



INSTITUTIONAL LEADERSHIP, GOVERNANCE AND ECONOMIC RECOVERY

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ABSTRACT

This review evaluated institutional leadership, governance and economic recovery in Nigeria and its role and impact on national development. The concepts of institutional leadership, governance and economic recovery were clarified, institutional leadership and organizational effectiveness, principles of good governance, and using the instrumentality of institutional leadership and governance for economic recovery were discussed. The paper concluded that good governance is requirement for institutional service delivery since it ensures accountability and effectiveness. Noting that effective leadership with the ability to be responsive, effective and efficient, inclusive and build consensus, set strategic vision, accept responsibility, promote rule of law and integrity, allow free flow of information and effective participation, delivery trust and values, is capable of steering towards good governance for national development.

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INTRODUCTION

Leadership and governance undisputable are central in differentiating successful institutions or organizations from unsuccessful ones. Whereas effective leadership and good governance “are the essential requirements for an organization to be considered successful in the eyes of all stakeholders” (Addisu, 2015:1), ineffective leadership and poor governance constitute the bane of institutions, firms, organizations and nations.

Leadership and governance form the main stay of institutions, public administration, organizational behaviour, civil service, and non-governmental/non-profit, organizations (Hendrik, 2004). Nations with effective institutional leadership and good governance enjoy buoyant economic systems. Such countries are less likely to suffer economic woes than those with reckless, corrupt and ineffective leaders, and weak/poor governance.

It is important to note that institutions, organizations and even countries that have a tradition of good leadership and governance (competence, accountability, openness, integrity,

rule of law, transparency, responsiveness, effectiveness and efficiency, etc.) do not fall deep into economic and sundry crises. Even when they do, they come out of it, and recover fast.

In this discourse, beyond this introduction, we should clarify the three (3) major concepts, namely: Institutional Leadership, Institutional Governance, and Economic recovery. The paper shall further dwell on the sub-title 'Leadership versus Governance' to try to draw demarcations and or meeting points between the two. Issues in institutional leadership and Governance that led to economic woes in Nigeria will be dealt with before delving into using the instrumentability of Institutional Leadership and Governance for economic recovery. The paper shall draw conclusions in a section titled 'End Note'.

CLARIFICATION OF CONCEPTS

In this presentation, three (3) concepts stand out and require clarification. They are:

- Institutional Leadership;
- Institutional Governance; and
- Economic Recovery

However, before clarifying the above-listed concepts, let us understand what an institution is. The word 'institution' has different meanings. In fact, institution is seen by many to mean the same thing as organization. The major difference between them is that whereas an organization is a group of persons who have come together to work towards achieving a pre-determined purposes, institution can be seen as "a natural product of social needs and pressures – a responsive, adaptive organization" (Scott, 1987:5).

The Merriam-Webster Dictionary has the following definitions of Institution:

- "An established organization or corporation (such as bank or university) especially of a public character"
- "A facility or establishment in which people (such as the sick or needy) live and receive care typically in a confined setting and often without individual consents"
- "A significant practice, relationship or organization in a society or culture" (the institution of marriage).
- "Something or someone firmly associated with a place or thing".
- "An act of instituting".

For the purpose of this discourse, we shall adopt the definition of institution as an established organization or corporation like the university and other large organizations especially of a public character. It is important to quickly note that such large organizations owned by private individuals, religious, or military organizations are institutions.

Institutional Leadership

This is a relatively new concept in the broader spectrum – Leadership. Studies in leadership prior to recent times failed to integrate leadership studies into institutionalism. It is a fact that leadership is one of the most studied topics in Management, and Organizational studies. However, most of the studies in Leadership were leader-centered (Crerani et al., 2010), to the

neglect of the type of leadership which creates or changes an institution (Kraatz, 2009). This neglected aspect of leadership studies is Institutional Leadership. This has resulted in “a lack of institutional leadership ideas in the leadership literature (Washington et al., 2008).

According to Hanson and Leautier (2011), studies on institutional leadership started around the end of 1990s. Scholars (Hanson & Leautier, 2011; Kivipold & Vadi, 2008; Leautier, 2009) are in agreement that interest in the study of institutional leadership sparked and grew partly because of the need to translate leadership capabilities into institutions’ strategic asserts, and also by the new management approaches which now include concepts like knowledge management, organizational learning, institutional capital, cascading leadership, self-organizing systems, etc. Emphatically, Kivipold and Vadi (2008) note that:

The concept of institutional leadership opens up some essential aspects of organizational leadership capability that could be defined as the collective ability of leadership to detect and cope with changes in the external environment by maintaining the primary goals of the organization (p. 55).

Changes and pressures from the external environment of the organization can cause any organization that is firmly rooted in the task of promoting and protecting values. This is the core task of the institutional leader. Institutional leadership involves the establishment and protection of institutional values and character, of which the orientation focuses more on self-maintenance and lean less on future or change orientation (Washington et al, 2008).

Institutional leadership differs from interpersonal leadership (or charismatic leadership) whereas the task of interpersonal leaders is “to smooth the part of human interaction, ease communication, evoke personal devotion, and alloy anxiety”, that of institutional leader is “the promotion and protection of values” (Selznick 1957 in Washington et al, 2008 p. 722).

In the words of Selznick (1957) who arguably is one of the early scholars in the institutional leadership discourse, leading an institution:

... is far more than the capacity to mobilize personal support; it is more than the maintenance of equilibrium through the routine solution of everyday problems; it is the function of the leader-statesman – whether of a nation or a private association – to define the ends of group existence, to design an enterprise distinctively adapted to these ends, and to see that the design becomes a living reality. These tasks are not routine; they call for continuous self-appraisal on the part of the leaders; and they may require only a few critical decisions over a long period of time (Selznick in Washington, et al. 2008 p. 722).

When an organization creates and develops a character by adopting and internalizing the critical decisions captured in the citation above, not compromising the promotion and protection of values, you say that such an organization has institutionalized. The result is a strong institution which will always deliver on her mandates, no matter who is at the helm of affairs. Institutionalized and strong organizations are ‘no go area’ for lousy, indolent, ineffective, corrupt, and visionless leaders.

What should institutional leaders do to maintain legitimacy and survival of institutions? There are basically three (3) things that institutional leaders must do in this regard. They are:

- Management of internal consistency of the organization. This relates to the concept of leaders maintaining internal commitment to the values and mission of the organization.
- Development of external support mechanisms that are geared towards increasing legitimacy, and how their organizations transform to institutions.
- Engagement in action to overcome external enemies.

To manage internal consistency, institutional leaders must develop the organization's vision and mission. Organizational visions, according to Meye and Rowan (1977) in Washington et al, (2008) "give rise to stories, myths and ceremonies" (p. 725) and also help the organization to always 'remember the "good old days" or to reinforce some key values of the organization" (p. 725). Berry (2001:59) submits that "stories are fundamental way through which we understand the worldBy understanding the stories of organizations, we can claim partial understanding of the reasons behind visible behaviour". With the exchange of stories, individuals in the organization develop what turns out to be a new 'collective story' of the organization. This soon becomes a social learning system. Through story-telling, the institutional leader is able to balance the past, present and anticipated future of the organization. Washington et al (2008) succinctly note that "it is in the creating, telling and retelling of key stories by institutional leaders that the past, the present, and the future of the organizational are connected" (p. 725).

Ceremonies when well created and directed, particularly in such a manner that the speech(es) delivery at such ceremonies convey, re-echo, and emphasize the character, mission, and values of the organization are perfect in maintaining internal consistency. To develop external supporting mechanisms to maintain organizational survival and legitimacy requires maintaining a balance between stability and flexibility. As noted by Abraham (2003), organizations should not be so rigid that innovating or bringing in new changes become a problem. In the same vein, it should not be too flexible that every little wind from the external environment losses her back and forth. A balance between stability and flexibility is advocated. To achieve external legitimacy in the view of Washington and Ventresca (2004), institutional leaders develop supporting mechanisms which eventually help to maintain their existence as well as sustain acceptance and use of practice in the organization, or institution.

To overcome external enemies, it is important that we have the understanding that institutions are not islands. They exist within the larger society where there may be other institutions/organizations with similar targets set for themselves. As noted by Washington et al (2005), there could be many institutions/organizations competing to outwit each other, and to control the organizational field, market, or clientele, in such a situation, efforts must be made by the leader to avoid organizational entropy. He must do all that is legitimate to defend the institution against external enemies. The attacks could come from:

- Political pressures (in the form of changes in laws, or regulations);
- Technical pressures (in the form of innovative practices/disruptive innovations);
- Social practices.

Institutional Leadership and Organizational Effectiveness

Many studies across institutions, including universities reveal a significant correlation between leadership and organizational effectiveness (Weese, 1996; Lim & Cromantie, 2001; Germano,

2010). According to Germano (2010), “Leadership has a direct cause and effect relationship upon organizations and their success. Leaders determine values, culture, change tolerance and employee motivation”. Effective leaders are those who influence their organization’s effectiveness by motivating and inspiring the workforce towards task accomplishment/goal attainment (Duggan, n.d).

To improve organizational effectiveness, leaders are encouraged to analyse operations and look for ways to:

- Reduce errors;
- Eliminate waste (from indolence and corrupt practices);
- Improve customer satisfaction
- Continuously develop the potentials of the workforce (through training workshops, seminars, etc.);
- Communicate shared vision effectively;
- Inspire and motivate workforce to always deliver on their mandate;
- Set attainable goals;
- Manage objections and desentions;
- Lead with courage and confidence (Duggan, n.d).

To improve quality in the institution, leadership is a sine qua non. Institutional leadership is the key to improving quality in all organizations, including higher educational institutions (universities, etc.) (Garwe, 2014; Goetsch & Davis, 2006; Evans, 2011). Leadership plays a very major and pivotal role in the success of institutions (higher education institutions inclusive). In fact, leadership is a critical and indispensable factor in the improvement and sustenance of quality and performance of universities (Garwe, 2014).

It is therefore incumbent on institutional leaders (including universities leaders) to improve their leadership competencies so as to continue to drive the institutions towards goal achievement and effectiveness. The competencies that must be improved upon include leadership skills, communication skills, persuasive skills, and professional skills (Shahmandi et al., 2011).

Another scholar, Yang (2005) listed four categories of leadership competencies which are necessary for institutional effectiveness and they include: personality and disposition, personal knowledge and skill, administrative competency and social responsibility competency. These categories of competencies are of paramount importance to the institutional leader to adequately face and surmount the challenges that institutions, including universities face on daily basis from the ever evolving and changing complex environment.

It is true that higher education institutions leaders, such as vice chancellors, provosts, or rectors as the case may be are academics of high repute, like professors, etc, and the training they have more often than not is limited to their academic degrees, and achievements/experiences in their fields of study. Most do not have any formal training in institutional leadership. This therefore calls for on-the-job training for those who are already in leadership positions. More appropriately, time has come to groom a crop of leaders specifically for leadership roles in institutions, including universities.

Institutional Governance

The term ‘Governance’ according to Vanlalhlmpuii (2018) was derived from the Greek word ‘Kubernan’, meaning to steer a ship. From this the Latin word ‘gubernare’ came and further gave birth to ‘gouverner’ (French), and then “government’ and ‘governance’. The term has been severally defined by several authors. Governance is conceived as the manner in which power is exercised in the management of a country’s resources for development (World Bank, 1992; Vanlalhlmpuii, 2018).

It is the process of decision-making and the process by which decisions are implemented (or not implemented) within an organization (Olivia, 2022). Governance is the process of decision making and implementation of such decisions (United Nations Economic and Social Commission for Asia and the Pacific – UNESCAP, 2010; Afolabi, 2021).

At whatever level, good governance is associated with the institutional leader’s capacity to provide basic goods and services (Fukuyama, 2016). It therefore right to reason that a country’s leaders are bad and in-effective when they lack the capacity to provide citizens basic goods and services. It is not different at the institutional level. Each institutional leader must develop that capacity to deliver his/her core mandates.

Good governance according to UNDP (1997) cited in Vanlalhlmpuii (2018:67) “comprises the existence of effective mechanisms, processes and institutions through which citizens and groups articulate their legal rights, meet their obligations and mediate their differences”.

Principles of Good Governance

The UNDP (1997) enunciated a number of principles of institutional governance. They include:

Participation: This suggests that all members of the institution should have a voice – a say, or contribute in their own little way in influencing decision making. Everyone in the institution who could be affected by a decision should be involved in the making of such decision, directly or indirectly. Particularly decision making is the foundation of good institutional governance because it ensures inclusion of all individuals and sections of the institution. When this happens, implementation of the decision is easier and without sabotage.

Institutional leaders are encouraged to be open to share ideas, and get institutional members to communicate freely, build cooperation and jointly seek solutions to problems. Trust is built when members participate in decision making and are informed about the going-on in the institution. The result is high performance, goal attainment, and good governance.

Rule of Law: This refers to the established legal framework that “should be fair and enforced impartially, particularly the laws on human rights” (UNDP, 1997). Without rule of law good governance remains a mirage. Indicators of rule of law which institutional governance must stand up for and always ensure/protect include:

- Fairness;
- Equality before the law;
- Respect for human rights, life and personal properties;
- Just and equitable treatment for all (Vanlalhlmpuii, 2018)

Effective institutional leadership must be courageous enough to apply laws equally without having 'scared cows'.

Transparency: This principle concerns the free flow of information within the institution. UNDP (1997) advocates that "processes, institutions and information should be directly accessible to those concerned, and enough information should be provided" to make it understandable and easily monitored (Vanlalhlmpuii, 2018:68). To ensure transparency in the institution, leaders must give institutional members information, and then by generating ideas and demonstrating responsibility. Transparency will engender trust, teamwork and efficiency which ultimately leads to good governance.

Responsiveness: This has to do with reacting promptly and positively to issues and members of the institution within a time frame provided. Responsiveness of institutional leaders to members' problems and concerns engenders trust, and makes them give their best to the institution. Institutional leaders must be proactive in generating solutions, as well as ensuring greater inclusiveness of members. They must ensure prompt response to popular quality opinions and demands. These will engender good governance.

Consensus Orientation: In large institutions such as the university, there is bound to be different interests and views on issues. Good governance comes when the various interests are considered before finally arriving at a consensus. Institutional leadership must ensure that widespread consultation is done so as to have a grasp of the interests and views of members of the institution and other stakeholders. This will lead to better and well informed decisions in the institution.

Equity: This principle implies that all persons in the organization, irrespective of race, gender, religion, colour, etc must be given equal opportunity to maintain and or improve their wellbeing (UNDP, 1997). No one should be discriminated against. Even the disadvantaged persons/ groups should be made to know that they have a place in the mainstream of the institution, and that they have roles to play towards attainment of goals of the organization.

Effectiveness and Efficiency: Effectiveness has to do with the degree to which something, product, programme, etc is successful in producing results it was targeted to achieve. Efficiency on the other hand is the ability to accomplish a task with the least amount of wastage (in terms of time , money, competency, effort, or any other resource). It is in view of UNDP (1997) that processes and institutions should produce results and meet the needs while making the best use of available resources. Leadership must ensure that the goal of good governance which is to provide economical, efficient and effective service. Prudence should be the watchword.

Accountability: This principle of good governance means holding persons in positions of authority liable for their actions and or inactions. It could also mean who you are accountable responsible to, and for what. Accountability requires a clear specification and limits of tasks to be performed, procedures through which they would be performed, timeframe, funds, and other facilities with which to perform the task. Risk is involved, and so, it is important that 'due process' is followed in performing assigned tasks.

Institutional leaders that are slack or weak in ensuring that due process is followed by members and sections of the institution will have financial crises which could arise as a result of either outright defrauding of the institution, stealing, double entries, or misappropriation. If these are not guided against, the institution could go bankrupt, and begin to require bailout. Leaders at whatever level should take delight to render account of their stewardship to the stakeholders. Botha (2004) asserts that "the principal issue of good governance is to help ensure that those who lead and manage are accountable to their respective constituents" (p. 31).

Strategic Vision: A strategic vision is a description of the future state of organization, or institution. This principle entails "developing concrete vision and implementing that vision to success" (Vanlalhimpuii, 2018: 69). Good institutional governance requires visionary leadership with strategic vision, purpose-driven, direction, and the ability to inspire and lead effectively. An effective institutional leadership, according to Vanlalhimpuii (2018) "distributes responsibility, is transparent, create channels for. innovative thinking, tap on experiences and explore ways of fostering more strategic environment through understanding the historical, social and cultural complexities in order to achieve the goals of good governance (p. 70).

Economic Recovery

The concept of 'Economic Recovery' presupposes inter alia that there was a period of economic downturn, or recession. Economic recovery, according to Investopedia (2021) is the business cycle stage following a recession that is characterized by a sustained period of improving business activity. It is a known fact that economies from time to time experience ups and downs. This could be due to revolutions, financial crises, and different other global/local influences.

When an economy goes into recession, many organizations, including higher education institutions try to cut down cost. In some cases, there is personnel downsizing (some workers are laid off). We shall elucidate on how leaders can engender good governance and aid economic recovery of institutions.

Issues in Institutional Leadership and Governance that lead to Economic Woes. As earlier noted, for us to be discussing economic recovery suggests that there was a recession - the economy is trying to crawl out from a ditch or valley. In this section, we shall attempt to expose that leads to economic downturns. Let me quickly warn that what is presented here is not exhaustive in terms of the issues that cause the economic downturn in institutions. The issues are as follows:

Lack of sincerity of purpose: Public universities have the government as their proprietors. Federal government is the proprietor of all Federal universities in Nigeria, while the various State Governments are the proprietors of the various State - owned universities. Abraham (2022; 2004a; 2004b; 2003) has severally blamed lack of sincerity of purpose on the part of the government for a number of things that are not right in the public education system in Nigeria – including issues that have to do with policy formulation and implementation, funding, etc. Public universities are owned by government, as earlier noted. In the Federal universities, there exists a standing order by the proprietor (Federal Government) that no fees should be charged at the undergraduate level. The same proprietor that outlawed fee payment rarely funds the universities beyond salaries/enrolments. This leaves the universities grossly underfunded, with the consequent lack of facilities and equipment for studies, and research.

It is proper to note for the records that this is one of the causes of the protracted strike action by the Academic Staff Union of Universities (ASUU). The gross under-funding of universities has made institutional leaders to perpetually go cap-in-hand 'begging and looking for where and how to source for funds to run the enterprise of Government. Some universities in order to attract funds have come up with the policy to give a percentage (between 5 and 10%) of any sum to the person(s) that attracted such money.

Widespread corruption: Corruption is a major problem in most parts of the world, but it appears to be worse in the continent of Africa, and Nigeria in particular. According to Botha (2004:34), "corruption stifles the entrepreneurial spirit, undermines local and international confidence, and discourages investment". In fact, the Nigerian case is such that funds are appropriate for certain things, and blatantly siphoned by persons in high positions of authority. Year after year, appropriations (often times over padded) are made, budget approvals gotten, and the monies siphoned, diverted, and in some cases laundered for the purchase of exotic properties outside the nation's/continent's shores. One is tempted to ask what has happened to institutions that were set up for financial and sundry regulations, to curb corruption.

The Economic and Financial Crimes Commission (EFCC), and Independent Corrupt Practices Commission (ICPC) in Nigeria have all it takes to curb economic, financial and sundry misdeeds. However, it appears as though they are not given all the latitude and free hand to operate. This still questions sincerity of purpose.

Corruption has equally crept into institutions of higher learning. Sometimes officers from some government agencies are said to make demands from institutional leaders who like earlier reported do not have enough for the smooth running of, and achievement of targets in their institutions. When corruption is institutionalized, values are eroded.

Weak Accountability Mechanisms: It has been noted earlier that to achieve good institutional governance, everyone in the organization/institution, from the leader to the led must be accountable. There must be strong mechanisms to ensure and enforce accountability and transparency in institutions. It is common knowledge in Nigeria that most staff in public institutions (the so-called "Government work"/civic service/public service) tend to be lackadaisical in their attitude to work. Worse still is that the issue of who is accountable to who, and for what appears to be almost non-functional even when it exists on the organogram. Institutional leaders are weakened when calls keep flying in from higher authorities whenever an indolent or erring staff is to be disciplined.

Poor Budgeting System: Budget is a plan of what an organization wants to achieve within a given period (say one year), and often stated in numerical terms (Abraham, 2003). It is a plan. We are all conversant of the maxim that 'he who fails to plan, plans to fail'. Many organizations and institutions tend to trivialize budgeting. This is the beginning of failure, and economic/financial woes. In universities, virtually everything is budgeted for, from manpower to funds, to facilities, programmes, etc. There must be annual budget defence exercises where all Units, Departments, and Faculties present to the University Budget Committee their needs and requirements for the next session/ or financial year.

Apart from the unit-by-unit budget defence, Councils of Universities must be alive to her responsibility in ensuring that proper budgeting is done. This falls within the ambit of the Financial and General Purpose Committee (F & GPC) of Council.

Acting outside the Budget: Some institutional leaders recklessly act outside the budget. Some are *forced' to do so by the powers that be - maybe, the Visitor, or his cronies. More often than not, this happens with employment, and even award of contracts. This is one of the easiest ways to run into financial crises in the institution.

Zero Entrepreneurship/Dependence on 'Handouts': Federal Republic of Nigeria (FRN, 2014) in its National Policy on Education, section 10, sub-section 154 states clearly that: "the financing of education is a joint responsibility of the Federal, States/FCT and Local Governments and the private sector. In this connection, government welcomes and encourages the participation of local communities, individuals and organization" (p. 70). Effective institutional leaders come up with ideas on how to raise more funds for their institutions. This could be through seeking partnerships with foreign and local development partners, attracting research grants, and establishing entrepreneurial projects that produce daily needed goods and services to raise money for the institutions. Ineffective ones sit and wait for and depend on government allocation (handouts).

Weak checks and balances mechanism: This is one of the major issues that can lead to financial and economic crises in an institution. Auditing is the process of officially inspecting the institution's accounts. There are internal and external auditors. The use of auditors, and in the proper manner, coupled with an effective Procurement unit ensures checks and balances in the institution. In a corrupt system, rather than the internal audit unit, and the procurement unit to ensure checks and balances, they become the bane of the system, and lead the institution to financial crises.

USING THE INSTRUMENTALITY OF INSTITUTIONAL LEADERSHIP AND GOVERNANCE FOR ECONOMIC RECOVERY

Pulling out an institution from economic and financial abyss or ensuring economic/financial stability does not necessarily require rocket science*. All that is needed is for the institutional leader (Vice Chancellor) to have a clear vision of what he/she achieve (where he/she wants to take the institution to during his/her tenure), possess the drive, forthrightness, courage, and be disciplined. With these, he/she economic/financial woes of the institution by/with the following:

Partnerships: The institutional leaders should see for partnerships and collaboration with both international and local institutions and agencies. Each institution must have her strong points (areas of strength), and with these, she bargains for such partnerships and collaborations.

Contract Research: Universities are set up for three (3) main functions namely: Research, Teaching and Community Service. Institutions should be strengthened to be able to conduct 'cutting edge researches. This becomes a major selling point to engage in contract researches for business outfits, multinational corporations, pharmaceutical industries, other organizations, including governments.

Due Process: Institutional leaders must ensure that 'due process' is followed in all operations of the institutions, and particularly in financial matters, and award of contracts. When this is done,

chances are that some conduct pipes through which the institution's funds were siphoned would be blocked

Entrepreneurship: Institutional leaders should set up business outfits - farms (crop and livestock) fish farms, potable water production, confectioneries, paint production factories, etc. Universities are 'Ivory Towers' and go for excellence. This should reflect in the quality of the products, and when it does, the institution's clients and customers will be drawn even from distances far from the university

Consultancies: The university is a one-stop-shop of experts from diverse specialties. This is a major plus, and should be utilized as alternative source of funding the university. Institutional leaders should encourage the establishment of consultancy firms along various professions. He/she should also make the terms and conditions attractive enough to motivate the experts to participate.

Financial Discipline: The culture of financial discipline is necessary for good governance. The culture of prudence must be imbibed and practiced from the topmost institutional leader to the least member of the institution. This helps to minimize wastage.

Patents: Patents are recognition of one's intellectual prowess. It is a form of licence given by a government or a standards organization to someone for an invention. This confers the sole right of production and sale of such product to the inventor, for a period of time. The institution can benefit if she assisted in funding the research that gave rise to the patented invention. Institutional leaders should therefore create enabling environment for quality research, and as much as it is convenient sponsor researches with an understanding that beyond the fame such inventions bring to the university, she should also benefit from the financial gains that come with it.

According to FRN (2014), efforts towards improving education funding should include: "strengthening governance frameworks and the skills of administrators at all levels. in order to entrench and promote a culture of accountability, effectiveness and efficiency in the management of public investment on education" (pp. 70-71). I adopt this totally.

End Note

Good governance is *sine qua non* for institutional service delivery since it ensures accountability and effectiveness. I will end this discourse borrowing again from Vanlalhlmpuii (2018) in the following words: "Effective leadership with the ability to be responsive, effective and efficient, inclusive and build consensus, set strategic vision, accept responsibility, promote rule of law and integrity, allow free flow of information and effective participation, delivery trust and values and is capable of steering towards good governance (p. 70)". Institutional leaders acting right can save their institutions from drifting into an economic/financial mess, and if they met the institution in such a situation, they have all it takes to salvage the institution. It is all about effective institutional leadership.

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