Leadership Styles, Motivations, and Behavior LEA 701
Fall 2025 Syllabus

PROFESSOR: Dr. Trent Craven

Office Location: Online
Office Hours: By Appointment via Microsoft Teams
Phone: (336) 488-9692 (please *text* before calling!)
Email Address: cravenz@carolinau.edu

Carolina University Mission Statement

We are a Christ-centered university committed to student success.

Course Information

Course Prerequisites
None

Course Description
This course examines leadership styles ranging from charismatic to servant and develops knowledge about the motivations of leaders and followers. It examines positive and negative leadership behaviors employing theoretical roots from a variety of disciplinary approaches including sociology and psychology.

Course Delivery and Methods
This course will utilize journal articles, scholarly research, professor lectures, and learner interaction through weekly discussion questions, academic research, and knowledge assessments.

Course Learning Outcomes

Upon completion of this course, students will be able to:

1. Examine leadership roles and the personal attributes associated with effective leaders
2. Examine behaviors and practices and how they relate with various leadership styles
3. Examine leadership skills and various approaches to motivation
4. Organize library sources for a literature review to create a foundation for a future dissertation study
5. Analyze academic literature to narrow the focus of a research topic for a future dissertation study

Course Resources

Required Texts:

All necessary text will be found in each week's course module, and the bibliography source will be located at the end of this text. Please note that you must only read the materials provided in each week's module. Any additional texts provided in this course are optional.

Required Resources:

1. APA 7th Edition:
   a. Parenthetical Versus Narrative In-Text Citations https://apastyle.apa.org/style-grammar-guidelines/citations/basic-principles/parenthetical-versus-narrative
   b. Paraphrasing: https://apastyle.apa.org/style-grammar-guidelines/citations/paraphrasing
   c. Quotations: https://apastyle.apa.org/style-grammar-guidelines/citations/quotations
   d. References: https://apastyle.apa.org/style-grammar-guidelines/references
   e. https://apastyle.apa.org/style-grammar-guidelines/paper-format
   f. Additional APA resources: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html
2. The Art of Paraphrasing: Avoid Plagiarism: https://www.youtube.com/watch?v=H1qo10dG5Gw
3. Scholarly Writing Webinar: https://www.youtube.com/watch?v=rfNBaSNl-u4

Recommended Resources:

Recite Works: https://reciteworks.com/

Course Requirements and Assignments

Week 1: Foundations of Leadership

Focus: Explore foundational leadership theories, from the Great Man and Trait theories to Behavioral and Contingency models. Emphasize the evolution of leadership thought across disciplines like psychology, sociology, and management.

Required Reading:
1. History and Evolution of Leadership Studies
2. Leadership Theories and Styles—A Systematic Literature Review and Narrative Synthesis
3. Leadership—Past, Present, and Future: An Evolution of an Idea

Deliverables:

Assignment	Description	Due Date
Discussion Forum	Respond to DQ1 & DQ2. Cite at least **3 sources** from this week's readings to demonstrate content mastery.	Initial Post: Wed 11:30 PM Peer Reply: Sun 11:30 PM
Peer-Learning Activity	Participate in oral group discussion and complete a **peer evaluation** of one group member's contributions (e.g., concept application, collaboration, problem-solving).	Sun 11:30 PM
Synthesis Paper	**Topic:** Influence of Sociological and Psychological Theories on Leadership Development **Watch Before Writing:** How to Write a Synthesis Paper	Sun 11:30 PM

Week 2: Trait and Behavioral Theories

Focus: Examine traits and behaviors associated with effective leadership. Analyze the Big Five personality traits and compare trait-based and behavior-based approaches.

Required Reading:
1. Big Five Model Personality Traits and Job Burnout – A Systematic Literature Review
2. Effective Leadership From the Perspective of Trait
3. Leadership Evolved – From Innate Traits to Learned Behaviors
4. Review of Study of Behavioral Approach to Leadership

Deliverables:

Assignment	Description	Due Date
Discussion Forum	Respond to DQ1 & DQ2; cite 3 sources from the readings; respond to at least 1 peer.	Initial Post: Wed 11:30 PM Peer Reply: Sun 11:30 PM
Peer-Learning Activity	Participate in oral group discussion and complete a peer evaluation.	Sun 11:30 PM

Assignment	Description	Due Date
Annotated Bibliography	Compile 8–10 peer-reviewed sources on trait and behavioral leadership theories. APA 7 format required.	Sun 11:30 PM

Week 3: Transformational, Charismatic, and Transactional Leadership

Focus: Analyze the psychological impact of transformational, transactional, and charismatic leadership styles. Explore emotional intelligence and vision casting.

Required Reading:
1. Charismatic and Transactional Leadership and Employee Engagement
2. Influence of Leadership Styles on Employees' Psychological Health
3. Transformational Leadership and Emotional Intelligence
4. Transformational vs. Transactional Leadership: Meta-Analysis

Deliverables:

Assignment	Description	Due Date
Discussion Forum	Respond to DQ; cite 3 sources; reply to at least 1 peer.	Initial Post: Wed 11:30 PM Peer Reply: Sun 11:30 PM
Peer-Learning Activity	Participate in oral group discussion and complete a peer evaluation.	Sun 11:30 PM
Synthesis Paper	1,200–1,250 word analysis of charisma, emotional intelligence, and leadership style.	Sun 11:30 PM

Week 4: Servant and Authentic Leadership

Focus: Explore servant, authentic, and ethical leadership. Evaluate their emphasis on integrity, follower development, and ethical workplace culture.

Required Reading:
1. Servant Leadership, Authentic Leadership, POS, and Agile Culture
2. Ethical Leadership and Followership Dimensions
3. Ethical Leadership and Follower Autonomy in the Public Sector
4. Servant and Authentic Leadership as Job Resources

Deliverables:

Assignment	Description	Due Date
Discussion Forum	Respond to DQ; cite 3 sources; reply to at least 1 peer.	Initial Post: Wed 11:30 PM Peer Reply: Sun 11:30 PM
Peer-Learning Activity	Participate in oral group discussion and complete a peer evaluation.	Sun 11:30 PM

Assignment	Description	Due Date
Synthesis Paper	1,200–1,250 word historical and applied synthesis of servant, authentic, and ethical leadership theories.	Sun 11:30 PM

Week 5: Leader-Follower Dynamics and Motivation

Focus: Explore motivation theories (Maslow, Herzberg, SDT) and leader-follower dynamics. Understand power distribution and engagement.

Required Reading:
1. Theories of Motivation: Human Behavior Drivers
2. SDT and Learning Engagement
3. Comparison of Maslow, Herzberg, and McClelland's Needs Theory

Deliverables:

Assignment	Description	Due Date
Discussion Forum	Respond to DQ; cite 3 sources; reply to at least 1 peer.	Initial Post: Wed 11:30 PM Peer Reply: Sun 11:30 PM
Peer-Learning Activity	Participate in oral group discussion and complete a peer evaluation.	Sun 11:30 PM
Oral Presentation	8–10 min recorded video + PowerPoint proposing a motivation-based leadership study. APA 7 reference page required.	Sun 11:30 PM

Week 6: Situational Leadership Theory (Hersey-Blanchard)

Focus: Apply Situational Leadership Theory by adapting leadership styles to follower readiness and contextual variables across different sectors.

Required Reading:
1. Hersey and Blanchard's Leadership Model
2. SLT in Nursing Management
3. SLT in Project Management

Deliverables:

Assignment	Description	Due Date
Discussion Forum	Respond to DQ1 & DQ2; cite 3 sources; reply to at least 1 peer.	Sun 11:30 PM

Assignment	Description	Due Date
Peer-Learning Activity	Participate in oral group discussion and complete a peer evaluation.	Sun 11:30 PM

Week 7: Leadership in Practice—Multicultural, Real-World, and Crisis Contexts

Focus: Explore leadership in multicultural, crisis, and complex environments. Emphasize adaptive leadership, cultural intelligence, and resilience.

Required Reading:
1. Crisis Leadership and Resilience
2. Leadership Development in Higher Education
3. Self- and Interpersonal Growth
4. Adaptive Leadership for Health Educators

Deliverables:

Assignment	Description	Due Date
Discussion Forum	Respond to DQ; cite 3 sources; reply to at least 1 peer.	Initial Post: Wed 11:30 PM Peer Reply: Sun 11:30 PM
Peer-Learning Activity	Participate in oral group discussion and complete a peer evaluation.	Sun 11:30 PM
Oral Presentation	5–7 min recorded **video essay** analyzing a pop culture figure's leadership in complex environments. Submit with APA 7 reference page.	Sun 11:30 PM

Course Schedule

Class Dates: Tue, 6:30 PM - 7:45 PM (8/18/2025 - 10/5/2025) Location: MAIN DEEDS D201
Assignment Due Dates:

Assignment	Due
Initial Discussion Question Post	Wednesday before 11:30 PM
Written Assignments	Sundays before 11:30 PM
Discussion Replies	Sundays before 11:30 PM
Peer-Evaluations (On Campus Students Only)	Sundays before 11:30 PM

Course Assessment Mapping

Assessment	Objective(s) Met
Week 1 – Discussion Forum: Foundations of leadership theory evolution	CLO 1
Week 1 – Peer Learning Activity: Oral discussion on historical theories and personal traits	CLO 1
Week 1 – Synthesis Paper: Sociological and psychological influences on leadership	CLO 1
Week 2 – Discussion Forum: Trait vs. behavior; effectiveness of style	CLO 1, CLO 2
Week 2 – Peer Learning Activity: Compare personal traits vs learned behavior	CLO 1, CLO 2
Week 2 – Annotated Bibliography: Trait and behavioral theories	CLO 4
Week 3 – Discussion Forum: EI, charisma, and vision in leadership	CLO 2, CLO 3
Week 3 – Peer Learning Activity: Group dialogue on leadership styles and psychological skills	CLO 2, CLO 3
Week 3 – Synthesis Paper: Charisma, EI, and leadership style	CLO 2, CLO 3, CLO 5
Week 4 – Discussion Forum: Ethical, servant, and authentic leadership	CLO 1
Week 4 – Peer Learning Activity: Discuss personal traits aligned with ethical leadership	CLO 1, CLO 3
Week 4 – Synthesis Paper: Synthesis of servant, authentic, and ethical leadership	CLO 1, CLO 3, CLO 5
Week 5 – Discussion Forum: Motivation and engagement	CLO 3
Week 5 – Peer Learning Activity: Explore leadership strategies to motivate followers	CLO 3
Week 5 – Oral Presentation: Motivation-based leadership study	CLO 3, CLO 5
Week 6 – Discussion Forum: Situational leadership and adaptation	CLO 2
Week 6 – Peer Learning Activity: Oral discussion on contextual leadership	CLO 2
Week 7 – Discussion Forum: Leadership in multicultural and crisis contexts	CLO 1, CLO 2, CLO 3
Week 7 – Peer Learning Activity: Analyze leadership response in complexity	CLO 2, CLO 3
Week 7 – Oral Presentation: Pop culture case study of leadership traits and crisis response	CLO 1, CLO 2, CLO 3, CLO 5

Course Grading

Assignment Type	Weight
Written Assignments (Paper)	50%
Discussion Questions and Replies (Participation)	20%
Oral Presentation (Exam)	20%
Literature Review Matrix (Reading)	10%
Total	100%

University Grading Scale

Grade	Point Value	Range	
		Undergraduate	Graduate
A	4	94-100	96-100
A-	3.7	90-93	93-95
B+	3.3	87-89	90-92
B	3	83-86	87-89
B-	2.7	80-82	85-86
C+	2.3	77-79	82-84
C	2	73-76	79-81
C-	1.7	70-72	77-78
D+	1.3	67-69	74-76
D	1	60-66	70-73
F	0	<60	<70

Grading of assignments and substantive feedback is to be done within 3 days of the due date for regular assignments and 7 days for larger assignments.

Some assignments may require additional time to grade due to the length of the project and the directive to provide substantive feedback that will assist you throughout the learning process.

In cases where the assignment is not returned with feedback within the stated period, refer to communication from your professor to facilitate expectations on subsequent assignments. Students are not expected to apply adjustments on subsequent assignments in advance of returned grading and feedback.

Professional Interaction & Communication

- Please use email whenever possible. Only university email and related systems should be used for institutional communications. Do not use personal email or video conferencing accounts.
- You should check email regularly, especially when enrolled in an active course.
    - Use subject lines appropriately. It is helpful to include the name of the course (including sections) whenever possible. Avoid using the subject line as the body of the email—include full details in the message itself to ensure clear communication.
    - Refer to professors and CU employees by their last names with appropriate honorifics (e.g., "Dr." or "Professor").
    - University communications (including emails and discussion board posts, etc.) should not resemble text message, chat, or social media posts. Use complete sentences with correct capitalization, spelling, punctuation, and grammar.
- Throughout an active course, faculty should respond to all emails and voicemail messages within 24 hours. Faculty and staff are not obligated to respond to communications where these guidelines are not followed.
- When participating in classes or meetings, be on-time and mentally present. Dress according to the Student Handbook or classroom standards and conduct yourself in a professional manner. Do not introduce distractions into the class and be prepared to stay for the duration of the session per normal classroom behavior.

Course Attendance and Participation

All courses follow specific attendance policies found in the [Academic Catalog](#) for that course level and format. It is the student's responsibility to be familiar with these policies and to keep track of their own attendance. Per the university attendance policy, accrued absences may contribute negatively toward a student's final grade. Attendance and participation may be used by instructors to determine a portion of a student's grade for a particular course. Whereas attendance is typically defined by statuses identifying a student's presence in a class, participation typically includes the assessment of activity within that course. In some cases, the methodology, subject matter, learning environment, or other factors may require attendance.

Physical, in-person class attendance will be recorded for hybrid courses, whereas attendance for online courses will be gauged by regular academic engagement. Students should refer to the course syllabus for the course's grade weighting table and course-specific policies regarding the grade percentages attributable to each component in a course, which may include attendance and participation. It is the student's responsibility to be familiar with these policies and to keep track of their own attendance and comply with the rules.

Hybrid course attendance must be entered weekly (daily for modules) and be accurate.

Course Specific Policies

Discussion Questions (DQ) Grading Criteria:

1. **Participation Points:** You must reply to at least one classmate's "initial" posts. Also, replies must be between 150-250 words. Responses can be based on personal experience and not research.
2. **Paragraph Structure:** A post written at the master's level should have a clear topic sentence introducing the main point. This is followed by supporting evidence from credible sources; this analysis should connect the proof to your argument and conclude with a sentence that transitions smoothly to the following paragraph. A "claim, evidence," and analysis" structure is "commonly used, ensuring that each paragraph contributes meaningfully to your thesis.
3. **Logical Flow/APA:** Each section is written well-structured, has a logical flow, uses correct paragraph structure, uses proper sentence structure, uses correct punctuation, and uses correct APA format.
4. **References:** Use the required reading to answer the DQs.

Student Peer-Assessment: Peer Learning Activity
1. **Select a Peer:** Choose one group member to evaluate based on their participation in today's peer-learning activity.
2. **Assess Participation:** Reflect on how this individual contributed to the group's work and discussions. Consider the relevance and thoughtfulness of their input.
3. **Evaluate Concept Use:** Assess how effectively they applied course concepts during the activity. Did they demonstrate understanding and connection to the material?
4. **Problem-Solving & Collaboration:** Evaluate their engagement in addressing challenges. Were they proactive in suggesting solutions and supporting group collaboration?
5. **Provide Feedback:** Share constructive feedback, noting specific strengths and areas for improvement. Please keep your comments respectful and focused on their contributions.
6. **Submit Your Evaluation:** Follow the instructions to complete your evaluation.

Writing Assignments Grading Criteria. In addition to the criteria, each writing assignment must meet the following standards:

1. Introduction: Provide an introduction that includes an overview of the topic and explains why it is essential to organizations. Then, provide a brief discussion that informs the reader about the paper's content. Identify the themes that emerge from your reading and how this paper will discuss these themes. Conclude with a thesis statement.
2. Conclusion: Provide a conclusion that can be drawn when articles are taken together as a single entity. What is the overall message of the group articles? Include citations within each paragraph.
3. Paragraph Structure (Synthesis): Each paragraph begins with a topic sentence (not cited) that tells the reader what the paragraph discusses. Synthesize three to four

authors' thoughts (cited) that support your topic sentence. Provide a concluding (or transition) paragraph that takes the reader into the next section. **NOTE:** It's essential to ensure that your paragraphs contain more than one source and are not just a research article summary. This helps provide a well-rounded perspective, demonstrating that you have thoroughly researched and considered various viewpoints.

4. Logical Flow/APA: Each section is written well-structured, has a logical flow, uses correct paragraph structure, uses proper sentence structure, uses correct punctuation, and uses correct APA format.

5. References: Learners can use books, dissertations, peer-reviewed articles, conference proceedings, and technical reports. At least 75% of the references used must be from within the last five years. **Additionally, learners must use articles in addition to the required reading articles listed in this syllabus.**

6. Similarity Index: The similarity index shall be no higher than 15%.

The synthesis is mandatory. NOTE: The template is not fully APA formatted; therefore, you must refer to pages 29-61 to ensure your paper is in APA format.

Late Work Policy: Late assignments will be accepted up to **2 days after the due date** with a **10% penalty per day**. After 2 days, the assignment will receive a zero unless prior arrangements have been made due to documented emergencies. Participation posts must be made during the assigned week to receive credit.

Use of Artificial Intelligence

The use of generative AI tools is permitted in this class for the following activities:

- Brainstorming and refining ideas
- Fine-tuning research questions
- Finding information on a topic
- Drafting an outline
- Checking grammar and style
- AI-specific assignments (per the provided instructions)

The use of generative AI tools is not permitted for the following activities:

- Impersonation in classroom context (e.g. composing discussion board posts)
- Completing group work
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs, or papers to complete class assignments

Disability Assistance

Carolina University welcomes students, faculty, staff and visitors with disabilities to our campus and to our programs. Our goal at CU is to ensure an accessible, inclusive welcoming learning and working environment for individuals with disabilities while complying with federal and state regulations.

Students with disabilities are encouraged to reach out to University Accessibility Services (UAS) as soon as possible to explore possible accommodations. UAS serves as a central resource on disability-related information, procedures and services for the university community and partners will work with the student and any other campus partners to identify barriers and implement plans for access. More information about UAS can be found at https://carolinau.edu/university-accessibility-services

Academic Integrity and Misconduct

The Student Handbook has a detailed list of different ways students show a lack of academic integrity, including academic technology misuse, cheating, complicity, fabrication or invention, falsification, forgery, multiple submissions, plagiarism, and sabotage.

Academic integrity is the honest and responsible conduct of studies, scholarship, research, information collection, and presentation. The university expects students to submit assignments that are original to them and to properly cite and reference other peoples' ideas using the prescribed style guide. The very foundation of a good university education is academic integrity. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry students beyond their academic careers. If a student is uncertain about an issue of academic honesty, they should consult the faculty member to resolve questions in any situation prior to the submission of the academic exercise.

Maintaining your academic integrity involves:
- Creating and expressing your own ideas in course work.
- Acknowledging all sources of information including verbal, written, digital, and graphic.
- Completing assignments independently or acknowledging collaboration.
- Attending classes, exams, and required academic events.
- Accurately reporting results when conducting your own research.
- Honesty during examinations.
- Not tampering with or misusing technology.
- Not aiding or abetting other students in violating any academic rules or policies.

Courses at Carolina University will utilize proctoring for select exams to ensure exam integrity. Per Carolina University directives, all exams that represent 25% or more of a course grade are required to be proctored. Instances of cheating or inappropriate behavior will be considered violations of the Academic Integrity policy and will result in disciplinary action.

Plagiarism is the use of another person's distinctive ideas or words without acknowledgment. All researchers are expected to acknowledge the use of another author's words by the use of quotation marks around those words in the text of a paper and by appropriate citations. Plagiarism can occur in an oral, written, or media project submitted for academic credit or for some other benefit.
Examples of plagiarism include (but are not limited to), the following:
- Word-for-word copying of another person's ideas or words;
- Mosaic (interspersing of one's own words here and there while, in essence, copying another's work);
- Paraphrasing without citation (the rewriting of another's work, yet still using their fundamental idea or theory);
- Submission of another's work as one's own;
- Having another person write a paper;
- Buying or procuring a ready-made paper from a research paper "service" on the Internet or from another such service;
- Neglecting quotation marks on material that is otherwise acknowledged;
- Fabrication of references (inventing or counterfeiting sources)

Appeals & Complaints

Informal Resolution
Carolina University seeks to provide an excellent educational experience for all students. If a student wishes to make a complaint of an academic nature, in the first instance, they should seek to resolve the matter by informal discussion with the faculty member.

If the discussion is in person, it is recommended that the student follow up with an email summarizing the discussion (complaint and resolution if one is reached).

If the discussion with the faculty member does not resolve the issue, the student may also contact your school dean. If your professor is the dean, the next step is to begin the formal resolution process.

Formal Resolution
If informal discussions do not resolve the matter, students have the right to file a formal complaint. The university's academic catalog includes a detailed description of processes for submitting grade appeals or academic complaints that range from teaching, learning, assessment, grading, or student performance in a course. While these processes differ, both are time-sensitive and begin with timely communication with the faculty member.

Grade appeals must be initiated with the faculty member within 5 days of the awarding of the grade or status. Both grade appeals and academic complaints must be filed within 7 days of the awarding of grade or status or after the events that are alleged to have caused the complaint. In either case, supporting evidence will be required. The processes are fully outlined in the academic catalog and include links to the appropriate forms.

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