

Determinants of Leadership Style in Business School

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Abstract

Leadership plays a central role in determining the direction, culture, and performance of an organization. In the context of globalization, an effective leadership style is becoming increasingly important, as leaders need to be able to face the various challenges facing organizations at the global level. Leadership style refers to the leader's methods and behaviors when directing, motivating, and managing others (Fonseca Da Costa Guterres et al., 2020). A leader's style is shaped by a variety of factors, including personality, values, skills, and experience, and can have a significant impact on the effectiveness of their leadership. The research design used was in the form of a survey. The design of this study was quantitative. The research design used was in the form of a survey. The survey in this study was addressed to D3 Business Management Students of Sebelas Maret University Vocational School by conducting research on 73 samples of Class of 2022 students. The analysis techniques used are A one-way anova test. In this study, researchers will describe the Leadership Style possessed by students. Generation Z shows a strong preference for participatory, collaborative and technology-oriented leadership. Participatory leaders listen to and value team input, promote collaboration, and create an inclusive environment (Hassan et al., 2016). At least one of the seven leadership styles differs from the other six leadership styles and the average difference is significant at 5%. Generation Z shows a strong preference for participatory, collaborative leadership, inclusive, and technology-oriented leaders. The research also provides a basis for further research that can explore different aspects of Generation Z leadership and its impact on the ever-changing global economy.

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Introduction

Globalization has created an increasingly complex and competitive environment. Leaders must be able to adapt to global changes and challenges. This can be done by increasing global knowledge and skills, as well as building networks with leaders from different countries. Globalization has become one of the characteristics of the modern era that has a broad impact on various aspects of life, including in the context of economics, business, and organizations. In an era of globalization, organizations are faced with the demands of operating in an increasingly complex, diverse, and rapidly changing environment. One important aspect to consider in facing the challenges of globalization is leadership

(T. eun Kim et al., 2021).

Leadership plays a central role in determining the direction, culture, and performance of an organization. In the context of globalization, an effective leadership style is becoming increasingly important, as leaders need to be able to face the various challenges facing organizations at the global level. Leadership is no longer just about managing local teams or departments, but also about understanding and responding to global dynamics affecting companies (Alanoglu, 2022).

The COVID-19 pandemic has changed the way we work and live. The leader must be able to lead his team through times of uncertainty and change. This can be done by building trust and

strong communication with the team, as well as creating an adaptive and responsive culture (Almutairi, 2020). Leadership qualities and leaders' ability to adapt themselves and motivate their team members become highly relevant in the face of these challenges (Mujeeb et al., 2021). One of the key factors that affect a leader's ability to deal with crises such as pandemics is Leadership Self-Efficacy. Leadership Self-Efficacy, which refers to a leader's belief in his or her ability to lead effectively, can influence how a leader responds to crisis challenges and manages change. However, the impact of Leadership Self-Efficacy on leadership style in crisis situations such as pandemics is not fully understood (Roy & Sumartik, 2021).

Technology has changed the way we work and communicate. Leaders must be able to leverage technology to increase productivity and efficiency. (Bergman et al., 2019). In an era of ever-evolving technology, leaders are faced with new demands and unprecedented complexity. (A. Y. Kim & Sim, 2020). It is important to recognize that technology is not only changing the way organizations operate, but also influencing leadership styles (Labrague et al., 2021).

Generations take an important role in the world of work and leadership. They have different values and preferences when it comes to leadership, such as collaboration, teamwork, and flexibility, which influence the leadership style adopted by the organization. Rapid developments in information and communication technology have triggered dramatic changes in organizational dynamics, affecting the way we work, communicate, and lead. Generation Z are two generational groups that have grown up in this digital age, which has influenced work culture and expectations of leadership (Heimann et al., 2020). Generation Z, which is the generation born after 1997, grew up in a truly digitally connected environment. They have high expectations for technology and are instrumental in driving change in the way we communicate and work. Today's leaders must understand the expectations and

preferences of this generation to effectively lead them (Purwanto et al., 2020).

Colleges and other educational institutions play a key role in the development of leadership self-efficacy. Leadership education and training programs are increasingly important in shaping tomorrow's leaders. Education has long been considered an important pillar in the formation of effective leadership. Education, in its many forms, provides the foundation of knowledge, skills, and insights necessary to lead successfully in a variety of contexts. In an ever-changing world, where organizations are faced with technological change, global challenges, and the need for constant innovation, the role of education in the development of Leadership Self-Efficacy is becoming increasingly important (Yusuf et al., 2022).

Education at various levels, from formal education to leadership training, allows individuals to develop a deeper understanding of leadership and build confidence in their abilities as leaders (Prayogi & Lesmana, 2021). In this ever-changing and complex era, higher education faces rapidly evolving challenges, both in providing curricula relevant to the needs of the job market and in developing future leaders capable of facing global challenges (Fonseca Da Costa Guterres et al., 2020).

One of the key aspects in higher education that is still evolving is leadership development. Higher education is not only responsible for imparting technical knowledge and skills, but also for developing leaders who have the ability to lead effectively. (Nguyen, 2016). In an increasingly complex and rapidly changing world, leadership has become an essential element in achieving success in a variety of contexts, including organizations, business, education, and society (Zaman et al., 2022).

Higher education has long been considered a valuable vehicle for individual development and leadership capacity building in a variety of sectors and disciplines. (Heimann et al., 2020). Through curriculum, experiential learning, and social

interaction, students in the college have the opportunity to explore leadership concepts, understand their impact, and develop confidence in their abilities as leaders (Alanoglu, 2022).

In a diverse and ever-changing global era, issues of diversity and sustainable leadership have received increasing attention in the context of business, organizations, and society. Diversity, whether in terms of cultural background, gender, age, or other diversity, has become an important feature in today's world of work. Meanwhile, sustainable leadership reflects the need to integrate environmental and social considerations in leadership decision-making (Mujeeb et al., 2021). Leadership has become a key element in managing organizations, driving innovation, and influencing the direction of change in an ever-changing global context. In the 21st century, with technological developments, increasingly complex global challenges, and growing employee diversity, the importance of effective leadership is more prominent than ever. Contemporary leadership must be able to overcome uncertainty, motivate diverse teams, and respond quickly to change (Labrague et al., 2021).

Leadership Style encompasses a diverse range of approaches that range from authoritarian to participatory, transformative to transactional leadership. The leadership style adopted by a leader can have a significant impact on team performance, team member satisfaction levels, and organizational effectiveness. Therefore, understanding and measuring Leadership Style is important in the context of leadership development and organizational management (Heimann et al., 2020). However, leadership style is not only influenced by external factors or task demands. A leader's self-confidence in his or her ability to lead, known as Leadership Self-Efficacy, can also have a major impact on the leadership style adopted. Leadership Self-Efficacy reflects a leader's level of confidence in his or her ability to influence the team and achieve goals (Hai et al., 2021).

Career development and the development of future leaders are two very important aspects in

today's world of work. Organizations across sectors have come to understand that in order to achieve goals and compete in an increasingly complex environment, they need to have competent, adaptive, and effective leaders. Therefore, a deeper understanding of the factors that shape and influence leadership is essential in supporting individual career development and the development of future leaders (Prayogi & Lesmana, 2021).

This research aims to investigate the key role of Generation Z's leadership style in shaping successful future leaders in the context of an ever-changing global economy. The main focus of research is to understand the underlying preferences and values of Generation Z when it comes to leadership and how leaders who understand and adapt this leadership style can achieve success in the face of diverse global economic challenges. By analyzing the impacts, strategies, and dynamics involved in Generation Z leadership, the research is expected to provide valuable guidance for current and future economic leaders, as well as provide insight into how to harness the positive potential of Generation Z in achieving long-term success in a dynamic global economy.

Literature Review

Leadership Style

Leadership style (Hassan et al., 2016) is a pattern of behavior and strategy used by a leader to influence his subordinates in achieving organizational goals. Different leadership styles will produce different results. Leadership style is defined as the pattern of behavior and strategy used by a leader to influence his subordinates in achieving organizational goals. Different leadership styles will produce different results.

Participatory Leadership

Participatory leadership is an approach in which the leader facilitates the active participation and contribution of team members in decision making and strategy development. Participatory leaders listen to and value team input, promote collaboration, and create an inclusive environment (Hassan et al., 2016).

Autocratic leadership

Autocratic leadership involves decision-making centered on a single leader or authority. Autocratic leaders often make decisions without much involvement or input from team members. This style can be effective in certain situations, but it can also inhibit creativity and participation (Hassan et al., 2016).

Digital Leadership

Digital Leadership characterizes leaders who are visionary, innovative, and risk-taking. They often preempt trends, create new business opportunities, and drive change. This style is often associated with leadership in the context of startups and innovation (Hassan et al., 2016).

Authentic Leadership

Authentic leadership emphasizes the leader's openness, honesty, and self-awareness. Authentic leaders strive to be consistent with their personal values and principles, and they build strong relationships based on trust and authenticity (Hassan et al., 2016).

Transactional Leadership

Transactional leadership is an approach that focuses on exchanges between leaders and team members. Transactional leaders reward good performance achievements and impose consequences for violations. They operate with a system of incentives and punishments (Hassan et al., 2016).

Transformational Leadership

Transformational leadership involves leaders who are able to inspire and motivate team members to achieve more than expected. They leverage a

strong vision, values, and ethos to influence those around them. This style focuses on positive change and individual growth (Hassan et al., 2016).

Charismatic Leadership

Leadership relies heavily on the personality and charismatic appeal of the leader. Leaders who adopt this style often possess traits such as high self-confidence, strong vision, and the ability to motivate others charismatically and emotionally. The charisma of these leaders makes them able to influence and inspire those around them (Hassan et al., 2016). The research hypothesis is that at least one of seven leadership styles differs from the other six leadership styles.

Methods

The research design used was in the form of a survey. The survey in this study was addressed to D3 Business Management Students of Sebelas Maret University Vocational School by conducting research on 73 samples of Class of 2022 students. The object to be researched in this study is D3 Business Management Vocational School of Sebelas Maret University Jl. Ir Sutami No.36, Jebres District, Surakarta City, Central Java 57126.

The primary data source obtained in this study was carried out by distributing questionnaires directly to students. Secondary data sources in this study are Human Resource Management Books and previous research journals related to the research topic, namely about Leadership Style. In this study, researchers will describe the Leadership Style possessed by students.

Table 1. Descriptive Statistic

Variable	n	Minimum	Maximum	Mean	Std. Deviation
Participatory Leadership	30	2	5	4,45	0,67
Autocratic Leadership	30	1	5	2,40	1,13
Digital Leadership	30	1	5	3,57	0,87
Authentic Leadership	30	2	5	4,12	0,80
Transactional Leadership	30	1	5	4,08	0,84
Transformational Leadership	30	2	5	3,95	0,77
Charismatic Leadership	30	2	5	3,40	0,82

Source: Processed data (2023)

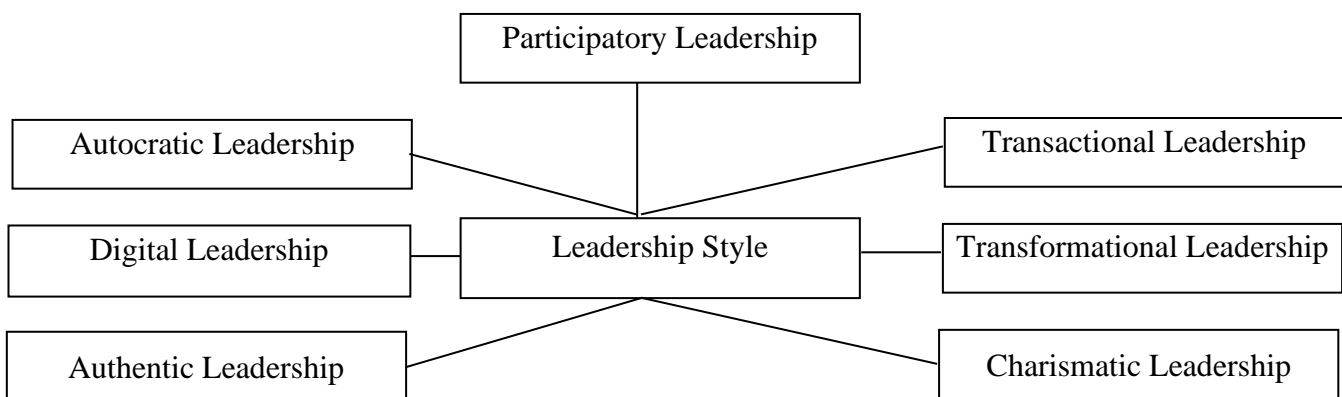


Figure 1. Theoretical Framework

Results and Discussion

Subordinates were surveyed to identify what they considered to be the dominant leadership style of their respective leaders. Ten subordinates from each organization who report directly to a particular leader fill out a questionnaire. To identify the dominant leadership style of a leader, subordinate responses are averaged. A high score on a leadership style is considered the dominant leadership style of a leader, while the lowest score indicates that the leader has the fewest leadership styles. Table 4 shows the responses of subordinates

to their respective leaders to all leadership styles. Data was organized based on the highest scores on specific leadership styles from LS1 to LS5. The highlighted figure shows the highest score among the five comparative leadership styles for each leader in the sample. Seven leaders scored highly on LS1, eight on LS2, eleven on LS3, five on LS4, and four on LS5. However, further analysis was carried out to improve the reliability of using the highest average rating as the dominant style of the leader by running a one-way anova for average comparison.

Table 2. The average ranking of leaders given by his subordinates on all seven representative leadership styles

LEADER	LS - 1	LS - 2	LS - 3	LS - 4	LS - 5	LS - 6	LS - 7
1	4,00	2,13	3,13	3,88	3,63	3,50	2,75
2	4,63	3,00	3,63	3,50	3,75	4,00	3,63
3	3,75	2,25	3,25	4,00	3,88	3,38	2,75
4	4,25	1,75	3,25	4,25	4,38	3,63	3,38
5	4,25	3,13	3,75	3,88	4,50	4,25	3,75
6	4,25	3,13	3,75	3,88	4,50	4,25	3,75
7	3,50	2,88	2,50	4,38	4,00	3,50	3,00
8	4,88	2,50	3,50	4,00	4,00	3,50	2,88
9	4,88	2,13	3,63	4,13	4,50	4,13	3,75
10	5,00	1,38	2,88	3,88	3,75	3,75	2,88
11	4,63	2,13	3,63	4,13	3,50	4,25	3,75
12	5,00	2,13	4,38	4,88	4,50	4,75	4,75
13	4,25	2,50	3,25	3,25	2,75	3,50	2,63
14	4,63	2,25	3,25	4,25	4,25	4,63	3,75
15	4,75	2,63	3,75	4,50	4,25	4,00	3,63
16	4,25	3,13	3,63	4,00	4,00	3,75	3,25
17	4,63	1,88	3,75	4,13	4,25	4,00	3,75

LEADER	LS - 1	LS - 2	LS - 3	LS - 4	LS - 5	LS - 6	LS - 7
18	3,63	3,13	4,00	4,13	4,50	3,88	4,00
19	4,75	3,13	4,75	4,75	5,00	4,75	4,75
20	4,38	2,38	3,75	3,75	3,25	3,88	3,25
21	4,75	3,25	4,00	4,50	4,63	4,88	3,88
22	3,88	3,25	3,38	4,00	3,25	3,38	3,75
23	4,13	2,75	3,00	3,38	3,63	2,63	2,00
24	4,63	2,25	3,13	4,00	4,13	4,13	2,63
25	4,75	1,75	2,75	3,88	3,88	3,88	3,13
26	4,50	2,13	3,50	4,00	4,25	4,25	3,63
27	4,75	2,00	3,50	3,88	4,00	4,13	3,13
28	4,63	1,50	3,63	4,25	4,38	4,00	2,63
29	4,75	2,38	4,00	4,63	4,88	4,25	3,88
30	5,00	1,13	3,88	4,63	4,50	4,75	3,00

Source: Processed data (2023)

* LS – 1 to LS – 7 indicates leadership style of 1-7

A one-way anova test for average comparison was run to maintain that the average difference of the five leadership styles was significant and hence one of the styles with the

highest average score was the dominant leadership style. One-way Anova results for each of the eighteen cases are presented in table 2.

Table 3. One-way anova for mean comparison

Leader	Source	Sum Of Square	Df	Mean Square	F	Prob > F
1	Between Groups	21.429	6	3.571	10.938	.000
	Within Groups	16.000	49	.327		
2	Between Groups	11.857	6	1.976	3.111	.012
	Within Groups	31.125	49	.635		
3	Between Groups	19.464	6	3.244	5.529	.000
	Within Groups	28.750	49	.587		
4	Between Groups	40.214	6	6.702	10.385	.000
	Within Groups	31.625	49	.645		
5	Between Groups	9.964	6	1.661	2.735	.023
	Within Groups	29.750	49	.607		
6	Between Groups	9.964	6	1.661	2.735	.023
	Within Groups	29.750	49	.607		
7	Between Groups	20.607	6	3.435	4.130	.002
	Within Groups	40.750	49	.832		
8	Between Groups	29.607	6	4.935	8.713	.000
	Within Groups	27.750	49	.566		
9	Between Groups	37.250	6	6.208	12.229	.000
	Within Groups	24.875	49	.508		
10	Between Groups	61.357	6	10.226	21.323	.000
	Within Groups	23.500	49	.480		
11	Between Groups	30.929	6	5.155	8.863	.000
	Within Groups	28.500	49	.582		
12	Between Groups	47.929	6	7.988	12.781	.000

Leader	Source	Sum Of Square	Df	Mean Square	F	Prob > F
13	Within Groups	30.625	49	.625	4.262	.002
	Between Groups	17.679	6	2.946		
14	Within Groups	33.875	49	.691	10.671	.000
	Between Groups	35.607	6	5.935		
15	Within Groups	27.250	49	.556	8.612	.000
	Between Groups	23.464	6	3.911		
16	Within Groups	22.250	49	.454	3.872	.003
	Between Groups	8.179	6	1.363		
17	Within Groups	17.250	49	.352	19.173	.000
	Between Groups	37.857	6	6.310		
18	Within Groups	16.125	49	.329	4.384	.001
	Between Groups	8.857	6	1.476		
19	Within Groups	16.500	49	.337	4.910	.001
	Between Groups	19.464	6	3.244		
20	Within Groups	32.375	49	.661	3.004	.014
	Between Groups	19.357	6	3.226		
21	Within Groups	52.625	49	1.074	4.362	.001
	Between Groups	16.357	6	2.726		
22	Within Groups	30.625	49	.625	1.322	.265
	Between Groups	4.714	6	.786		
23	Within Groups	29.125	49	.594	4.842	.001
	Between Groups	23.714	6	3.952		
24	Within Groups	40.000	49	.816	5.632	.000
	Between Groups	22.500	6	3.750		
25	Within Groups	32.625	49	.666	15.990	.000
	Between Groups	24.964	6	4.161		
26	Within Groups	12.750	49	.260	24.721	.000
	Between Groups	56.000	6	9.333		
27	Within Groups	18.500	49	.378	24.921	.000
	Between Groups	37.000	6	6.167		
28	Within Groups	12.125	49	.247	21.558	.000
	Between Groups	60.714	6	10.119		
29	Within Groups	23.000	49	.469	8.251	.000
	Between Groups	34.857	6	5.810		
30	Within Groups	34.500	49	.704	48.826	.000
	Between Groups	90.429	6	15.071		
	Within Groups	15.125	49	.309		

Source: Processed data (2023)

Since the P value < 0.05 for all leaders except in the case of the 22nd leader, H1 is accepted i.e. at least one of the seven leadership styles differs from the other six leadership styles and the average difference is significant at 5%. The rejection of the null hypothesis leads to the acceptance of H1. The

acceptance of the null hypothesis in the 22nd leader led to the rejection of H1.

Based on the analysis above, it can be conveyed that the determinants of Generation Z leadership style are as follows:

Table 4. Determinants of Generation Z Leadership Style

Leader	Leadership Style
1	Participatory Leadership
2	Participatory Leadership
3	Authentic Leadership
4	Participatory Leadership
5	Participatory Leadership
6	Participatory Leadership
7	Authentic Leadership
8	Participatory Leadership
9	Participatory Leadership
10	Participatory Leadership
11	Participatory Leadership
12	Participatory Leadership
13	Participatory Leadership
14	Participatory Leadership
15	Participatory Leadership
16	Participatory Leadership
17	Participatory Leadership
18	Transactional Leadership
19	Transactional Leadership
20	Participatory Leadership
21	Transformational Leadership
22	Authentic Leadership
23	Participatory Leadership
24	Participatory Leadership
25	Participatory Leadership
26	Participatory Leadership
27	Participatory Leadership
28	Participatory Leadership
29	Transactional Leadership
30	Participatory Leadership

Source: Processed data (2023)

The results of this study offer significant insight into the preferences and leadership styles of Generation Z in the context of a rapidly changing global economy. Through robust data analysis and careful interpretation, the study provides a clearer picture of how future leaders can successfully integrate Generation Z's preferences in their leadership practices.

One of the main findings of the study is that Generation Z shows a strong preference for participatory, collaborative leadership, inclusive, and technology-oriented leaders. They place a high value on active participation in decision-making and communicating through digital platforms.

Participatory leadership is an approach in which the leader facilitates the active participation and contribution of team members in decision making and strategy development. Participatory leaders listen to and value team input, promote collaboration, and create an inclusive environment (Hassan et al., 2016).

These results reflect the reality that Generation Z grew up in an era of robust and connected information technology, and they expect their leaders to understand and keep up with these developments. In addition, the study confirms that leaders who practice leadership styles that encourage innovation, provide flexibility, and provide opportunities for personal and professional

growth are more likely to gain Generation Z support.

Conclusions

In conclusion, this research makes an important contribution to our understanding of Generation Z's preferences and leadership styles in the global economy. These results can assist organizations, leaders, and academics in developing more effective leadership strategies to guide and support future leaders. The research also provides a basis for further research that can explore different aspects of Generation Z leadership and its impact on the ever-changing global economy.

In addition to the positive findings, the study also acknowledges certain limitations. One major limitation is that the study was limited to D3 Business Management students at Sebelas Maret University, so generalizing the findings to the Generation Z population as a whole needs to be done with caution. The research may also be influenced by contextual factors of a regional or institutional nature.

Further research into how advanced technologies such as artificial intelligence (AI) and data analytics are influencing Generation Z's preferences and abilities in leadership roles. Research on how education systems can prepare Generation Z for leadership roles in the global economy. Conduct a more in-depth analysis of the significant economic contributions of Generation Z, including their impact on innovation, startups, and specific economic sectors.

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