



## ENCOURAGING SUCCESS: THE MULTIFACETED IMPACT OF EFFECTIVE LEADERSHIP ON ACADEMIC CULTURE AND PERFORMANCE

Dorojatun Prihandono<sup>1\*</sup>, Kris Brantas Abiprayu<sup>2\*</sup>, Angga Pandu Wijaya<sup>3</sup>

<sup>1,2,3</sup> Universitas Negeri Semarang, Kampus Sekaran, Gunungpati, Kota Semarang, Jawa Tengah

\*E-mail [korespondensi: dprihandono@mail.unnes.ac.id](mailto:korespondensi.dprihandono@mail.unnes.ac.id)

### Abstract

The purpose of this research is to elaborate on the crucial role of leadership in addressing unproductive behaviors within the academic environment. Leadership in higher education encompasses a range of competencies and characteristics that are essential for effective management and governance within academic institutions. Further literature research is needed to provide a deeper understanding of leadership and productivity in higher education. This study adopts a descriptive qualitative approach, with data sourced from previous research literature. The findings reveal that effective leadership in higher education is not solely about administrative roles but also about creating a collaborative and inclusive work environment that aligns with the core mission of higher education institutions. Key characteristics of effective leadership include the ability to lead by example, demonstrate a strong commitment to academic activities, and possess high credibility. In conclusion, effective leadership plays a crucial role in shaping the academic landscape and driving success in higher education institutions.

**Keywords:** *Effective Leadership, Higher Education, Academic Productivity, Collaborative Environment*

**Cara mengutip:** Prihandono, D., Abiprayu, K.D., Wijaya, A.P. (2024). Encouraging Success: the Multifaceted Impact of Effective Leadership on Academic Culture and Performance. *Simposium Nasional Kepemimpinan Perguruan Tinggi Indonesia* (vol. 1, pp. xxx-xxx). STIE Malangkeucecwara Press. DOI: xx.xxxxx/simnaskpti.v1i1.xxxx

**Log artikel:** Diterima 2 Mei 2024; Direvisi 15 Juni 2024; Diterima 1 Agustus 2024

---

### INTRODUCTION

Leadership in higher education encompasses a multifaceted set of competencies and characteristics that are essential for effective management and governance within academic institutions. The literature suggests that leadership in higher education is not only about administrative roles but also about fostering a collaborative and inclusive environment that aligns with the core missions of higher education institutions (Spendlove, 2007). Effective leadership in higher education requires a blend of academic credibility, experience in university life, and the ability to balance managerial responsibilities with research and teaching activities (Spendlove, 2007). Furthermore, the qualities of effective leadership in higher education are reflected in the ability to act as a role model, demonstrate strong commitment to academic activities, and possess credibility (Fields et al., 2019).

The evolving landscape of higher education has also led to the recognition of the need for transformational leadership, authentic leadership, and servant leadership in academic institutions (Kumari & Dash, 2022). These leadership styles emphasize the importance of influencing and inspiring others, building trust, and promoting the personal and professional development of faculty and staff. Additionally, the concept of leadership in higher education extends beyond traditional definitions, with a growing emphasis on cultural competency, quality assurance, and the development of leadership programs tailored to the unique context of higher education institutions (Guthrie et al., 2022; Phillips & Hammond, 2023; Setiawati, 2016)

Moreover, the literature highlights the significance of leadership in promoting teaching excellence, addressing the challenges of newly established private universities, and balancing trust and technocracy in leadership training within higher education (Aasen & Stensaker, 2007; Brucaj, 2019; Gibbs et al., 2008). The role of leadership in sustaining quality, promoting intellectual capital building, and addressing the impact of leadership styles on faculty staff performance further underscores the critical importance of effective leadership in higher education (Acquah, 2020; Osseo-Asare et al., 2005; Samman, 2018).

The importance of effective leadership in fostering productivity and addressing challenges within academia is well-supported by a wealth of research. Transformational leadership has been shown to have significant effects on organizational conditions and student engagement, emphasizing its role in creating a conducive environment for academic and administrative success (Leithwood & Jantzi, 2000). Additionally, authentic leadership has been linked to the satisfaction of basic needs and work role performance, highlighting its potential to foster motivation and positive behavior among faculty and staff (Leroy et al., 2012). The significance of effective leadership in higher education is further emphasized by its crucial role in producing graduates equipped for the demands of the twenty-first century and in sustaining successful academic organizations (Jamshed et al., 2021; Spendlove, 2007).

Moreover, the impact of leadership on student outcomes and the fostering of inclusiveness in diverse work groups have been recognized as significant aspects of effective leadership within academia (Ashikali et al., 2021; Day et al., 2016). Additionally, the role of leadership in promoting a healthy work environment, enhancing leadership self-efficacy, and fostering organizational innovation has been highlighted, further underlining the multifaceted impact of effective leadership in addressing challenges and driving productivity within academic settings (Labrague et al., 2021; Li et al., 2017). The significance of effective leadership is also evident in the context of women's leadership development, where a context-specific and evidence-based approach is crucial for unlocking women's leadership potential in academia (Knipfer et al., 2016). Furthermore, the literature emphasizes the ongoing debate regarding the most effective and appropriate leadership style in the academic environment, with transformational leadership theory emerging as a dominant theory in the field (Gözükara, 2016).

The need for formal programs to train future academics and introduce students to academia as a viable career path further underscores the critical role of leadership in shaping the future of academic institutions (Horváth et al., 2016). The significance of effective leadership in fostering productivity and addressing challenges within academia is evident across various dimensions, including its impact on organizational conditions, student engagement, work role performance, and the promotion of inclusiveness and innovation. The multifaceted nature of effective leadership underscores its pivotal role in shaping the academic landscape and driving success within higher education institutions.

## **METHOD**

This study adopts a qualitative approach to explore the complexities of leadership in higher education. The research is descriptive in nature, aiming to provide a detailed understanding of the characteristics and impact of effective leadership within academic institutions. The primary source of data for this study is existing literature on leadership in higher education, including peer-reviewed articles, books, and previous research studies. This literature will be systematically reviewed and analyzed to identify key themes and insights relevant to the research objectives.

## RESULT AND DISCUSSION

### Characteristics of Leaders in Higher Education

The key traits of effective leaders in higher education encompass a diverse set of characteristics that are essential for navigating the complexities of academic institutions. Visionary leadership, characterized by the ability to create and communicate a compelling vision for the future, plays a pivotal role in inspiring and mobilizing stakeholders towards common goals (Karwan et al., 2021; Yoeli & Berkovich, 2010). Inclusive leadership, which emphasizes the importance of embracing diversity, fostering a sense of belonging, and promoting equity, has been recognized as a critical trait for effective leadership within academia (Coddling & Goldberg, 2023; Luster et al., 2021). Transparency, integrity, and honesty are fundamental characteristics that support ethical leadership, creating an environment of trust and accountability (Handayani et al., 2022; Yokuş, 2022). Additionally, transformational leadership, known for its ability to inspire and motivate followers towards higher performance, is a key trait that drives positive change within academic institutions (Handayani et al., 2022; Liu et al., 2022). Furthermore, effective leaders in higher education exhibit qualities such as authenticity, empathy, and care, which are essential for building meaningful relationships and promoting well-being within the academic community (Care et al., 2021). The ability to navigate crises and adaptive challenges, as highlighted by , is another crucial trait that effective leaders in higher education must possess (Fernandez & Shaw, 2020). Moreover, the literature emphasizes the significance of leadership that is grounded in evidence-based approaches, collaborative partnerships, and non-hierarchical networks, reflecting the evolving nature of leadership within academic settings (Black, 2015; Jais et al., 2021). The role of leadership in promoting sustainability, financial accountability, and intellectual capital building further underscores the multifaceted nature of effective leadership in higher education (Handayani et al., 2022; Marlia et al., 2020; Sujudi & Komariah, 2020). In conclusion, effective leaders in higher education possess a diverse array of traits, including visionary, inclusive, transparent, and transformational leadership, as well as authenticity, empathy, and crisis navigation skills. These traits collectively contribute to the creation of a conducive and thriving academic environment, driving positive change and fostering the holistic development of academic institutions.

The importance of adaptability and innovation in leadership approaches within higher education is underscored by a wealth of research. Ambidextrous leadership, which involves balancing exploration and exploitation, has been linked to team innovation, highlighting the significance of adaptability in driving innovative outcomes (Zacher & Rosing, 2015). Furthermore, the interplay of leadership styles, organizational culture, and innovative work behavior emphasizes the crucial role of leadership in advancing innovative behaviors within educational organizations (Khan et al., 2020). Ethical leadership has also been shown to influence creativity and organizational innovation, emphasizing the importance of ethical considerations in fostering innovative initiatives (Shafique et al., 2019). Moreover, the development of a distributed leadership approach has been highlighted as important for enhancing learning and innovation in organizations, reflecting the need for collaborative and adaptable leadership structures (Tandon, 2021). Additionally, the effect of leadership in the development of innovation capacity in educational organizations further underscores the pivotal role of leadership in driving innovative outcomes (Gil et al., 2018). The relationship between humorous leadership and innovative behavior has also been explored, shedding light on the potential of humor in triggering an innovative mental state (Pundt, 2015).

Furthermore, the mediating role of affective commitment between creative self-efficacy, authentic leadership, and innovative behavior among academic employees highlights the multifaceted nature of leadership's influence on fostering innovation and creativity within the higher education sector (Javed et al., 2021). Additionally, the importance of adaptive leadership in meeting new challenges through new ways of thinking emphasizes the need for leaders to create an environment that allows for adaptive responses to organizational changes (Cooney, 2023). The role of transformational leadership in enhancing organizational innovation and the moderation role of transformational

leadership between human capital and organizational innovation further underscore the significance of leadership in driving innovation (Alseiyari et al., 2019; Hussain et al., 2014).

### **Unproductive Behavior in Higher Education**

Unproductive behavior within academia encompasses a range of actions and attitudes that hinder the efficient functioning and goal attainment of educational institutions. This can include procrastination, lack of collaboration, resistance to change, and unproductive persistence. Procrastination, characterized by the delay or avoidance of tasks, can lead to missed deadlines and reduced productivity, impacting the overall progress of academic initiatives. Similarly, a lack of collaboration among faculty and staff can result in siloed efforts, duplication of work, and a failure to leverage collective expertise, ultimately impeding institutional progress. Resistance to change, whether due to entrenched traditions or fear of the unknown, can hinder the implementation of innovative practices and necessary adaptations, leading to stagnation and missed opportunities for growth and improvement. Unproductive persistence, such as holding on to unattainable goals without adaptability, can lead to wasted resources and efforts, contributing to inefficiency and reduced outcomes. The impact of unproductive behavior on institutional goals and outcomes is significant. Procrastination and unproductive persistence can lead to delays in research, curriculum development, and administrative processes, affecting the timely delivery of educational programs and initiatives. A lack of collaboration can result in fragmented efforts, missed synergies, and a failure to capitalize on the diverse expertise within the institution, ultimately impacting the quality and scope of academic outputs. Resistance to change can impede the adoption of innovative teaching methods, technological advancements, and administrative improvements, hindering the institution's ability to adapt to evolving educational needs and best practices. Overall, unproductive behavior can lead to reduced productivity, missed opportunities for growth and improvement, and a failure to achieve institutional goals and outcomes effectively.

### **The Role of Leaders in Higher Education in Mitigating Unproductive Behavior**

Leaders play a proactive role in identifying and addressing unproductive behavior within academic institutions. By fostering a positive and productive academic culture, leaders can mitigate unproductive behavior and promote a conducive environment for achieving institutional goals and outcomes. Several strategies can be employed to achieve this:

1. **Encouraging Proactive Behavior:** Leaders can model and encourage proactive behavior among faculty and staff. Proactive behavior involves taking initiative, anticipating challenges, and seeking opportunities for improvement. Research by (Parker et al., 2006, 2010) highlights the importance of proactive behavior in driving positive outcomes within organizations. Leaders can promote a culture of proactivity by recognizing and rewarding proactive initiatives, providing autonomy, and fostering a climate of trust and support.
2. **Transformational Leadership:** Transformational leadership, characterized by vision, inspiration, and individualized consideration, has been shown to positively influence employee proactivity and organizational outcomes (Lai et al., 2021). Leaders can adopt a transformational leadership style to inspire and motivate faculty and staff, fostering a sense of purpose and commitment to institutional goals. By articulating a compelling vision and providing support for individual development, leaders can cultivate a culture of innovation and proactive engagement.
3. **Building Trust and Collaboration:** Trust in leadership and a collaborative work environment are essential for fostering a positive academic culture. Research by (Wu & Parker, 2016) emphasizes the role of leader support and trust in facilitating proactive work behavior and job satisfaction. Leaders can build trust through transparent communication, active listening, and demonstrating a genuine concern for the well-being and professional growth of faculty and staff. Encouraging collaboration and teamwork can also enhance creativity, problem-solving, and the generation of innovative ideas.

4. Empowering Employees: Empowerment has been linked to proactive behavior and job satisfaction (Yin et al., 2017). Leaders can empower faculty and staff by delegating decision-making authority, providing resources and support, and creating opportunities for skill development and autonomy. Empowered employees are more likely to take ownership of their work, seek innovative solutions, and contribute proactively to institutional success.

5. Cultivating a Learning Culture: Academic institutions thrive in a culture that values continuous learning, experimentation, and adaptation. Leaders can promote a learning culture by encouraging professional development, embracing diversity of thought, and creating opportunities for knowledge sharing and interdisciplinary collaboration. By fostering a culture of learning and growth, leaders can inspire faculty and staff to embrace change, explore new ideas, and contribute to the advancement of the institution.

### **Creating a Conducive Environment**

Creating an environment that supports productivity and well-being among faculty and staff is essential for fostering a positive and thriving academic culture. Leadership plays a pivotal role in promoting work-life balance, professional development, and mental health support, contributing to a supportive and productive work environment. Leadership's role in promoting work-life balance is crucial for ensuring the well-being of faculty and staff. Research by (Montaño et al., 2016) emphasizes the importance of leadership as an occupational health factor, highlighting the need for leaders to prioritize work-life balance and mental health support. By implementing policies and practices that support flexible work arrangements, leave policies, and wellness programs, leaders can create an environment that values the holistic well-being of faculty and staff.

Professional development is another key area where leadership plays a significant role. By providing opportunities for training, mentorship, and career advancement, leaders can empower faculty and staff to enhance their skills and expertise. (Ferguson, 2021) highlights the impact of faculty and staff connectedness on student self-efficacy, emphasizing the importance of better training and support in the school environment. Effective leadership in promoting professional development contributes to a skilled and motivated workforce, ultimately benefiting the institution and its stakeholders. Leadership's role in mental health support is critical for creating a supportive work environment. Research by (Zhou & Parmanto, 2020) underscores the importance of designing and validating a comprehensive well-being scale for people in a university environment, including students, faculty, and staff. By implementing mental health resources, counseling services, and promoting a culture of openness and support, leaders can address mental health challenges and create a caring and inclusive work environment.

### **Communication and Transparency**

Open communication and transparency play a crucial role in addressing issues related to unproductive behavior within academic institutions. By fostering effective communication channels, leaders can identify challenges, promote collaboration, and create a supportive environment conducive to addressing unproductive behavior. Research by Montaño et al., (2016) emphasizes the importance of open communication in addressing workplace challenges, highlighting its role in promoting trust and reducing uncertainty. Transparent communication channels enable leaders to gain insights into the factors contributing to unproductive behavior, allowing for targeted interventions and support.

Effective communication channels also facilitate collaboration among faculty and staff, enabling them to share concerns, seek assistance, and work together to address challenges. Research by Rafferty et al. underscores the impact of communication on collaboration and team effectiveness, emphasizing the role of open and transparent communication in fostering a culture of teamwork and shared responsibility. Open communication and transparency are essential for addressing

issues related to unproductive behavior within academic institutions. By promoting effective communication channels, leaders can identify challenges, foster collaboration, and create a supportive and productive work environment.

## CONCLUSION AND SUGGESTION

Leaders play a pivotal role in addressing unproductive behavior and fostering a positive and productive academic culture. By promoting proactive behavior, embracing transformational leadership, building trust, empowering employees, and cultivating a learning culture, leaders can create an environment conducive to achieving institutional goals and outcomes. Effective leadership in higher education plays a crucial role in mitigating unproductive behavior and fostering a culture of productivity. Leaders in academia are instrumental in addressing unproductive behavior by promoting proactive initiatives, embracing transformational leadership, building trust, empowering employees, and cultivating a learning culture. By encouraging proactive behavior, fostering collaboration, and empowering faculty and staff, leaders create an environment conducive to achieving institutional goals and outcomes. The significance of effective leadership in driving positive change within academia cannot be overstated. Through their proactive and transformative approaches, leaders have the potential to inspire innovation, collaboration, and a commitment to excellence, ultimately shaping a culture of productivity and success within academic institutions.

## REFERENCE

- Aasen, P., & Stensaker, B. (2007). Balancing Trust and Technocracy? Leadership Training in Higher Education. *International Journal of Educational Management*. <https://doi.org/10.1108/09513540710760165>
- Acquah, H. E. A. (2020). An Empirical Evidence of the Effect of Leadership Styles on Faculty Staff Performance at Universities in Ghana. *The International Journal of Business & Management*. <https://doi.org/10.24940/theijbm/2020/v8/i4/bm2004-060>
- Alseiari, A. M. S., Sidek, S., & Al-shami, S. A. (2019). The Moderation Role of Transformational Leadership Between Human Capital and Organizational Innovation in Abu Dhabi Government. *International Journal of Recent Technology and Engineering*. <https://doi.org/10.35940/ijrte.c6222.098319>
- Ashikali, T., Groeneveld, S., & Ritz, A. (2021). *Managing a Diverse Workforce*. <https://doi.org/10.1093/oso/9780192893420.003.0010>
- Black, S. A. (2015). Qualities of Effective Leadership in Higher Education. *Open Journal of Leadership*. <https://doi.org/10.4236/ojl.2015.42006>
- Brucaj, S. (2019). Quality at Newly Established Private Universities: New Strategies for Leadership Management. *European Journal of Education*. <https://doi.org/10.26417/ejed-2019.v2i1-49>
- Care, O., Bernstein, M. J., Chapman, M., Reviriego, I. D., Dreßler, G., Felipe-Lucia, M. R., Friis, C., Graham, S., Hänke, H., Haider, L. J., Hernández-Morcillo, M., Hoffmann, H., Kernecker, M., Nicol, P., Piñeiro, C., Pitt, H., Schill, C., Seufert, V., Shu, K., ... Zaehring, J. G. (2021). Creating Leadership Collectives for Sustainability Transformations. *Sustainability Science*. <https://doi.org/10.1007/s11625-021-00909-y>
- Codding, D., & Goldberg, B. B. (2023). *The Clash of Academic Hierarchy and Inclusive Leadership: Evolution of Leadership in a Nationwide Diversity, Equity, and Inclusion Initiative*. <https://doi.org/10.1101/2023.03.12.532284>
- Cooney, M. A. (2023). Adaptive Leadership in Urban Community Colleges: Meeting New Challenges Through New Ways of Thinking. *New Directions for Community Colleges*. <https://doi.org/10.1002/cc.20605>
- Day, C., Gu, Q., & Sammons, P. (2016). The Impact of Leadership on Student Outcomes. *Educational Administration Quarterly*. <https://doi.org/10.1177/0013161x15616863>

- Ferguson, S. N. (2021). Effects of Faculty and Staff Connectedness on Student Self-Efficacy. *Journal of the Scholarship of Teaching and Learning*. <https://doi.org/10.14434/josotl.v21i2.28597>
- Fernandez, A. A., & Shaw, G. P. (2020). Academic Leadership in a Time of Crisis: The Coronavirus and COVID-19. *Journal of Leadership Studies*. <https://doi.org/10.1002/jls.21684>
- Fields, J., Kenny, N., & Mueller, R. (2019). Conceptualizing Educational Leadership in an Academic Development Program. *The International Journal for Academic Development*. <https://doi.org/10.1080/1360144x.2019.1570211>
- Gibbs, G., Knapper, C., & Piccinin, S. (2008). Disciplinary and Contextually Appropriate Approaches to Leadership of Teaching in Research-Intensive Academic Departments in Higher Education. *Higher Education Quarterly*. <https://doi.org/10.1111/j.1468-2273.2008.00402.x>
- Gil, A. J., Rodrigo-Moya, B., & Morcillo-Bellido, J. (2018). The Effect of Leadership in the Development of Innovation Capacity. *Leadership & Organization Development Journal*. <https://doi.org/10.1108/lodj-12-2017-0399>
- Gözükara, İ. (2016). Leadership and Managerial Effectiveness in Higher Education. *International Journal of Academic Research in Accounting Finance and Management Sciences*. <https://doi.org/10.6007/ijarafms/v6-i1/1981>
- Guthrie, K. L., Batchelder, J., Hu, P., & Purita, R. (2022). Online Academic Leadership Programs in the United States: An Overview. *Journal of Leadership Education*. <https://doi.org/10.12806/v21/i2/r2>
- Handayani, E., Sholihin, M., Pratolo, S., & Rahmawati, A. (2022). Do Private Universities Achieve Financial Sustainability as a Result of Transformational Leadership. *International Journal of Sustainable Development and Planning*. <https://doi.org/10.18280/ijdsdp.170803>
- Horváth, Z., Albani, S. E., & Wankiiri-Hale, C. (2016). Training Future Dentists for an Academic Career: A Three-Tiered Model. *Journal of Dental Education*. <https://doi.org/10.1002/j.0022-0337.2016.80.5.tb06110.x>
- Hussain, H. K., Talib, N. A., & Shah, I. M. (2014). Exploring the Impact of Transformational Leadership on Process Innovation and Product Innovation: A Case of Iraqi Public Universities. *Asian Social Science*. <https://doi.org/10.5539/ass.v10n21p168>
- Jais, I. R. M., Azman, A. M., Abidin, A. S. Z., & Ghani, E. K. (2021). Developing a Leadership Profiling System for Higher Education Institutions: A Journey. *International Journal of Academic Research in Business and Social Sciences*. <https://doi.org/10.6007/ijarbss/v11-i5/9936>
- Jamshed, S., Rehman, S., & Majeed, N. (2021). Exploring Leadership Dilemma for Faculty: A Case of Higher Education Institutions in Pakistan. *Academic Journal of Social Sciences (Ajss)*. <https://doi.org/10.54692/ajss.2021.05011380>
- Javed, D. T., Mahmood, S., Khan, S., & Ullah, H. (2021). The Mediating Role of Affective Commitment Between Creative Self-Efficacy, Authentic Leadership and Innovative Behaviour Among Academic Employees of Higher Education Sector of Punjab, Pakistan. *Irasd Journal of Management*. <https://doi.org/10.52131/jom.2021.0303.0056>
- Karwan, D. H., Hariri, H., & Ridwan, R. (2021). *Visionary Leadership: What, Why, and How*. <https://doi.org/10.4108/eai.16-10-2020.2305217>
- Khan, M. A., Ismail, F., Hussain, A., & Al-Ghazali, B. M. (2020). The Interplay of Leadership Styles, Innovative Work Behavior, Organizational Culture, and Organizational Citizenship Behavior. *Sage Open*. <https://doi.org/10.1177/2158244019898264>
- Knipfer, K., Shaughnessy, B. A., Hentschel, T., & Schmid, E. (2016). Unlocking Women's Leadership Potential. *Organizational Behavior Teaching Review*. <https://doi.org/10.1177/1052562916673863>
- Kumari, S., & Dash, S. (2022). Transformational Leadership and Authentic Leadership Influenced on Higher Educational Institute. *Ymer Digital*. <https://doi.org/10.37896/ymer21.08/64>
- Labrague, L. J., Sabei, S. A., AL-Rawajfah, O. M., AbuAlRub, R., & Burney, I. A. (2021). Authentic Leadership and Nurses' Motivation to Engage in Leadership Roles: The

- Mediating Effects of Nurse Work Environment and Leadership Self-efficacy. *Journal of Nursing Management*. <https://doi.org/10.1111/jonm.13448>
- Lai, F.-Y., Lin, C.-C., Lu, S.-C., & Chen, H. (2021). The Role of Team–Member Exchange in Proactive Personality and Employees’ Proactive Behaviors: The Moderating Effect of Transformational Leadership. *Journal of Leadership & Organizational Studies*. <https://doi.org/10.1177/15480518211034847>
- Leithwood, K., & Jantzi, D. (2000). The Effects of Transformational Leadership on Organizational Conditions and Student Engagement With School. *Journal of Educational Administration*. <https://doi.org/10.1108/09578230010320064>
- Leroy, H., Anseel, F., Gardner, W. L., & Sels, L. (2012). Authentic Leadership, Authentic Followership, Basic Need Satisfaction, and Work Role Performance. *Journal of Management*. <https://doi.org/10.1177/0149206312457822>
- Li, W., Bhutto, T. A., Nasiri, A. R., Shaikh, H. A., & Samo, F. A. (2017). Organizational Innovation: The Role of Leadership and Organizational Culture. *International Journal of Public Leadership*. <https://doi.org/10.1108/ijpl-06-2017-0026>
- Liu, M., Zhang, P., Zhu, Y., & Li, Y. (2022). How and When Does Visionary Leadership Promote Followers’ Taking Charge? The Roles of Inclusion of Leader in Self and Future Orientation. *Psychology Research and Behavior Management*. <https://doi.org/10.2147/prbm.s366939>
- Luster, R. J., Cooper, H. A., Aikman, G., Sanders, K., Jacobs, G., & Tierney, R. (2021). Relational Leadership: Perspectives of Key Constructs on Diversity, Inclusion, and Social Equity in Higher Education. *Journal of Leadership Studies*. <https://doi.org/10.1002/jls.21734>
- Marlia, M. A., Fahmy, R., Lukito, H., Lita, R. P., & Rahim, R. (2020). Visionary Leadership Role: Building a Ghost Town Civilization. *International Journal of Management*. <https://doi.org/10.34218/ijm.11.1.2020.005>
- Montaño, D., Reeske, A., Franke, F., & Hüffmeier, J. (2016). Leadership, Followers’ Mental Health and Job Performance in Organizations: A Comprehensive Meta-analysis From an Occupational Health Perspective. *Journal of Organizational Behavior*. <https://doi.org/10.1002/job.2124>
- Osseo-Asare, A. E., Longbottom, D., & Murphy, W. D. (2005). Leadership Best Practices for Sustaining Quality in UK Higher Education From the Perspective of the EFQM Excellence Model. *Quality Assurance in Education*. <https://doi.org/10.1108/09684880510594391>
- Parker, S. K., Bindl, U. K., & Strauss, K. (2010). Making Things Happen: A Model of Proactive Motivation. *Journal of Management*. <https://doi.org/10.1177/0149206310363732>
- Parker, S. K., Williams, H. M., & Turner, N. (2006). Modeling the Antecedents of Proactive Behavior at Work. *Journal of Applied Psychology*. <https://doi.org/10.1037/0021-9010.91.3.636>
- Phillips, C. C., & Hammond, H. G. (2023). Cultural Competency. *International Journal of Responsible Leadership and Ethical Decision-Making*. <https://doi.org/10.4018/ijrledm.317139>
- Pundt, A. (2015). The Relationship Between Humorous Leadership and Innovative Behavior. *Journal of Managerial Psychology*. <https://doi.org/10.1108/jmp-03-2013-0082>
- Samman, A. M. A. (2018). Non- Formal Academic Leadership Roles and Their Impact on Enhancing Performance Within Higher Education Institutions : A Case Study Inspired From Practical Experience. *Social Science Learning Education Journal*. <https://doi.org/10.15520/sslej.v3i6.2193>
- Setiawati, P. M. (2016). *Effective Leadership in Quality Assurance for Higher Education: A Literature Review*. <https://doi.org/10.2991/icemal-16.2016.31>
- Shafique, I., Ahmad, B., & Kalyar, M. N. (2019). How Ethical Leadership Influences Creativity and Organizational Innovation. *European Journal of Innovation Management*. <https://doi.org/10.1108/ejim-12-2018-0269>
- Spendlove, M. (2007). Competencies for Effective Leadership in Higher Education. *International Journal of Educational Management*. <https://doi.org/10.1108/09513540710760183>
- Sujudi, N., & Komariah, A. (2020). *Leadership Characteristics Era Disruption: Strategy for Intellectual Capital Building Leadership in Higher Education*. <https://doi.org/10.2991/assehr.k.200130.183>

- Tandon, A. (2021). Leading Learning and Innovation in Organizations: A Distributed Leadership Perspective. *Development in Learning Organizations an International Journal*. <https://doi.org/10.1108/dlo-05-2021-0087>
- Wu, C., & Parker, S. K. (2016). The Role of Leader Support in Facilitating Proactive Work Behavior. *Journal of Management*. <https://doi.org/10.1177/0149206314544745>
- Yin, K., Lu, X., Li, C., & Guo, Y. (2017). Are Empowered Employees More Proactive? The Contingency of How They Evaluate Their Leader. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2017.01802>
- Yoeli, R., & Berkovich, I. (2010). From Personal Ethos to Organizational Vision: Narratives of Visionary Educational Leaders. *Journal of Educational Administration*. <https://doi.org/10.1108/09578231011054716>
- Yokuş, G. (2022). Developing a Guiding Model of Educational Leadership in Higher Education During the COVID-19 Pandemic: A Grounded Theory Study. *Participatory Educational Research*. <https://doi.org/10.17275/per.22.20.9.1>
- Zacher, H., & Rosing, K. (2015). Ambidextrous Leadership and Team Innovation. *Leadership & Organization Development Journal*. <https://doi.org/10.1108/lodj-11-2012-0141>
- Zhou, L., & Parmanto, B. (2020). Development and Validation of a Comprehensive Well-Being Scale for People in the University Environment (Pitt Wellness Scale) Using a Crowdsourcing Approach: Cross-Sectional Study. *Journal of Medical Internet Research*. <https://doi.org/10.2196/15075>