

Authentic Leaders with Astounding Zeal for Education: Basis for Crafting the FALAZE Model

Mary Daphne P. Silvestre

marysilvestre@bukidnon.edu.ph

Physical Education Department, Bukidnon State University Philippines,

Abstract

Introduction: Authentic leaders demonstrate qualities that drive the educational organization from the standpoint of perseverance to continue and achieve the laid mission and vision. Authentic Leaders are task-oriented since they consider the number of activities accomplished in a period. However, some give more on human relations. The followers of authentic leaders with astounding zeal for education are convinced of their leadership when authentic leaders do what ought to be done as to the mission and vision of the organization. The study explored the characteristics and traits of authentic leaders with astounding zeal for education, demonstrating extraordinary enthusiasm, extensive educational purpose, and relentless pursuit of innovative and effective educational practices.

Objectives: The study is guided by the following objectives: To identify how authentic leaders, lead the organization and establish the organizational culture. Another objective of the study is to explore the challenges encountered by authentic leaders in handling and managing the organization to develop superior services and find out how they balance their time between their family and their work assignments. The study aimed at the leadership model, which could be derived from the life story of authentic leaders.

Methods: The administrator's life story was explored within the Authentic Leadership Development Model (ALDM) framework [1] leading toward organizational commitment. The study was conducted at the Division of Malaybalay City, Bukidnon, Philippines in the school year 2022-2023. Case analysis was employed in the study using in-depth interviews, document analysis, and unobtrusive observation, with the school administrators as key informants of the study. Three employees validated each informant's authenticity and life story. The observation and interviews focused on the two years (2019-2021) experiences were used to create the life story of the key informants. A leadership model and a glimpse into how the informants live their lives considering the five elements of authentic leadership on the cognitive element, individual leader-follower behavior, historical context, proximate context, and distal context were utilized as the guide of the study.

Results: Both authentic leaders with astounding zeal for education perform a strategic environmental scanning. Decisions are based on the needs of the teachers, which serves as an environmental scanning strategy. The professional, technological, mental, social, and economic needs of the teachers when addressed enable them to deliver excellent products and services as the learning needs of the students may be resolved. Creating the Advisor ship, summative, adopt an area, and mentoring (ASAM Initiatives) is the established organizational culture of the College of Education that brings the teachers into concrete best practices with specific direction. This culture of helping and advising the students through the advisement from first-year college up to fourth year directs every stakeholder of the teacher education institution to the peak of having top notcher in the LET. The identified risk also leads the Dean and the faculty members to define and address the needs of the students in passing the LET. Conflict between faculty members, work competition, diverse personalities of the faculty members, and overlapping schedules were commonly observed challenges encountered by the key informants

Conclusions:

1. Authentic Leaders with astounding zeal for education consider the love of family, strong support to the faculty, and love of work as a valuable diverse focus resulting in assertive but objective conflict resolution.
2. Since authentic leaders with astounding zeal for education analyze conflicts objectively, and provide a win-win solution by assigning focal persons to groups of potential faculty members to progress and sustainable

development of the institution, therefore, these leaders are employing assertive but objective conflict resolution.

3. Through diverse focus and assertive but objective conflict resolution, authentic leaders with astounding zeal for education were able to come up with scientific Initiatives

Keywords: *authentic leadership, astounding zeal, characteristics*

1. Introduction

“if you build an army of 100 lions and their leader is a dog, in any fight, the lions will die like a dog. But if you build an army of 100 dogs and their leader is a lion, all dogs will fight like a lion.”

Napoleon Bonaparte

Authentic leaders have their leadership style which was developed since childhood. The way authentic leaders are nurtured by their families may somehow contribute to the quality of authentic leadership demonstrated. The informant's ability to understand and empathize with the decisions to be considered to help other people and their courage to survive despite tough times may lead them toward leader's worth with astounding zeal for education. The ability to understand other people in the organization could positively motivate members to work on the desired culture of the group [7].

The empathy quality of an authentic leader may lead to higher standards of behavior and can create a strong bond, and support system by the employees and the authentic leader. The love of work and considering the faculty members as a family is a quality owned by an authentic leader [9]. Each aspect of the leadership of the authentic leader is genuine, and owned by the leader since childhood [9]

As observed, authentic leaders demonstrate qualities that drive the educational organization from the standpoint of perseverance to continue and achieve the laid down mission and vision. Authentic Leaders could be task-oriented since they consider the number of activities accomplished in a period. However, some value more on human relations than another basis to lead. The followers of authentic leaders can be convinced of their leadership when authentic

leaders do what ought to be done as to the mission and vision of the organization. Consensual decision-making is one quality of an authentic leader where both the leader and the follower agree on the decision [9].

The behavior of a leader somehow concretizes the quality of authentic leadership. It starts with positive views of every situation to create smooth relationships based on mutual understanding, veneration, and confidence in the performance of each member of the group. Authentic leaders display an attitude of bringing together each member which creates influence and identity of the group [6].

Moreover, the extraordinary performance of authentic leaders is an upshot of being a critical thinker [13]. They consider the positive attitude of the person and not the negative criticisms about the member. However, above and beyond these reasons is the distal context which contains the mandates, policies, and demands of the job description is another influence that builds up an authentic leader. All these qualities make the employees fight like aggressively when someone leads them powerfully.

The problem is authentic leaders are known to have awards and recognitions not just in the locale but even in the international forum. However, the root of their purpose, values, integrity, and power in leading the organization is unknown. The reason why they possess such qualities is a question. What are the reasons why authentic leaders provide superior services to the faculty members, do they have long-term plans to sustain the organization, what are the best practices they applied to have a culture in the organization, how do they balance their time between family and work, the self and work? Another concern is how they build a holding power with the employees.

The current study explores the life story of the School Administrators as informants allowing the researcher to create a leadership model and a glimpse into how the informants live their lives considering the five elements of authentic leadership: the cognitive element, individual leader-follower behavior, historical context, proximate context, and distal context.

2. Objectives

The study is guided by the following objectives: To identify how authentic leaders, lead the organization, establish the culture of the organization, explore the challenges encountered by authentic leaders in handling and managing the organization to come up with superior services, and find out how they balance their time between their family and their work assignment.

3. Methods

The study is qualitative research using a case study since the focus of the exploration is on the lived experiences of the two authentic leaders. The study was conducted at Bukidnon State University and Bukidnon National High School in Malaybalay City, Bukidnon, Philippines in the school year 2020-2022. It includes one (1) multi-awarded former secondary school principal who serves the school similar to the scope of services done by a school principal in another agency. Another participant of the study is the multi-awarded Secondary School Principal of Bukidnon National High School in the same locale. The focus of the study is on the experiences of authentic leaders in establishing the school culture, the challenges they encountered in handling or managing the organization in the delivery of superior services, and how they balance work and family. Purposive Sampling was used in the study to identify the participants

The study was conducted in Malaybalay City where the two urban schools were located, renowned for its quality education as a Center of Development catering to the IPs. Both Schools have the biggest number of enrolments in Malaybalay City, Bukidnon with more than Eight thousand students offering Senior High School, Junior High School, and programs in the Arts, the program in Sports.

The faculty members of both institutions were more than one hundred who were also achievers

and awardees in research endeavors catering to the varied themes or research focus where several innovations and research-based decision-making were created. Improving teacher's knowledge in the implementation of teaching transactions as to the delivery of the lesson, lesson preparation, teaching strategies, instructional materials, and assessment is central to both research settings. Programs for computer literacy, and climate change are also among the focus of both schools.

The informants of the study, both females, were contacted through phone calls, messenger, and face-to-face engagements. A participant consent form was sent informing them about the objectives of the study, the process of gathering the data, and how the data will be analysed following the steps below

Informant A has been the Dean of the College of Education for 5 years. who was a Metro Bank awardee in 2010, and had two scholarships in Japan. Among her scholarships in Japan were Monbusho Teacher Training in Mathematics Education from 1994-1996 and Japanese Language Teacher Training in Japan Foundation, Urama Saitama Japan from January 2011. Informant A also received National recognition on the ASAM Initiatives because of identified top notchers in the licensure examination for teachers, and Whales University, the college she is handling garnered outstanding performance in 4 consecutive years. Participant B is a Secondary School Principal who is also recognized as a Gintong Sulo Awardee. A national recognition of Principals who are the unsung heroes in the field of basic education in 2010. The biggest school she is handling received a national award as one of the most learning Senior High Schools in the Philippines in 2020-2021, received recognition as an effective and innovative leader in the Global Leaders and Educators Award 2021, and the first Instabright National Awardee in 2021.

4. Collection of Data

A researcher-made in-depth interview guide questions were utilized in gathering the data on the experiences of authentic leaders. The in-depth interview was utilized to capture the significant data experienced by the informants of the study. An

unstructured interview, a semi-structured interview, and a structured interview were done. The interview guide questions were validated by an expert in the university who has a good background in the study. Research protocols were done through a series of communications sent to the participants of the study and consent forms. Document reviews were also done and the unobtrusive observations.

. Data Analysis

To disclose the patterns or structure of phenomena as experienced by the authentic leaders, the data collected were analyzed using the seven steps of Collaizzi [8] as follows:

Step 1. Transcribing all informants lived experiences. The experiences of the authentic leaders were recorded and transcribed. The transcription was reviewed, and reread thoroughly to identify how the informant led the organization.

Step 2. Extracting significant statement. In this stage, the significant statement of the authentic leaders relative to the objective of the study was being squeezed out.

Step 3. Creating formulated meaning. Out of the squeezed significant statements of the informants, meanings were formulated to come up with a capsulized response from the informants.

Step 4. Aggregated formulated meanings into theme clusters. In this stage, the researcher creates a cluster of responses from the formulated meaning taken from the raw data.

Step 5. Developing an exhaustive description. The informant's responses were then thoroughly developed from the aggregated meaning.

Step 6. Overrated descriptions were omitted. This step was done to reduce misrepresented data in the general Results

6. Discussion

Authentic leaders establish the culture of the organization

The organization operates in a competitive environment characterized by dynamics and complexity. Every organization in the government operates uniquely. However, they have almost the same target, which is to communicate their vision

to every employee and devise strategic planning to align actions with the mission of the organization. Authentic leaders depict the dynamic forces at work and the complexities in handling the organization [2].

Participant A explained that

One cannot establish a school culture when the leader hasn't experienced a situation over and over again as a training. A school culture could be established from the needs of the teacher, so... at the end of every second semester, I let the teacher put into writing their professional needs....Ah ...what has been done, what do they need to do to enhance their professional development or their performance related to their core functions as a teacher? It's a sort of environmental scanning"

Environmental Scanning is gaining and using the information on the inclinations of every teacher resulting in putting the right person on the right job [16]. The information gathered from the teachers may lead to purposive planning for a justifiable performance of the organization. The course of action among authentic leaders was not just crafted from their perspective but from the needs of the internal stakeholders directly involved with the clients of the school.

Participant B also added that.....

To me, I go for my representative. The department chair knows already what to do since he has the luxury of time, knowing the professional needs of the teachers. The department heads could have an unobtrusive observation of teachers. The environmental scanning is granular. since the teacher's professional needs may be summarized by the chairperson already.

Both authentic leaders perform a strategic environmental scanning. They make a decision based on the point of view of the needs of the teachers who have direct contact with the students. Dealing with a diverse organizational environment without environmental scanning may risk the organization into a crisis. The professional, technological, mental, social, and economic needs of the teachers specifically during this pandemic may enable them to deliver excellent services as the learning needs of the students may be resolved. Scanning and analyzing the needs are important

facts to bring the organization to intensified and sustainable operations[15].

Building an organizational culture from an environment scanning is the proximal context of authentic leadership. As observed, the organizational culture is the shared mission of each teacher towards one direction. Among its directions is to increase the number of students who passed the licensure exam and those who will be employed. Thus, organizational culture is the deepest and the most stable factor in defining a sustainable organizational culture.

The Advisor ship, summative, adopt an area, and mentoring (ASAM Initiatives) is the established organizational culture of the College of Education that brings the teachers into concrete best practices with specific direction. This culture of helping and advising the students through the advisement from first-year college up to fourth year directs every stakeholder of the teacher education institution to have top notchers in the LET. 6 top students in 2019 reached 100% passing of the LET. The teacher adviser will be in charge of one section of students and follow it through until the fourth year. This strategy was crafted through environmental scanning. The identified risk also leads the Dean and the faculty members to define and address the needs of the students in passing the LET.

The result of the LET is constantly increasing from time to time. The graph below shows the drastic change in the passing rate or performance of the graduating students in the LET. The result of the LET for Bachelor of Elementary Education and Secondary Education was constantly increasing.

The initiative of the Dean on the ASAM initiatives received an award from the DAP as among the government agencies with best practices that have made a change in the result of the LET.

In the case of Participant B, who is a Secondary School Principal IV in one of the biggest schools in

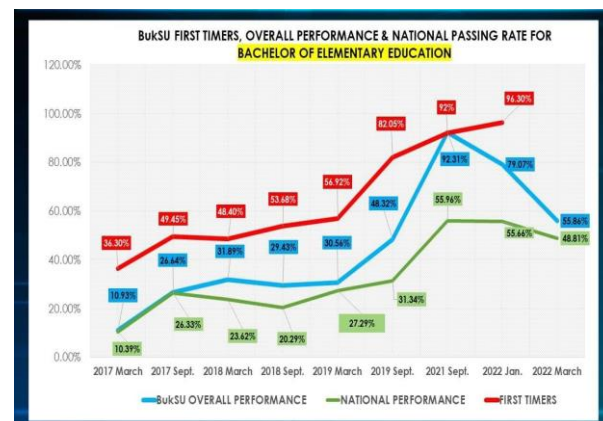


Figure 1. Graphical representation of the BukuSU First Timer Overall Performance and National Passing rate for the Bachelor of Secondary Education.

Malaybalay City, Bukidnon. She also received various awards because of her best practices. Some of these are the Most Learning Focused Senior High School and Junior High School. This award is a nationwide recognition that is focused on the curriculum and instruction. The findings would somehow mean that both participants of the study excelled in the same area of responsibility, being in the government to deliver services to the students on instruction. As to their life story, both show the same interest in teaching as a profession, which is manifested from an early young stage. They were both raised by a parent who are a teacher and came from a poor family. Participants A and B acknowledge the value of human resources as an important factor in resolving and addressing pressing problems in an organization.

What are the challenges encountered by authentic leaders in handling and managing the organization to come up with a superior service?

Being exposed to different situations in life and training from the family an authentic leader could be mature in any sense. The challenges encountered by an authentic leader depend on the size of the organization under their responsibility. However, it is the role of the authentic leader to promote a culture of peace [4]. Conflict among employees is one common problem in an organization. Participant A is handling ninety-eight employees from the Elementary Level, Junior and Senior High School, and the tertiary level. Participant B had four hundred employees from the Junior High School to the Senior High School.

Participant A revealed that.....

Because of the big crowd I am in charge of, during meetings a lot of things happened. employees tend to agree on things bluntly, and sometimes conflicts arise because of some discussions. What I did, was I revisited the vacant positions and assigned those faculty in conflict. Not to exile them but to look into their possible potential in another aspect. I assigned focal persons in the core subjects to help the chairperson oversee the instruction'. I believe.... with the diverse personalities of the faculty, the way they are nurtured is just part of my leadership and I consider it as part of my role being the administrator.

The revealed situation by Participant A was confirmed by Faculty A who shared her testimony that...

Assigning the Focal Persons made the tasks smoothly operational. Each core subject has its own and different concerns that need attention to sustain the implemented initiatives. It is a way of looking into opportunity in a calamity

This validation statement from the teacher revealed that authentic leaders consider conflict not a burden but an opportunity to scout potential teachers in a particular responsibility to scaffold in achieving the organizational goals.

The same situation was experienced by Participant B who revealed that.....

I have my way of knowing a faculty. I don't react during the event of the conflict but I keep quiet and analyze carefully for a win-win solution. That both parties may benefit from the decision I made. To me, assigning the right person for the right job is the best strategy. If the person in conflict may no longer work as expected, I'll have another way or ways where the organization could still utilize his potential.

Furthermore, Faculty B also revealed that the principal is not on the negative actions shown by the teacher. However, she looks into how the teacher could help the school in another aspect. Recognizing the positive attitude rather than the negative ones. Mostly, authentic leaders or not, experience conflict as one of the challenging parts of leadership. Resolving conflict in an organization is expected of an authentic leader since it has a positive facet[17]. Authentic leaders may know the real status of the organization when conflict arises. Understanding and analyzing the root cause of any conflict is among the best characteristics of an authentic leader. To decipher the best intervention to challenges encountered is a need when somebody leads an organization. Embracing the positive effect of conflict between employees could produce a new version of the organization [3]. Moreover, conflict may bring a faculty to the diverse culture of the organization. A new standpoint may be revealed that there is always a solution to a problem and that there is always an opportunity that awaits despite the calamity.

How do they balance their time between their family and their work assignment?

Authentic leaders tend to establish their leadership qualities in a unique identity. Leadership could be observed even in early childhood. As observed in the experiences of the participants, both of them were nurtured by professional parents. The role of a leader has already been demonstrated in the way a child behaves. The exceptional performance of an authentic leader usually starts in childhood. Since then, the participants were exposed to problem-solving situations, which could somehow develop

the critical thinking of the participants as early as possible.

The incomparable performance of an authentic leader is usually rooted in childhood by training them on diverse focus. Everyone, may it be at home or work, has their voice and point of view shared and heard accordingly. Another strategy is to value diverse roles, that authentic leaders have lives outside their work. Maximizing time while at work and maximizing time while at home with the family.

Participant A revealed that when she was still young, his father was a military officer and her mother was a teacher. They also suffer from poverty because there are eleven of them as siblings. Her parents trained her to handle situations and people.

Participant A stated that,

The faculty members are very dear to me because they are my family members. Each one of them is like a puzzle that whenever one is not around the whole picture will never be formed because someone is lacking.

Participant B added that...

I consider the faculty, the people under my responsibility in school is also my family. That is why I make it a point that I could attend to their needs as to professional needs and support whatever the activities of the faculty that could somehow contribute to the college.

Love of family and work may result in love and support for co-workers. Authentic leaders tend to give strong support to the employees since they consider them as their family members. It was confirmed that when employees like the faculty receive strong support from the leader, satisfaction and more engagement in work will be observed[12]. When the authentic leader considers each faculty as a member of the family, more work engagement of the faculty happens [5]

Findings

Salient findings of the study

Both authentic leaders with astounding zeal for education perform a strategic environmental scanning. They make decisions based on the needs of the teachers through the year-end evaluation,

which serves as an environmental scanning strategy. Dealing with a diverse organizational environment without environmental scanning may risk the organization into a crisis. The professional, technological, mental, social, and economic needs of the teachers when addressed may enable them to deliver excellent services as the learning needs of the students may be resolved. By creating the Advisorship, summative, adopt an area, and mentoring (ASAM Initiatives) is the established organizational culture of the College of Education brings the teachers into concrete best practices with specific direction. This culture of helping and advising the students through the advisement from first-year college up to fourth year directs every stakeholder of the teacher education institution to the peak of having top notchers in the LET. 6 top students in 2019 reached 100% passing of the LET. The adviser is in charge of one section of students and follows it through until the fourth year. This strategy was crafted through environmental scanning. The identified risk also leads the Dean and the faculty members to define and address the needs of the students in passing the LET.

As to the Challenges encountered by authentic leaders with astounding zeal for education, Conflict between faculty members, work competition, diverse personalities of the faculty members, and overlapping schedules were commonly observed challenges encountered by the key informants. However, authentic leaders considered the challenges as an opportunity amid a calamity. Assigning the right person to the right job. The exceptional performance of an authentic leader was rooted in childhood. Both authentic leaders were trained by their parents on diverse focus. Acknowledging the voice and hearing every point Where everyone, may it be at home or work, acknowledges the voice of everyone, hearing every point of view shared. Another strategy is valuing diverse roles, that authentic leaders have lives outside their work. Maximizing time while at work and maximizing time while at home with the family. Moreover, the FALAZE Leadership Model was derived from the study, which considers every facet of experiences as part of framing the characteristics of authentic leadership. FALAZE stands for Facets of an Authentic Leader with Astounding Zeal for Education The model demonstrates the fact that

authentic leaders have diverse focus magnifying the Love of family, which leads to the strong support of the faculty. Accordingly, authentic Leaders love the educational workforce as they love their families, reason for providing strong support to the faculty members. This type of leadership leads the faculty members to love their work. Authentic Leaders tend to be assertive but objective in conflict resolution. It is a natural phenomenon that authentic leaders encounter challenges as they go along with their responsibilities in the educational system. Analyzing the conflict and considering it as an opportunity amidst calamity where win-win solutions were crafted, so each party will benefit in the situation. As a result, assigning the right person to the job becomes their common practice. Furthermore, with the unified goals and strengthened working relationship of the faculty members and the authentic leader, scientific base initiatives have evolved. Again the authentic leaders and the faculty made the need-based decision-making strategy which resulted in crafting the ASAM Initiatives where topnotchers in the Licensure were identified to situate the institution on top of other educational institutions in the locality. These experiences made the FALAZE Leadership Model.

Conclusion:

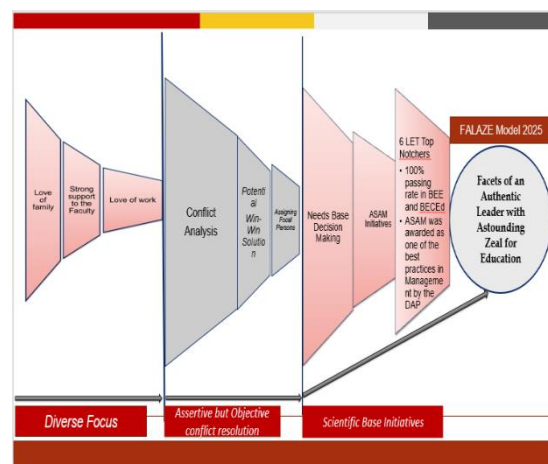
1. Authentic Leaders with astounding zeal for education consider the love of family, strong support to the faculty, and love of work as a valuable diverse focus resulting in assertive but objective conflict resolution.

2. Since authentic leaders with astounding zeal for education analyze conflicts objectively, and provide a win-win solution by assigning focal persons to groups of potential faculty members to progress and sustainable development of the institution, therefore, these leaders are employing assertive but objective conflict resolution.

3. Through diverse focus and assertive but objective conflict resolution authentic leaders with astounding zeal for education were able to come up with scientific Initiatives.

Recommendation:

1. To future administrators, it is significant to come up with an environmental scanning before decision-making. The community composing the internal and external
2. The stakeholders may be part of the decision-making of the institution. Hearing the voice of every stakeholder comprising the community is a common but valuable small step for sustainable progress.
3. Considering a balance between work and family life may be magnified for employees to become productive and progressive in both endeavors.



References

- [1] Avolio, B. J., & Luthans, F. (2003). Authentic leadership development. In K.S. Cameron, Dutton, J., & Quinn, R.E. (Eds.) Positive Organizational Scholarship (pp. 241-258). San Francisco, CA: Berrett-Koehler. <https://www.scirp.org/reference/referencespapers?referenceid=1359403>
- [2] Beal, R.B. (2000): Competing Effectively; Environmental Scanning, Competitive Strategy, and Organizational Performance in Small Manufacturing Firms, Journal of Small Business Management, Vol. 38, (1), pp. 27-47. <https://www.proquest.com/docview/221004122?sourcetype=Scholarly%20Journals>
- [3] Becerril, D. Sociología y Conflicto Social, en Tratado de Mediación en la Resolución de Conflictos; Orozco, G., Monereo, J.L., Eds.; Tecnos: Madrid, Spain, 2015; pp. 58–69.
- [4] Bernal, T. La Mediación Promueve la Cultura de Paz. Día Internacional de la Paz. Diario de Mediación. 2021. Available online:

- <https://www.diariodemediacion.es/la-mediacion-promueve-la-cultura-de-paz-dia-internacional-de-la-paz> (accessed on 2 October 2021).
- [5] Caesens G., Stinglhamber F. The relationship between perceived organizational support and work engagement: The role of self-efficacy and its outcomes. *Revue européenne de psychologie appliquée*. 2014, 64, 259–267. <https://doi.org/10.1016/j.erap.2014.08.002>. View Article Google Scholar
- [6] Carson JB, Tesluk PE, Marrone JA. 2007. Shared leadership in teams: an investigation of antecedent conditions and performance. *Acad. Manage. J.* 50:1217–34. <https://journals.aom.org/doi/10.5465/amj.2007.20159921>
- [7] Chiang, F.F.T., Birtch, T.A. (2013). Understanding Leading, Leader-Follower Relations, and Ethical Leadership in Organizations. In: Morrison, R.L., Cooper-Thomas, H.D. (eds) *Relationships in Organizations*. Palgrave Macmillan, London. https://doi.org/10.1057/9781137280640_11
- [8] Dion, M., (2012). Are ethical theories relevant for ethical leadership? *Leadership & Organization Development Journal* 33(1), 4 – 24. ISSN 2039-2117 (online) ISSN 2039-9340 (print) Mediterranean Journal of Social Sciences MCSER Publishing, Rome-Italy Vol 5 No 9 May 2014. <https://www.scirp.org/reference/referencespapers?referenceid=2938251>
- [9] Kar S., Misra K.C. Nexus between Work Life Balance Practices and Employee Retention—The Mediating Effect of a Supportive Culture. *Asian Social Science*, 2013, 9(11), 63–69. <https://doi.org/10.5539/ass.v9n11P63>. View Article Google Scholar
- [10] Lord, R. G., Day, D. V., Zaccaro, S. J., Avolio, B. J., & Eagly, A. H. (2017). Leadership in applied psychology: Three waves of theory and research. *Journal of Applied Psychology*, 102(3), 434–451. <https://doi.org/10.1037/apl0000089>
- [11] Mache S, Vitzthum K., Klapp B.F., Danzer G. Surgeons' work engagement: Influencing factors and relations to job and life satisfaction. *The surgeon*. 2014, 12, 181–190. pmid:24325934 View Article PubMed/NCBI Google Scholar. <https://c.coek.info/pdf-surgeonsx27-work-engagement-influencing-factors-and-relations-to-job-and-life-sa.html>
- [12] Pulaj, E., Pulaj, I. (2015). The effects of strategic environmental analysis on organizational performance, *International Conference on Management, Business and Economics, Kosova, Albania*. <https://knowledgecenter.ubtuni.net/cgi/viewcontent.cgi?article=2070&context=conference>
- [13] Wambua, j., Omondi, M. (2016). Factors influencing the environmental scanning of organizations in manufacturing sector: a case study of kenya breweries limited, *The strategic journal of business and change management*, 3 (2): 233-253. file:///C:/Users/user/Downloads/238-726-1-PB.pdf
- [14] Zaccagnini, J.L. El conflicto en la mediación: La perspectiva psicológica. In *Tratado de Mediación en la Resolución de Conflictos*; Orozco, G., Monereo, J.L., Eds.; Tecnos: Madrid, Spain, 2015; pp. 33–57. <https://www.mdpi.com/2071-1050/13/23/13431>