

Leader Self Transformation to Manage Waldroop and Butler's Six Problem Behaviours Model in Private Universities

Hironimus Tangi¹, Any Diana Vitasari², Mustiningsih³, Ahmad Nurabadi³

¹State University of Malang, Malang, Indonesia and Widya Mandira Catholic University Kupang, Indonesia

²State University of Malang, Indonesia. And Bakti Indonesia University, Banyuwangi, Indonesia

³State Malang University Indonesia.

Corresponding author, email: hirontangi@unwira.ac.id

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Abstract

The progress of an HEI is determined by the effectiveness of leadership. Waldroop and Butler identified six problematic behaviours that often hinder effective leadership, namely The Heroic Manager, The Meritocrat, The Bulldozer, The Pessimist, The Rebel, and The Home Run Hitter. This research examines strategies that leaders can implement to manage and overcome these six problematic behaviours. The research problems are. 1). How do the six problematic behaviours according to Waldroop and Butler affect leadership in private universities? 2). What strategies can be applied to manage and overcome the six problematic behaviours? The research method used is mixed methods. Based on the data and discussion, it can be concluded that every leader certainly experiences six behaviours according to Waldroop and Butler, in this study according to the research objectives, namely: 1). Six problematic behaviours according to Waldroop and Butler affect leadership in higher education. This is indicated by the average data score of the statement from the questionnaire which is 4.0 or the category agrees that the six behaviours occur in college leadership. 2). Strategies that can be applied to manage and overcome these six problematic behaviours in an agency are: 1). Delegating tasks and building strong teams to avoid heroic manager behaviour. 2). Improve emotional intelligence and interpersonal communication to overcome meritocrats and bulldozers. 3). Build a culture of positive thinking and innovative solutions to overcome pessimists and rebels. 4) Develop sustainable strategic planning to avoid home run hitters. Leaders must be able to transform themselves in managing and overcoming the six problematic behaviours identified by Waldroop and Butler. By implementing effective leadership strategies, universities can improve.

1. Introduction

Private Universities (PU) have unique challenges in human resource management, finance, and academic quality. Effective leadership is a key factor in ensuring institutional sustainability and competitiveness. Private universities need servant leaders who prioritise teamwork in order to compete. The characteristics of servant leadership are leadership that is able to listen to others, able to empathise, able to heal, have awareness, able to persuade, able to conceptualise, have a visionary, able to do stewardship, have a commitment to human growth, able to build community (Jondar, 2021).

However, many HEI leaders are caught up in the six problematic behaviours identified by Waldroop and Butler (1996), which can hinder institutional growth. These behaviours often arise within a leader and also emerge from staff and subordinates. Therefore, an ideal leadership strategy is required to manage these challenges. In Waldroop and Butler's Six Problem Behaviors perspective, an ideal leader should be able to address problematic behaviours that may arise within the team. This model identifies six key problem behaviours that can hinder team performance (Skills, Leadership, 2015). These behaviours are: 1). The Hero: Ignores boundaries, plays the hero, finds it difficult to refuse requests, takes on too much responsibility, is self-sacrificing. People who work too hard and too much, which has the potential to cause burnout in themselves and others.

2). The Meritocrat: Overly Independent: Reluctant to ask for help, self-righteous team member, resists suggestions, knows best, self-righteous person who is reluctant to explain their decisions. 3). The Bulldozer: Overly Reactive, Impulsive, easily angered, difficult to control emotions, People who are aggressive and make others angry, make enemies throughout the activity through a blunt and aggressive style. 4).The Pessimist: People who always think negatively about new ideas and initiatives, think that every idea is bad, that every new initiative will fail, there is not enough time to get the job done, worry too much, negative thoughts, sleeplessness. 5). The Rebel: The rebel, The person who always defies the rules and normal. Too high standards, fear of being wrong, overly critical, 6).The Home Run Hitter: The person who is always looking for ways to make

a big splash, even if it means overstepping boundaries or making choices that are not in the best interest of the team, the person who always wants to make a big splash (profocateur) Waldroop, J., & Butler, T. (2000).

The character of each individual shapes these behaviours is the character of each individual, both leaders and subordinates. According to Waldroop, J., & Butler, T. (2000) that the six behaviours are caused by four main factors, namely: 1). Lack of Ability to Understand Other People's Viewpoints. This stems from childhood experiences filled with narcissism which is normal at this stage of child development. Therefore, having mature empathy is crucial for a person to be able to interact effectively with colleagues, subordinates, superiors, customers, and competitors. 2). Difficulty in Recognising the Right Time and Way to Use Power. Many individuals feel ambivalent about power, often rooted in a subconscious fear of its destructive potential. Unfortunately, many people have not deeply learnt how to use power effectively. 3). Difficulty in Accepting Authority. Most individuals have an ambivalent attitude towards authority. For example, they may rebel against authority figures such as parents, but still want protection from them. In addition, many people are attracted to the concept of having a mentor, but reject guidance when they actually experience it. 4). Negative Self-Image. Low self-esteem can be influenced by a variety of factors. Some people feel burdened by a culture that heavily emphasises achievement, so they are driven to achieve more in less time. On the other hand, there are also individuals who experience low self-esteem due to mild to moderate depression. Whatever the cause, building a career on a foundation of weak self-esteem can be likened to erecting a skyscraper on unstable ground.

A leader needs to train themselves to recognise their potential, understand the role of each team member, and develop emotional intelligence (Naudi, 2019) . The ideal leader should be able to identify the signs of these behaviours and immediately take strategic steps to prevent their negative impact on the team. In addition, leaders also need to optimise the advantages possessed by each of these characters, while reducing the potential adverse effects of their weaknesses (Sahadi.etal, 2020) . Based on this description, it is necessary to study in depth about these six behaviours. This study focuses on a leader's self-understanding in order to be able to improve himself and strategies for dealing with staff or subordinates who have these six behaviours. The problems in this study are: 1). How do the six problematic behaviours according to Waldroop and Butler affect leadership in PTS? 2). What strategies can be applied to manage and overcome the six problematic behaviours.

2. Methods

This research uses mixed methods, namely between qualitative and quantitative methods. This method is used to understand more clearly the various dimensions of a leader's self-understanding in order to improve themselves and strategies for dealing with staff or subordinates who have six behaviours that have been developed by Waldroop, J., & Butler, T. (1999). Mixed methods research is a research approach that combines qualitative research with quantitative research. Mixed methods is a research method that combines quantitative and qualitative methods to be used together in a research activity, so as to obtain more comprehensive, valid, reliable and objective data (Sugiyono, 2015).

In this study, the sample size can vary heterogeneously, ranging from 3-4 people to 10- 15 people for interview data (Creswell, J. W., & Creswell, 2018) . This research sample consists of 3 Faculty Leaders at Widya Mandira Catholic University (Unwira) Kupang, who are expected to contribute as primary data sources by providing relevant information in accordance with the research theme. The first author was also directly involved as the Head of Quality Assurance (QS). Meanwhile, secondary data was obtained from various sources such as books, journals, and the internet, including pictures and archives related to the research title. Data collection was conducted through interviews and questionnaires in 22 study programmes. Interviews were conducted using WhatsApp for audio, with the duration of each session ranging from 10-20 minutes. The questionnaire data was converted into criteria, namely scores: 5 with very good criteria, 4 criteria agree, 3 neutral criteria, 2 criteria disagree and 1 criteria strongly disagree. The results of the interviews were then transcribed into narratives for data analysis purposes.

3. Result and Discussion

Interview Data

The interview questions in this research are: 1). According to you, as a leader in the faculty, the Dean should always want to save the situation when the head of the study programme does not want to work to meet the demands of the highest leader. What are the reasons? 2). In opinion, what most determines the success of a study programme head: skills, experience, or other factors? 3). In your opinion, if there are heads of study programmes who do not agree with the policies or strategies that you set, and how to respond? 4). What is your attitude, if there is a study programme leader who faces difficult situations and fails to meet the demands of the faculty? 5). What is your attitude when you disagree with policies set by superiors or subordinates who do not agree with your policies? 6). What is your attitude, when you experience failure in big plans and do not go as expected?

Questionnaire Result Data

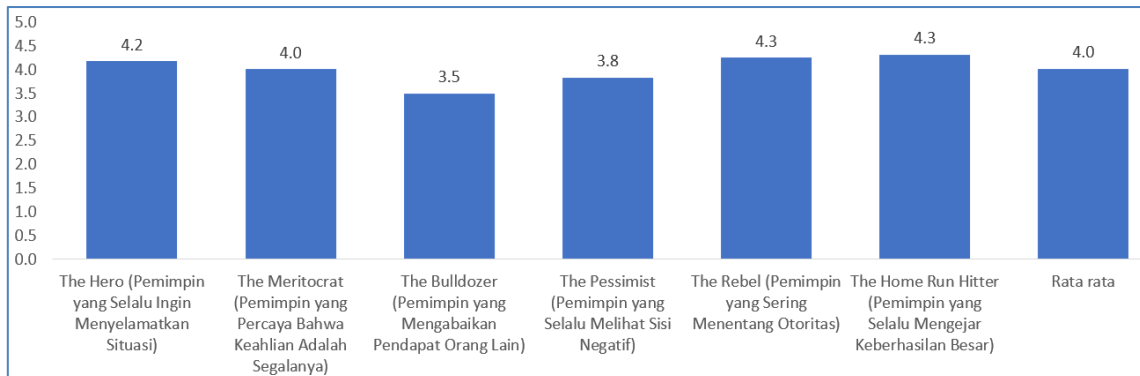


Figure 1 Recap of Average Score Waldrop and Butler's Six Problem Behaviours

The answers from the respondents are:

1. The Hero (The Leader Who Always Wants to Save the Situation)

Question 1: In your opinion, as a leader in the faculty, the Dean should always want to save the situation when the head of the study programme does not want to work to meet the demands of the supreme leader. What are the reasons?

Respondent 1: "It's not only the dean's responsibility, if there are heads of study programmes who don't want to work according to the rector's direction then let them go, later the rector himself will know. In responsibility there needs to be a work delegation and each one is accountable for it".

Respondent 2: "In our faculty, everything is by mutual agreement. As the dean, there are situations that do not meet expectations, all study programme heads have done so, but the lecturers who usually do not meet these expectations, we report them as they are".

Respondent 3: "It's not right that the dean does all the work, we only confirm with the head of the study programme and usually in our faculty there is communication and it is always agreed upon. So there is no reason for that".

2. The Meritocrat (Leader Who Believes Expertise Is Everything)

Question 2: In your opinion, what most determines the success of a study programme leader: skills, experience, or other factors?

Respondent 1: "It's not just the skills and experience. The academic world must be smart and intelligent, serving with heart for students".

Respondent 2: "Many things determine, for example: willingness, having moral responsibility, having good cooperation, willing to sacrifice for the benefit of students in the study programme, and having high integrity."

Respondent 3: "Must be productive and responsible with the position, willing to work together for all in the study programme".

3. The Bulldozer (The Leader Who Ignores the Opinions of Others)

Question 3: In your opinion, if there are heads of study programmes who do not agree with the policies or strategies that you have set, and how do you respond to them?

Respondent 1: "As a human being, we must be disappointed, but it needs to be seen from another aspect that the policy needs to be agreed upon, but if the policy has been agreed upon together and there are still those who do not agree with it, it means that it must be addressed properly."

Respondent 2: "Well, we adjust it to the rector's policy, of course it has been agreed at the university level and must be carried out at the faculty level. If in the faculty there are those who do not agree, then we convey this to the superiors".

Respondent 3: "If you don't agree, it means you didn't agree beforehand, and if that happens, then you have to be firm about the collective agreement".

4. The Pessimist (Leaders Who Always See the Negative Side)

Question 4: What is your attitude when a study programme leader faces difficult situations and fails to meet the demands of the faculty?

Respondent 1: "My attitude is to approach and dig up information for that, who knows there are other problems"

Respondent 2: "If something fails, it is normal, but the extent to which it has been done is what must be improved, usually what makes it fail is because of external challenges in the community that are difficult to do because of the situation and conditions".

Respondent 3: "If someone fails, it means that I also fail, so communicate and evaluate together. Need to establish good relationships with all in the faculty so that the programme can run well"

5. The Rebel (The Leader Who Often Defies Authority)

Question 5: What is your attitude when you disagree with policies set by superiors or subordinates who do not agree with your policies?

Respondent 1: "If the policy of the rector has been agreed upon in the university senate, it needs to be adjusted at the faculty level. Meanwhile, if the agreement at the faculty level must be based on the agreement of the faculty senate"

Respondent 2: "There are policies that conflict with the situation of the faculty even though it has been agreed at the university level, but it must be communicated with superiors about the situation and conditions in the faculty as well as at the study programme level." Respondent 3: "Sometimes this is the case, there are rector policies that are not in accordance with the difaculty programme, so good communication is needed, building good relationships is very important with superiors or subordinates."

6. The Home Run Hitter (The Leader Who Always Pursues Great Success)

Question 6: What is your attitude when you fail in a big plan and it does not go as expected?

Respondent 1: "If it fails to be carried out for a large plan that is not as expected, it is necessary to evaluate what obstacles and problems are so that corrective action is taken." Respondent 2: "If something fails, it should have been communicated beforehand, but if this happens, it must be evaluated and corrected."

Respondent 3: "If it fails, it means that the dean has also failed, so build communication and relationships well and need to be evaluated together, maybe the dean is the one who miscommunicated it"

Based on the data in Figure 1, it can be explained that:

1). The Hero (The Leader Who Always Wants to Save the Situation).

The questionnaire data in Figure 1 is the average score of 4.2 with agreed criteria. This shows that the tendency of every leader in the study programme agrees and always wants to save the situation and try to work as much as possible for the progress of the study programme. This is supported by data from interview questions that explore the character of the hero, namely: "It is not only the dean's responsibility, if there is a head of the study programme who does not want to work according to the rector's direction then let it go, later the rector himself will know. In responsibility, there needs to be work delegation and each of them is responsible for it". "It is not right if the dean does all the work, we only confirm to the head of the study programme and usually in our faculty there is communication and it is always agreed, so there is no reason for that".

The results of the questionnaires and interviews revealed that a leader tends to delegate tasks to the head of the study programme, who in turn has to carry out various responsibilities for the progress of the study programme. This situation reflects the character of a Hero. Most leaders feel comfortable having individuals with the Hero character in their faculty or team, as it drives both personal and organisational success. This character consistently demands of oneself and others to complete tasks on time with the best quality, resulting in optimal achievement (Skills, Leadership, 2015) . However, if not controlled, Heroes risk overextending themselves, which can ultimately lead to burnout. According to Waldroop, J., & Butler, T. (1999) that The Hero character can also face challenges in retaining staff, as not everyone is able to withstand the high levels of workload expected

by Heroes. These overly intense and excessive work patterns can increase the risk of burnout, both for themselves and for team members working under similar pressure (Maslach & Leiter, 2016). The ideal leader needs to ensure there is a work-life balance for team members in the study programme.

2). The Meritocrat (Leader who believes that expertise is everything).

The questionnaire data in Figure 1 shows that the average score for the meritocrat type is 4.0 with agreed criteria. This shows that the tendency of every leader in the study programme agrees and always believes that expertise is everything for the progress of the study programme. This statement is supported by data from interview questions that explore the character of Meritocrats, namely: "Not only the skills and experience, in the academic world must be smart and intelligent, serve with heart for students, willingness, have moral responsibility, have good cooperation, willing to sacrifice for the benefit of students in the study programme, and have high integrity. In addition, they must be productive and responsible with their positions, and willing to work together".

The questionnaire and interview results show that leaders tend to have the character of The Meritocrat, which is the belief that the best ideas will speak for themselves without the need to be adjusted to the expectations of others. They often struggle to understand the importance of "selling" or customising ideas for wider acceptance. According to Waldroop and Butler (1999), individuals with this character tend to dislike office politics because they feel frustrated in gaining support for their ideas. Meritocrats are generally recognised as hard-working, intelligent and high integrity individuals. However, they often experience obstacles in their career progression. Their lack of political acumen can lead to their talents going unnoticed, with promotion opportunities often going to others. In addition, they are usually reluctant to present or market their ideas to key stakeholders, which ultimately hinders their exposure and influence in the organisation

As an ideal leader, the first step in mentoring a Meritocrat is to show empathy. Let them know that you understand their point of view, especially regarding the notion that political dynamics in the organisation may feel unimportant or a waste of time. However, emphasise that for their ideas to be developed and implemented, they need the support of decision-makers. Therefore, building strong working relationships and communicating ideas effectively are crucial aspects of success. Inform them how to do this without compromising their integrity, for example by applying Stakeholder Analysis and influence models, which emphasise honest and effective communication. Next, encourage them to develop one of their latest ideas. Assist them in designing a strategy to gain support from key stakeholders and potential allies. By understanding the motivations and interests of these individuals, Meritocrats can tailor their approach to be more effective in delivering and realising their ideas (Yanuarsari et al., 2022).

3). The Bulldozer (Leader who Ignores the Opinions of Others)

The questionnaire data in Figure 1 shows that the average score of the meritocrat type is 3.5 with neutral criteria. This shows that the tendency of each leader in the study programme agrees and is neutral that the leader does not also ignore the opinions of others. This statement is supported by interview data from questions that explore the bulldozer character, namely: "As humans, we must be disappointed, but it needs to be seen from another aspect that the policy needs to be agreed upon, but if the policy has been agreed upon and there are still those who do not agree with it, it means that it must be addressed properly. we adjust it to the rector's policy, of course it has been agreed upon at the university level and must be carried out at the faculty level. If in the faculty there are those who do not agree, then we convey this to the superiors. If they do not agree, it means that they did not agree beforehand, and if this happens then the attitude is firm on the collective agreement".

The questionnaire and interview results show that a leader tends to have The Bulldozer character, although there are still neutral tendencies in some aspects. According to Waldroop and Butler (1999), in dealing with individuals with this character, a firm statement such as, "If I take a vote, no doubt, you will be fired," can be effective. However, it is important to consider the appropriate way of delivering the message. The goal is not to stifle their energy and passion, but to direct the impulse in a more constructive direction. Therefore, leaders need to gather relevant evidence to respond to possible resistance and prepare concrete examples that show how the Bulldozer's behaviour has harmed or isolated their colleagues. In addition, it is necessary to understand the consequences of unwillingness to change. Leaders who feel they know best and lack trust in their team tend to inhibit collaboration, limit team members' development, and risk burnout from handling too much on their own (Avery & Ryan, 2002). An ideal leader in dealing with individuals with Bulldozer character should be willing to listen and encourage them to correct mistakes (Maria Fitricia & Ayuning Hidayah, 2024). Help them understand that apologies can be an important tool for repairing broken relationships. Guide them in crafting an apology that is

appropriate to the individual they have mistreated. Additionally, role-playing exercises can be an effective strategy to help them prepare for these difficult conversations and rebuild more harmonious working relationships (Amai, 2017).

4. The Pessimist (Leaders Who Always See the Negative Side)

The questionnaire data in Figure 1 is that the average score for the meritocrat type is 3.8 with agreed criteria. This shows that the tendency of each leader in the study programme agrees and always sees the negative and pessimistic side of what is done. This statement is supported by data from interview questions that explore the meritocratic character, namely: "My attitude is to approach and dig up information for this, who knows there are other problems. If something fails, it is normal, but the extent to which it has been done is what must be improved, usually what makes it fail is because of external challenges in the community that are difficult to do because of the situation and conditions. If someone fails, it means that I also fail, so communicate and evaluate together. It is necessary to establish good relations with all in the faculty so that the programme can run well".

The questionnaire and interview results show that leaders tend to have the character of The Pessimist, where they focus more on the negative side and are risk-orientated. According to Waldroop and Butler (1999), individuals with this character actually have good intentions, namely wanting to protect the organisation from potential threats that could arise from changes that are considered inappropriate. However, the main problem is that they tend to perceive all changes as risky and undesirable. Although their concerns are sometimes well-founded as they are based on past experiences and mistakes, an overly pessimistic attitude can stifle creativity and close off useful new opportunities. In addition, they tend to be overly controlling, keeping a detailed eye on the team's every move to prevent mistakes. Excessive anxiety can also negatively impact their leadership. Leaders who worry too much often have difficulty concentrating, making decisions, and may even experience sleep disturbances due to the perceived pressure (Barlow, 2002). This constant tension can hinder their ability to lead teams calmly and effectively, necessitating a more balanced approach to dealing with organisational changes and challenges (Nababan et al., 2024).

5). The Rebel (Leader Who Often Defies Authority)

The questionnaire data in Figure 1 shows that the average score of the meritocrat type is 4.3 with agreed criteria. This shows that the tendency of every leader in the study programme agrees and always opposes if it is not in accordance with the situation and conditions for the progress of the study programme. This statement is supported by interview data from questions that explore the Rebel character, namely: "If the policy of the rector must have been agreed upon in the university senate so that it needs to be adjusted at the faculty level. Meanwhile, if the agreement at the faculty level must be agreed upon by the faculty senate. There are policies that conflict with the situation of the faculty even though it has been agreed at the university level but must be communicated with superiors about the situation and conditions in the faculty as well as at the study programme level. Sometimes this is the case, there are rector policies that are not in accordance with the programme in the faculty, so good communication is needed, building good relationships is very important with superiors or subordinates."

The questionnaire and interview results show that leaders tend to have the character of The Rebel, an individual who often opposes and questions organisational policies or decisions. According to Waldroop and Butler (1999), this type of leader is easily recognisable because they often ask inappropriate questions in meetings, often make jokes about management, and openly doubt the motives behind any major changes implemented. They also tend to only adhere to rules in their most minimal form, without really understanding or supporting the essence of the policy. An overly rebellious attitude can negatively impact team morale and organisational stability. Therefore, if leaders with this character have value to the company, it is important to take the right approach in managing their behaviour. One recommended way is to directly ask, in a neutral tone and without warning, if they intend to leave the organisation. If they are surprised and answer no, the leader can reveal that their behaviour is often seen as a form of resistance, an outlet for frustration, or even disdain for the organisation (Sahadi et al, 2020). If they try to defend themselves by saying that it is just their way of talking or joking around, a firm response should be given that such behaviour has a negative impact on colleagues and the team atmosphere and needs to stop.

In addition, leaders who are over-reactive to situations may also face similar challenges. They tend to be impulsive, emotional, and easily angered, potentially creating interpersonal conflicts (Lopes et al., 2006). This attitude not only damages relationships with team members but also creates a non-conducive work environment and damages the reputation of leadership in the organisation.

Therefore, a more thoughtful approach and good emotional management are needed in dealing with the type of leader with The Rebel character.

6). The Home Run Hitter (The Leader Who Always Chases Great Success)

The questionnaire data in Figure 1 shows that the average score of the meritocrat type is 4.3 with agreed criteria. This shows that the tendency of each leader in the study programme agrees that emimin must pursue great success for the progress of the study programme. This statement is supported by data from the interview results of questions that explore the character of Home run Hitter, namely: "If it fails to be done for a large plan that is not as expected, it is necessary to evaluate what obstacles and problems are so that corrective action is taken. If something fails, it should have been communicated beforehand, but if this happens, it must be evaluated and corrected. If it fails, it means that the dean also failed, so build communication and relationships well and need to evaluate together, maybe the dean communicated the wrong thing ". The results of questionnaire and interview data analysis show that a leader tends to have a provocative character. According to Waldroop and Butler (1999), individuals with this character often feel anxious that they will never reach a higher position and assume that their hard work is not properly recognised. Therefore, it is important for organisations to regularly discuss their career progression and acknowledge any achievements, big or small. These actions can help reassure Home Run Hitter leaders that given enough time and opportunity, they will be able to reach higher levels in the organisation (Dennis & Bocarnea, 2005).

The six problematic behaviours identified by Waldroop and Butler (1999) can be barriers to leadership effectiveness. If not managed well, these behaviours can negatively impact individual and overall organisational performance especially in HEIs (Akhir, 2023) and (Tobari, 2015) . Some of the challenges that can arise as a result of these behaviours include: 1). Decreased performance and motivation of academic staff. 2). Barriers to innovation and difficulties in managing change. 3). Reduced trust from students and other stakeholders (Yanuarsari et al., 2022) . To overcome these challenges, some strategies that can be applied include: 1). Delegating tasks effectively and building a solid team to avoid the Heroic Manager character. 2). Improve emotional intelligence and interpersonal communication skills to overcome the Meritocrat and Bulldozer characters. 3). Build a work culture that is orientated towards innovative solutions and positive thinking to deal with the Pessimist and Rebel characters. 4). Develop sustainable strategic planning to avoid the negative impact of the Home Run Hitter character (Skills, Leadership, 2015) . By understanding and managing these behaviours effectively, leaders can improve their performance with their leadership style (Rahmawati et al., 2022) , form solid work teams, and achieve organisational goals more optimally (Budiman, 2022) . In addition, leaders need to be empowered through training based on transformational leadership and adaptive leadership (BI Solikin M.Juhro, 2020) and (Muhamad Taufiq, 2021).

4. Conclusion

Based on the data and discussion, it can be concluded that every leader certainly experiences six behaviours according to Waldroop and Butler, in this study according to the research objectives, namely: 1). Six problematic behaviours according to Waldroop and Butler affect leadership in higher education. This is indicated by the average data score of the statement from the questionnaire which is 4.0 or the category agrees that the six behaviours occur in college leadership. 2). Strategies that can be applied to manage and overcome the six problematic behaviours in an agency are: 1). Delegating tasks and building strong teams to avoid heroic manager behaviour. 2). Improve emotional intelligence and interpersonal communication to overcome meritocrats and bulldozers. 3). Build a culture of positive thinking and innovative solutions to overcome pessimists and rebels. 4) Develop sustainable strategic planning to avoid home run hitters. Leaders must be able to transform themselves in managing and overcoming the six problematic behaviours identified by Waldroop and Butler. By implementing effective leadership strategies, universities can improve academic quality, empower human resources, and better achieve their strategic vision.

As recommendations from this study are: 1). Leaders must attend leadership training based on transformational leadership and adaptive leadership. 2). Institutions must build a management system that supports the development of innovative and strategic leaders. 3). Colleges should integrate value-based leadership in organisational governance.

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