

## I. Tips and Tricks

- To complete this assignment, please adhere closely to the outline in **section 4**, and also refer to the theories in **section 5** - theory to apply and develop your work.
- It is **BEST TO AVOID** current or historical political figures as their actions and decisions can be highly controversial and polarizing. Instead, consider writing about a **business leader or NGO leader** who has significantly impacted their field.
- You can find videos of **potential leaders** in the following platforms: TED Talks, Youtube, Company Website, Educational Platform.

## II. Detailed Outline

### Q1: What makes the chosen person a good leader?

- **Presenting the environment in which your selected leader operates.**

#### Hints:

- + In discussing leadership's impact, educational and non-profit organizations are key, as leadership traits significantly affect employee morale and organizational outcomes. Although applicable in for-profit contexts, their financial incentives may overshadow leadership influence.

**Example:** School improvement and student performance are directly influenced by the principal effectively (Harris et al. 2003). Following HNUE high school for gifted students for three years in high school, it can be stated that the trust of parents, students, and the achievements that the school has accomplished is mostly attributable to the school's leadership abilities, guidance, and commitment to Mr. Vu Van Tien.

- **Illustrating that the selected individual exemplifies strong leadership qualities as supported by theoretical frameworks.**
  - + Reference to Leadership Theories: Citing scholarly perspectives on the traits and behaviors of an effective leader.
  - + Comparison with the Chosen Leader: Analyzing how these theoretical traits are reflected in the actions and qualities of the chosen individual.

**Example:** According to Kruse (2013), a good leader is described as someone who enables and encourages people to attain common goals → Mr. Tien is constantly a motivator for the school employees so that everyone can perform well in their teaching duties.

**Example:** An effective leader frequently influences and encourages people to maximize their potential and achieve the greatest objective within their abilities;

→ Mr. Tien, the principal of a high school in Hanoi, exemplifies this trait. His approach in fostering a nurturing and aspirational environment has notably elevated the school's performance. He actively encourages both teachers and students to pursue excellence, thereby playing a vital role in the school's overall success and reputation.

→ Under his leadership, HNUE High School has gained widespread recognition from other schools for its increase in student awards in national contests and for its teachers' high rankings in national teaching evaluations.

## **Q2: How are the person's leadership traits and behaviors effective? (~1000 words)**

### **a, Leadership traits and skills**

- + Analysis of Scholarly Insights on Effective Leadership Qualities: Examine various academic sources to understand the characteristics commonly associated with effective leadership.
- + Comparison with the Selected Leader: Assess how these identified leadership traits align with the qualities of the chosen individual.
- + Illustration Through Anecdotal Evidence: Provide detailed narratives or examples that highlight the manifestation of these traits in the leader's actions.

**Example:** According to Digman (1990), a component analysis of trait adjectives as well as personality inventories indicated that personality characteristics may be classified into five major categories: neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. As a group, the Big Five personality traits predicted both leadership emergence and leadership effectiveness (Colerbt, 2012). Arguably, Mr. Tien at the same time converges three necessary factors which are extraversion, agreeableness, and conscientiousness.

**Example:** Mr. Tien, exemplifying an extraverted leader, demonstrates a proactive approach in his interactions. His extensive experience, spanning over five decades in education, empowers him to share valuable insights and experiences with the school staff. He fosters a school environment where open communication and self-expression are encouraged, thereby nurturing a strong community spirit. His leadership style is characterized by his eagerness to connect, support, and energize his team. A specific instance showcasing Mr. Tien's extraversion is his initiative in organizing monthly interactive sessions where teachers share innovative teaching methods and collaborate on educational strategies. These sessions have not only improved teaching practices but also bolstered a sense of camaraderie among staff.

### **b, Leadership behavior**

- + Analysis of Scholarly Insights on Effective Leadership Behaviors

**Example:** Within the realm of educational leadership, Mr. Tien exemplifies the essence of Consideration leadership as identified in the Ohio State Leadership Studies. This leadership style is characterized by nurturing and fostering trust within the team, as highlighted by Amirul & Daud (2012) and further elaborated by House & Aditya (1997).

→ **Chosen Individual's Belief:** Mr. Tien's approach to leadership is deeply rooted in his belief that a school thrives when its teachers and staff feel valued and supported.

- + Illustration Through Anecdotal Evidence: Provide detailed narratives or examples that highlight the manifestation of these traits in the leader's actions.

**Example:** An instance illustrating this was during a challenging academic year when the school faced budget constraints. Despite these hurdles, Mr. Tien ensured that no staff members were laid off and even implemented programs to support their mental well-being. He regularly holds open

forums where teachers can voice their concerns and ideas, thereby promoting a culture of inclusivity and mutual respect. His dedication to fostering a positive work environment extends to her interactions with students and parents. For example, he initiated a mentorship program where experienced teachers guide newer colleagues, enhancing professional development and camaraderie.

→ **Analyze behaviors using theory:** Mr. Tien's leadership style aligns with Kirkbride's (2006) perspective on the significance of personalized attention from leaders. His focus on individual growth and well-being has not only improved staff morale but also led to a noticeable increase in student performance and satisfaction.

+ Result:

**Example:** As a result of his Consideration leadership approach, the school has witnessed an impressive retention rate of both teachers and students. A testament to his effective leadership is the tenure of several faculty members, like a beloved math teacher who has been a part of the school for over fifteen years, showcasing the enduring impact of Mr. Tien leadership.

### Q3: Use of Power and Influence

#### - Introducing scholarly insights of Power and Influence

+ Encompassing definitions, various forms of power, and types of influence.

**Example:** Seven types of power: Legitimate, Expert, Coercive, Reward, Referent, Charisma, and Information.

→ **Chosen Individual Traits:** Reward power has been applied by Mr. Tien in his school leadership process.

→ Mr. Tien believes that education is not a place to punish but rather to acknowledge excellent deeds, reward and set a positive example. That is why he does not impose punishments on his employees." They come here to work and contribute, instead of negatively impacting the school staff, the school as well as me always towards the reward lies in raising everyone's morale and increasing work efficiency. Only a teacher with a positive and cheerful spirit can teach students good things".

→ Result: As a result, at the conclusion of the month and the end of the year, it is always the time for the instructor to recognize and thank the staff for their great achievements, as well as to commemorate the teachers efforts in the classroom

## III. Food for hungry thoughts

**Transformational Leadership:** A leadership style where the leader works with their team to identify needed change, creating a vision to guide the change through inspiration and executing the change in tandem with committed members of the group.

**Definition:** Transformational leadership motivates people to meet organizational goals outside their self-interest.(Bass and Bass, 2008).

Transformational leaders act as role models, mentor and encourage subordinates and confront workers to reason beyond their confinement (Fin and Yule (2004) and Yukl (2010) )

**Impact: Transformational leadership** helps lower absenteeism, higher productivity, creates trust and peace in the work atmosphere. (Inness et al. (2010)

Transformational leadership **motivates superior employee tasks and extra role performance** by creating a positive **vision** of the organization's future, **empowering** employees, and placing importance on their **needs** (Conger & Kanungo, 1998).

Employees in transformational leadership **higher levels of safety compliance** when compared with a control group (Zohar, 2002)

Link: [Transformational Leadership and Employee Safety Performance \(PDF\) Exploring the Qualities of a Good Leader Using Principal...](#)

**Situational Leadership:** This refers to a leadership theory where the leader adapts their style to fit the development level of the followers they are trying to influence.

Definition: Situational Leadership Theory is based on the interplay among the extent of leader directive (task) behavior, leader socio emotional (relationship) behavior, and follower readiness/maturity for performing a certain function. (Hersey and Blanchard, 1992)

**Explain:** followers are the most critical factor in leadership events. As followers vary, so does the appropriate style of supervision => **no "one best way" to influence employees** (Hersey and Blanchard, 1992)

**four sets of management behaviors** result from combining high and low supporting with high and low directing. The four resulting styles are:

(D1) enthusiastic beginner, low on competence and high on commitment =>(S1) directing (high directing, low supporting);

(D2) disillusioned learner with increasing competence and low commitment => (S2) coaching (high directing, high supporting);

(D3) capable but cautious contributor, with moderate to high competence and variable commitment => (S3) supporting (low directing, high supporting);

(D4) self-reliant achiever who is high on both competence and commitment => (S4) delegating (low directing, low supporting). (Blanchard et al., 1985; Blanchard et al., 1993; Blanchard and Nelson, 1997)

SLT may **not be especially capable of forecasting** optimal leader style within a given job because a full range of employee readiness/maturity may not exist in specific jobs. (Vecchio, 1987)

The theory allows high-maturity employees to be **self-directed** (Manz & Sims, 1987).

**Effective SL managers provide individual followers with differing** amounts of direction and support on different tasks and goals, depending on the follower's developmental level (Blanchard et al., 1993)

Leaders who conform to the expectations that are held by their subordinates for their behavior should be relatively **more effective**. (Vecchio, 1987)

Closer supervision will be **more beneficial, even appreciated**, by employees in lower level positions, especially relative to employees who are expecting to be allowed greater self-direction. (Fernandez & Vecchio, 1997)

Leaders tend to **rely on ingratiation, rational persuasion, and personal appeals in initial influence attempts and to use stronger tactics** (pressure, upward appeals, coalitions) in later influence attempts if the subordinate offers resistance to the initial attempts (Yukl, Falbe, Youn, & Tracey, 1991).

Relatively more effective leaders employ a greater range of tactics that manifest a variety of styles, and that such leaders are **better able to identify tactics** that are most appropriate for a given target person (Falbe & Yukl, 1992; Howell & Higgins, 1990; Yukl & Falbe, 1990; Yukl, Falbe, & Youn, 1993)

Link: [Situational leadership theory revisited: A test of an across-jobs ... Applying situational leadership in Australia - Emerald Insight](#)

**Laissez-faire Leadership:** A hands-off leadership style where the leader provides little or no direction and gives employees as much freedom as possible. Employees make goals and decisions on their own.

**Definition:** laissez faire leadership is considered as a lack of leadership of any kind and/or a **zero leadership** by failing to provide subordinates with information or feedback (Bass & Avolio, 1990).

Laissez-faire leadership may **not always be equal to avoidance**, ignorance, neglect and indifference towards the needs of their followers (Skogstad et al., 2007)

A manager/a leader is expected to carry out many activities including monitoring subordinates' performance (Podsakoff, MacKenzie, Paine, & Bachrach, 2000),.

=> allow employees to feel respected and autonomous, suggesting that there are beneficial effects of low or non-involvement on the part of leaders (Yang, 2015)

laissez-faire leadership may **facilitate an environment** where innovation can occur (e.g. Ryan & Tipu, 2013)

In laissez faire leadership, the **autonomy supportive leaders cultivate the sense of self-determination** among team members (Gagné, 2003)

Laissez-faire leadership could **support subordinates' motivation** to work autonomously (cf. Amundsen & Martinsen, 2014).

autonomy or autonomous motivation by laissez-faire leadership could **lead to psychological empowerment** (Thomas & Velthouse, 1990) and self leadership (Manz & Sims, 1989, 2001)

laissez-faire leadership could **enact leadership substitutes** (cf. Podsakoff, MacKenzie, & Bommer, 1996)

a laissez-faire leadership may **encourage independence and entrepreneurial spirit**, as laissez-faire leadership **sends confidence to subordinates** (Theodosiou and Katsikea, 2007)

The consequent ineffectiveness of laissez faire leadership **derives from a general failure to take responsibility for managing** (cf. Eagly, Johannesen-Schmidt, & van Engen, 2003; Lewin, Lippitt, & White, 1939)

laissez-faire leadership could be a passively destructive form of leadership as well as a **root cause of workplace stressors, strains and bullying** (Kelloway et al., 2005; Skogstad et al., 2007).

Link: [Positive effects of laissez-faire leadership: conceptual exploration](#)

**Charismatic Leadership:** This type of leadership is based on the leader's ability to communicate and behave in ways that reach followers on an emotional level, inspiring and motivating them.

Definition: The charismatic leader as possessing extraordinary amounts of **personal power and value** which the leader draws upon to influence the followers (Bass, 1985a; Conger & Kanungo, 1987, 1988; Etzioni, 1975).

charismatic leaders draw upon **their "idealized vision, their entrepreneurial advocacy for change, and their exemplary and unconventional expertise** as the sources of their personal power" (Conger & Kanungo, 1988, p. 29)

Charismatic leaders are able to **arouse and motivate subordinates to perform** through the strong identification and emotional ties they develop with their followers (Bass, 1985b).

Successfully leading followers into the unknown in the face of personal peril and risk allows charismatic leaders to **incite and promote exceptional performance** by subordinates (Conger & Kanungo, 1988)

Charismatic leaders have great power and influence. **Employees want to identify** with them, and they [followers] have a **high degree of trust and confidence** in them [leaders]. (Bass, 1990)

Charismatic leaders **inspire and excite their employees** with the idea that they may be able to accomplish great things with extra effort (Bass, 1990)

Charismatic leaders, by force of their personal qualities, **has profound and extraordinary effects on followers regardless** of any influence by group norms (House, 1977, p. 189)

When enacting the charismatic style, the leaders also projected a **powerful, confident, and dynamic presence** (e.g., House, 1977; Sashkin, 1977).

the charismatic leaders were trained to have a **captivating, engaging voice tone**.

The leaders alternated between pacing and sitting on the edge of their desk, leaned toward the participant, maintained direct eye contact, and had a relaxed posture and animated facial expressions (Edinger & Patterson, 1983; Friedman, Prince, Riggio, & DiMatteo, 1980; Friedman & Riggio, 1981)

Individuals working under a charismatic leader had **higher task performance** in terms of the number of courses of action suggested and quality of performance, higher task satisfaction and lower role conflict and ambiguity (Howell & Frost, 1989).

individuals with a charismatic leader suggested **more courses of action and reported greater task satisfaction** and less role conflict (Howell & Frost, 1989)

Charismatic leaders appear to **overcome group pressures** for low task productivity and augment group pressures for high task productivity, thereby facilitating individuals' adjustment and performance in a new work setting (Howell & Frost, 1989)

Link: [A Quantitative Review of Research on Charismatic Leadership](#)



[A laboratory study of charismatic leadership - ScienceDirect](#)

**Ethical Leadership:** Leadership that is directed by respect for ethical beliefs and values and for the dignity and rights of others. It is about integrity and fairness in decision-making and actions.

Definition: Ethical leaders were seen as fair and principled decision-makers who care about people and the broader society, and who behave ethically in their personal and professional lives. The researchers characterized this as the moral person aspect of ethical leadership, representing observers' perceptions of the leader's personal traits, character, and altruistic motivation. (Treviño et al. 2000, 2003)

Moral managers make ethics an explicit part of their leadership agenda by communicating an ethics and values message, by visibly and intentionally role modeling ethical behavior, and by **using the reward system** (rewards and discipline) to hold followers accountable for ethical conduct. => helps the ethical leader to **make ethics a leadership message** that gets followers' attention by standing out as socially salient against an organizational backdrop that is often ethically neutral at best (Treviño et al., 2000, 2003).

ethical climate dimensions can **positively influence managers' ethical decision-making** intentions (Flannery & May, 2000)

Ethical leaders **are altruistically motivated, caring**, and concerned about their followers and others in society (Treviño et al., 2003)

Ethical leaders **set ethical standards and communicate** them to followers, **make decisions** that take into account stakeholders' needs and that are considered to be fair and principled => The followers of ethical leaders therefore have the opportunity to **observe and learn ethically appropriate decision-making** and **support and encourage their own ethical** decision-making. (Brown & Treviño, 2006)

Prior research indicates that leader moral reasoning can **influence moral reasoning** in work groups (Dukerich, Nichols, Elm, & Vollrath, 1990)

Ethical leadership should **influence employees' prosocial or citizenship behavior** through social learning (Bandura, 1986)

the followers of ethical leaders are more likely to perceive themselves as being in social exchange relationships with their leaders because of **the fair and caring treatment they receive** and because of the trust they feel. => **they should be inclined to go above and beyond the call of duty for these leaders** (Dirks & Ferrin, 2002; Konovsky & Pugh, 1994; Podsakoff, MacKenzie, Paine, & Bachrach, 2000).

Employees who have a high quality exchange relationship with their managers are less likely to engage in negative behaviors. (Blau, 1964)

Link: [Ethical leadership: A review and future directions - ScienceDirect](#)

**Directive Leadership:** A type of leadership style where the leader gives clear, specific directions and expectations, and closely supervises the performance of employees.

Definition: Directive leadership aims to guide followers' participation and is defined as providing and seeking compliance with directions for accomplishing a problem-solving task (Bass, Valenzi, Farrow, & Solomon, 1975).

leader directiveness could make **task accomplishment easier** for participants by providing them with direction and helping them stay focused on a limited set of interpretations (Fiedler, 1968)

directive leaders **emerged as a solution to coordinate the joint efforts** of a multitude of followers and to resolve their frequent conflicts (Arnold, 1996; Mattison, Smith, Shenk, & Cochrane, 2016).

consensus-based decision-making **could be temporarily discarded in favor of directive forms of leadership** even among egalitarian hunter-gatherers ( von Rueden & van Vugt, 2015).

Directive forms of leadership were favored by **two interrelated mechanisms**: Coercive (also labeled "patron-client") or mutualistic (also labeled "managerial mutualism") pathways (see, e.g., Powers & Lehmann, 2014).

directive leadership style **overlap** with power distance, which predicts centralized decision-making structures in organizations (Hofstede, 1980, 1983; Van de Vliert & Smith, 2004)

vertical collectivists might **more readily accept a directive style** if leaders are seen as in-group members (cf. Dorfman et al., 2012; Hogg, 2001; Hollander & Julian, 1969)

Link: [Effects of Participative and Directive Leadership in Electronic Groups](#)

[What explains cultural differences in leadership styles? On the ...](#)

**Power Dynamics**: This term refers to the way in which power is distributed and the dynamics of power play within an organization. It often involves the analysis of who holds power, how it is used, and how it affects individuals and groups within the organization.

**five perspectives** on power dynamics: (Hardy & Clegg, 1996)

First Perspective: Observable Authority and Legitimate Power

Second Perspective: Personal Power for Visible Change

Third Perspective: Power Distribution in Organizations

Fourth Perspective: Less Observable and Unconscious Power Use

Fifth Perspective: Open Discussion and Democratic Dialogue

the ideal of creating 'equal partnerships' between staff and service users can **obscure an intricate web of power dynamics** that operate in practice (Boonstra & Gravenhorst, 1998)

reflecting upon how different power dynamics are manifesting themselves through co-production processes can **support a greater understanding of how to minimize** the effects of different inequalities (Boonstra & Gravenhorst, 1998)

**truly equalizing power** was **difficult to achieve** within uneven hierarchical structures, social inequalities and service users' dependence on organizational services. People's lived experiences were mostly positively impacted; however, structural changes were generally small scale (Donetto et al. 2014; Clarke et al, 2017)

Link: [Power Dynamics and Organizational Change: A Comparison of ...](#)

[Power dynamics and collaborative mechanisms in co-production ...](#)



**Multicultural Management:** Refers to managing a workforce that is diverse in terms of different cultures, ethnicities, and nationalities. Involves understanding and respecting cultural differences and improving organization..

The personal competencies responding to these **requirements** include flexibility, resourcefulness, tolerance for ambiguity, and vision, as well as cultural self-awareness, cultural consciousness, and multicultural leadership (Cant, 2004: 177; see also Senyshyn, 2002).

The concept of harmony in multicultural leadership for project managers calls for **three qualifications: expertise, empathy and cultural competence** (Goffman 1986, Bolten, 2007)

A movement toward multicultural management **seeks to incorporate** the customs and traditions embraced in other nations where segments of their workforce resides, whether direct employees or outsourced labor. (Mario E. Castaneda, Justin Bateh, 2013)

A focus on integrating multicultural management strategies helps organizations **reach out effectively** to various segments of clients or customers and use individual employees' unique attributes to achieve the company's objectives. (Mario E. Castaneda, Justin Bateh, 2013)

in multicultural management, some employers have **emphasized certain aspects from each major cultural group** and used them to create a blended culture. The organization will embrace specific attributes, integrating key ideas from the traditions embraced within a region to improve understanding and collaboration (Fang, 2010).

Multicultural management strategies can assist in creation of a unique work environment that embraces various attributes of the culture groups comprising a workforce (Buhalis, 2008; Hase, 2007)

Link: [Combining multicultural management and diversity into one course ...  
https://doi.org/10.19030/jier.v9i1.7498](https://doi.org/10.19030/jier.v9i1.7498)

**Empowering Approach:** A leadership approach where the leader delegates authority to employees, giving them a sense of autonomy and control over their work and decision-making.

**Disconnection is important to track** in the empowerment process, especially as members change and grow, and some become more empowered than others (Fedele, 1994)

conflict is actually a critical component for groups striving to develop a relational approach to empowerment (Jordan, 1990, 1993).

a relational group can foster individuals' empowerment through creating within the group a sense of mutuality, interdependence and reciprocity.(Walsh, Bartunek, & Lacey 1998)

empowering groups that adopt a relational approach need to press mutuality, interdependence and reciprocity all the way through to the center of conflict and struggle. The development of a relational approach to empowerment will almost certainly lead to dilemmas regarding power and conflict, since such an approach interrupts "business as usual" (Walsh, Bartunek, & Lacey 1998)

a relational approach to empowerment can inform and be informed by research on second-order organizational change (Bartunek, 1984; Bartunek & Moch, 1987).

Link: <https://hdl.handle.net/1813/71595>

**Crisis Management:** The process by which an organization deals with a disruptive and unexpected event that threatens to harm the organization or its stakeholders.

Assessment in organizational crisis management has traditionally focused on risk assessment (Paton et al., 2000) and business impact analysis (Laye, 2002; Myers, 1999).

Failure to obtain information on the effect of a crisis on employees could significantly disrupt the implementation of crisis management plans. strategies should build on traditional organizational assessment by integrating an understanding of crisis management (Levinson, 2002)

crisis management plans have focused attention on counseling employees for their individual reactions. Crisis management teams can use the TAS (Triage Assessment System) to discuss simulated cases in order to identify problems relating to human impact of the crisis.(Myer, Conte, Peterson, 2007)

The TAS can also be used as a framework for designing staff development training for crisis management (Myer et al., 2004) Such training is critical in preparing personnel to manage actual crises (Prince and Salas, 2000). Technical issues that arise from crises are more readily apparent than human impact issues. Therefore, training must help crisis management teams identify human impact issues as well (Lewis, 2003)

Link: [Developing a Strategic Model of Internal Crisis Communication](#)

**Contingency Leadership:** A theory that suggests the effectiveness of a leadership style is contingent on the situation. Depends on various factors, including the leader's personality, the composition of the team, and the specifics of the task.

**Definition:** The "Contingency Model" theory proposes that situations can be ordered on the basis of their favorableness for the leader, that is, in terms of the influence they potentially give the leader over his members. (Fiedler, 1964, 1965)

Leaders can be classified into those with task-oriented and relationship-oriented styles. Task Oriented leaders according to this theoretical formulation, perform more effectively in situations which are very favorable for the leader and in those which are very unfavorable for the leader. Relationship-oriented leaders perform better in situations which are intermediate in favorableness. (Fiedler, 1964, 1965)

The favorableness has been indexed on the basis of three dimensions each of which are presumed to affect the degree to which the leader has influence over his group members. These are: (a) the affective relations between the leader and his members; (b) the structure of the task; and (c) position power. (Fiedler, 1967)

Link: [Fiedler's leadership contingency model: An empirical test in three ...](#)

- Good leader:

**Definition:** A true leader has the confidence to stand alone, the courage to make tough decisions, and the compassion to listen to the needs of others. He does not set out to be a leader, but becomes one by the equality of his actions and the integrity of his intent' ([Anderson, 2015](#))

The qualities of a leader affect the operational efficiency of an organization and in the long run determine the overall success of such organization. (Olanrewaju & Okorie, 2019).

**Quality:** This study therefore presents the **key thirteen qualities of a good leader** to be; 1) accessibility and dedication, 2) neutrality and modesty, 3) aspiration and attentiveness, 4) believe and aptitude, 5) dignity and amiability, 6) insight and confidence, 7) vitality and concentration, 8) originality and honesty, 9) responsibility and team spirit, 10) decency and self assurance, 11) charitable, 12) comical and maintenance culture, and 13) reliability.(Olanrewaju & Okorie, 2019). nine virtues common across these approaches: caring, courage, honesty, integrity, justice, prudence, responsibility, temperance, and trustworthiness (Hackett and Wang 2012)

**Style:** The fundamental norm of contingency theories is that the proficiency of a leader is context-specific (Yukl, 2010). Contingency theories settled on the perceptive that there is **no one superlative leadership style**, and that the best leader hinges on the contexts and conditions.(Yukl, 2010). A leader may adopt transformational or transactional leadership style as the case may be (Hossain, 2015).

for their wide reach, must “influence for the better, not for the worst.” She emphatically underlined that “leaders are not born, [rather] it takes practice to develop the qualities of a leader” and indicated the following characteristics championed by good student leaders: integrity—which includes trustworthiness, honesty and consistency—compassion for others, initiative, and vision. (Santiago, 2015)

the good leader as one who inspires, empowers, and listens (Rey 2018).

leadership is not about instilling fear in the people but about inspiring trust and confidence, practicing empathy and collaborative leadership.(Rey 2018).

leadership as the one which helps increasing employee's concern and strengthening their level of perception as well as their acceptance of the group vision and aims (Bass and Avolio, 1994)

leadership gain the trust of follower by being engage with them, this engagement result in desire outcomes (Arnold, Turner, Barling, Kelloway, & McKee, 2007; Dirks & Ferrin, 2002; Jung, Chow, & Wu, 2003).

Leaders can play an important role in fostering needs, goals, and interests of employee more inclined to achieve goals of organization (Walumbwa, Orwa, Wang, & Lawler, 2005)

an efficient leader brings significance modification and generates momentum for transformation (Naidu and Van der Walt, 2005)

Link: [Exploring the Qualities of a Good Leader Using Principal ...](#)  
<https://link.springer.com/article/10.1007/s40889-022-00159-1>  
<https://doi.org/10.1002/pa.1983>

