> the foregoing review indicates that further empirical work in leadership is required. Given that leadership is associated with employee achievement, successful team functioning and efficient institutional operations, it is critical that an empirically supported comprehensive definition be developed.

### **LEADERSHIP COMPETENCIES**

Although there is no commonly agreed upon definition of a general theory of leadership, leadership has been pragmatically defined as a process of motivating people to achieve great things, in essence, to be effective. Effectiveness as a leader is easily measurable, however, defining the required competencies for effective leadership is complex, poorly understood and all too often, overly trait driven. One innovative study on this subject was performed by Çitaku et al.<sup>15</sup> in which a carefully validated questionnaire of 63 items were sent to the key leaders in six countries: Austria, Canada, Germany, Switzerland, UK and USA. This study received a large number of responses and uncovered interesting variations in the valuation of specific leadership competencies. This study also revealed interesting differences in the valuation of specific competencies depending on the sex, native language, and area of specialization of the respondent, especially for the domains of social responsibility, innovation, and justice orientation.

The Çitaku et al study<sup>15,16</sup> is considered important because the authors proposed a tool that enables an objective and standardized assessment of perceptions on leadership competencies. Furthermore, this tool was specifically developed to be applied in the health care setting. Measuring leadership competencies is important to guide and tailor the training of current and aspiring leaders. Since the publication of this landmark study, limited research has been performed specifically in the field leadership. Çitaku et al.<sup>15</sup> study indicates that core competencies in leadership can be empirically identified and categorized into five factors: (1) Social Responsibility, (2) Innovation, (3) Self-Management, (4) Task Management, and (5) Justice Orientation that are theoretically meaningful, coherent, internal consistent and parsimonious in explaining the variance of the data. Although there were some between-group differences in the factors, there were no substantive differences by country or language (English vs German language). Accordingly, the competencies appear to be stable and coherent.

A slightly modified version of this instrument has been applied to a sample of 217 Latin-American physicians involved with cancer care and related areas who also held (self-defined) leadership positions of various levels (Mano et al., 2019). This work uncovered interesting differences between Latin-Americans and Europeans/North-Americans in the valuation of

specific leadership competencies (in particular task-management competencies which were placed a higher valued by Latin-American physicians). Furthermore, significant differences were also observed between subgroups defined by country of medical practice, gender, experience in the field and medical specialty. This study confirms findings from previous works performed in other domains (Mano et al., 2019)– indicating a potential need for cross-cultural validation of scientific studies performed in this field (Mano et al., 2019).

Other research outcomes that promise a big improvement in Leadership are the outcomes from the Neuroscience, emphasizing the importance of brain knowledge for leaders. For example, the importance of Social responsibility as a key factor in Leadership. These outcomes correlate very well with Çitaku's Leadership Competency Model since this model at the very top includes the leadership domain social responsibility. Scientists of leadership Çitaku and Ramadani (2020) have developed a Leadership Competency Model-Drenica: Generalizability of Leadership Competencies, focusing on generalizability of leadership competencies. Their model incorporates 25 competences that can be taught and learned in different leadership domains. If we want our leaders to get better, we have to provide them with the newest insights of leadership, gained from robust and reliable research outcomes. The following section represent a brief sampling of key insights and assets that any leader or prospective leader will need if they are to be a maximally effective leader. We must also be aware that a leader gets paid to be effective, to achieve the goals and visions that they have set or have been set for them.

### **COMMON MISTAKES MADE BY LEADERS**

- The most precious and difficult thing for a CEO to obtain is a clear view of his world. People may wish to flatter him, spare him unpleasantness or hide a failure of their own. Their intentions are not always disingenuous. It's just that his power as a CEO tends to cause people to distort their message by bending their words and actions to earn favors. CEOs who don't recognize this fact are open to failure.
- Those Leaders who rule by fear are usually the most insecure. An interesting discovery was that these individuals actually believe their employees enjoy working for them, when in fact the fear they instill fosters hate, disgust and ineffectiveness. That behavior may come for insecurity rather than malintent; nonetheless, it does not create a healthy or productive work environment.
- Excessive pressure on employees, combined with a single-minded focus to meet goals, will often kill initiative and creativity. The overbearing behavior of a Leader will inhibit openness and honesty; it will greatly diminish the quality of any team. A recent study focused on effective leadership for extractive industry <sup>10</sup> demonstrated that, most often, being too directive despite the contest of the team members (i.e. competence and commitment) leads to poor outcomes.

- Pressure is not an entirely bad behavior, as it can result in goal achievement, especially on low competence/commitment environments, but it should be tempered by a sensitivity to its impact on others. An environment of trust where subordinates feel comfortable in expressing their feelings and needs helps relieve some of this pressure.
- By selecting followers rather than potential Leaders, the Leader of an organization, a department or a team dramatically limits its potential for growth and its ability to recognize problems brewing on the horizon. We should be careful to understand the distinctions between loyalty and mindless following: the former is beneficial to the relationships necessary for effective administration while the latter often hinders the kinds of review that support effectiveness.
- Many misguided Leaders have the mentality that it is their role and duty to catch people doing something wrong. Once this kind of mentality permeates the culture of an organization, the employees become fearful. A sword-wielding Leader will never get the best from his or her employees. A more effective approach is to catch people doing things right, one that supports the thinking and behaviors that are necessary for optimal performance.
- There is no such thing as “off the record.” It’s simply not good practice for Leaders to show weakness to others. Celebrate publicly; Cry alone. Leaders don’t open-up to people with their inner feelings of doubt or hurt - half don’t care, the other half are glad it’s you and not them! Nobody feels sorry for you for more than an hour, but they will never forget your moment of inappropriate vulnerability. Conversely, leaders who are perceived as ‘being human’ are more apt to be perceived as fair; subordinates need to know that they leaders care.
- Like it or not, a judgment will be made of the leader based on who influences her, who he spends time with and whose counsel she seeks. New leaders get in trouble by creating a little inner-circle of advisors that nobody can penetrate. This inner circle often leads to 'group-think' and can substantially limit new ideas, creativity and growth. Leaders that behave like this tend to lose the benefits of the knowledge, skills and abilities of those who are not part of ‘the group’. While it’s understandable that leaders do this to some extent, their being aware of this behavior or practice will limit any negative effects or perceptions.
- Be very careful not to fall into the trap of cronyism. Any leader who pushes “his boys” often causes morale problems within the ranks. Practicing cronyism also can hurt the very people you are trying to help, especially if you push someone into a position before they are ready for the promotion. While true, leaders should not be discouraged from recruiting people they know or may have worked with in the past: when this occurs, openness, good communication practices and efforts to build relationships within the group will be helpful.

- The handling of flatterers and bootlickers is an issue related to cronyism. In all companies, there are people who are very skillful in pleasing the boss by bearing good news, false cheer and by stroking the boss's ego. They are always looking for ways to make the boss happy, worrying about getting a lot of "face time" and serving their personal agendas and ambitions. Watch Out! Flattery, however, is a natural trait and shouldn't be automatically seen as bad: good leaders can mitigate the ugly perceptions of those that do this by subtly fostering the inclusion of those less inclined (who may think this behavior is bad) and getting them involved in the circumstances where this may be occurring.
- Leaders should avoid bringing a substantial number of former colleagues with them when they move to a new position. A leader who drags "her team" along is likely to undermine the morale of the new company. It also will be very difficult to develop good rapport with new associates and communication channels will be harder to establish. Further, you will gain more credibility as a person of self-confidence and independent thought if you do not drag along with you a group of cronies as you move from job to job. This may be one of the hardest things for leaders to learn and accept: they naturally want to be surrounded by those they trust. Again, open dialogue between the leader and her team will allow them to understand needs and motives. Really perceptive leaders will know when to act, or not.

### **COMPONENTS OF GREAT LEADERSHIP: EGO, HUMILITY, EMPATHY AND ITS ROLE IN LEADERSHIP**

To be a great developer of people, you must be personally self-confident because taking your people to the height of their potential may mean they will pass you by. It takes a very secure person to face that possibility, but without such a mind-set, you may be competing with your people instead of developing them. Again, open discussion will help ease the concerns of the leader and his subordinates.

- Leaders put empathy ahead of authority. Leaders are friendly, not arrogant or egotistical. They are as friendly with the janitors as they are with the Chairman of the Board.
- An apology is the sign of a secure leader. Realizing that we all make mistakes, it's a sign of good leadership and self-confidence to know when to say: "I'm sorry".
- In most instances, the people you work with will know as much or more about the specifics of the details as you will; it's foolish not to bow to their expertise. And it's wise to praise and celebrate it: this will let others know it's okay.
- True leaders don't have fragile egos. They recognize that no single person can have all of the answers all of the time, and that they can always learn from others. Leaders don't let their ego get in the way. And they publicly admit when others know more, supporting others to participate in group efforts.



- Good leaders are teachable. Leaders must always learn. Sharing this with subordinates reinforces the importance of continuous learning.
- Leaders look at others as equals, not as subordinates; however, they must be cautious to not allow this to become overly friendly.
- Empathy can come from asking questions, really listening and trying to understand what someone else is feeling. Good leaders do this.
- Leaders can take charge without always being in control. In fact, the best leaders are those whose behaviors are seen as being part of the process: that engenders trust and loyalty.
- Effective leaders value candor. “Tell me the bad news and I won’t bite your head off. Tell me the bad news and I won’t start looking for someone to blame.” The biggest risk you run as the CEO of any company is that you’ll never hear the truth again if the word gets out that you shot the messenger. Here, trust is the key.
- You have to establish authority while concurrently encouraging input and consultation. People should say, “He really listened to me and asked good questions. I didn’t persuade him this time, but I know he’s flexible and really listens to all sides.”
- Leaders must be willing to say, “I was wrong,” “I made a mistake,” “I accept responsibility for our failure and am willing to accept the full consequences of that failure.” This will help others to learn the benefits of trial and error and responsibility.
- You expect the CEO to be incredibly energetic and to bring a sense of vitality and life to a problem. They are very clear thinkers, so they make decisions and they instill in people a sense that failure is not something to be afraid of. Be aware, however, that this style of leadership can wear people out: be sensitive to and aware of this.
- It’s very important to restore confidence and teamwork inside the company. Give people a goal, a target. Go to your people and say, “Look, here’s my plan, I have every reason to believe that it will work, but you know I could be wrong, so look it over and give me some feedback”.
- Say, “You can make mistakes, that’s the way we all learn. All I ask is that you always come back to me the moment you’ve made a mistake so we can quickly sort it out. Just don’t ever give me a big surprise, never cover up bad news. You must come to me quickly, while there still may be time to do something.”
- People should be frank with you. They should not be afraid of you. There has to be a bit of irreverence and courage, so that not only is someone allowed to tell you that you’re wrong, but also that there’s a culture where it’s better to say we disagree than we agree. In the end

they have to have the respect, that when you say, “OK, I’ve heard all of you and I think we have to do this”, nobody will second guess you.

## **COURAGE AND RISK TAKING**

- Great Leaders are trailblazers. They are experimenters. They stick their necks out and therefore inevitably make lots of mistakes. Great Leaders have the courage to take action where others may hesitate. This form of risk taking needs to be tempered by careful planning, good discussions, and an openness to alter plans as necessary.
- Pressure can often come in the form of criticism. Yet criticism is often the price to pay for being successful. If you don’t have critics, you usually aren’t having a lot of success. One of the biggest challenges Leaders face in their careers is being able to handle the pressure that comes with success.
- Most Leaders have followers around them. They believe the key to leadership is gaining more followers. Few Leaders have the courage to surround themselves with other Leaders. Those who do bring great value to their organizations. And not only is their burden lightened, but their vision is carried on and enlarged.
- Leaders are faced with very tough situations, balancing the varying pressures of making money for stockholders, being popular with employees, and satisfying customers, while doing what they believe to be ethically right.
- Very few people step-up to leadership without being frightened. We are by nature afraid of looking silly, of people not responding to our lead, of being wrong about where we are taking our organization; it’s normal. Some aspiring Leaders are never able to get over this fright. They prefer the safer “manager” role. Caution is good, but the best leaders are bold.
- Standing up for what you believe in may put you in confrontation with others. Confrontation involves risk and there are many who prefer to avoid it. As the CEO, Executive, Manager or Supervisor in charge, you must have the courage to stand up for your ideas *and* your ideals.
- Leaders look for great ideas, not just consensus. This takes courage because it’s simple to get a unanimous vote to do nothing. The true test of leadership is to get the full support of your team when you don't have a unanimous vote to take action.
- Leaders don’t blaze trails to show it’s safe, they do it because it is a functional way to get others on board. Recognizing that subordinates have feelings and fears is a good first step in getting them to follow.
- Leaders must have the personal courage to try something new, to go where others fear to tread, to face adversity, to support their people, to protect their subordinates from unfairness

and to stand up to their superiors when necessary. This takes vision, excellent communications, appropriate flexibility, and an awareness of how subordinates are reacting.

- Great Leaders respond well under pressure. They are decisive, thrive on challenges and love competition. A Leader who is self-confident and feels good about himself can stand the pressure and do what she believes to be “right” rather than what is popular or politically correct. This doesn’t mean the leader can’t or shouldn’t show concern – subordinates will see that as being human.
- Dissatisfaction with the status quo does not mean one has a negative attitude or is grumbling. It has to do with a willingness to be different, to take risks. A person who refuses to risk change, fails to grow. A Leader who loves the status quo soon becomes a follower. One may disagree, but should never be disagreeable.
- Good Leaders must have the courage to make mistakes, learn from them and continue to pursue their vision until it becomes a reality.

## **MAKING DECISIONS**

- Once you come to a responsible decision, carry it out without hesitation or timidity. Timidity is not born of healthy caution but is the stepchild of fear. This shouldn’t, however, restrict the necessary flexibility needed to get things really right.
- Successful Leaders do not worry about the mistakes they have made. They know that mistakes are going to happen, and they are willing to live with the consequences of their decisions. Too much time is wasted by people agonizing over a decision because they’re afraid of making mistakes. Great Leaders are decisive and courageous, and realistic.
- Business success results from acting with vigor, decisiveness, and confidence; one must not grope nor hesitate. In deciding to move, there can be no vacillation or indecision. Any vacillation will result in greater expense, loss of opportunity, and general discouragement. Once decisions are made, Leaders encourage immediate, vigorous execution. But don’t mistake flexibility for vacillation: the former is prudent, the latter is unproductive.
- During change and chaos, the Leader’s first responsibility is to grasp the actual situation, which is almost always hidden in a mist of uncertainty; that is, to assess the known elements correctly and to guess the unknown elements accurately. Then he must reach a decision quickly and carry it out forcefully and relentlessly through completion. All the while, transparency and good communications are necessary.
- A Leader, above all, exhibits a cool head - that is, he objectively processes information and correctly estimates its impact on his situation. Two qualities must accompany coolness. The

first is decisiveness. Without decisiveness, other qualities are of little value. The second is intelligence. The Leader should have a talent for turning every situation into an advantage, for creating unexpected, but appropriate, improvisation in the face of obstacles.

- Under difficult circumstances, the Leader knows there is no time for the wise to offer long-winded advice nor for the brave to be angry. All must focus their efforts on the demands of the situation at hand. Therefore, it can be said that of all the dangers involved in leading competitive operations, timidity is the greatest. Most of the calamities which overtake an organization in competition arise from hesitation and fear of failure.
- You cannot erase the past with words. Do not second-guess decisions that have already been made. Do not undermine actions already begun. Do not assign blame for errors already made. Rather, focus your attention on doing the best thing in the present moment and planning for a better future.
- You are almost always better off with a “nearly-right” strategy today, than a “perfectly-right” strategy a year from now. Whichever strategy you pursue will involve mid-course adjustments. Leaders must learn to get comfortable taking action with a 60-70% plan, knowing that they will have inevitable adjustments along the way. Remember: perfection is the enemy of progress.
- Plan for business ventures to take at least twice as long, cost twice as much and bring twice the problems of your most conservative estimates. Further, you’ll be lucky to achieve even half the profit you projected in your worst-case scenario. Knowing this, if the venture still looks good, go for it.
- A classic mistake is simply to not make any personnel changes during a honeymoon period. Sticking with direct reports that are not up to the task will squander precious time and energy. You must set a time limit by when you will make your staffing decisions...six months at most.
- The more you drive for decisions and find yourself making those decisions instead of your senior team, the less empowered they will feel and the more frustrated you will become. You must drive them to decisions. Lay out the values and business philosophy of the company and demand that all decisions be made within that context. Then, let them make decisions; those who can’t, or won’t, must go.
- There’s a time for input and a time for execution. I will expect your input on major decisions and will carefully listen to your opinion. But once a decision has been made, everyone must support it 100% and intensely focus on its execution.

- At some point you will have to call your team in and say, “This is what we’re going to do. The debating and challenging is now over. We’re now going to execute and get there as fast as we can. And you’re responsible and wholly accountable for making this happen in record time.”
- The first step in solving a problem is determining whose problem it really is. But don’t make anyone feel bad about their problem: help them see it as an opportunity.
- You must work hard to avoid “group think” – a situation in which there is too much compatibility and a consensus is found too quickly without serious debate.
- Problems need to be reported immediately. In fact, you should usually know that something may become a problem before it actually does. Further, just reporting the problem is not acceptable. A solution, or solutions, must be presented at the same time. How you react to the reporting of a problem is critical: overreact and run the risk of never hearing about another problem.
- It’s not enough for your decision to be the “right” decision. Oftentimes, even the “right” decision will not get the necessary support and you will be killed-off by the hidden or shadow politics of the organization. Build support early on for your initiatives before you announce or launch them publicly. Look for your lead-blockers to help build support and buy-in.

### WHAT IS AN “EFFECTIVE DECISION”

Effective decision-making is the product of the *quality* of the decision, multiplied by the degree to which the decision is *accepted* by those who must implement it.

In other words: **Effective Decision = Quality x Acceptance**

For example, let's assume that the thinking behind a particular decision is rational and creative, and that the objective quality of the decision is high ( $Q = 10$ ). If, however, the people who must implement the decision don't accept it ( $A = 0$ ), the decision may not be implemented properly. Therefore, the overall effectiveness of the decision is low ( $10 \times 0 = 0$ ).

The reverse can also be true. Irrational thinking may lead to an inappropriate decision that, nonetheless, is acceptable to those who must implement it. In this case, a poor decision may be effectively executed ( $0 \times 10 = 0$ ).

"Quality" and "Acceptance" can be brought about through *synergistic decision making*, the foundation upon which all team focused managerial problem solving and decision-making must be based.

## CONCLUSION

The insights gained from the newest published studies demonstrate that leadership competencies can be learned. Currently, we further witness that there are a lot of courses and programs of management but little research-based courses or programs are offered that are evidence-based in the science of leadership. If we want our leaders to get better, we have to provide them with the newest insights of leadership, gained from robust and reliable research outcomes. Unfortunately, in many courses or programs worldwide, leadership is still being taught from the facilitators, who lack of knowledge of evidence-based leadership. We argue that leadership competencies can be learned, only by qualified teachers that indeed understand the science of leadership. Additionally, Organization must have their clear plan for leadership succession to properly prepare their future leaders through dedicated institution of leadership. Nonexistence or poor succession leadership planning leads to poorly selected leaders, most often, only based on their expert technical skills. Although technical abilities are essential, leaders must have a high level of emotional intelligence<sup>20</sup>.

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