Examining leadership perceptions and practices to deliberate on educational policy implementation - an interdisciplinary approach

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Abstract
The importance of leadership preparation, development and informed practice as well as leaders' explicit and implicit perceptions of leadership for the understanding of principle-based and effective educational innovation is uncontested. Problems reported in educational policy implementation, however, strongly suggest that leadership principles are often neglected or applied insufficiently. Starting from this observation, this study aimed to elicit the perceptions three Turkish leaders in different occupational domains hold on leadership, and to identify practices potentially conducive to implement educational policy. Perceptions and reported practices were then taken as a starting point to critically examine current problems of curricular innovation taking the case of English language teaching policy in Turkey as an example. For this reason, a standardized interview guide informed by the relevant literature was developed, and professionals in leadership positions were interviewed. The results emphasize the importance of leadership preparation and development and implicate the need to apply participative forms of leadership, so that English teachers, as copers of change, can attach meaning to educational reforms by relating them to existing beliefs about teaching and learning.
Keywords: Leadership preparation, leadership development, leadership practice, ELT policy

1. Introduction

Leadership encompasses guiding participants, i.e. those affected by innovation, in order to initiate, implement and institutionalize innovation in an organizational framework (Fullan, 2007; Waters, 2014). It includes the unification of participants around key issues through articulating vision and mission. In contrast, management refers to the executive function of implementing agreed policy by performing acts aiming at effective use of organizational resources (Bush, 2008; House, Javidan, Hanges & Dorfman, 2002; Nahavandi, 2008). Thus, leaders can be thought of as acting in a continuum of duties ranging from establishing an organizational culture at the one end of the continuum to executing discrete managerial tasks at the other end. Undoubtedly, educational leadership and management are a prerequisite for generating proficient teaching and successful learning.

Even though the importance of leadership is widely accepted, its realization is not a matter of course when apparently beneficial leadership practices remain neglected. Following this observation, this study was driven by two assumptions: First, leaders' views on successful leadership practice can greatly contribute to an understanding of leadership. Thus, the current study was conducted to explore the views of three leaders in Turkey working in different professional areas to identify common features of effective leadership practice following an interdisciplinary approach: this would open opportunities to "think out of the box". Second, the authors of this study, involved in English Language Teaching (ELT), noticed - based on anecdotal evidence, own experience and research - that the notion of leadership and management is not sufficiently recognized as potentially contributory to the implementation of ELT policy in the Turkish context. Thus, this study aimed to read the informants' views against the background of specific problems in realizing ELT policy in Turkey and – with due caution - to deliberate on possible implications.

The following sections elaborate upon leadership preparation, development and practice as concerned with the focus of this study. Reference to the Turkish context is given at the end of each section.

Leadership preparation and development

Educational leadership is a specialized profession distinct from teaching requiring specific preparation. Bush (2008) justifies this need stating that leaders have the right to be exposed to leadership preparation and development to fulfil their duties successfully, and learners and staff have the right to study and work in institutions that are managed by competent leaders.

Leadership preparation and development have to offer specific content meeting the demands of the occupational context. This involves knowledge and skills to promote excellence in an organization, to act

according to frameworks, to cope with finance and to coordinate collaboration among staff and other stakeholders (Caldwell, Calnin & Cahill, 2003; Harris, Busher & Wise, 2003). Additionally, work-based development opportunities offered in inter-organizational and intra-organizational learning communities play an essential role in providing leadership development (Yukl, 2002).

In the educational context in Turkey, selection of school administrators (e.g. school principals) indicates that educational leadership is not usually regarded as a distinct profession, but as a step in the career, i.e. promotion to principalship depends on teaching experience rather than on leadership skills (Aslan & Karip, 2014; Gümüş & Akçaoğlu, 2013), and access to preparation for pedagogical leadership is insufficient (OECD, 2013).

Leadership Practice

Leadership practice embraces the concrete actions taken by leaders in performing their leadership duty. Conceptualized from a wider theoretical perspective, leadership practice can be displayed as a historically developed catalogue of tasks and responsibilities leaders take over. Horner (2003) traced the changes in terms of the nature and specific tasks of leadership: Starting from early perceptions of leadership as an expression of innate internal and physical qualities, several factors have been identified to expand the notion of leadership, such as delegating, balancing goals of followers and leaders, or creating an organizational culture in which the leader establishes strategic direction, communicates goals and develops visions based on shared values. Motivation, transactional and transformational perspectives and leadership defined as an acquirable quality (suggesting that leadership means enabling others to act as leaders) have further expanded the notion of leadership so that leadership cannot be defined consistently. A variety of leadership models abound that "move in and out of fashion almost as fast as clothes or mobile communication devices" (Bush, 2014, p. 3).

Clearly, central to educational leadership is the organization of people (staff, those affected by organizational change, e.g. parents in school contexts), the development of an organizational culture and the facilitation of learning opportunities for all organization members (Coleman & Glover, 2010). Conceptualized as human resource management, leadership encompasses all management actions contributing to the achievement of organizational goals (Armstrong, 2006) based on shared values. The importance of shared values as catalyst for organizational culture is particularly well documented in the educational context (Bennett, 2003; Brighouse & Woods, 1999), as well as the disastrous effect of outside pressure that does not serve genuine organizational goals or ignores the values of organization members (Mulford, 2003; Sergiovanni, 2003).

The establishment of an organizational culture that mirrors negotiated and shared values is crucial, as leaders most notably act as change agents. Organizations are constantly forced to initiate change due to external (economic, political, cultural, social, demographic, industrial and technological) and internal forces (low performance, new leadership, low satisfaction, new mission and conflict) (Nahavandi, 2008, p. 299). Therefore, leaders need to establish and utilize both intra-organizational and inter-organizational networks to make knowledge accessible that is required to establish, implement and institutionalize innovation (Augier & Vendelø, 2003). Furthermore, effective leadership regards conflict as potentially positive utilizing it as a creative force that initiates improvement through enabling formalization as a strategy to deal with cognitive, i.e. task-related, conflict or coercive formalization as an attempt to control affective conflict (DiPaola, 2003).

Since educational innovation usually aims at curricular renewal and involves change in material, teaching methods and beliefs about teaching and learning (Briggs & Sommefeldt, 2002; Fullan, 2007; Kırkgöz, 2007; Markee, 1997), for successful change all three levels have to be taken into account; otherwise a surface level change without reaching intended outcomes is achieved.

Addressing the Turkish context, Köksal (2011) points to a prevailing paternalistic leadership model emphasizing collectivist aspects and power distance prevailing in the Turkish community culture. As the author claims, giving importance to emotionality and employee well-being, this model exerts rather positive effects despite its closeness to authoritarian leadership. Accordingly, Bakan and Büyükbeşe, (2010) reported that in both the state and private schools authoritarian leadership styles were applied, while the need to apply democratic leadership styles was recognized.

The case of implementing ELT policy in Turkey

An increasing awareness of the significance of English as the means for international communication has called for several educational reforms in Turkish public schooling, starting in 1997. Reforms extended duration of compulsory English instruction in state schooling by reducing age of beginning, regulated English in higher education, introduced communicative language teaching methods and reshaped English

language teacher education accordingly (Çelik & Kasapoğlu, 2014; Kırkgöz, 2008, 2009). The latest educational reform launched by the Ministry of National Education (MNE) in 2012, reshaped the educational system into a so called 4+4+4 system with compulsory education of four years in primary, secondary and high school with English as a compulsory subject starting in the 2nd grade (Ministry of National Education, 2013).

By and large, educational reforms in ELT in Turkey have been implemented under unfavourable conditions. For one thing, despite its position as compulsory subject in national education, English does not play a significant role as means of interpersonal or intergroup communication and provides learners with little perspectives for use in real contexts (Doğançay-Aktuna & Kızıltepe, 2005). Also, English language programmes have been perceived ineffective due to instructional settings (inadequate syllabi and material, lack of equipment, transmission-based teaching methods; non-communicative assessment; perceived ineffectiveness of teacher education) (Çakır, 2007; Doğançay-Aktuna, 2005; Demir, 2015; Kırkgöz, 2008; Uztosun & Troudi, 2015; Yiğit, 2012). Furthermore, due to the centralized governance structure in Turkey with the MNE responsible for policies in primary and secondary education and the Council of Higher Education in higher education, school autonomy is highly restricted, and innovations in ELT are planned and implemented with little involvement of English teachers at the local level (OECD, 2013).

2. Aim of the Study

The overview above suggests that implementation of ELT policy in Turkish schools is highly problematic. We hypothesized that the voices of acknowledged leaders in Turkey may open an unorthodox and, therefore, enlightening view of current problems in ELT policy. For this reason, this study aimed to elicit the views on leadership held by leaders working in different domains and to put challenges identified in implementing ELT policy in Turkey into the perspective of their views. Apparently, we did not expect that the informants' views could be used straightforward as answers to problems faced in the implementation of ELT policy in Turkey, but may give rise to implications on how to address current challenges.

3. Method

Informants

The informants in this study, three professionals working in leadership positions in different domains, were selected through a convenience sample strategy "on the basis of their availability and willingness to respond" (Gravetter & Forzano, 2012, p. 151). Informant 1 held a PhD in educational sciences and had been working as vice dean in the Faculty of Education at a Turkish state university for 11 years. He had gained experience as an inspector in the Ministry of Health and as manager in the private sector. Informant 2 had been working for a bank for 25 years, for the last nine years as a branch manager. She had been awarded for three consecutive years as the best bank manager assigned to marketing of individual pension plans in Turkey. Informant 3 had worked as a cardiologist at a Turkish state university for 13 years. At the time of the study, he was Head of the Department of Cardiology, involved in administrative tasks and leading medical teams.

Instrument

The informants were separately invited to interviews. The interview questions (Appendix) were developed during a PhD seminar on leadership and management in ELT; in this seminar readings on leadership were discussed and the course participants were assigned to formulate reflective questions. The interview questions were outcomes of these reflective questions and seminar discussions. They were originally formulated in English, and then translated into Turkish by a seminarist, a Turkish native speaker. The interviews were held in Turkish and audio-recorded, and then transcribed for the data analysis.

Data Analysis

The data gained from the interviews were analyzed through content analysis. After initial coding, coding categories were established, i.e. instead of using a given set of coding categories, the categories emerged as a result of the coding process (Saldana, 2009).The coding categories were attributed to two themes,

leadership preparation and development and leadership practice. Quotations to be used in this paper were translated into English. Due to restricted space, not all results are presented in this paper.

4. Results

Leadership preparation and development

The informants described different paths in achieving their leadership positions. The most systematic way of promotion was gone by informant 2. In her banking company, successful bank managers were taken to a pool of leader candidates, and then, after an exam, assigned to the leadership position (branch manager). Informant 1 reported a rather informal promotion process he had gone through when applying for a position in the state sector:

> [The authorities of the ministry] looked at (...) my graduation and my CV: "At least he knows some beneficial things. We can employ him as provisional district director." (...) When I was working there, I learned as a result of experience. (...) This is not a requested method, but they have their considerations. It's also wishful thinking. (Informant 1)

Informant 2 was provided with training after she had received her leadership position. In retrospective she comments:

> I should have received this training before becoming branch manager because (...) I tried to conduct human resource management with [conventional] management methods, but after the training, I started to do different things and became a leader who points employees in the right direction and supports them. (Informant 2)

All informants held critical views on the fact that they did not receive leadership preparation beforehand. They emphasized the necessity of providing leader candidates with mandatory preparation, which should be holistic, branch-related and practice-oriented through forms of peer coaching:

> Prospective leaders should be given education consisting of both theory and practice. (...) They should be involved in real life situations, or some prominent leaders should be invited to collaborate with them. (Informant 1)

As leadership preparation was not given beforehand, the informants elaborated upon their own leadership development as an ongoing learning process that involved learning by doing. Informant 1 said that this development process fostered familiarity with regulations, while informant 3 stressed the need to follow innovations that were crucial in his technology-based professional context. Somehow surprisingly, as she works in a highly competitive environment, informant 2 noted that regular exchange of ideas with leaders working for other banks contributed to her professional development.

Besides content specific to their context (e.g. law, informant 1), all informants particularly emphasized the need to learn to organize staff. This was also a crucial topic when they elaborated upon their own leadership practice.

Leadership practice

The informants indicated a great number of issues that they regarded as essential parts of their practice as leaders. Additionally to the content elicited through the interview questions, they came up with a variety of topics which were assigned to seven categories.

1. Managing staff was regarded as an essential part of leadership practice. As leadership takes place in organizations, the coordination of staff is a main concern for organizational efficiency:

> The available resources, these may be people or other resources – how can we use them in the most effective and most efficient way to reach our aims? In other words, how can we organize people? (Informant 1)

To manage staff, the leaders reported several strategies: delegating, generating shared aims and providing communication within their organization. Obviously, there are strong connections to decision-making, motivation and conflict (see below).

In all professional domains, delegating was regarded as an essential part of leadership practice. As the informants stated, the load of responsibilities and tasks cannot be fulfilled by one leader alone. Informant 2 reasoned that

> people confuse leadership with management. For example when I became a branch manager, I kept on working like a manager. (...) I tried to do everything on my own. After receiving the [leadership] preparation I realized that I did it in the wrong way, and I learned to direct people and to back them up as a supporter behind them when they have deficiencies. (Informant 2)

Successful human resource management depends on the leader's ability to commit staff to shared aims, which ensures that all staff members work together as a team. Informant 2 pointed to the danger of missing team spirit leading to failure in delegating. Additionally, informant 3 emphasized the need to share knowledge by establishing channels for communication, which he regarded critical for organizational processes in a hospital:

> There must be coordination among the units. We are in a process of exchanging information (...). There is sometimes blockage in bureaucracy. If you don't provide exchange, some things get stuck. Minor blockages sometimes slow down processes dramatically. (Informant 3)

All informants agreed that successful human resource management leads to ownership. Informant 2, for instance, argued that ownership is "a key term: when you seize ownership, you are successful in each task. If you work willingly and with pleasure, success appears on its own."

2. Establishing processes referring to the organization of equipment and generating efficiency to facilitate organizational processes more effectively was a main concern of informant 2, who –working in the private sector – has to take the profit orientation of her company into consideration. However, efficiency/cost reduction was also considered on the agenda in the state sector:

> Equipment, rooms, laboratories, working facilities – what shall we do to reach our aims? How do we organize these things, how will we arrange them? Actually it is all about using these resources more efficiently. (Informant 1)

Informant 3 gave the example of dealing with inefficiency through changing work routines. He noticed that the efficiency of meetings on education was impaired through daily hospital routine. He decided to start the meetings at 7 o'clock in the morning, so that routine work would have no negative effect on the outcomes of the meetings. After initial resistance of some colleagues he noticed that the intended processes were gradually achieved.

3. Planning was explicitly discussed by informant 1. According to him, planning is the most important factor in leadership: "Planning shows us the future", and prevents from wasting resources. He particularly pointed to a required balance between strictness and flexibility to ensure that aims are achieved but also the unexpected can be handled. He added that planning is concerned with answers to the questions what? and how? comparable with instructional design, which is concerned with decisions on what and how to teach.

4. Decision-making from the leaders' perspectives was closely related to the need to design decision-making processes collaboratively in the framework of distributed leadership. Informant 1 supported this argument by mentioning the Harwood studies (Burnes, 2007) indicating the importance of participation in decision-making to increase productivity. According to him, the studies suggest that a leader must not be authoritarian, but sometimes assertive leadership is necessary to remove uncertainty. He particularly pointed to threats decision-making is faced with either in form of indecisiveness or when decisions are changed half-way:

> Sometimes managers have to bang their fists on the table. When you are in trouble ask everyone, but then everyone has to abide by the decision. Sometimes you are in abeyance; things don't flow because of uncertainty. (Informant 1)

5. Monitoring. Evaluating and giving feedback is a further leadership responsibility and task. It was explicitly mentioned by informant 2. As a branch manager she has to monitor the performance of her staff. This includes awarding scores to employees in a transparent manner. She reported an instance when an employee did not accept a performance score given. The leader gave this employee a clear feedback based on documentary evidence.

6. Motivation as a key factor in leadership practice, according to the interviewees, contributes importantly to achieving motivation among the staff through generating a social atmosphere in the organization by treating staff members with respect, avoiding marginalization and organizing social activities. Informant 1 referred to the Hawthorne studies (Mayo, 1949), which suggest that the design of the environment in terms of both physical conditions and emotional-social components increase productivity while solely improving physical conditions does not increase motivation:

> What does productivity increase? Emotionality, showing respect to people, affection. You can bring employees to a five-star, seven-star hotel, to Dubai, and give them training. This isn't sufficient. Provide participation in decision-making, respect, affection, motivation and encouragement. There is an emotional dimension, I mean people are emotional beings, we are emotional. We aren't machines that smoothly work when they are lubricated. (Informant 1)

Informant 2 gave the example of an employee who did not sell a product sufficiently. When she found out that this was due to lack of confidence resulting from unfamiliarity with the product, she provided the employee with training, after which the product was sold sufficiently. This example showed her that employees may lack motivation when they cannot make sense of their professional practice. She concluded that it is the task of leaders to recognize sources of demotivation and to provide remedy.

Additionally, informant 3 pointed to the importance of self-motivation. The following excerpt clearly demonstrates the importance of being a role model to generate an encouraging work environment:

> You motivate others by motivating yourself. If your inner energy is not sufficient, what you say will not exert great effect. (…) If you are proactive, your motivation will affect others. (Informant 3)

7. Conflict. Informant 2 related the emergence of conflict to failure in leadership. She emphasized the need to listen actively to staff members and to remain impartial in case of conflict. What is important in the informants' views is that the reasons for conflict must be identified.

The informants also emphasized different aspects of conflict and conflict strategy. In dealing with conflict, informant 1's first principle is to show understanding. While refusing a request it is important to justify the decision and to present alternatives. Informant 2 stated that clique building has to be avoided at all expenses as it endangers efficiency. Furthermore, the leader has to avoid two issues: members being unwilling to talk to each other and lack of expectations. As a conflict strategy informant 3 suggested to identify conflict causers and to make them aware of the fact that they cause conflict. In conflicts, he concluded, everybody must raise awareness of the conflict to find a solution step by step.

The informants were also asked how they dealt with resistance against themselves. This is of particular interest as leaders act as change agents, and, by nature, those who are affected by change are likely to resist. All informants stated that they ignored resistance against themselves, i.e. they applied coercive formalization in case of affective conflict. Informant 2 reasoned:

> I behave as if I hadn't heard about it [the resistance]. I turn a deaf ear, I don't show a reaction. If you give a reaction, things reach another extent. (Informant 2)

5. Conclusions and implications

This study was conducted to explore the views of three professionals in different leadership positions on leadership preparation, development and practice. In this section, conclusions are drawn and potential implications for the implementation of ELT policy in Turkey are pondered.

First, the practitioners' voices clearly support the call for establishing professional leadership preparation and ongoing development (Bush 2008). The informants reported compensating the lack of preparation and development by utilizing their working experience, which suggests that leaders need time to adapt to their leadership positions (Brighouse and Wood, 1999).

The voiced demand for leadership preparation and professional development supports the call for a shift away from the in the Turkish context prevailing understanding of principalship as "a stage in the teachers career" (Gümüş & Akçaoğlu, 2013, p. 293) towards an understanding as a distinct profession. To base educational leadership on leadership preparation contributes to establishing effective school leadership that pays attention to both performance outcome and school culture (Riley & McBeath, 2003). Also, leadership preparation emphasizing school leaders' roles as change agents is likely to decrease resistance against change (as described in the Turkish context: Aksu, Cantürk, Akçan & Sönmez, 2013; Maya, 2014). Consequently, leadership and management should become a content in undergraduate and graduate ELT programmes (and of other academic disciplines) to provide support in implementing curricular innovation to improve learning outcomes and to respond to deficiencies such as inappropriate teacher training and overcrowded classrooms (Çelik & Kasapoğlu, 2014).

The data clearly locates delegation as a key practice of leaders. This includes giving tasks and responsibilities, and professional support so that staff members are enabled to complete delegated tasks. In that way, the informants reported applying "controlled delegation – ensuring that individuals not only know what is expected of them but also understand what they need to know and be able to do to complete the task satisfactorily" (Armstrong, 2006, p. 568). Even though the informants were in favour of participative approaches, they stressed the need to change between directive and participative leadership practice to ensure the functioning of organizational processes (Tripathi & Reddy, 2008). Furthermore, the informants emphasized that successful leadership is concerned with generating positivity, i.e. supportive leadership behaviour to create positive emotions within organizations (Crawford, 2009; Kelloway, Weigand, McKee & Das, 2013; cf. Turan & Elbiçlioğlu, 2002).

These results underline the need to delegate responsibilities from the MNE to school principals and from school principals to headteachers, teachers and learners (Kırkgöz, 2007, 2008; cf. Brighouse & Woods, 1999): It is of particular relevance that teachers can attach sense to educational change issued by superior authorities (e.g. ministries) and have the opportunity to adopt change gradually (Fullan, 2007; Markee, 1977) by perceiving it relevant to their own teaching reality (Doğan, Demir & Pınar, 2014; Uzun & Alat, 2014). In the case of the implementation of ELT policies in Turkey, Çelik and Kasapoğlu (2014) showed that school principals evaluated the implementation of English in grade 2 at Turkish primary schools negatively because they saw a mismatch between the conditions (materials, classroom size, English teachers' competences) and the curricular change. Aksu et al (2013, p. 128) point out that this innovation was introduced

over a night (...) by ignoring preparation of schools and teachers. For this reason, chaotic situation at schools has still been continuing although a school year has already been completed, and this change process has still been discussed among educators, parents and community members'.

Additionally, Kırkgöz (2008) observed that during the major curriculum innovation in 1997 including implementation of communicative language teaching teachers stuck to transmission-based teaching approaches. As the author concludes, teachers need ongoing development to ensure that instructional practices meet the demands of curricular changes. This includes taking teachers' existing beliefs into account when implementing educational innovation.

In sum, current ELT innovation management in Turkey suffers from a nearly exclusive application of top-down implementation strategies to the expense of bottom-up innovation strategies, i.e. initiators and promoters provide copers with few opportunities to adapt change to their immediate teaching context (Waters 2014). Thus, future implementation of ELT policy will need to take the needs of teachers, target students and other stakeholders in the local and wider context during planning, decision-making and evaluation processes into account (cf. Kırkgöz, 2007). Material (coursebooks etc.) and classroom techniques must be in accordance with the educational change, and teachers must be provided with professional development taking their beliefs into account (Carey & Dabor, 1995; Fullan, 2007; Gürsoy, Korkmaz & Damar, 2013; Çelik & Kasapoğlu, 2014). Finally, opportunities for "monitoring and reviewing as prerequisites for providing feedback and positive reinforcement" (Dimmock, 2003, p. 15) must be provided.

With an awareness of the limitations of this study, which investigated the views of only three informants based on one data collection tool, we hope that the implications suggested in this study may address the "existing incongruence between the idealized macropolicy objectives and their realizations in practice at micro level teaching situations" (Kırkgöz, 2009, p. 681) in the Turkish ELT context, which is indeed an indicator of the central government's disregard for leadership principles. Finally, we hope that the interview guide designed for this study will encourage researchers to investigate other practitioner voices on leadership and contribute to the development of the instrument.

Acknowledgements

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Appendix: Interview questions

Background
- How did you achieve your leadership position? (Application, nomination, promotion, etc.?)
- Which qualifications helped you to reach your leadership position?
- Did you have any experience as leader before reaching this position?

Leadership preparation and development
- Did you receive any kind of leadership preparation before you took up your position?
- If so, was it sufficient? Why (not)?
- Have you received any kind of leadership development during your leadership? How was it organized?
- Did you get leadership training abroad?
- What do you think how an effective leadership preparation program should be?
- What do you do to develop your leadership skills?
- In what areas do you regard leadership preparation/development crucial?
- Do you think leadership preparation/development should be compulsory?
- Do you exchange ideas and experiences with other leaders?

Leadership practice
- What responsibilities and duties do you have in your position?
- How do you deal with conflict in your workplace? What strategies do you use? Which ones do you find most effective?
- Do you use different strategies for cognitive and affective conflicts?
- Has there been resistance of staff members against your leadership? If so, how did/do you deal with it?
- How do you motivate your staff?

- Do you have strong or weak ties among individuals in your organization? What are the consequences?
- Do you think organizations need to be in a constant process of change?
- How do you respond to changes?
- How do you define 'authority'?
- How do you balance your authority?
- How do you make your followers follow you?

Reflection on leadership
- Do you think you follow a specific leadership model?
- What qualifications do you think leaders have to possess? What skills? What traits?
- Do you think leadership can be learned or do leaders have to be 'born leaders'?
- Do you think leadership is dependent on a prominent position in the organizational hierarchy?
- Do you see the danger that leaders might serve interests different from their organization's (due to pressure from outside)?
- How do you think about distributed leadership/team leadership?
- How do you define 'power'?
- How do you define 'effectiveness'?
- Should leaders be leaders for a long time?