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Leadership and Decision-Making: The Investigation on the Reciprocal Relationship between Decision-Making Approach and Style of Leadership

Mrs. Bhavneet Kaur

RNB Global University, Bikaner,Rajasthan,India

Abstract: The purpose of this paper is to illustrate the significant relationship between leadership styles and decision-making. Institutional structures and leadership styles are related to decision-making styles.

Study Design: This study used a qualitative research methodology. Data on decision-making and leadership styles were obtained from the participants using a semi-structured interview.

Methodology: To gather information from the participants on leadership and decision-making, a semi-structured interview was employed. Interviews were conducted with two department heads from RNB Global University, Bikaner

Results: The study's conclusions demonstrate that, despite being ambiguous in theory, decision-making and leadership styles have a close relationship in reality. Additionally, participatory leadership and consultative decision-making are the most popular leadership and decision-making styles.

In conclusion, the superior-subordinate relationship and employee performance have benefited greatly from this ideal relationship to some extent.

Keywords: decision-making process, leadership style, decision making styles.

1.   Overview

A necessary component of group dynamics, leadership is the process of motivating others to cooperate in order to accomplish a shared objective within a particular entity [1]. Nevertheless, there is a complicated relationship between a leader's participation and their effectiveness in achieving objectives [2]. The term "leadership style" has many definitions, but it generally describes the distinctive way a person guides others [3]. A participatory theory of leadership has been proposed by researchers and other practitioners. It is predicated on the idea that a group's effectiveness depends on the degree to which leaders share or retain their power to make decisions.This is one method of evaluating the efficacy of leadership [4]. The success or failure of the leader in this situation influences all other organizational factors [5]. Decision-making, project culture, corporate culture, and employee commitment are all impacted by leadership[6].The likelihood of business or educational failure will rise in the absence of suitable leadership [6]. In order to accomplish organizational or school goals, leadership is therefore defined as the capacity to make strategic decisions utilizing abilities like motivation, interpersonal relationships, communication, decision-making, and emotional maturity [7]. Nonetheless, there are recognized leadership styles that can be used to address a range of issues that an organization may encounter at any given time. But

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finding a leader in an organization today who can integrate ethical reasoning for actions with management

principles is still difficult.

i. Issue

The public's confidence in schools and their administrators is being eroded by unethical leadership and decision-making practices. People are recognized in business and educational institutions for upholding higher moral standards than their counterparts in political spheres [8]. The media now regularly reports on issues like financial kickbacks, nepotism, conflicts of interest, and reform scandals in educational institutions. Of particular concern are the problematic routine decisions made by school administrators every day that may have a long-term negative impact on the moral compass of the institution [9, 10]. It is argued that the resolution of moral dilemmas is at the core of every decision made by superintendents, principals, and school heads because every choice has the potential to drastically alter human life. Therefore, the work that educational leaders do ought to be at least somewhat moral and intellectual—that is, it ought to be characterized by a combination of civic, professional, and human concerns. [11] claimed that there is a need for more moral leadership because of the immense moral challenges that schools face. This was established by examining the decision-making processes and leadership philosophies of school administrators who have faced ethical criticism from the community for their educational practices.

ii. Objective

Current research makes a strong case for the relationship between decision-making and leadership styles. The relevant literature that was reviewed indicated that further research on the conduct and private lives of school administrators is necessary. Consequently, the purpose of this study is to clarify this matter and encourage further research in the field of leadership and decision-making in order to close this gap.Studying the relationship between decision-making and leadership styles in schools is not only necessary but also worthwhile, as it will help us identify the type of decision-making style that is appropriate for any given situation. The ethical decision-making processes of principals, administrators, and superintendents of public schools in higher education have not been thoroughly studied in a very long time [12]. The following section includes a quick overview of leadership and leadership style.

iii. Leadership

In theory, leadership is quite similar to other abstract ideas like freedom, democracy, and love, among others. A broad yet practical definition of leadership is the art of persuading others to pursue a common objective. It can also be defined as the process through which followers influence leaders and leaders influence followers [2]. Early researchers like [13] divided leadership into three categories: authoritarian, democratic, and laissez-faire. Assessing the leadership styles of others is a difficult task. The definition and analysis of leadership have been the subject of numerous works of literature [14, 15, 16, 17, 18]. However, the literature offers a comparatively broad range of diverse leadership approaches [18]. The topic of leadership is dynamic and multifaceted; leaders take on a variety of roles, and these roles have an impact on the variables that affect them. The lack of a thorough knowledge of the components of effective or good leadership was explained by this complexity[18].Since leaders and collaborators have a "mutual influence and common purpose in which both are moved to higher levels of motivation and moral development as they influence others through action to accomplish an objective," leadership is a dynamic relationship, as previously discussed [19].

According to [1], a leader is someone who intentionally exercises power over one or more other people in an effort to direct behavior toward the achievement of a shared objective, which frequently calls for cooperative behavior from group members. In every organizational context, a leader must regularly engage with followers

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while also listening to them and guiding them toward success [20].

In the context of leadership, the Bhagavad Gita emphasizes several key principles, as Duty (Dharma): The Gita teaches that individuals should perform their duties without attachment to the results. Leaders are encouraged to focus on fulfilling their responsibilities and duties to the best of their abilities, without being overly attached to success or failure. Selflessness and Sacrifice: Krishna advises Arjuna to act selflessly, putting the welfare of others above personal desires. Leaders, too, are encouraged to lead with a sense of selflessness, serving the greater good and making decisions that benefit the entire team or community. Detachment: The Gita advocates for performing one's duties with detachment, meaning that leaders should not be overly attached to power, success, or material gains. This promotes a sense of equanimity and helps leaders make decisions based on principles rather than personal desires.

Equanimity in Success and Failure: Krishna teaches Arjuna the importance of maintaining equanimity in the face of success and failure. A true leader remains steady and composed in all situations, not letting success inflate the ego or failure demoralize them. Leadership by Example: Krishna emphasizes leading by example. A leader should embody the values and principles they wish to see in their followers. This involves living a life of integrity and demonstrating the qualities they expect from their team.

Wisdom and Discernment: The Gita encourages leaders to cultivate wisdom and discernment. Making decisions based on a clear understanding of the situation, considering long-term consequences, and being mindful of ethical considerations are essential aspects of effective leadership. Spiritual Awareness: The Bhagavad Gita introduces spiritual concepts and encourages individuals, including leaders, to cultivate a deeper understanding of the self and the ultimate reality. This spiritual awareness can contribute to a more enlightened and compassionate approach to leadership. These principles from the Bhagavad Gita highlight the importance of ethical leadership, selfless service, and the cultivation of inner virtues for those in positions of authority [21] imply that followers of good leaders should have faith in them and feel empowered by them. When making decisions, a leader should consider both the interests of their followers and the organization as a whole.

 A leader should also be able to anticipate issues and negative outcomes before they arise. [22, 23] A sustained effective leader should be able to mobilize the resources of the organization in pursuit of a shared goal while striking a balance among a variety of factors. They went on to say that in order to accomplish these goals, followers and leaders needed to have the same goals. At the same time, maintaining balance depends less on a leader's ability to develop a specific quality or style of leadership and more on their capacity to assess the circumstances and make decisions and approaches that In the context of this article, the broad definition of leadership is the capacity to identify and acknowledge the need for change implementation, direction setting, people alignment, inspiration and motivation, and communication, form groups, involve others in decision-making, train and mentor subordinates, and exhibit a high level of integrity [25, 26]. stated that administrative and decision-making processes in institutions will only represent a simple scientific procedure and not the value of the actions if the responsibility of school and university administrators is to simply follow routine regulations to achieve the stated goal. Enacting change is essential to leadership and decision-making, not just supporting the systemic processes that the organization is currently using [28].

Scholars like [29] and [30] have highlighted the significance of ethics in school administrators' and principals' decision-making. The relationship between decision-making approach and leadership style must be examined in order to develop an ethical decision-making framework among school administrators.

iv.   **Theoretical Framework for Leadership**

Organizational behavior, sociology, psychology, and social psychology are the fields that study leaders and the leadership process [1]. There have been roughly 65 distinct leadership classifications since the late 1950s [2]. This paper examined leadership from two different angles. First, it is believed that leadership is the capacity to

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use communication to reach strategic decisions [31]. Interpersonal relationships, motivation, decision-making, and emotional maturity rank second among human resource skills [7]. Theories of leadership explain how leaders

behave and the effects of different approaches on productivity. Concern for the needs of the workforce, employee-centeredness, and production, task-centeredness Other terms used are orientation. These elements are present in leaders' behavior concurrently, albeit to varying degrees. This claim is well supported by both theoretical and empirical evidence. Different theoretical approaches to leadership can be categorized into the following categories: authentic leadership, Laissez Faire leadership, transactional leadership, and transformational leadership.

a.   Laissez-Faire Direction

The French phrase "laissez faire" means "hands off."Therefore, laissez-faire leadership is an informal, emergent style of leadership that does not involve formal leadership. Nobody makes an effort to sway another person. Nearly all policies and procedures are developed by organizational stakeholders; very few are set by management. Group members frequently have the freedom to do as they please; in fact, they even set the organization's direction and goals, even though management gives them the means to accomplish them.

If there are many professionals among the students or members of the organization, laissez faire leadership is appropriate and productive. In other words, the employees take great pride in their work and are incredibly skilled, experienced, and committed. When members lack confidence, motivation, or training, laissez-faire leadership will inevitably result in poor decisions. On a continuum of leadership styles, laissez-faire leadership is positioned above democratic leadership [32].On the other hand, laissez-faire leaders adopt a "let-it-ride" strategy. The leader decides to interact with the followers infrequently or not at all. Subsequently, he disowns accountability, postpones making decisions, offers no feedback, and shows scant concern for the needs of his followers [2].

b.   Transactions Leadership

Suggested that there are two ways to think about leadership: as a transactional or transformational process. The foundation of leadership actions like setting up structure and showing consideration is known as "quid pro quo," or exchange for value consideration transactions [34]. By exchanging rewards promised for performance, transactional leaders focus on completing the task at hand and upholding positive working relationships with their subordinates [21].Because it does not personalize needs for subordinates or emphasize their personal development, transactional leadership differs from transformational leadership[2]. The use of contingent rewards and/or management by exception (MBE) controls the conduct of transactional leaders. When the follower achieves goals that were previously established and approved by both parties, the active transactional leader gives them rewards. In an active transactional relationship, the leader sets the objective and then specifies the reward for the subordinate reaching it [21]. A pay increase, a promotion, or some other type of internal recognition could be given to the subordinate if they succeed in reaching the goal [1]. Conversely, the passive transactional leader avoids taking corrective action after objectives are met [35].

c.   Transformational Leadership

The term "transformational leadership" was initially used by [36]. The type of leadership that is most closely associated with ethics is transformational leadership. Transformational leaders are adept at inspiring followers to act in ways that advance the common good rather than their own self-interests, and they frequently possess a strong sense of internal values and beliefs [37]. claimed that both transformational and transactional leadership have solid ethical and philosophical foundations. While transformational leadership concentrates on the connection that elevates the moral and motivational levels in both the leader and the follower, transactional leadership is more concerned with the interactions that take place between leaders and followers [2]. Morality

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and value judgment are at the foundation of both leadership and life itself. Idealized influence is the term used in transformational leadership terminology to describe individual virtue [26]. Transformational leaders are characterized by idealized influence, as stated by [2], because they uphold extremely high standards of moral and ethical behavior. Leaders that set a high example for their followers are referred to as having an idealized influence.

To sum up, transformational leadership is a wide-ranging viewpoint that covers a variety of aspects and facets of the leadership process. Leaders who embody transformational leadership empower their followers, elevate ethical standards, offer assistance, set an example, and bring about change.

d.   *Authentic Leadership*

A new term for a leadership approach that resembles transformational leadership is "authentic leadership." Hedonism and eudaemonia are the foundations of authentic leadership, which means that it emphasizes the value of human life and happiness. True relationships, impartial thinking, openness, and self-awareness are all components of authentic leadership [38]. The relationship between one's personal values and leadership behaviors is another way to define authentic leadership. In times of transition and uncertainty, a values-based approach to leadership is crucial because followers must regain confidence.

by restating principles in the face of ambiguous, turbulent, or even chaotic circumstances [39].Being a leader is a moral endeavor based on virtues. Genuineness is invariably correlated with people, a cause, or a profession. Ultimately, authenticity is the ability to freely choose and direct one's own life. Being true to ourselves and others is a prerequisite for authenticity [11].Since authentic leaders are true to themselves and their core values, they are resistant to social or situational pressures, which means that authentic leadership requires self-knowledge [40].

e.   *Decisions Making*

[41] Asserted that when humans solve problems, they are guided by one of the four formal functions. These include sensing, which is the perception of the world through our senses; thinking, which provides us with insight and meaning; feeling, which makes assessments and judgments; and intuition, which informs us of the possibilities that lie ahead [42]. Every human has a dominant function that is primarily used when making decisions.The inferior function, or that person's weakness, is the antithesis of the dominant function, or that person's strength. The weakest function is feeling when thinking is the dominant function. Sensing is the inferior function when intuition is the dominant function.

Humans can perceive problems in two ways, according to Jung: through the use of their senses and their intuition. Additionally, there are two methods to solve problems: using the thinking and feeling functions In Chapter 2, Verse 47 of the Bhagavad Gita, Lord Krishna says:

"Your right is to perform your prescribed duties only, but you are not entitled to the fruits of your actions. Never consider yourself to be the cause of the results of your activities, nor be attached to inaction."

This verse suggests that individuals should focus on performing their duties diligently without being overly attached to the outcomes. Trust in God is implied in the sense of surrendering to the divine order and accepting whatever results come, whether they are favorable or unfavorable. While the Bhagavad Gita provides spiritual guidance, interpretations and emphasis on specific aspects may vary among different readers and schools of thought. It is advisable to seek guidance from a knowledgeable teacher or spiritual leader for a deeper understanding of the Bhagavad Gita and its teachings. [43]

However, [3] examined the widely distributed power structure in European businesses, which is linked to a focus on reaching an agreement when making decisions. The power of the leader is diminished when consensus-oriented decision-making processes are valued. Within the management and supervisory boards as well as to

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specialists in other areas of the company, power is distributed. All levels of employee participation are involved.

More often than not, worker satisfaction is increased by an inclusive work environment when it comes to goal-setting and specific decision-making [44]. There is a vast array of decision making style classifications and examples accessible. Some examples of decision-making styles based on literature are as follows:

❖ *Advisory*

A leader is said to engage in consultative decision making when he solicits input and advice from his subordinates before making the final decision. Similar to the authoritative decision-making approach, the leader is still in charge. A wise leader will consult the subordinate for advice or information if the subordinates possess expertise or information that can aid in making a more effective decision. However, this is because the subordinates fully comprehend the phenomenon, unless it causes them to feel resentful or disappointed. This was demonstrated by the Prophet Muhammad (SAW) at the Battle of Khadaq (Trench), when he called on his companions to discuss the best strategy to use in order to crush the Makkans. Salman al-farsi made the final suggestion, which ultimately resulted in the Muslims defeating the Makkans who were not believers.

❖ *Facilitative:*

Facilitative decision-making is characterized by leaders and subordinates working together and contributing to the process of making decisions.It's critical that subordinates have access to the data they need to decide. In order to make sure the best choice is made, they should also possess some level of knowledge or drive.Both the fellowship share and the leader are accountable for the intended and unexpected effects of their decision.To subordinates, this decision-making style can actually be quite empowering.

❖ *Delegation*

As the name suggests, delegation of decision-making occurs when a leader assigns decision-making authority to one or more subordinates. It could even be every subordinate. Once more, the knowledge and experience of the people who are actually making the decision determines the pros and cons.As the organization grows, the style is gradually implemented, meaning the leader is not always required to make all of the decisions.

❖ *Adaptability*

A skilled leader will select a style with ease based on the circumstances. Using the flexible style requires a certain level of self-awareness as well as an awareness of your own knowledge gaps.

❖ *Direction and Judgment Making*

Human leadership is exercised when individuals with specific goals organize institutional, political, psychological, and other resources in rivalry or conflict with others in order to pique and satiate followers' motives [45]. Victor [4]'s contingency model makes it remarkably clear that involvement in the decision-making process is the main problem facing modern leaders. Research indicates that the complexity of contemporary organizations necessitates the careful selection of organizational decision-making processes. An autocratic approach might work best in some circumstances, while highly participatory approaches might work best in others. The primary obstacle facing leaders in educational institutions and corporate settings is their ability to assess potential outcomes and respond appropriately to them.

Summery

The results of several studies have demonstrated the close relationship and mutual influence between decision-making and leadership. It is also evident that every choice made or to be made is accompanied by a specific leadership strategy. Therefore, it is not arguable that a leader's style has a significant impact on decision-making. An autocratic leadership style is required for an authoritative decision-making style. Decision-making that is

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facilitative in nature typically draws democratic or contingency-based leadership styles. Different decision-making approaches—delegative, consultative, and flexible—attract different leadership styles: democratic, participative, and transformational.

2.   Methods

This study used a qualitative research approach as its methodology. Less respondents are typically studied by qualitative researchers [46].But the strategy needs to go farther into those people, places, scenes, and subcultures. This will make it possible for the researcher to produce a subjective understanding of how and why individuals view, participate in, interpret, and behave in a specific situation. In general, qualitative researchers didn't try very hard to extrapolate the results from a small sample to the population they were studying. The understanding of the phenomenon through the experience of the respondents is the ontological and epistemological premise of the qualitative research approach in retrospect. Two department coordinators from the RNB Global University, Bikaner, were chosen as the sample size and subjected to interviews until they reached saturation based on the epistemological underpinnings of qualitative research. As department coordinators, each of the coordinators has a minimum of two years of experience.

The participants were questioned regarding their leadership style and the process they use to reach a decision in meetings. To get a general sense of the respondents' perspectives, the interview sessions were recorded, subsequently listened to again, transcribed, and read. Themes from these interviews were taken out and examined in light of the issues and research questions found in the literature.

3.   Results And Talk

Two administrators from the Institute of Education IIUM were interviewed for the study, and after the interviews were recorded and the responses were transcribed, the following themes emerged.

1. Autocratic but also democratic.

2. The organization's aim

3. Assistance to subordinates.

According to the interview, a leader may have a style of leadership, but occasionally a situation may call for a different approach. There is no one perfect leadership style that can be employed all the time.in the manner of a leader making a choice. Here is a quote from one of the respondents regarding leading the administrative staff. I'll say that I'm somewhat democratic and somewhat autocratic, but I can't let them make decisions on their own; instead, I think I should consult them once they have more expertise in the relevant field. After all, you are an academic first and an administrative second, so the administrative position is always based on rotation.

The respondent states that it is encouraged to consult subordinates because it will increase their sense of ownership and engagement in the successful execution of decision-making. Nonetheless, there are times when a leader must make a decision on their own, particularly if the subordinates are disobedient and want to act at their whim and discretion.in order for him to maintain his function as the head of the group. It is thought that a leader manages the organization's operations to accomplish predetermined goals and objectives. Any attempt to stray from the aims and objectives could put the organization in danger. Thus, the role that an organization's mission,

goals, and objectives play in decision-making will be the subject of the following discussion.

Every institution or organization has specific goals, missions, and objectives that define how it will operate. The objectives and mission also play a major role in determining the leadership and decision-making styles. When one of the respondents stated the following during the interview, it became clear:

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"Changes to policy are difficult to implement; we must work together to make them because our university has such a small faculty. As a result, when we discuss policies, we want people to know about this specific university. Reverting to the university's philosophy, mission, and vision is imperative for policymakers. Alright, so it takes longer.

The initial thought Making decisions within an organization is central to its mission and vision. It is necessary for the leader to find a way to persuade his or her subordinates because without their support, he or she cannot carry out the decision on their own. This is where the value issue comes up, so the leader must employ a value-laden leadership style at this point to gain the support of the group. According to [39], when the environment becomes unclear, turbulent, or even chaotic, followers need to have their confidence restored through the reaffirmation of values. For this reason, a values-based approach to leadership is crucial during these times of change and uncertainty. Authentic leadership will be favored as a result. True relationships, impartial thinking, open communication, and self-awareness are all components of authentic leadership [38]. The next theme that emerged from the interview focused on the leader's effort to get the subordinates to carry out the decision made, since subordinate support is also a crucial component of decision making and execution.

The primary role of a leader is to organize and coordinate their subordinates to complete a specific task. It was revealed during the interview that one method of completing institutional tasks with the assistance of the subordinate is by monitoring, consulting, and helping them with the tasks they were unable to complete. One respondent provided the following explanation for this:

"Therefore, after a week at the very least, I usually review the minutes, check in with the people who are supposed to do the action, and inquire about the status of each task that each person is supposed to complete. If something gets stocked somewhere, we basically need to investigate where it got stocked and why. After that, if I discover that my subordinates are unable to complete the tasks that have been asked of them, I will take up the responsibility myself."

The respondent helped us understand that, regardless of how smart they are, leaders cannot make decisions on their own. Their ideas and opinions must be taken into account, and their opinions must be respected and accepted as long as they do not conflict with the needs, objectives, and institutional philosophy. More often than not, worker satisfaction is increased by an inclusive work environment when it comes to goal-setting and specific decision-making [44]. It is also crucial for the leader to oversee the steps during implementation in order to prevent any departure from the chosen course of action. When a competent leader discovers that a task has not been carried out correctly, he can also offer assistance.

4. Conclusion

In general, what we learn from the interviews and the reviewed literature is that:

• When making decisions, administrators and leaders at the Institute of Education IIUM employ nearly every style of leadership; the approach chosen will rely on the circumstances. However, their nature is authentic, transformative, and democratic. The argument made by [38,11,40] that decision-making must

be transparent and ethically justified in order for leaders to win the support of their community and subordinates is supported by the fact that even in situations where an autocratic style is used, it is implemented in an authentic or transformational manner.

The philosophy, mission, vision, and goal of the RNB Global University,Bikaner greatly influence the leadership and decision-making style of the organization. In spite of this, there is a positive rapport between the administrators and their subordinates. This finding is consistent with research conducted by [42] and [3], which highlighted the importance of collaboration between academic staff and school administrators in reaching decisions.

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- Every decision that is made involves consultation with subordinates, and their opinions are valued and acknowledged. Nevertheless, they have specific aims and objectives. The relationship between the leader and the followers is positive. These subordinates don't feel bad even when their point of view is rejected.

5.   Recommendation

Because it involves people, leadership is a very delicate topic in an organization. Directing human beings is the most challenging task of all. Because of this, the most crucial aspect of leadership is the leader's capacity for moral behavior in order to build strong interpersonal relationships with his subordinates and win over their hearts. This can result in efficient service delivery and labor done with enthusiasm and love to reach the desired outcome. Since this is how things work at the Institute of Education IIUM, the results imply that the only administrators and leaders treat the surrogate with dignity by consulting them, honoring their opinions, and acknowledging that doing so makes them feel like decision-makers. This gives them a sense of community, piques their interest in the organization, and helps them to understand that the institution's objectives are shared and meant to be accomplished jointly.

Future research, possibly with a larger sample size, should examine leadership and decision-making among all university faculty members, whether they are employed by the same institution or by another relevant organization. This is because the current study only focuses on one faculty member.

6.   Competing Interests

Writers have stated that there are no competing interests.

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