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PRINCIPLED LEADERSHIP FOR EFFECTIVE INSTITUTIONAL MANAGEMENT

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ABSTRACT

This paper discussed principled leadership for effective institutional management. Principled leadership portrays the positive and worthy attributes of a leader which includes respect, honesty, ethics, self-study, discipline and integrity. Effective institutional management is the ability to communicate, influence, encourage and motivate people in institutions through processes and practices to achieve results. More so, this paper identified with the perspective that principled leadership incorporates four basic dimensions: security, guidance, power and wisdom both in the life of the leader and in the institution. When these four factors are harmonized, they create the great force of a noble personality, a balanced character, a beautifully integrated individual whom the subordinates look up to as a role model. Thus, institutions with principled leaders enjoy a greater degree of security, guidance, wisdom and power, thereby enhancing the effectiveness of the institution. Hence, this paper suggested that individuals are more effective and institutions more empowered when they are guided and governed by four basic dimensions: security, guidance, power and wisdom. Also, apart from teaching skills and practices when training employees in institutions, principles should be taught as well, hence, deliberate efforts should be made to build principled leadership for effective institutional management.

Keywords: Principled, Leadership, Effective, Institutional Management.

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INTRODUCTION

Institutions are organizations founded for professional, social, religious, political, economic or educational purposes established by law or practice (Ololube, 2019). Institutions are made up of group of people with different personalities, qualifications, perception, institutional goals and objectives. Masikirikwa (2019) asserted that in order to enhance effective growth, the energies and cooperation of the employees and the leaders are needed.

Institutional management encompasses planning, organizing, leading and controlling the human and non-human resources within an institution. Effective institutional management is enhanced by identifying the current situation, identifying the desired situation and determining the steps necessary to get there (Matthew & Akosubo, 2021). Thus, handling the human resources is a major thrust in leadership; otherwise, conflicts may arise due to opposing interests which could be detrimental to institutional growth.

Leadership is not an end; it is a means to an end. Leadership is a means to motivate staff for greater performance and productivity, and there by helping them to gain increased job satisfaction. Leaders in institutions work with a large number of people at all levels; from within the institution and from external sources. The leaders may not meet with all the subordinates face-to-face but will need to establish relationship with them in order to improve the chance of success for the attainment of the goals of the institution. Leaders in institutions are saddled with increased roles coupled with the high and increasing competition to gain more control over the institutional and operational terrain. Thus effective control of an institution is facilitated by leadership, and this is considered basic in an institution (Ololube, 2019).

Principled leadership cannot be exempted from the basic qualities that produce good, honest and sound character. Once, the pursuit of truth is jeopardized, institutions are doomed (Ololube, 2021). Principled leadership portrays the positive and worthy attributes of a leader which includes respect, honesty, ethics, self-study, discipline and integrity. Principled leadership therefore, involves acquiring deep knowledge, communicating the right messages to the right people so they willingly sign up for effectiveness.

Effectiveness is paramount in sustaining the growth and continuity of any institution. Effectiveness is concerned with the human resources of the institution with regards to values and activities. Effectiveness can be referred to as the ability to meet the desired goals of the institution within the set time frame for the job. Achinike (2019) defined effectiveness as the level or extent to which an institution achieves its set objectives through utilizing its resources and means without putting undue strain on its employee. Thus, effective institutional management is the ability to communicate, influence, encourage and motivate people through processes and practices to achieve results (Ololube, 2017). Effective institutional management therefore implies more institutional goals accomplished in a shorter time, appropriating tactfully the available resources.

Leadership

The meaning of leadership is diversified because there are several perspectives to leadership. Basically there are four components central to leadership definitions; leadership as a process, leadership involves influence, leadership occurs in groups, leadership involves common goals. Leadership is a complex process having multiple dimensions (Northhouse, 2010). Leadership is the ability of an individual to influence, motivate and enable others to contribute towards the

effectiveness and success of the institution... (House et al., 1999 in Adiele, 2020). Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives (Yukl, 2013).

According to Peretomode (2014), leadership is the human factor, which binds a group together. Leadership is further considered as the process of influencing the activities of an organized group towards greater performance (Igwe, 2015). Nwankwoala (2016) stated that leadership involves ensuring that institutional policies, decisions and programmes are adequately implemented. Thus, leadership is the process of securing as well as guiding the talents and energies of the human resources towards achieving common institutional aims (Ololube, 2019). Leadership is involved with the following;

Team Work

Teams are classified according to shared responsibility, commitment and common goals. Leaders seek and encourage the involvement of team members, by modeling and encouraging the behaviours that move the group to successfully complete their task. Commitment to team success and shared goals is a key attribute, leaders should possess. The leader should make the staff understand their purpose and share strong common goals. Oluwo and Asodike (2016) posited that, one cannot succeed unless the other members of the team succeed. The relationships developed out of this commitment are key in team building and team success. Hence, together the team can deliver more than the individuals who compromise, and feel it could be done in isolation.

Setting Instructional Direction

Setting instructional direction includes implementing strategies for improving teaching and learning such as inputting programmes and improvement efforts into action. It also implies developing a vision and establishing clear goals, providing direction in achieving stated goals, encouraging others to contribute to goal achievement, securing commitment to a course of action from individuals and groups (Okogbaa, 2020).

Sensitivity: Sensitivity entails perceiving the needs and concerns of others, dealing tactfully with others in emotionally stressful situations or in conflict. More so, knowing what information to communicate and to whom, as well as relating to people of varying ethnic, cultural and religious background (Koko & Nwiyi, 2019).

Judgement: Judgement is giving priority and caution to significant issues, seeking out relevant data, facts and impression as well as analysing and interpreting complex information (Northhouse, 2010). A leader is expected to reach logical conclusions and make high-quality decisions based on available information.

Result orientation: leadership is involved with assuming responsibility, recognizing when a decision is required, taking prompt action as issues emerge and resolving short-term issues while balancing them against long-term objectives.

Organizational Ability: Planning and scheduling one's own and the work of others so that resources are used appropriately. Scheduling flow of activities, establishing procedures to monitor projects, practicing time and task management, knowing what to delegate and to whom (Amah, 2016).

Communication: Communication may be oral or written. Oral communication clearly implies interacting and making oral presentations that are clear and easy to understand. On the other hand written communication has to do with expressing ideas clearly in writing and demonstrating technical proficiency-writing appropriately for different audiences.

Development of Staff: Development are ways of equipping the staff of institutions for the present and the future (Igwe, 2015).

Understanding the Leaders own Strengths and Weaknesses: Understanding personal strengths and weaknesses and there by taking responsibility for improvement by actively pursuing developmental activities (Koko & Nwiyi, 2019).

Maximizing the Use of Resources: The resources allocated for education are in minimal supply, hence, a competitive demand for available resources (Adiele, 2020). Therefore, the educational leaders should be able to identify educational needs, identify priority in their ranking order and dispense these resources based on the defined priorities.

Principled Leadership

Principles are deep, fundamental truths, classic truths, generic common denominators. They are tightly interwoven threads running with exactness, consistency, beauty, and strength through the fabric of life (Myles, 2004). By centering our lives on correct principles, we create solid bedrock for development of inherent potentials. Principles do not treat us differently. They cannot pave our way with shortcuts and quick fixes. They do not depend on the behavior of others, the environment, or the current trend for their validity. Principles don't die. They are not here one day and gone the next. They cannot be destroyed by fire, earthquake or theft. Correct principles are like compasses: they are always pointing the way and if we know how to read them, we won't get lost, confused, or fooled by conflicting voices and values.

Principles surface in the form of values, ideas, norms, and teachings that uplift, ennoble, fulfill, empower, and inspire people. Stephen (2003) opined that people and civilization have prospered and operated in harmony with correct principles. The root cause of societal declines are foolish practices that represent violations of correct principles. How many economic disasters, intercultural conflicts, political revolutions, and civil wars could have been avoided had there been greater social commitment to correct principles?

Principled leadership is based on the reality that we cannot violate these natural laws without consequence. Whether or not we believe in them, they have been proven effective throughout centuries of human history. Principled leaders are people of character who work with competence on the basis of natural principles and build those principles into the center of their lives, relationships with others, agreements and contracts, management processes, and into their mission statements (Stephen, 2003).

Purpose of Principled Leadership

Leaders of character are guided by the principles that form their lifelong convictions and values. Stephen (2003) described principled leadership, like the hub of a wheel, it unifies and integrates. It's the foundation of culture. It aligns shared values, structures, and systems. Whatever lies at the center of our lives becomes the primary source of our life-support system. That system is represented by four basic dimensions: security, guidance, power and wisdom which cultivate the four internal sources of strength.

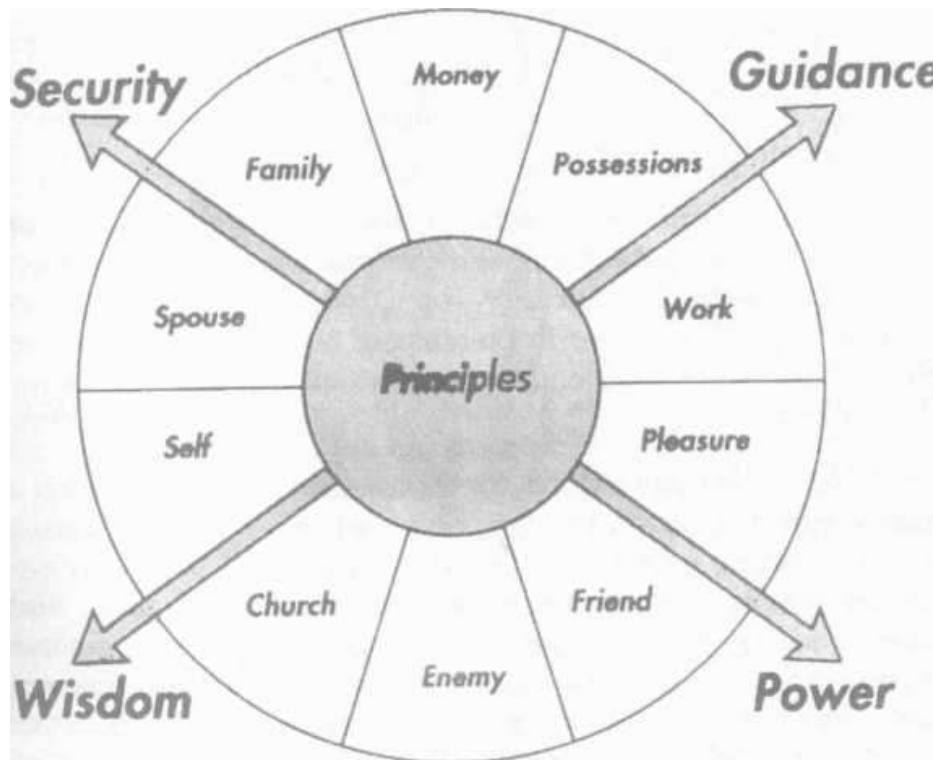


Figure 1: Alternate Life Centers

Source: Principle-centered leadership (Stephen, 2003)

Focusing on alternative centers—work, pleasure, friends, enemies, spouse, family, self, church, possessions, money, and so on) — weakens and disorients us. For example, if we are focused on the social mirror, we empower circumstances and the opinions of others to guide and control us. Lacking security and self-esteem, we tend to be emotionally dependent on others. Lacking wisdom, we tend to repeat past mistakes. Lacking guidance, we tend to follow trends and fail to finish what we start. Lacking power, we tend to reflect what happens to us and react to external conditions and internal moods. But when we center our lives on correct principles, we become more balanced, unified, organized, anchored, and rooted.

Security: Security represents our sense of worth, identity, emotional anchorage, self-esteem, and personal strength. Hence, we see various degrees of security—on a continuum between a deep sense of high intrinsic worth on one end and an extreme insecurity on the other, wherein a person's life is buffeted by all the fickle forces that play upon it.

Guidance: Guidance is the direction we receive in life, much of it comes from the standards, principles, or criteria that govern our decision making and doing. This internal monitor serves as a conscience. People who operate on the low end of the guidance continuum tend to have strong physical addictions and emotional dependencies, conditioned by their centering on selfish, sensual, or social life-styles. The middle of the continuum represents development of the social conscience—the conscience educated and cultivated by centering on human institutions, traditions, and relationships. On the high end of the continuum is the spiritual conscience, wherein guidance comes from inspired or inspiring sources—a compass centered on true principles.

Wisdom: Wisdom suggests a sage perspective on life, a sense of balance, a keen understanding of how the various parts and principles apply and relate to each other. It embraces judgment, discernment, and comprehension. It is a oneness and integrated wholeness. At the low end of the wisdom continuum are inaccurate maps, which cause people to base their thinking on distorted, discordant principles. The high end represents an accurate and complete life compass wherein all the parts and principles are properly related to each other. As we move toward the high end, we have an increasing sense of the ideal (things as they should be) as well as a sensitive, practical approach to realities (things as they are). Wisdom also includes the ability to discern pure joy as distinct from temporary pleasure.

Power: Power is the capacity to act, the strength and courage to accomplish something. It is the vital energy to make choices and decisions. It also represents the capacity to overcome deeply embedded habits and to cultivate higher, more effective habits. At the low end of the power continuum we see people who are essentially powerless, insecure, products of what happens or has happened to them. They are largely dependent on circumstances and on others. They are reflections of other people's opinions and directions; they have no real comprehension of true joy and happiness. At the high end of the continuum, we see people with vision and discipline, whose lives are functional products of personal decisions rather than external conditions.

Even in the midst of people or circumstances that seem to ignore the principles, we can be secure in the knowledge that principles are bigger than people or circumstances, and that thousands of years of history have seen them triumph, time and time undeniably. Thus, principles are not unpredictable but are specific to our purpose. We were meant to operate according to principles that are meant to uphold our values and character. Once the pursuit of truth is jeopardized, institutions are doomed (Ololube, 2021). In other words comprehending principles will make us wise and following them will make us principled leaders.

Essential Traits of a Principled Leader

Principles make it possible for the continuity of the personnel process (Amadi, 2018). Principled leaders practice many integrating qualities and characteristics into their lives. These are necessary attitudes for effective leadership and serve as measures of leadership refinement as they continue to progress in increasing true leadership potential (Myles, 2004).

- Vision—the capacity to see beyond one’s natural eyes; it is a picture of purpose.
- Wisdom—the capacity to apply knowledge effectively.
- Decision making—the ability to study consequences and make sound decisions without fear; a willingness to fail rather than avoid responsibility.

- A positive attitude—the ability to see people and situations in a positive way.
- Courage—the ability not to be controlled or paralyzed by fear; the effective management of uncertainty.
- High energy—strength and stamina to work hard and not be worn down.
- Personal warmth—a manner and attitude that draws people.
- Humility—being in touch with oneself, accepting oneself.
- Righteous Anger—a capacity to resist and stand against injustice and abuse.
- Integrity—consistency in one’s words and actions; trustworthiness; true character.
- Responsibility—an ability to always come through; a lack of excuses; job delegated means job done.
- A good self-image—feeling good about self, others, and life.
- Friendship—the capacity to welcome and embrace others without friction.
- Mental horsepower—the ability to keep learning as the job expands.
- Authority—a highly positive influence over others.
- Absence of personal problems—personal, family, and business life in order.
- People skills—the ability to draw people to oneself and help them develop their gifts and characters.
- Inspirational power—the ability to communicate one’s passion to others.
- Sense of humor—the ability to laugh at oneself and at life and to not take life too seriously.
- Resilience—the ability to bounce back when problems arise.
- Track record—experience and success in previous situations.
- Great desire (passion)—a hunger for growth and personal development.
- Self-discipline—a willingness to “pay the price” and handle success.
- Creativity—an ability to see solutions and fix problems.
- Flexibility—not afraid of change; fluid; flows with growth.
- Sees “big picture”—able to look beyond personal interests and see a global view.
- Initiative—the ability to discern what needs to be done and commence action.
- Executive ability—the ability to get things done; the drive to finish an assignment.

Effective Institutional Management

Management is an integral part of an institution. The survival of any institution depends largely on the quality of management. Ololube (2019) described management as a process of coordinated activities involving planning, organizing and directing the activities of an institution to determine and accomplish stated objectives with the use of human and materials resources. In order words, management is the process of getting things done through the use of human and material resources.

Institutions are entities established by law or custom for professional, social, religious, political, economic or educational function (Ololube, 2019). Many people view institutions with a mechanical mind-set that the institution is like a machine; if something is broken, it needs to be fixed. If the problem can be detected, get the right part, stick it in, turn it on, it will work, but institutions are not mechanical; they are organic. To see institutions through the agricultural paradigm is to see them as living things made up of living growing people (Myles, 2004). Living

things are not immediately "fixed" by replacing nonworking parts; they are nurtured over time to produce desired results.

Desired results in the institution are created not by the "mechanic" but by the "gardener". The gardener knows that life is within the seed. Although it is impossible to make the seed grow without the gardener selecting the best seed and then use logic to create the correct condition (soil temperature, adequate sunshine, water, fertilizer, weeding, cultivation, and time) that maximizes growth.

Effectiveness can be described as the achievement of or accomplishment of institutional goals. Effectiveness in institutions means more institutional goals accomplished in shorter time, appropriating tactfully the available resources. An institution can be rated to be effective when it possess the following characteristics (Joachim et al., 2018).

- Strong administrative leadership;
- High expectation for the achievement of all the stakeholders;
- Orderly atmosphere conducive in the workplace;
- An emphasis on basic-skill acquisition;
- Frequent monitoring and supervision of the work process.

Effectiveness in institutions are achieved when resources are co-ordinated, programme policies are designed and implemented. Also for a successful implementation, a detailed strategic planning is required (Owhondah, 2018). Thus, effectiveness is the reflection of dedication, good communication network and synergy among the staff. Oluwuo and Asodike (2016) posited that effectiveness is built-on the "STAR" team model. The "STAR TEAM MODEL" suggested that effective teamwork in the workplace happens when four elements (Strength, Teamwork, Alignment and Results) are in place. The "STAR" team model revealed that:

- Individuals flourish as they use and develop their strengths.
- People come together building relationships that result in effective teamwork.
- The team leader aligns the team through effective communication of purpose, so that individual strengths combine with work to deliver the teams results.
- Together everyone achieves more as performance flows and results that are meaningful and rewarding to the team are achieved.

Thus, effective institutional management is enhanced by identifying the current situation, identifying the desired situation and determining the steps necessary to get there (Matthew & Akosubo, 2021).

Factors that Influence Effectiveness

Leaders achieve effectiveness when they are able to influence the character and behaviour of their staff positively. Thus Oluwuo and Asodike (2016) posited that the following factors influences effectiveness.

- Ability to communicate the vision
- Continued conversation and information sharing with subordinates.

- Ability to develop a vision and a strategy
- Leaders engage stakeholders in creating the vision statement based on identified core values as well as propose a means of actualizing the vision.
- Ability to empower broad-based action with a well-designed plan.
- Developing an action plan is an outline of specific activities or tasks that needs to take place to enhance the implementation of changes needed to move the institution closer to its vision.
- Ability to consolidate gain and produce change:
- Ability to generate short term wins:
- Effective use of interpersonal skills:
- Leader fostering open communication and positive feedbacks.

Principled Leadership for Effective Institutional Management

Every institution is governed by a body of values and rules which the staff regard as a standard of behaviour or principles (Kalagbor, 2015). Principled leadership incorporates the four basic dimensions: security, guidance, power and wisdom in institutions. These four factors are interdependent. Security and well-founded guidance bring true wisdom, and wisdom becomes the spark or catalyst to release and direct power. When these four factors are harmonized, they create the great force of a noble personality, a balanced character, a beautifully integrated individual whom the subordinates look up to as a role model.

Once leaders get principles at the center, their identity are not threatened by them or other external conditions because they have an anchor and a compass. Even in the event of turbulent change, they maintain perspective and judgment; they are always empowered from within.

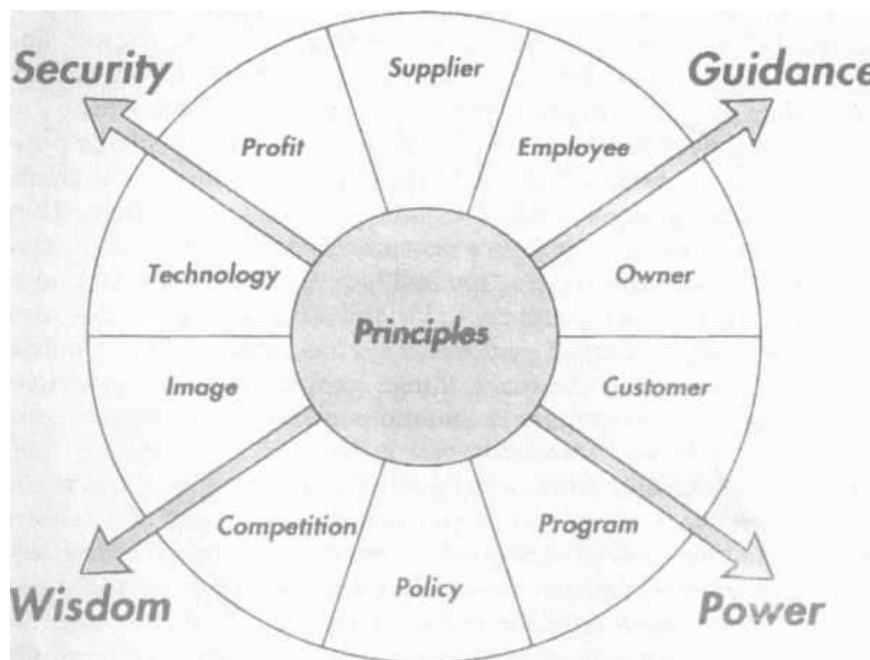


Figure 2: Alternate Institutional Centers
Source: Principle-centered leadership (Stephen, 2003)

Alternate institutional centers—profit, supplier, employee, owner, customer, program, policy, competition, image, and technology—are flawed compared with a principle-centered paradigm. As with individuals, institutions with principled leaders enjoy a greater degree of security, guidance, wisdom, and power.

For example, if the security of an institution comes from its image or cash flow or from comparisons with competitors or from the opinions of customers, its leaders tend either to overreact or to underact to the news and events of the day. Moreover, they tend to see business (and life) as a zero sum game; to be threatened by the success and recognition of others; and to delight in the failures of competitors. If our security is founded on the weaknesses of others, we actually empower those weaknesses to control us.

Real empowerment comes from having both the principles and the, - practices understood and applied at all levels of the institution. Practices are the what to do's, specific applications that fit specific situation. Principles are the why to do's, the elements upon which applications or practices are built. Without understanding the principles of a given task, people become incapacitated when the situation changes and different practices are required to be successful. Individuals are more effective and institutions more empowered when they are guided and governed by these proven principles. They are not easy, quick-fix solutions to personal and interpersonal problems. Rather, they are foundational principles that when applied consistently become behavioral habits enabling fundamental transformations of individuals, relationships, and institutions (Sean, 2014).

How to Cultivate Principled Leadership for Effective Institutional Management

Leaders in institutions are faced with managing staff matters (discipline, appointment, retirement, remuneration, welfare, training and development as well as the non-human resources (Nwafor & Nnokam, 2012). Principled leaders play a vital role in effective institutional management, since they cultivate vital attitudes, characteristics and qualities that are pertinent in effective institutional management. Stephen et al. (2014) posited that there are six conditions of empowerment to aid effective institutional management; character, leadership skills, win-win agreement, self-development, helpful structures and system.

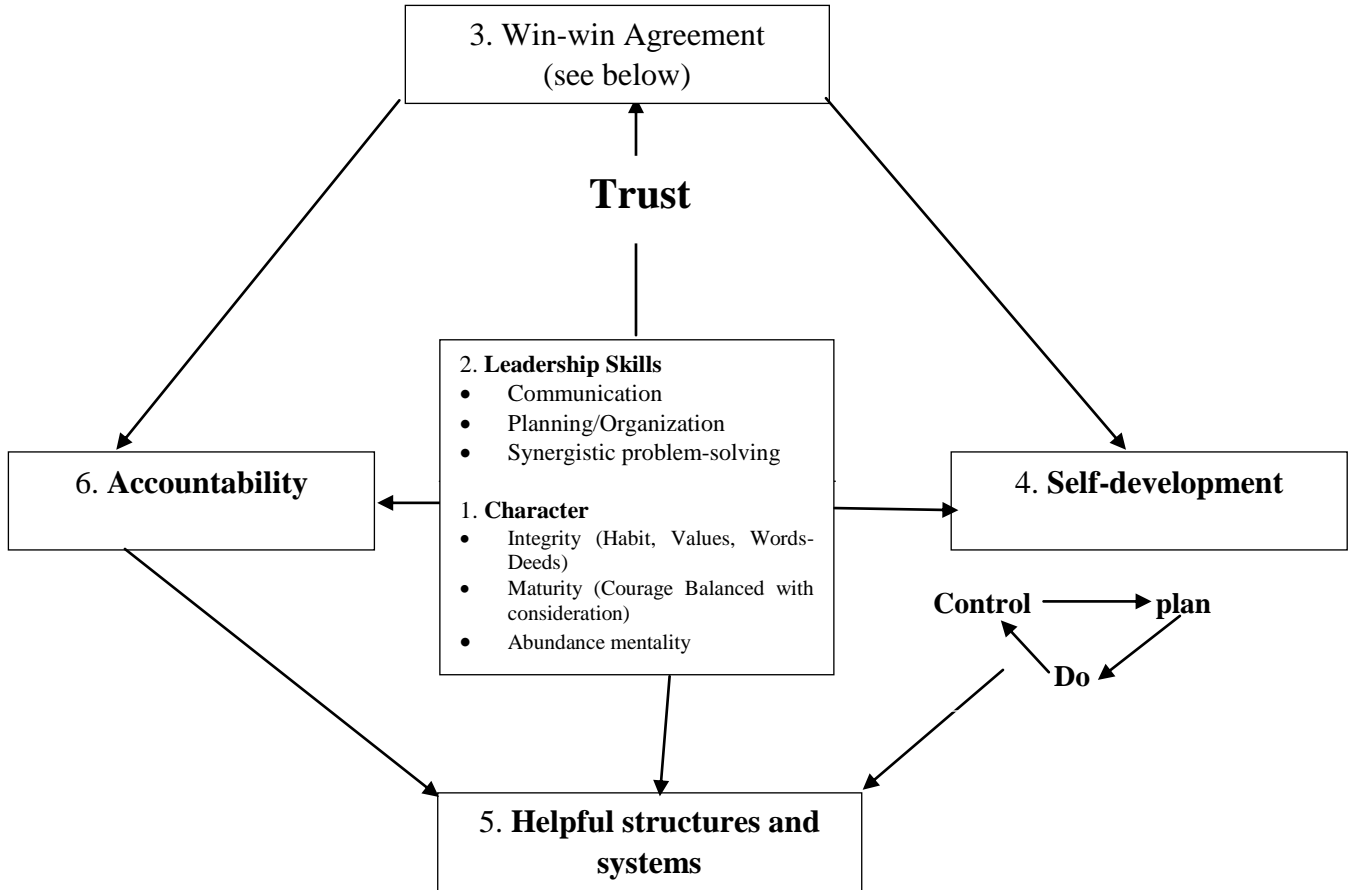


Figure 3: Win-Win Agreement—Psychological/Social Contract
 Source: Adapted from Principle-centered Leadership (Stephen, 2003)

Character: Everyone has character of which we are identified by the sum of our mental and ethical traits. As leadership is exercised, character is displayed either positively or negatively. Thus, developing and manifesting honourable principles in institution is paramount. Character and knowledge together are the objective of genuine training and competence. Institution emphasize career- building and not character building. If individuals are not able to understand themselves, how can they understand the philosophy of life (good character)? Character development is a priority to institutional leadership and this qualities makes leadership successful (Ololube, 2018). The character traits most critical to establishing principled leadership is integrity, maturity and abundance mentality.

Leadership Skills: Many institutions have seen and considered utilization of leadership skills as the key that unlocks the doors effectiveness. Leadership comprises of everything a leader does that affects the achievement of objectives and the wellbeing of subordinates and the institution. Abbasialiya (2013) described leadership to be very important as it helps institution to maximize efficiency and achieve institutional goals. The fact that utilization of leadership skills is a panacea for all forms of change cannot be disputed. The success of any institution depends largely on utilization of leadership skills because in any institution, leaders coordinate and directs

the subordinates through the process of interaction communication in accomplishing, the goals of the institution. The three most critical skills are communication, planning and organization, and synergistic problem-solving because these three personal skills enable an individual to establish the other four conditions of organizational effectiveness. However, institutions proven to be effective possess the following characteristics (Fryol in Oluwuo & Asodike, 2016).

- Division of labour: This has to do with work broken down into small bits or sub-units. Each worker is allowed to work for only limited parts according to his or field of specialization.
- Parity of authority: This refers to the right to give orders and the power to exact obedience in any institution. This suggests that the leadership authoritatively assigns responsibility to their subordinates.
- Unity of command: Each employee has one and only one boss. Hence, two persons must not give different command to the same worker at the same time.
- Unity of direction: In this case, all the accomplishment of common goal should be the priority of subordinates. Thus, staff are trained in line with their fields of study and assigned in the same department.
- Subordination of individual interest: This principle states that personal interest and goals of individual workers should not be given preference to that of the institution.
- Remuneration: This principle holds that employees receive fair payment for services to ensure that the interests of the institution are protected.
- Discipline: all the stated goals and objectives, rules and regulations, policies and procedures of the institution must be strictly obeyed by the staff.
- Centralization: Decisions are made from the top level of the leadership hence, the entire human resources in the institution takes order or directives from the top leadership.
- Decentralization: This refers to delegating decision making capabilities and abilities to multiple teams. It enables high level employees to acquire leadership skills, which contribute to the growth of the institution on the run.
- Scalar chain: This is a formal chain of command running from the top to the bottom.
- Order: All human and non-human resources have a prescribed place and they must be there, at the right time so as to avoid chaos and disorderliness.
- Span of control: This principle states that no sub-divisional heads should supervise subordinates whose duties interlock.
- Specialization: In institutions, staff are assigned to different functions and duties depending on their area of specialization.
- Espirit de corps: This refers to harmony, cohesion among personnel. It is a common understanding that exists among people working in an institution.

Setting up a win-win agreement: Setting up a win-win agreement involves some practices which when introduced into institutions enhance effectiveness in managing institutions. These are highlighted according to Stephen et al. (2014):

- Define Desired Results: Desired results are the “shared vision” of the institution. This is the statement of what’s “important,” and is the key factor in putting first things first in every interdependent relationship. This is the test of the abundance mentality, the process of constantly going for third-alternative solutions and synergy.

Many of the same elements that create empowering institution mission statements are helpful in creating effective statements of desired results, such as: focusing on contribution, addressing all four needs (security, guidance, power and wisdom), understanding what constitutes a 'win' for all stakeholders of the institution.

It is also important to specify what will be done to enhance the ability to produce desired results in the future, nurture and increase the capability of the institution. Thus, it's vital to make sure that the desired results are results, not methods. Whenever methods are supervised, all the stakeholders become responsible for results.

- Regulate Guideline: A clear understanding of guidelines goes a long way to minimize problems. In addition to policies and procedures that may influence running with the vision, it's important to identify other guidelines such as:
 - Decentralizing operations that will be used to produce the results institutional principles (operating principles, not necessarily natural laws) that underlie policies.
 - "watch outs" and known failure paths (things not to do)
 - build up levels of initiative (levels of initiative can change as capability and trust increase)

William Oncken's in John (2001) proposed six levels initiative:

- Wait until told;
- Ask;
- Recommend;
- Act and report immediately;
- Act and report periodically;
- Act on own

(The important thing is to match the level of initiative with the capacity of the individual)

- Recognize Available Resources: This area deals with the financial, human, technical, and institutional resources (such as training or information systems) available in carrying out the vision. It's important to recognize not only the resources available, but also how to access them, how to work with others who use the same resources, and what the limits are. One of the most overlooked resources is the participants themselves, particularly those who have leadership, management, or supervisory roles.
- Define Accountability: Accountability deals with how we can tell how we are doing. It creates integrity around the work force. Here the details of communication are spelt out, as well as how the results will be measured. In the process of accountability, leaders evaluate themselves against the desired results based on the set objectives. Helpful in the evaluation process is 360 degree feedback, which the leader can request from stakeholders. This feedback would be given directly to the leader.
- Determine the Consequence: There are two kinds of consequences: natural and logical. Natural consequences deal with what naturally happens if we do or do not achieve the desired results. What happens when the tasks are not done at the appropriate time. What happens when they do? It's important to identify both negative and positive consequences. Logical consequences could include compensation, opportunities for

advancement, additional opportunities for training and development, enlarged or diminished stewardships, or discipline. Both logical and natural consequences must be dealt with, and both have their place.

Self-development

Institutions achieve different levels of effectiveness even with similar staff numerical strength and challenges. The activities and operation of institutions are complex and increasingly demanding. Global changes in the environment has resulted in skills becoming obsolete, so that competent leaders as well as employees do not forever remain competent if they do not improve themselves through training and development.

More also, practical interest in effectiveness has become intensified, competitive; interdependent and knowledge driven. These and more makes it very crucial for leaders in institutions to engage in developing themselves so as to build capacity to handle the challenges associated with leadership and the effectiveness and the institution. Leaders are essential for all aspects of the institution. Employees in an institution assume leadership roles. Sometimes they might not be sure about the appropriate course of action; this is where leadership development becomes important.

While moving up the ladder in institutions, it is essential that leaders have the apt skills to lead. These skills can be acquired through leadership development programmes. Development programmes are organized by institutions to serve two purposes; to offer employees a clear pathway for taking up leadership roles; to help existing leaders hone their skills (Denga, 2015).

More and more institutions are emphasizing the need for leadership development. The reason behind this is that it benefits the institution as well as the employees, making it a win-win situation for both parties. Thus, self-development is paramount for both leaders and the subordinates.

Helpful Structures and Systems

Helpful structures and systems greatly facilitate the fulfillment of effective institutional management. These systems might include strategic planning, institution structure, job design, communication, budgeting, compensation, information, recruitment, selection, placement, training, and development. In a helpful system people receive information about their performance directly, and they use it to make necessary corrections and innovations.

The institutional structure is an outline of all the activities that are carried out within an institution so as to attain the goals of the institution. Amah (2016) posited that institutional structure is the coordination of people into positions and assigning them so as to establish a relationship for effective implementation of institutional goals. This implies that the success or failure of any institution is greatly affected by the institutional structure. The information flow is controlled by the institutional structure and this serves as a guide to direct the activities of the staff. Each staff have their roles and responsibilities.

All the systems within the institution must be totally integrated with and supportive of the win-win agreement. Win-win should be reflected in recruiting and hiring and training. It should also be evident in professional development, compensation, job design, company structure,

strategic planning, and mission and goal selection, as well as in all tactical activities (Stephen, 2014).

Accountability

Principled leadership always possesses a sense of accountability. True leaders readily embrace submission to authority and are conscious of their stewardship of the trust given to them by those whom they serve. Accountability is the active manifestation of submission to authority (Myles, 2004). A principled leader is always conscious that he is not law unto himself but should uphold established laws and treat others with respect.

Thus, accountability is the process of answering to a higher authority for any actions taken during the process of management. These actions reflect commitment to the integrity of the leader. Leaders are effective if they write down their principles, beliefs, convictions, values, moral standards and ethical codes for easy referral (Ololube, 2018). Myles (2003) posited that a principled leader must be accountable to:

- Himself (his conscience): Commit oneself to be accountable to your personal convictions.
- The primary stakeholders: Appoint and submit to a group of tested, respected, credible, and mature people for advice, correction, rebuke, and instruction.
- The general family of humanity: Choose who you are committed to high moral standard.
- The creator, as the ultimate authority: Establish the word of God as your final judge and authority.

Principled leadership therefore is a prerequisite for effective institutional management.

CONCLUSION

It is noteworthy to admit that being a leader is honorable and a great privilege. However, leaders must recognize that every great position requires commitment to responsibilities. Leaders acknowledge that different institutions achieve different levels of success, even with similar numerical work force and challenges. Thus, centering life on correct principles is the key to developing rich internal power in leaders and with this power they can realize personal and institutional goals.

Principles are not unpredictable but are specific to our purpose. We were meant to operate according to principles to uphold our values and character. Once the pursuit of truth is jeopardized, institutions are doomed. In other words comprehending principles will make us wise and following them will make us principled leaders. Principled leaders view institutions as living, growing things made up of living, growing people. Desired results in the institution are created not by the “mechanic” but by the “gardener”. Principled leaders are like the “gardener” who knows that life is within the seed.

The goals set by principled leaders are based on an analysis of what can and should be accomplished by the institution within a specific period of time. They think about long-term consequences, drawbacks and benefits of their decisions for the greater good of the institution. They incorporate four basic dimensions: security, guidance, power and wisdom both in their personal relations and the institution.

Effective institutional management is therefore, enhanced by identifying the current situation, identifying the desired situation and determining the steps necessary to get there. By incorporating the four basic dimensions: security, guidance, wisdom and power leaders are more effective and institutions more empowered for effective institutional management.

Suggestions

The following suggestions can enhance principled leadership for effective institutional management.

- Leaders need continuous improvement as a way to ensure that the institution improves efforts and continues to thrive in issues relating to instruction, development of action plan and implementation of plan.
- Leaders need to communicate a shared vision and endeavour to relate constructively with employees.
- Leaders should centralize by mission and decentralize by operation.
- Leaders should encourage the practice of institutional culture that identifies and tries to wire by key values and principles.
- Leaders should ensure that staff are trained in a human technology that can translate vision into reality.
- Leaders need to access and use information to make change a constant ingredient of their institution.
- Leaders should build their institution around exemplary performance.
- The leader should be able to build short term achievable goals into the action plan and celebrate completion along the way so that all members of the team feel a sense of accomplishment and maintain momentum.
- Leaders should pay attention to the strategies used to facilitate planning and controlling, they should be concerned also with how they go about implementing the plans. Implementation of goals and objectives is paramount in rating effective leadership.
- When training employees apart from teaching skills and practices, principles should be taught. When practices are taught without principles, employees tend to be excessively dependent on leaders for further instruction and direction.
- Leaders as well as employees in institutions need to make deliberate efforts to build their communication skills. More also, it will open opportunities for out-of-the-box ideas that will significantly contribute to take an institution to its next level.

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