

# Dominant Leadership Styles: A Multi-Flex leadership styles blend towards the Educational Effectiveness

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**Abstract:** The purpose of this study was to explore the dominant leadership styles among the four traditional leadership styles: 1) Autocratic, 2) Bureaucratic, 3) Democratic and 4) Laissez –Faire/Free rein/Abdicratic. Within these four traditional leadership styles, this study attempts to explore the dominant leadership styles using the theory of multi-flex leadership styles blends. A conceptual theoretical construction amongst the leadership styles was correlated to categories associated with multi-flex leadership styles. This approach allowed for the four traditional leadership styles to be investigated more thoroughly. These findings that resulted from this exploration highlight how the six multi-flex leadership styles blend with traditional leadership styles. Moreover, blending three or more leadership styles produces lesser multi-flex leadership styles that can be associated with more dominant approaches to leadership styles. Dominant leadership styles were predetermined by the context, followership domain and the leader. Any two leadership styles can generate multi-flex leadership styles (higher applicability of one styles and lesser to another or vice versa). Thus, the leadership applicability of these styles generate twelve sets of multi-flex leadership styles. Not all of these leadership multi-flex blends can produce reliable information about contextual settings or the followership domain. Therefore, the appropriateness of leadership blend is a pivotal area that a leader must be aware of in order to understand both the demand from the context, the followership needs and the capability to integrate one dominant style with another. Multi-flex style blend can even be more essential during a crisis. For example, during the COVID-19 pandemic, which instigated the need for change, there was a need for a change in leadership styles. The higher applicability of any one leadership style with one that is less applicable can be considered a dominant leadership style. Thus, a higher applicability of any one leadership style using the multi-flex blend approach may be considered a dominant leadership style.

**Résumé :** Le but de cette étude était d'explorer les styles de leadership dominants parmi les quatre styles de leadership traditionnels : 1) autocratique, 2) bureaucratiques, 3) démocratiques et 4) laissez-faire/libre arbitre/abdicratique. Au sein de ces quatre styles de leadership traditionnels, cette étude tente d'explorer les styles de leadership dominants en utilisant la théorie des mélanges de styles de leadership multiflex. Une construction théorique conceptuelle parmi les styles de leadership a été corrélée aux catégories associées aux styles de leadership

multiflex. Cette approche a permis d'étudier plus en profondeur les quatre styles de leadership traditionnels. Les résultats de l'étude mettent en évidence la façon dont les six styles de leadership multiflex se mélangent aux styles de leadership traditionnels. De plus, le mélange de trois styles de leadership ou plus produit des styles de leadership multiflex moins nombreux qui peuvent être associés à des approches plus dominantes des styles de leadership. Les styles de leadership dominants étaient prédéterminés par le contexte, le domaine de suivi et le leader. Deux styles de leadership peuvent générer des styles de leadership multi-flexibles (applicabilité plus élevée d'un style et moins à un autre ou vice versa). Ainsi, l'applicabilité de leadership de ces styles génère douze ensembles de styles de leadership multiflex. Tous ces mélanges multiflex de leadership ne peuvent pas produire des informations fiables sur les paramètres contextuels ou le domaine d'abonné. Par conséquent, la pertinence du mélange de leadership est un domaine central dont un leader doit être conscient afin de comprendre à la fois la demande du contexte, les besoins de suivi et la capacité d'intégrer un style dominant à un autre. Le mélange de style multiflex peut même être plus essentiel en cas de crise. Par exemple, lors de la pandémie de COVID-19, qui a suscité le besoin de changement, il y avait un besoin de changement dans les styles de leadership. L'applicabilité plus élevée d'un style de leadership avec un style moins applicable peut être considérée comme un style de leadership dominant. Ainsi, une plus grande applicabilité d'un style de leadership utilisant l'approche de mélange multiflex peut être considérée comme un style de leadership dominant.

## Introduction

Leadership is now becoming the most debatable topic within educational settings in recent time. For Pfeffer (1993), leadership is an ongoing debatable topic in social sciences and organizational psychology. However, it can also be agreed that leadership is complex and the other variables attached to leadership and leaders generate more complexity. Gandolfi and Stone (2018) states that leadership still remains one of the most misunderstood phenomena. Moreover, leadership styles have further created more complexity within the leader's and the leadership paradigm. Sometimes, both leaders and leadership are taken as synonyms, but they are not the same. Leaders are individuals with assigned or acquired position. However, leadership is a process of applying their approaches and styles to fit within a context and followership domain. Likewise,

leaders and managers are also considered the same, but they are also not the same. Managers are administrators, while leaders are visionary. Leaders create the vision and the managers administer this vision through proper managerial efficiency by channeling the activities. Graham (1997) states that without a leader, the ability to move the followers towards goal orientation are not possible. For the possibility of moving the followers towards goal oriented behaviour, a leader must demonstrate the appropriate leadership styles. Nevertheless, within leadership, multiple leadership styles such as autocratic, democratic, bureaucratic and laissez-faire/free rein or abdicratic are geared towards activating followers' motivation, commitments and development (Rajbhandari 2013, Rajbhandari 2006). Likewise, within leaders, phenomena such as personality, behavioural differences, perceptions, contextual settings etc., can have a pivotal impact and create a strong impression on their approaches.

In a complex leadership paradigm, another component that is important in making leaders and leadership effective is the followership domain through the physio-socio-psycho (PSP) parameters (Rajbhandari, 2015). Followership, which is the opposite of leadership and often substituted for the word subordinates (Crossman and Crossman, 2011, Northouse, 2007, Hersey and Blanchard, 1982), can contain multiple realities that further help to make the leader successful. In these paradigms, another reality that may be evident is the contextual setting, which can be both from the internal and the external environment. While internal environments are controllable, external environments are more difficult to control (Ontorael Suhadak, and Mawardi 2017). The impact of both these environment can generate the contextual vibration that can potentially disrupt the followership domain both positively or negatively. These variations can change the mind-set within the followership domain. In educational settings, the followership domain can contain multiple realities within the teachers' group, students' group and parents' group. As such, it can generate multiple contexts within one educational culture and climate environment.

Moreover, the followership domain can be considered a strong bonding component within organizational settings, either in education, management or industries. Rajbhandari (2020) suggests that the failure and success of an organization greatly depends how committed the members of the followership domain are. He states, "Organization does not fail by itself; it's the people who fail the

organization. Organization does not fail by itself but it is an act of people within the organization who instigate the organization to collapse. This could be either intentional or unintentional organizational behaviour demonstrated due to intellectual crisis of managerial or leadership skills” (Rajbhandari, 2020, p 5). The success of an organization tends to reflect a positive relationship between leadership effectiveness and leadership styles.

Leadership styles describe the ability of leaders to demonstrate their ability to inspire the followership to act, using a leader’s Skills, Ability, Knowledge, Competences and Intelligence (SAKCI) (Rajbhandari, 2020). Moreover, to become an effective leader, additional components are required, such as the experiential determination. It is required to initiate the multi-flex style blend. This can be conceptualized by understanding the gravity of contextual experiences through experiential learning that is geared towards motor-reproducing, retaining and motivating the followership domain to prepare for materializing the leaders Skills, Ability, Knowledge, Competences Intelligence and Experimental Determination (SAKCIED) for efficiency with followers and effectiveness within the organizational context. Thus, one’s leadership style must remain flexible in order to accommodate the changes in the environment and in the followership domain (Rajbhandari, 2015). This readiness for flexibility and mobility must also be reflected in the leader’s behavior, as their leadership styles are adapted to fit within the immediate contextual variables of an organizational environment that contains the followers, the context and the leaders.

Within the contextual variables, the context may not be *change-orientated*; however, the leaders and the followership are oriented to change. Therefore, the appropriate leadership styles within a given context can be considered a dominant leadership style. This dominant leadership style, however, can be a mixture of all leadership styles, a single style or a combination of few leadership styles (Rajbhandari, 2006). Moreover, leadership styles are not mutually exclusive (Aarons, 2006), as they can remain flexible and mobile according to the readiness of a leader and *their* leadership approaches (Rajbhandari, 2015). Therefore, the purpose of this study is to examine the vibrant leadership styles that demonstrate the dominant leadership style orientation within the given circumstantial context. This study is designed to examine the conceptual orientation of dominant leadership styles by answering the following research questions:

1. Which dominant leadership style is most effective for educational organizational development?
2. How can leadership styles be blended to demonstrate the dominant leadership style of a leader?

## Dominant Leadership Styles and Contextual Blend

There has always been a debate on the dominant styles of leadership, yet there is no resolution. Context varies and the leadership styles must also vary according to the situation and the followership. Within the four traditional leadership styles: 1) Autocratic, 2) Bureaucratic, 3) Democratic and 4) Laissez-faire, neither one is superior nor inferior to one another. These four traditional leadership styles have acclaimed to flourish the leaders given the situational context.

Earlier, most practitioners assumed that these four traditional leadership styles were mutually exclusive. However, recent trends suggest that to be successful and effective often depends on how well these four leadership styles are blended to overcome contextual difficulties. Moreover, leadership styles and the dominancy do not always flourish after they are used to accomplish a difficult task. Leadership styles must sustain a longer period to bring about consistent motivation, commitment and development within the followership domain and the organization. The sustainability of leadership effectiveness highly depends upon how well leadership styles are blended to address different situations at times and at different levels of an organization. This is where the behavioural aspect of the leader comes into play. Moreover, this behavioural aspect is guided by the leader's SAKCIED, which helps leader to understand the context, followers and the leadership approaches altogether.

Within the framework of blended leadership styles, six forms of blended leadership can be activated. This is possible by blending one style with another. Although this is guided by the leader's personality, it is possible to blend a contextual leadership styles for achieving both efficiency and effectiveness. This also requires one to pay close attention to the context and the followership domain. The personality of the leader can be changed (Rajbhandari 2021; Robert and Mroczek, 2008); therefore, the style can also change. The six

blended contextual dominant leadership styles are categorized in Table 1.

*Table 1 Blended Dominant Leadership Styles*

Autocratic/Bureaucratic	Democratic/Bureaucratic	Laissez-Faire/Bureaucratic
Autocratic/Democratic	Democratic/Laissez-Faire	Laissez-Faire/ Autocratic

Table 1 represents the six possible blends of two leadership styles. Moreover, the effectiveness of a leadership approach, while reflecting a possible leadership style and blend, is also determined by the leader's attitude and personality. Therefore, the blending of leadership styles is highly dependent on the leaders own self-awareness and attitude to change within the context but not surfacing alone. Moreover, the leadership style blends demands that leaders adopt a more flexible and mobile behavioural pattern.

In most cases, ineffectiveness is blamed on the leader; however, it can also inspire the application of inappropriate leadership styles. Nevertheless, both a leader and their leadership can have equal contributions in a particular context. This typically happens when one avoids a change in behavior or change in practicing blended leadership styles. However, not all individuals are or can be a leader and practice leadership in order to remain effective and become successful. Leaders tend to be thoughtful and very clever. A clever mind determines the situation and creates the proper context that helps to inspire the followership to follow.

## Dominant Leadership Styles in Schools Towards Contextual Blend

An educational setting is another complex environment where many actors are demonstrating their leadership role. In educational settings, these environments can be seen from macro, meso and micro clusters. Moreover, within these clusters, another formation of microclimates is originated. This microclimate can be from meso and micro levels; however, they can have a minimal impact on the educational settings. Nevertheless, these microclimate clusters or groups can expand their parameters.

Moreover, the microclimate clusters or groups are generally formed by groups of individuals within the meso and micro level and are generally non-formal groups that can be formed as a teachers' group, students' group or the administration (non-teaching group). These microclimate clusters have tendencies to oppose the

organizational system. This kind of immediate variations always has to be taken into consideration by a leader.

Moreover, these immediate contextual variations are positively related to psychological and anthropological elements such as motivation, personality, attitude, perceptions, groupism, politics, resistance to change and so on and so forth. In connection to this, Rajbhandari et. al., (2017) recommends that a leadership style that involves multi-tasking and multi-flexing behavioral style is essential to understanding a school's environment and identifying and resolving the psychological and anthropological problems involved. The authors further recommend that "the multi-flex leadership behavioral style can be enabled by implying leadership readiness and leadership maintenance to understand the environmental multi-variables, thus enriching the microclimates within the educational contextual settings" (p. 145).

In educational settings, leadership roles are played by many actors, such as principals, teachers and even the students. This entire cluster of actors has a tendency to enjoy being within their groups. Likewise, all of these clusters are also the domain of followership. The integration of leadership and followership are always interchanging within a given timeframe. This further indicates that leadership styles change based on a given contextual setting. Therefore, the dominance of leadership styles varies according to the situation and the contextual settings where pedagogical leadership is instigated.

It cannot be denied that a principal, as a leader in an educational setting, can instigate various leadership styles depending on the task and its challenges. The question is how effective is the task being undertaken by the followers domain. The effectiveness of *task accomplishment* is evaluated by the macro level, which can involve external influences from areas such as the ministry, educational department, various municipalities and so on and so forth. The educational setting is guided by various groups, including those in high positions of authority both nationally and internationally, to meet the high standards set by the national education system.

Furthermore, the leadership in education advocates for assertiveness towards maintaining a consistent quality whereas the followership domain remain to status quo stage and sometime can instigate to restrain the leaders assertive driving forces. Moreover, growth in quality is not the optional choice for educational leaders, but it is being instigated from the national authorities that enable

the educational leader to follow the instruction brought about by these officials. In such cases, even an educational leader can reproduce the status quo or even restrain these policies. There is one example of such practices indicated by Sergiovannie (1994). The author notes that in education, leadership does not have an identity because leadership is everywhere. Along the same line of thought Nivala (1998) states that leadership is a multi-dimensional topic.

Other examples of pedagogical leadership can be found among teacher-leaders operating in their classrooms. Pedagogical leadership is not limited to teaching and learning. It also includes managing classroom activities. Moreover, leadership in educational settings is shared among all members of the educational organization. Likewise, within the micro level of student's clusters, pedagogical leadership can be activated in both formal and informal ways. The formal pedagogical leadership within the student group is the formal position assigned by school authorities such as the school captain, monitor, prefects, and agents of authority. Though informal, a student's pedagogical leadership can also be demonstrated by the formation of informal groups and appointing someone to head of these informal groups. These kinds of informal student groups can be clustered in multiple ways. These groupings can occur according to gender, grade level, age groups, participation in sports, etc. These kinds of informal groups have high levels of integration and tend to be values-oriented.

Likewise, within the meso level, teachers can also form an informal group among the subject teachers, grades, age, gender and so on and so forth. Although, within the meso level, the formation of these kinds of group can be categorized as formal groups for sharing harmonious relations. However, with time, these groups can become a strong force that resists change. Similar to student's informal groups, the meso level teachers groups may not have the leadership demonstration but are assumed to be parallel to each other, despite their differences in ranking, age, gender, etc.

### Multi-Flex Leadership Style as Dominant Leadership styles

With the existence of contextual situational variation from all these variables within the educational settings, it is felt necessary for a leader to instigate a multi-flex leadership style for enriching the organizational harmony and to bring about conducive climate for all. A multi-flex leadership style encourages a more flexible



leadership style and also requires flexibility when it comes to a leader's personality and pattern of behaviour.

The traditional leadership styles generally known as *Autocratic*, *Bureaucratic*, *Democratic*, and *Laissez-faire*. A multi-flex leadership can offer many opportunities to blend multiple styles. These potentialities for the blending of leadership styles are not mutually exclusive and are interchangeable according to the needs and immediate contextual variations required. However, this also requires immense leadership dexterity in order for one to understand and explore the immediate contextual variations within the followership domain, context and the leader. Therefore, a leader must sometime perform administrative tasks that involve managing the organizational climate, culture and the environment.

*Table 2 Multi-flex leadership style blends*

Leadership styles	Blending of two leadership styles	Blending of three leadership styles	Blending of four leadership styles
Autocratic	Autocratic/Bureaucratic	Autocratic/Bureaucratic/Democratic	Autocratic/Bureaucratic/Democratic/Laissez-Faire
Bureaucratic	Autocratic/Democratic	Autocratic/Bureaucratic/Laissez-Faire	
Democratic	Democratic/Bureaucratic	Bureaucratic/Democratic/ Laissez-Faire	
Laissez-Faire	Democratic/Laissez-Faire	Laissez-Faire/Autocratic/Democratic	
	Laissez-Faire/Bureaucratic		
	Laissez-Faire/Autocratic		

Although it is agreed that personality and styles are difficult to change, it is also evident that an individual may demonstrate different behavioral styles and personality traits during different situations and contexts, such as at home and in the workplace. Consequently, when an individual is able to change their personality and styles at different contextual settings, it is also possible to instigate multi-flex leadership for different contexts and with different individuals and groups in the workplace.

Among the four traditional leadership styles, various multi-flex leadership styles can be blended. However, it may not be evident that among this process that any one of these blend styles could be a multi-flex dominant leadership styles. It can, however, be agreed that timely resolutions of the immediate context with any of these blended leadership styles can be a dominant leadership style. Nevertheless, one cannot ensure that the same blend will resolve the immediate contextual variations associated with different platforms, locations or with different leaders and followers.

In Table 2, the blending of four traditional leadership styles can be represented with multiple style flexibility that enables a leader to adopt the best fitted leadership style-flex in a given contextual setting. Various outcomes of multiple blends of leadership styles can be generated within these four leadership styles, of which blending of two leadership styles can multiply to generate six possible blends. However, the blending of three and four leadership styles blends can generate four and possibly more blends.

Table 2 does not represent the complexity of blending these leadership styles; however, it is rather more complex to activate more than two possible leadership blends. More blending of leadership styles not only creates complexity, but it will generate a personality crisis in leadership and potentially disorient the followership domain. Therefore, it is possible to do more orientation with less leadership styles blending. Moreover, the leadership style blend is possible; however, it must fit in the immediate context and match to activate the followership behavioural orientations. Therefore, multi-flex leadership style must fit and match in order to incorporate these three components: leader, context and the followership domain (Figure 1).

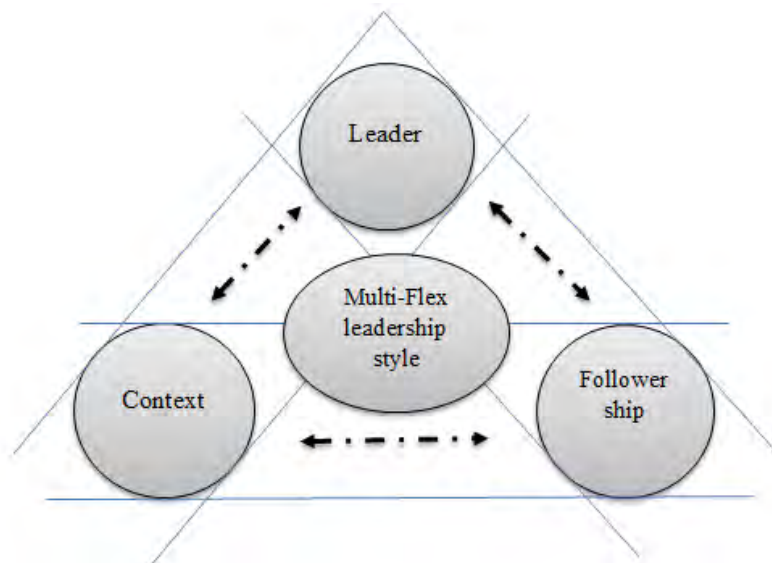


Figure 1 Multi-flex Leadership Styles incorporating the followership domain and the context

## What Dominant Leadership Style Can Be effective to Educational Organizational Development?

Educational settings consist of multiple environments and variables influenced by a followership domain composed of people such as teachers, students, administrations and parents. According to Tella (2008), within the variables, each variables can consist of various variables such as self-efficacy, interest, attitude, personality, qualifications, experiences, emotions and so on and so forth. These variables can generate multiple contextual variations and these variations further creates complexity for leaders to collaborate for which multi-flex leadership styles is essential with blending different leadership styles to fit within the contextual environment of followership, context and the pedagogical leaders. While the multiple variations demand multi-flex leadership styles, it is important for the leaders to demonstrate their leadership capabilities with dexterity within multiple variables.

Context may not be controllable; however, the followership domain is within the reach of leaders. Moreover, the followership domain contains multiple actors and these actors often, exhibit for specific leadership styles. Hence, a leader demonstrates various leadership styles with different actors in different situations. Even though external context are not controllable, the contextual settings generated by the followership is controllable. These followership contextual settings can be controlled by practicing the multi-flex leadership styles with the blend of any traditional leadership styles. The multi-flex leadership styles blend can be any combination of two or more leadership styles (see Table 2).

Although multiple leadership style blends can be generated within the four traditional leadership styles, it is equally difficult for a leader to find the most appropriate style or fit for a particular contextual setting. The consideration of the most effective style or fit for a particular situation can be considered as a *Dominant Multi-flex Leadership* styles blend. It is evident that the blending of two leadership styles can generate six possible multi-flex leadership styles. This, however, offers a leader flexibility to apply multiple leadership blend approaches. Nevertheless, more blending of leadership styles offers less flexibility and mobility to leader towards style-blend approaches.

Theoretically, the multi-flex leadership styles blend is possible; however, it is also assumed that a leader's ability to be flexible and

mobile is essential. In addition, it is also assumed that high flex offers leaders greater mobility. However, the question still remains, would high flex and high mobility distort a leader's personality? Therefore, this question also involves a consideration of the consistency of a leader's behavioral pattern. A noticeable increase in the change in behavioural patterns of a leader can make it more difficult for the leader to influence the followership domain. This is why scholars often claim that leadership is very complex and difficult to understand

Moreover, the contextual setting demands organizational effectiveness, and this, therefore, requires leaders to be efficient and effective. Both the leaders' efficiency and leadership effectiveness are difficult to achieve; however, task accomplishment at the given timeframe or even ahead of time can reflect the leader's efficiency and organizational effectiveness. Žukauskienė and Macijauskienė (2020) conclude that, for achieving schools effectiveness, leadership competences is required to demonstrate encouragement towards shared responsibilities among the members of the school community.

Nevertheless, during this state of efficiency and effectiveness tussles of leader's behavioural patterns and leadership approaches, a few things have to be compromised. This compromising state can have a direct impact on the relationship between a leader and the followers. In such circumstances, a leader may have to make few choices between the leader's behavioural pattern and leadership effectiveness for organizational development. While in both of these circumstances, leadership can be effective, but a leader may not be seen as successful among the members of the followership domain. Nevertheless, the steps that leaders make towards organizational effectiveness can generate effective leadership and a multi-flex leadership styles despite inconsistency in behavioural pattern can be a situational or contextual dominant multi-flex leadership style blends.

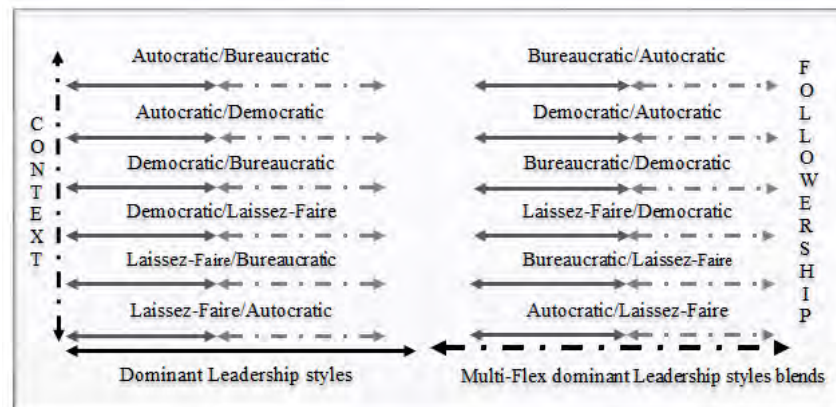
### How Can Leadership Styles Be Blended to Demonstrate Dominant Leadership Style of a Leader?

Different situations and contextual settings demand different blends of leadership styles. It is evident that leadership styles can blend with each other. However, the wrong blend may create undesired consequences. Similarly, the right blend used in the

wrong contextual settings may also generate undesired consequences. It is, therefore, important to understand that the role of a leader is highly essential and complex. A leader's role is directly associated with their personality and ability to be flexible and mobile when it comes to the modification of one's leadership style-flex.

Higher the flexibility of leaders towards style-flex it becomes less difficult towards readiness for leadership multi-style blends. All leadership styles are dominant in their own ways. Any one of these leadership styles is neither superior nor inferior to each other. These leadership styles have their own leaders personality reflected. However a dynamic environment thus demands for dynamic leadership and it is agreeable that in a dynamic environment - dynamism leadership styles blend is required.

*Table 3 Dominant leadership styles a multi-flex blend*



A leader's role and readiness for leadership multi-flexibility and mobility are both predetermined by the context and the followership domain. This process requires leaders to change and modify their leadership approaches. The modification in leadership approaches can have a consequential impact on the context and the followership domain. Moreover, the change in these approaches can also highlight dominant leadership styles and this requires SAKIED.

Within the multi-flex leadership style blends of two leadership styles, a leader can generate multiple leadership approaches. Nevertheless, leadership and followership are subjective and cannot be quantified. However, the applicability of a higher style over another or vice versa can have a negative impact on the motivation,

attitude and behavior of the members in the followership domain. To reverse this impact, leaders have to be flexible and mobile in various contexts and among their followers.

In Table 3, leaders' flexibility and mobility are represented by the applicability of two leadership styles. Any of these two leadership styles can generate twelve sets of multi-flex leadership styles of higher degree or one that is at a lower level. Thus, the leadership applicability of these styles generates twelve sets of multi-flex leadership styles. Nevertheless, not all of these leadership multi-flex blends can produce reliable insights about the contextual settings or followership domain. Therefore, being able to determine the appropriateness of a particular leadership blend is an important skill that a leader must exhibit in order to understand both the needs associated with a particular context and the needs and capabilities of the followership. The appropriate multi-flex blend of leadership styles from the leader must be necessitated to fit within the context and the needs of the followership.

Not all individuals can become an effective leader. In fact, an effective leader requires an exorbitant amount of *Skills, Ability, Knowledge, Competences, Intelligence and Experiential Determination* (SAKCIED). These elements are needed for leaders to be able to lead their followership domains. Thus, a leader is a lead player among all of the other players in a particular situation or contextual setting.

### Not All Leaders Can Be Successful to Becoming Effective Every time

Situations vary and so does the followership domain. Moreover, the external variation can further cause additional variations within the immediate contextual settings. For example, the recent COVID-19 pandemic was one of the unprecedented and unpredictable situations that the world experienced, which caused disturbances within organizations, households, education, health and so on and so forth. The dominant leadership styles prior to the pandemic were not at all dominant styles. Changes were required and the demands for these changes were coming from the external environment. The need for change was inevitable, thus a change brought about by the pandemic also instigated a change in leader style, flexibility and tendencies towards mobility from style-fix to style-flex.

Moreover, in education, efforts to organize online learning were initiated and teachers were instructed to organize to work from

home. This virtual managerial functions regarding organizing, planning, controlling and communication required an educational leader to persuade the teachers to perform better and continue to provide their students with a quality education. These management functions were not the same prior to the pandemic and lockdown. During this pandemic, many teachers were not being fairly paid and the consequences were the increase of human resources (students and teachers) dropouts and turnover. A question of long-term sustainability of educational settings including, schools, colleges were at questionable towards an educational leaders. Applicability of these managerial functions was also felt necessary for the educational leaders to perform taking prolific decisions to outrun the immediate contextual variations. Shrestha, et. al., (2019) states that educational leader by creating an ethical working environment among people within and outside the educational settings through their unique interpersonal relationships can enables the long run sustainability of an institute and this is because human resources are the major element of an organization which require appropriate management of these resources (Borkowski, Knop and Adamus 2015).

Moreover, the shift of leaders' role from leadership to managerial functions diverted the focus only to managing the organizational resources alone but not leading the organizational people. This was, however, not anticipated by the followership domain. Meanwhile it was suitable for the contextual setting. This agitated the followership domain, further leading to additional variations within the immediate contextual settings. A leader may not be a good manager but a manager can/may be a leader. Taking a shift towards managerial activities can have dire consequences. Likewise, a leader and a manager are not the same and these two terms are also not synonyms to each other. An effective leader may not always be a successful leader and vice versa. A leader's role is to predict the situational variations and preserve the resources. Successful leadership is within the followership domain, while an effective leadership is within the context. Nevertheless, these variables, context and the followership domain must be integrated to produce both effectiveness and efficiency, thus leadership can contain to become successful and effectiveness within the contextual environment of an organization. The shift in a leaders' effort to integrate both the managerial functions and the leadership can generate high multi-flex blend between the management and leadership. However, can a leader practice good management?

## Conclusions

A multi-flex leadership styles blend is possible and depends entirely upon a leader capability towards flexibility and mobility. Although context and followership domain are pivotal aspects, a dominant leadership style is instigated with the blend of multiple leadership styles in order to generate multi-flex leadership styles. This multi-flex leadership styles are generated with the mixture of blending these four traditional leadership styles with one another. More blending of leadership styles can/may generate in leader's personality crisis which further disorient the followership domain. Although effectiveness and success are integrated aspects of both leader and leadership, effectiveness can be corroborated with the contextual settings while the successful is interlinked with a leader. Nevertheless, a dominant leadership style is achieved with a blend of leadership styles by producing a multi-flex leadership styles. A higher reflection on any leadership style within a multi-flex leadership styles can be considered a dominant leadership style at a given contextual settings within a structured followership domain. However, the exploration also explains that a particular multi-flex leadership styles towards higher reflecting on any styles may not be a dominant leadership style at different context with different followers and at different time and with different leaders.



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