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CULTURAL INTELLIGENCE AND SCIENTIFIC MINDSET: A FRAMEWORK FOR LEADERSHIP DEVELOPMENT IN KNOWLEDGE-DRIVEN INSTITUTIONS

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ABSTRACT

The study presents a comprehensive conceptual framework that integrates Cultural Intelligence (CQ) and the Scientific Mindset as complementary dimensions of effective leadership in knowledge-driven institutions. In an era defined by global interdependence, rapid innovation, and cultural diversity, leadership requires both analytical precision and intercultural adaptability. Using a qualitative and conceptual research design, this study synthesizes contemporary leadership theories and organizational practices to illustrate how CQ enhances inclusivity, empathy, and ethical engagement, while a scientific mindset strengthens critical thinking, rational inquiry, and evidence-based decision-making. The integration of these competencies provides a balanced model of leadership that combines cultural sensitivity with intellectual rigor, advancing both ethical governance and institutional innovation. The proposed framework contributes theoretically by expanding the boundaries of transformational, adaptive, and authentic leadership and offers practical strategies for leadership training, mentorship, and academic governance. It emphasizes that leaders capable of harmonizing cultural understanding with scientific reasoning are best equipped to guide institutions toward sustainable growth, transparency, and global collaboration. This synthesis underscores that the future of leadership depends on uniting human empathy with analytical reasoning to navigate the complexities of knowledge-based organizations.

KEYWORDS: Cultural Intelligence, Scientific Mindset, Leadership Development, Evidence-Based Decision-Making, Adaptive Leadership, Organizational Learning, Intercultural Competence, Knowledge-Driven Institutions.

1. INTRODUCTION

The twenty first century was characterized by a massive transformation in the structure and the role of the knowledge based institutions. Figure 1 shows that Universities, research centers, and innovation-based organizations are the most crucial agents of the process of development in the global economy becoming dominated by intellectual capital and technological exchange. The survival of the nations is no longer anchored on the capacity to generate, handle and apply knowledge as brought to light by Duderstadt (2005). The Higher education systems should then be thought of as not only learning institutions, but centres of research as well as policy formulation, social innovations. This has altered the competencies required of institutional heads and has also meant the requirement of analytical precision, cross cultural sensitivity and adaptability. Today leadership has not been restricted to administrative competence but it is also the ability to establish cooperation that crosses the contexts of culture and discipline and basing decisions on rational inquiry and empirical evidence.

In this changing environment, a critical thinking mind and cultural intelligence become key qualities of an effective leader. Cultural intelligence (CQ) can be defined as an ability of people to interpret and correspondingly react to cultural diversification, which includes metacognitive, motivational, and behavioral aspects of effective interaction in a multicultural setting. On the contrary, the scientific mind-set is an attitude of logical thinking, questioning and thinking systematically. The combination of two dimensions provides a holistic basis of leadership within institutions which depend on intellectual collaboration and international interaction extensively. Leaders who have cultural sensitivity as well as scientific thinking have a greater opportunity of dealing with the complexities of diversity, innovation, and organization learning that typify the knowledge economy (Välimaa, 2009).

Nonetheless, in the face of increasing recognition of these competencies, the majority of the existing leadership paradigms still focus on emotional, transformational or behavioral competencies, but they do not pay enough attention to the intersection of cultural adaptability and cognitive rationality. Adaptive leadership models, such as the one, emphasize emotional intelligence and adaptability (Boyar, Savage, and Williams, 2023), but frequently do not incorporate the analytical rigor and cultural acumen of making sound decisions in tricky settings. Lack of a combined framework that would combine cultural intelligence with scientific arguments prevents the capacity of leaders to strike the right balance between empathy and evidence. This gap may cause communication barriers, cognitive bias, and decreased institutional resilience in multicultural and multidisciplinary environments (Aldhaheri, Saeed, and Bin, 2019; Caligiuri and Tarique, 2012).

The modern leadership within the globalized institutions demand the ability to perceive social situations and yet exercise intellectual discipline. It is established that high-CQ leaders can be more effective in establishing trust, motivation, and creative problem-solving within different teams (Paiuc, 2021; Yari et al., 2020). Meanwhile, the scientific way of thinking has its distinctive attributes of leaders who can be characterized in terms of being willing to ask questions, testing hypotheses, and using verifiable data in the formulation of policies and decisions (Foulkrod & Lin, 2024). When these abilities are combined, the leadership turns not only inclusive and rational, but receptive to the cultural particularities but based on objectivity. This synthesis offers the conceptual grounds of the leadership development in universities, research centers and multinational collaboration where, the global interaction and intellectual integrity continue to coexist alongside the organizational need.

Nonetheless, the integration of the two is rather problematic. Many institutional leaders cannot juggle between cultural sensitivity and the impersonal attitude that science demands. Efficiency or emotional attachment in the organization can also prevail over culturally informed and evidence-based practices as it is the case with Ramsey et al. (2016) and Livermore, Van Dyne, and Ang (2022). These trends have the potential to squash innovation since intuitively or traditionally driven decisions may not take into account empirical validity. On the contrary, the absolute dependence on technical rationality with cultural blindness endangers the exclusion of various stakeholders and the lack of inclusivity (Hanges et al., 2016; Volkova, 2024). Therefore, the role of leadership in the knowledge-driven settings involves a very delicate balance between interpretive empathy and precision of cognition that current frameworks have not fully acquired.

The current paper answers this gap by developing an integrative theory that bridges the gap between cultural intelligence and scientific mind in the effective leadership in knowledge institutions. It represents the leadership as a mental and cultural process in which there is no way of knowing people and processes without systematic reasoning. The study links cross-cultural adaptability and evidence-

based thinking, thus overlapping two spheres of traditionally different areas of research thinking the socio-emotional and the analytical. This theoretical intersectionality helps create a more integrated perspective on leadership that would be appropriate in the context of the globalization and multidisciplinary cooperation (Tolstikov-Mast, Bieri, and Walker, 2021).

The implications of such an integration are far reaching. Based on this framework, the leadership development programs can be designed and implemented in universities, R and D organizations and even in the knowledge-intensive industries to acquire intercultural competence and scientific reasoning. Training programs based on reflective learning and critical inquiry and introducing leaders to different environments can foster the development of leaders who deal with uncertainty with intellectual humility and cultural awareness (Yari, 2024). Moreover, the leadership development approach congruences the ethical principles of inclusivity and evidence-based governance to make institutional decisions, which promote innovation, diversity, and social responsibility.

Finally, the leadership of the twenty-first century should go beyond traditional paradigms in which emotion is disconnected to cognition or culture to science. The dynamics of the global knowledge economy demand leaders to be scientific, culturally-implicated, and flexible. This paper is an attempt to give a platform on which leadership can be humanistic and rational in order to ensure that knowledge intensive institutions move towards a sustainable, inclusive and evidence-based future.

Figure 1: Conceptual Flow of Integrating Cultural Intelligence and Scientific Mindset in Leadership Development.

This flowchart illustrates the logical progression from the emergence of knowledge-driven leadership to the development of an integrated framework combining cultural intelligence and scientific reasoning, leading to inclusive, evidence-based, and sustainable leadership within modern institutional contexts.

1.1. Research Objectives

1. To develop a framework integrating cultural intelligence and scientific mindset for leadership in knowledge-driven institutions.
2. To examine the role of cultural adaptability and scientific reasoning in enhancing leadership effectiveness.
3. To propose strategies for cultivating these competencies within organizational leadership development programs.

2. METHODOLOGY

2.1. Research Design

The research design in this study adheres to a

qualitative conceptual research design that has been formulated to develop a theoretical framework that encompassed Cultural Intelligence (CQ) and the Scientific Mindset as a part of knowledge-driven institution leadership development (See Figure 2). The design gives more focus on systematic reasoning, interpretation and synthesis in lieu of empirical testing. It is based on the critical assessment of academic materials and theoretical frameworks that allows finding the connections and trends between leadership competencies, cultural adaptability, and evidence-based reasoning. This will enable the study to make contributions to the leadership theory as well as be academically rigorous and contextually relevant.

2.2. Data Sources

The research is based purely on the secondary data which constitutes academic publications, theoretical models, and conceptual papers found in the global scholarly databases like the Google Scholar, Web of Science, and PubMed. The criteria were on studies published between the year 2000 and 2024 to be selected to capture the depth of the past and the relevance of the present. The references were peer-reviewed journal articles, academic books and doctoral dissertations touching on the themes of cultural intelligence, scientific reasoning and leadership development in institutional contexts. The sources were analyzed to identify fundamental theoretical concepts and facts that can be used to develop an integrative leadership model.

2.3. Analytical Procedure

The study was done in a systematic, multi-stage process of identification, classification and synthesis. During the identification phase, the appropriate literature was analyzed to identify the key variables and conceptual components of CQ and scientific mindset. All the documents were coded with definitions, constructs as well as an evidence-based leadership theoretical relationships to cultural adaptability, analytical reasoning, and evidence-based leadership.

In the process of classification, the data that had been extracted were classified into two broad thematic areas. The former domain embodied the four dimensions of cultural intelligence namely metacognitive, cognitive, motivational and behavioral. The second domain embodied the main characteristics of the scientific mind, such as analytical mind, curiosity, evidence orientation, and intellectual humility. These two areas were thematically aligned aiming at finding conceptual overlaps and interdependence.

Synthesis stage consisted in creating a conceptual framework that is integrated and links cultural and cognitive competencies in leadership. It was demonstrated through comparative mapping approach to demonstrate how such leaders who are culturally flexible and have a scientific mentality can effectively deal with complexity, promote innovation and enhance institutional resilience. This kind of integration is an indication of how the perception, reasoning and application is an inseparable component of leadership performance.

2.4. Validation and Rigor

The theoretical rigor was obtained through conceptual triangulation; the ideas of different areas of research on leadership, cultural management, organizational behavior and cognitive psychology were integrated. This cross-dissertation validation better improved the integrity of the proposed framework. In addition, the critical interpretive analysis was used to test the internal consistency of the synthesized model because it is necessary to make sure that the theoretical correlations between CQ and scientific mind are sound, relevant, and supported with the literature.

To enhance credibility, the study made use of peer-reviewed and indexed articles to guarantee that it was not only bias-free, but also scholarly. The repeated cross-checking was used to ensure that the theoretical constructs were not in vacuums, but were linked together by different perspectives within the academic practices. Such rigor of methodology introduces a tremendous strength into the proposed framework, which ensures conceptual depth and conceptual applicability to the real leadership situation.

2.5. Ethical Considerations

The research is not an experiment that includes human subjects and field research, as it is a study that is fundamentally grounded on secondary data and conceptual synthesis. The high standards of ethics were observed by proper citing of all the sources, intellectual integrity, and compliance to academic integrity. The construction of the framework has been done with utmost levels of scholarly authorship and without plagiarism and data manipulation.

This diagram outlines the methodological process used to construct the integrated framework, showing sequential stages from research design and data collection to analysis, validation, and ethical considerations, ensuring rigor, reliability, and conceptual depth in leadership theory development.

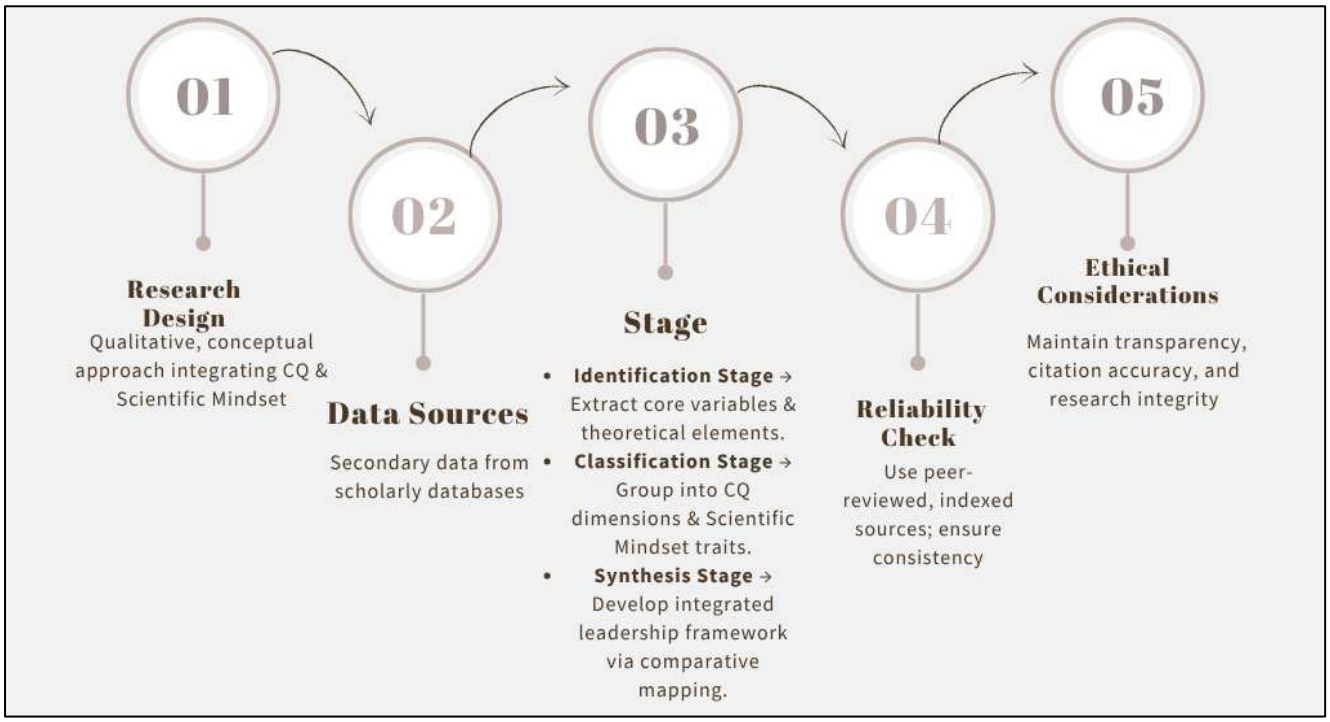

Figure 2: Methodological Framework for Developing the Integrated Leadership Model.

3. RESULTS

3.1 Overview of Conceptual Findings

The conceptual analysis of the systematic synthesis showed that Cultural Intelligence (CQ) and the Scientific Mindset have a high level of conceptual correspondence revolving around adaptability, reflection, and rational problem-solving. Both constructs are relevant to leadership effectiveness as they increase the decision-making, collaboration, and institutional resiliency. Leaders that possess these two competencies have been shown to have a greater ability to incorporate cultural awareness with analytical thinking, which is needed in knowledge-based environments where innovation requires an interdisciplinary and multicultural collaboration (Table 1).

Table 1: Conceptual Convergence between Cultural Intelligence and Scientific Mindset.

Core Dimension	Cultural Intelligence Contribution	Scientific Mindset Contribution	Combined Leadership Outcome
Adaptability	Adjusting behavior across cultures	Applying reasoning flexibly to varied contexts	Enhanced situational judgment
Reflection	Awareness of cultural perspectives	Critical evaluation of evidence	Balanced interpretation and analysis
Learning Orientation	Openness to new cultural insights	Curiosity-driven inquiry	Continuous knowledge growth
Decision-Making	Intercultural understanding in actions	Evidence-based approach	Informed, inclusive leadership

3.2 Dimensions of Cultural Intelligence in Leadership

The discussion affirmed that cultural intelligence increases the capacity of leadership by the four dimensions, which are interrelated such as metacognitive, cognitive, motivational, and behavioral. Intercultural competence in leadership is based on these dimensions. High CQ leaders can perceive different views, be motivated in cross-cultural relationships, and exhibit adaptive behavior in accordance with organizational and cultural norms. All the dimensions have a different contribution to the skills of the leader in promoting inclusivity, trust, and collaboration in knowledge-based settings (Table 2).

Table 2: Dimensions of Cultural Intelligence and Their Leadership Implications.

Dimension	Function in Leadership	Institutional Impact	Illustrative Application
Metacognitive	Planning and evaluating cultural interactions	Enhances strategic awareness	Designing culturally responsive policies
Cognitive	Understanding cultural systems and norms	Improves cross-disciplinary communication	Managing global academic teams
Motivational	Sustaining interest in intercultural collaboration	Strengthens engagement and resilience	Encouraging diversity-driven innovation
Behavioral	Adapting verbal and non-verbal actions	Promotes inclusion and cooperation	Negotiating in multicultural committees

3.3. Characteristics of the Scientific Mindset in Leadership

Scientific Mindset has proven to be comprised of four main characteristics namely analytical reasoning, curiosity and inquiry, evidence orientation and intellectual humility. The leaders with these characteristics will be reasonable, objective, and ready to change after new facts appear. All these qualities are vital in terms of nurturing innovation and evidenced based institutional cultures. These traits are described in Table 3 with respect to their applicability in regard to leadership performance in knowledge-based environments.

Table 3: Key Traits of the Scientific Mindset and Leadership Outcomes.

Trait	Description	Leadership Contribution	Institutional Benefit
Analytical Reasoning	Logical evaluation of complex problems	Strengthens strategic decision-making	Enhances organizational efficiency
Curiosity and Inquiry	Active pursuit of understanding	Encourages creative problem-solving	Promotes innovation culture
Evidence Orientation	Reliance on data and facts	Supports rational policy formation	Ensures transparency and accountability
Intellectual Humility	Acceptance of alternative viewpoints	Improves dialogue and collaboration	Fosters ethical and reflective leadership

3.4. Integrated Framework for Leadership Development

The synthesis of the scientific mindset and conceptual synthesis of the CQ resulted in a formulation of an Integrated CQ–Scientific Mindset Framework. This model is used to demonstrate how cognitive, motivational and behavioral dimensions interact with the process of analytical and evidence-based reasoning. The model works under three interconnected domains Perception, Analysis and Action which characterizes the way leaders observe, analyze and take action on dynamic institutional situations.

Table 4: Integrated CQ–Scientific Mindset Framework: Structural Overview.

Domain	CQ Dimension	Scientific Trait	Leadership Function	Outcome
Perception	Metacognitive & Cognitive	Analytical Reasoning	Interpretation and awareness	Accurate situational assessment
Analysis	Motivational	Curiosity & Evidence Orientation	Inquiry and validation	Informed decision-making
Action	Behavioral	Intellectual Humility	Implementation and adaptability	Culturally sensitive execution

3.5. Implications for Institutional Leadership

The findings emphasize that leadership development programs that are both in the development of cultural intelligence and scientific reasoning are necessary. The learning environments created by institutions ought to integrate the experiential training with the development of analytical skills. With the integration of reflection, intercultural exchange and data-driven investigation into professional training, leaders will be able to become culturally sensitive and intellectually rigorous. Table 5 will provide the strategic implications of the integrated framework.

Table 5: Institutional Implications of the Integrated CQ–Scientific Mindset Framework.

Development Area	Recommended Strategy	Expected Impact	Long-Term Benefit
Leadership Training	Combine intercultural exposure with critical inquiry exercises	Builds analytical empathy	Sustained global leadership capacity
Organizational Policy	Embed evidence-based and diversity-driven practices	Enhances fairness and inclusivity	Strengthens institutional trust
Performance Evaluation	Assess CQ and reasoning as core leadership metrics	Encourages reflective and data-informed management	Improves innovation outcomes
Knowledge Sharing	Promote interdisciplinary collaboration	Facilitates creative integration of ideas	Expands organizational learning potential

4. DISCUSSION

The combination of cultural intelligence and scientific mind set in leadership presents an overall solution in redesigning of leadership efficacy in knowledge-based institutions. The theoretical basis of this framework has strong roots in the development of modern leadership theories and growing need in terms of evidence-based decision-making in complex organizational situations. Conventional theories of leadership like transformational, adaptive and authentic leadership have helped in comprehending the role of leaders in inspiring, adjusting and being ethical in various settings (Dickson, 2023). Nevertheless, as leadership continues to work in global and interdisciplinary environments such structures need to be extended to incorporate the skills that can enable cultural flexibility, and reasoned logic. The cultural intelligence and the scientific mindset have been suggested as two pillars of leadership excellence in the proposed model, and the ethical inclusion of decision-making as well as the empirical soundness of it are guaranteed.

Transformational and adaptive leadership theories focus on inspiration, collaboration, and change-responsiveness, but do not provide sufficient cognitive processes required to create analytical and evidence-based leadership. As it has been argued by Baba and HakemZadeh (2012), evidence-based leadership focuses on the choice that is based on verifiable data and systematic analysis. In combination with cultural intelligence, such leadership is equipped with an ethical and inclusive aspect in which leaders are able to reconcile between contextual sensitivity and rational judgment. Leimer (2012) also emphasizes that evidence-based decision-making does not only involve gathering of data but also giving of an institutional culture where systematic inquiry and reflective enhancement is appreciated. Effective and fair decisions can be made in all academic and research institutions, where decisions about knowledge production and policy formulation depend on evidence so much that their alignment to intercultural awareness will be evident.

Theoretically, this unified model builds upon the current leadership paradigms, as it focuses on the ethical and cross-cultural aspect of the rational decision-making. According to Blyznyuk and Bliznyuk (2024), modern leadership should be perceived in terms of cross-cultural perspective that accepts the interdependence of the worldviews. Cultural intelligence, in turn, acts as a moderator increasing the capability of leaders to process information and integrate evidence-based practices to work in culturally diverse settings. Muguna (2022) confirms this point of view in his investigation of authentic leadership by stating that authenticity should be equated with cultural sensitivity, which is the only way to be morally and socially legitimate. In this regard, cultural intelligence is a complement to the authenticity of leadership because the decisions made by the evidence-based approach to leadership do not disrespect cultural diversity or ethical responsibility.

A scientific mindset is also integrated into the leadership practices, thus enhancing institutional adaptability/innovation. Scientific mindfulness in leaders is characterized by intellectual humility, curiosity and critical thinking making them question assumptions and have the ability to learn through reflection. The strategy aligns with the findings of Park (2021), who found that leaders who follow a cultural and cognitive awareness approach are able to maneuver through complexity because of the globalized organizations they are in. As Fairbank (2024) also points out, the success of the leadership in the culturally diverse setting depends on the possibility to balance the factors of the culture with the organizational change. Culturally conscious yet scientifically minded leaders have the ability to alter the institutional culture such that it becomes encouraging to inclusiveness and doubtful inquiry simultaneously. With this kind of dual competence, organizations can be able to convert the tradition-based governance models into flexible, evidence-

based leadership practices.

On a practical level, the framework has a lot to implicate with regard to leadership development, mentorship and institutional governance. The leadership training modules should be such that they allow the cultivation of cultural flexibility and critical thinking. Young, Haffejee, and Corsun (2018) disclose that the diversified mentoring relationships contribute to the development of empathy and intercultural competence, which is one of the obligatory qualities of culturally intelligent leadership. The reflective mentoring process and the analytical problem-solving task can thus result in the creation of the leaders who are able to be both empathetic and objective simultaneously. Rajaram (2023) also believes that cultural intelligence can be nurtured in the academic setting at the level of including teaching and learning, and the educators and administrators may still be able to address the issue of overcoming the cultural divide in the ways that will involve thinking informedly. These mentoring and training programs can drastically improve the institution leadership when they are combined with systematic methods of data analysis and evidence-based decision-making as postulated by Baba and HakemZadeh (2012).

This framework also fits the requirements of the present-day higher education governance. Johnston, Burleigh, and Wilson (2020) also highlight the significance of interdisciplinary collaboration in professional academic development and claim the necessity of models of leadership that do not have disciplinary boundaries. Leaders can be cognitive and culturally sensitive in such interdisciplinary spaces due to the integration of CQ and the scientific mind. Moreover, the culture of transparency and accountability is instilled as a result of governance practices that embrace the use of evidence-based decision-making. According to Pfluger and Mojescik (2023), structured systems of governance in universities have become increasingly popular to enhance the quality of teaching and the involvement of the institution, which can be seen in the increased demand of rational and inclusive forms of leadership. Leaders that rely on both evidence-based knowledge and cultural empathy can make more balanced and inclusive decisions that result in better outcomes in their institutions.

Despite its advantages, this hybrid system faces several issues during its implementation. The resistance to change and more so the institutional resistance to change continues to be a major challenge particularly to those systems where the traditional hierarchies and strict structures are the main feature. According to Majavu (2021), other non-technical problems, such as the organizational culture and power relations are quite significant in the implementation of new management systems. Similarly, the emergence of technical professionals who undergo the transformation into the leadership roles, as Pike (2022) remarks, signifies that the challenges are noted, thus, non-technical competencies, including cultural adaptability and emotional intelligence, are not so treasured. This inability to appreciate could be a hindrance to attaining holistic leadership attributes that are integrative in both the cultural and analytical thinking aspects. Moreover, as noted by Loup, Boggs, Luedi, and Giordano (2019), the ratio of the technical and non-technical competencies, such as empathy and communicating skills, which are the most crucial in establishing collaborative and innovative relationships, is vital in the modern world of leadership.

Another weakness in the implementation of evidence-based and culturally adaptive leadership is cognitive bias. Leaders might be motivated to subconsciously seek more comfortable ways of exploring perspectives or data that reinforce their ideologies, which discourages the objective and participatory aspects of decision-making. To eliminate these biases, it is necessary to reflect on them and engage in regular training on critical thinking. According to Fairbank (2024), the awareness of cultural biases is something that people should develop in order to lead in the case of change in an organization because it equips leaders to assess evidence in the perspective of the larger social and cultural context. Such tendencies can consequently be controlled by including bias-awareness modules into leadership programs that could contribute to balanced and data-informed governance.

Assessment of non-technical leadership attributes such as cultural intelligence, empathy and intellectual humility is also another challenge. Traditional appraisal systems are structured in a way that they reward measurable aspects of leadership like productivity and technical skills, but not cognitive and relational aspects of leadership (Loup et al., 2019). In order to institutionalize this framework, there is need to come up with credible assessment tools that can be used to determine the analytical and cultural competencies. In addition, leaders are to be motivated to engage in reflective self-reflection and peer-reviewing so that they can be continuously gaining.

However, these complications are the same that render the opportunities of merging cultural savvy

and scientifically minded approach to the development of a leader transformative. It allows the emergence of ethically driven, analytically knowledgeable and globally intelligent leadership. According to Solomon and Steyn (2017), cultural intelligence also has a moderation effect on the relationship between leadership style and effectiveness, which means that a culturally sensitive leader can be capable of applying more adaptive and rational styles in different organizational contexts. With this kind of awareness and an evidence-based decision making approach, as Leimer (2012) points out, institutions will be in a position to develop effective leadership cultures that are at the same time humane and contextual sensitive.

In total, the integration of cultural intelligence and scientific mentality is among the key theoretical and practical advances in the development of knowledge-based institutions in the field of leadership. It gives the association between the worlds of reason and sympathy, information and heterogeneity, discussions and morals. By going back to the source of leadership on a basis of cultural knowledge not to mention the basis of evidence-logic, institutions can then bring about the leaders who are able to deal with complexities of the world with intellectualism and moral sensitivity. This synthesis recognizes leadership according to the evolving needs of the higher education, innovation networks, and intercultural collaboration where the leadership in the twenty first century is intelligent and more humanly profound, pensive, and evidence based.

5. CONCLUSION

The present study gives the factual conclusion that the combination of Cultural Intelligence (CQ) and the Scientific Mindset is a groundbreaking idea of the leadership in the knowledge-based organizations where complexity, diversity, and evidence-based decisions overlap. This scheme can unify the emotional and cognitive aspect of leadership to provide a balanced model that respects intercultural empathy as well as analytical thought. Leaders who have a high CQ may be considerate and accommodating to cultural differences when scientists focus their activity on rationality, facts and reflective investigation. These competencies that are developed result in morally responsible, open, and innovative leadership. It is an extension of the leadership theory that replaces the traditional paradigms of transformational, adaptive, and authentic leadership since it involves rational inquiry, and ethical inclusivity as mutually supporting pillars of good governance. Practically, it provides institutions with a systematic manner of producing leaders who are capable of thinking, acting empathetically and acting with intellectual humility. The decision-making strength, creativity and institutional resilience can be improved in organizations by the introduction of leadership programs based on intercultural learning, reflective thinking, and information-informed practices. Even though there are some barriers, such as opposition to change and the impossibility to assess non-technical features, these barriers may be reduced with the help of encouraging the culture in which the culture of constant improvement and critical thinking is accepted. Lastly, evolutionally informed and culturally informed leadership is fundamental to the modern knowledge ecosystems it enables leaders to reconcile diversity and facts, imagination and confirmation, morality and intelligence and create institutions, which are adaptable, creative, and internationally sensitive.

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