



Deeper Learning in Leadership to Help High School Students Find Potential

Teguh Triwiyanto¹(✉), Ahmad Nurabadi¹, Muh. Arafik¹, Pramono Pramono¹,
Nurrul Riyad Fadhli¹, Rosdiana Amini¹, Anisa Maulinda¹,
Akbar Syah Ichwanda Burham¹, Endra Ubaidillah¹, and Min-Ling Hung²

¹ Universitas Negeri Malang, Malang 65145, East Java, Indonesia
teguh.triwiyanto.fip@um.ac.id

² Teacher Education Center, Ming Chuan University, Taoyuan, Taiwan

Abstract. The purpose of this research is to find out deeper learning in leadership to help high school students find their potential. The research data was reviewed from sources in the form of books, with the keyword's leadership potential, published in the last three years. There are three books published for analysis. The research method used is qualitative, carried out through literature study, with hermeneutic data analysis. The results of the study concluded that deeper learning about leadership to help high school students discover their potential has proven to be a driving force for student achievement.

Keywords: Deeper Learning · Leadership · Student Potential · High School

1 Introduction

Deeper learning in leadership to help high school students discover potential, referring to various theories of building leadership potential. King et al., (2011) say the need to find a leader within to realize leadership potential. Maxwell (2011) encourages everyone to reach five levels of leadership steps, which are proven to maximize potential.

Learning at the high school level, students who fall into the category of teenagers, need a special approach by the teacher. According to Piaget (1999) adolescents can think systematically and reason about what is possible and what is (not everyone reaches this stage). This allows them to understand politics, ethics, and science fiction, as well as engage in scientific reasoning. Piaget (1972) believes that learning methods are ultimately through their active learning and that knowledge is not only transmitted verbally but must be constructed and reconstructed by students.

To increase and develop potential, students can be done through learning activities and leadership practices. These activities can occur in intracurricular and extracurricular activities. Roberts (2007) emphasizes deeper learning in leadership helps students discover their inner potential. Whitmore (2009) emphasizes leadership training and practice for performance growth potential and goals. Bean (2021) states that leadership skills can be developed and more deliberate efforts should be made to cultivate bright young leaders for the future.

Developing potential in students offers insight into the development of leadership skills in students. It provides knowledge and skills on leadership definitions and theories, trends and changing paradigms, and suggests screening and identification tools for leadership. Programs and instructional materials to be incorporated into the regular curriculum. Leadership potential provides direction regarding the traits, abilities and characteristics to become a successful leader. Many organizations are looking for individuals with leadership potential, so that they can be strong organizations and develop future leaders in their organizations.

Deeper learning in leadership to help high school students discover potential, referring to various theories of building leadership potential. This topic can be found in Sølvi & Glenna (2022) that teachers around the world are challenged to adapt their teaching to meet students' needs for deeper learning. Zhang et al., (2021) suggest a deep learning model for innovative evaluation of ideological and political learning. Mehta & Fine (2019) says that learning is more suitable for secondary schools. Therefore, deeper learning in leadership to help high school students find their potential, referring to various theories of building leadership potential, is very possible. The scope of leadership is power and authority.

2 Methods

The research method used is qualitative, carried out through library research. The research stage is carried out by collecting library sources, in the form of books related to the topics published in the last three years, namely leadership potential. The book is the work of Sarah Wood & Niamh O'Keeffe, published in 2018, entitled *Stepping up How to Accelerate Your Leadership Potential*. Pearson Education Limited; Payal Nanjiani, published in 2021, is entitled *Achieve Unstoppable Success in Any Economy the 7 Divine Mantras to Maximize Your Leadership Potential*; and Lejf Moos, Elisabet Nihlfors, & Jan Merok Paulsen, published in 2022, entitled *Re-centering the Critical Potential of Nordic School Leadership Research Fundamentals, But Often Forgotten Perspectives*.

This study performs data classification based on the research formula. At an advanced stage, data processing and or reference citations are carried out to be displayed as research findings, abstracted to obtain complete information, and interpreted to produce knowledge for drawing conclusions. Data analysis is a step taken to classify data. At this stage, grouping is carried out, equating the same data and distinguishing data that are indeed different, and setting aside other groups with similar but not the same data. At the interpretation stage, analysis is used. The research method used is hermeneutics, using the paradigm of Gadamer (2006; 2008).

3 Results and Discussion

The results of this study show that deeper learning about leadership to help high school students discover their potential has proven to be a driving force for student achievement. To encourage the motives of these outstanding students, it is necessary to strengthen the following various aspects.

These aspects are: (1) Aspects of power in leadership, largely determined by communication skills. The power of communication in leadership is very decisive. Leaders have power, hence decide who gets punishment, favors, and rewards. Leaders need to combine the power of visionary people with people who make things happen every day. Visionary people need people who have technical ability. Leader power, the key is the ability to catalyze resources; (2) Aspects of authority on leadership. The structure of authority in the organization has an impact on productivity and profitability. Without clear authority, no one is empowered. The main problem in the organization is the exercise of too much management authority and power, or to other extremes. Authority must be balanced. Lack of clarity in decision-making and authority as the main causes in a

Table 1. Comparison of Conclusions from Data Analysis Results

Scholar	Power	Authority	Potential
Wood & O'Keeffe (2018)	The development of leadership power can be done by developing individual skills, mindset, and resilience. Changes in various aspects today are a reality, which every leader needs to understand; and this is an opportunity for those who use it to strengthen personal leadership growth. Speaking in large numbers provides a huge competitive advantage, more important than the skills themselves, namely a vision for top performers, always curious, outward-looking, and an international perspective.	To become a strong leader, use individual authority to continue learning or try to meet established leaders in the field. Empower yourself! No one will give you permission to quit your job and start a business; or knocking on leadership's door with ideas about how the organization we work for can do something better.	Everyone has leadership potential, but successful leaders are those who build specific skills and abilities that equip them for many challenging roles. Having a clear vision of what we want to achieve in the future is the best way to take advantage of the potential, from so many changes and will provide the best opportunity to build and realize goals. Great leaders usually have a mission much bigger than themselves; the businesses they build become vehicles for expressing, achieving, and reinforcing goals that go deeper than profit, with the potential to achieve far-reaching impact and leave a lasting legacy.

(continued)

Table 1. *(continued)*

Scholar	Power	Authority	Potential
Nanjiani (2021)	A leader should never underestimate the power of an action, however small it may be. Leaders need to commit to it, to take action every day. A leader who is tied to a position of great power has the potential to be intoxicating for them. When a leader develops the power to let go, that leader achieves absolute freedom from the problem of attachment. There is a force in the universe capable of making a way out of the impossible. The universe answers every question we ask, but the problem is that most people ask questions about debilitating pain.	A leader cannot stay focused, when he has no authority over his own inner leader. One doesn't have to have a fancy title to be a leader that others in the organization want to follow, that positive attitude and small, gradual changes can give you the ability to stand out and lead with or without authority.	To increase leadership potential, emotions strategically exert influence. A person may have the best skills and the highest potential, but his actions and decisions depend entirely on the state of his inner leader at the time. Pledges of action don't immediately change a person's leadership outcomes, but they never let leadership potential go unnoticed. All potential actions to achieve goals, to succeed in leadership, do not limit the list of actions based on whether they are possible or not. A person has potential and ideas, leads to succeed in taking great action, does not need to think about the actions of others in response to our actions.

(continued)

Table 1. (continued)

Scholar	Power	Authority	Potential
Moos et al., (2022)	Power tends to include individuals who already share the same goals and understanding as leaders, but such governance requires leaders to create space for reflection and democratic processes. Issues relevant to identity, power, and boundary delimitation have a central position in the organization.	Authority has territorial boundaries. Authority comes from the competence of an individual. Leaders have the authority and the right to promote change, to drive the changes that are needed. Authority is determined by the authority and values; institutional or professional chosen must be legal and open. Authority is exercised in an accessible manner. The discourse of welfare education is built on individual authority and democratic participation and democratic deliberation, while the competitive discourse is built on acquiring basic job skills.	Schools are not only a place for the production of knowledge towards academic achievement, but as an overall learning environment that includes various fields of activity and learning, including encouraging leadership potential. Leadership potential needs to be pushed to its fullest, both for their own benefit and for the organization. The potential to understand educational leadership, relates to phenomena related to the institutional dimension. School leadership becomes a policy conversion function.

problematic organizational environment; and (3) Aspects of leadership potential. Leadership potential can be seen in the model, style, and orientation. Leadership potential is contained in each as an individual with unique needs and abilities. Leaders should be able to establish a balance in their leadership profile to optimize the potential of their leaders, followers and organizations. Transformational leaders pay special attention to each individual’s need for achievement and growth by acting as a coach or mentor. Followers and colleagues are developed to successively higher levels of potential.

By comparing the conclusions of the data analysis results, as in Table 1, several propositions can be made. The propositions (P) are: (P1) The development of leadership power can be done by developing individual skills, mindset, and resilience. Power tends to include individuals who already share the same goals and understanding as leaders, but such governance requires leaders to create space for reflection and democratic processes; (P2) To become a strong leader, use individual authority to continue learning or try to meet established leaders in the field. Empower yourself! A leader cannot stay focused,

when he has no authority over his own inner leader. Positive attitude and gradual small changes in a person, can give the ability to stand out and lead with or without authority; and (P3) Everyone has leadership potential, but successful leaders are those who build specific skills and abilities that equip them for many challenging roles. A person may have the best skills and the highest potential, but his actions and decisions depend entirely on the state of his inner leader at the time. Schools are not only a place for the production of knowledge towards academic achievement, but as an overall learning environment that includes various fields of activity and learning, including encouraging leadership potential.

The proposition (P1) of the results of this study states that the development of leadership power can be done by developing individual skills, mindsets, and resilience. Power tends to include individuals who already share the same goals and understanding as leaders, but such governance requires leaders to create space for reflection and democratic processes. This proposition is relevant to what Avolio & Bass (2002) said about developing potential in various cases of leadership, especially transactional and transformational leadership. Stephan & Pace (2002) on building strong leadership, by unleashing the potential of others and simplifying the leader's own life.

Developing skills, mindsets, and individual resilience, is very appropriate for high school students. In students, as stated by Seibert et al., (2016) it is beneficial to build career resilience and adaptability is invaluable no matter what career outcomes are pursued or how successful they are so far in achieving them. Yeager & Dweck (2012) stated that students who believe (or are taught) that intellectual ability is a quality that can be developed (as opposed to a quality that is fixed) tend to show higher achievement. For the same context in terms of leadership potential can be done.

One component of leadership, which is very important to grow and develop, is leadership potential. Through potential optimization, the organization and management can carry out their functions properly. Regeneration and transformation of organizational values is very necessary, to maintain its sustainability. Church & Silzer (2013) say, identifying potential is a key aspect of an effective talent management system.

In the context of the leadership potential of high school students, this is a new breakthrough. Leadership is a rare item to be practiced at the high school level, although there may be various tiered trainings and organizational platforms, but they are not well designed. Impressed only to abort extracurricular obligations or extracurricular complements. Efforts to provide theoretical and practical leadership skills can be seen in various research results, such as Mahuda & Huda (2021) through basic student leadership training, state defense and maritime affairs in improving leadership abilities (Aini, 2020), basic student leadership training (Mu'min et al., 2021), and the formation of leadership character through scouting activities (Ariyanti & Himsyah, 2021).

The results of these studies do not make the search for leadership potential the basis for conducting various leadership training activities for high school students. Whereas knowing the leadership potential in individuals is an important element for self-development, Pflug (2022) to find a person's leadership granite, a leadership foundation is needed that needs to be nurtured from an early age. In time, leadership by Maxwell (2014) is said to be mastering the art of asking questions, using them to learn and grow,

connecting with people, challenging oneself, improving his team, and developing better ideas.

Preparing a well-designed leadership foundation at the high school level, provides the possibility of growth and development of student leadership potential. For student organizations, for example Student Council, Red Cross, and Scouts, Christina's findings (2020) mention that it is difficult for students with awareness to be involved in such organizations. Their reasons are the same as not supported by grades as achievements, in the end they choose only the new classes. The upper classes are usually ignorant.

In fact, the benefits of training leadership from an early age are a positive personal capital. Various benefits can be obtained through digital-based search for leadership potential and mentoring students' sustainable leadership potential, Gahan et al., (2021) call it contributing to innovation-related abilities, Hayward (2011) states it helps raise their profile and ensures sustainable investment in leadership development in their organization.

So far, leadership at the high school level has been fostered through Student Council, Red Cross, and Scouts. In addition, organizations are made to accommodate interests in art, sports, religion, and hobbies. All these activities and forums are managed in school student management. Kurniawati (2014) explained that the coaching and development of student management has an important role in improving student achievement because it is not only a talent, interest, and ability but as a reference. Coaching is done through a process. Student Council is a place to accommodate the creative aspirations of students.

The standard of living and competition that continues to change due to the development of science, technology, and the transformation of society, should be the driving force to equip each individual high school student with leadership skills. Education 4.0 must be framed to support learning management, which must respond to changes in the social and economic environment to meet human resource needs. Göker (2019) states that giving students the opportunity to self-evaluate their learning practices makes them rethink their actual learning practices. Provides an overview of the available evidence and theoretical approaches in relation to forms of student leadership and includes a review of the evidence that enables student leadership and barriers to student leadership. Bean (2021) argues that a 21st century learning framework organizes learning around student outcomes in core subjects and 21st century themes; learning and innovation skills; information, media, and technology skills; and life and career skills.

Proposition (P2) as a result of this study states, to become a strong leader, use individual authority to continue learning or try to meet established leaders in the field. Empower yourself! A leader cannot stay focused, when he has no authority over his own inner leader. A positive attitude and gradual small changes in a person, can give the ability to stand out and lead with or without authority. These findings confirm that preparing students for leadership aspects is a demand due to the development of science, technology, and the transformation of society. Göker (2019) and Gahan et al., (2021) conclude that the benefits of training leadership from an early age are positive personal capacity capital. Various research results have not made the search for leadership potential the basis for conducting various leadership training activities for high school students (Mahuda & Huda, 2021; Aini, 2020; Mu'min et al., 2021; Ariyanti & Himisyah, 2021). That every high school student can find out their leadership potential

through digital-based search for leadership potential and obtain mentoring for students' sustainable leadership potential.

Leadership is different from management, but both are necessary and complementary, mutually supporting each other to achieve organizational goals. Yukl et al., (2019) stated task-oriented, relationship-oriented, and change-oriented behavior are all related to managerial effectiveness, but only relationship-oriented behavior is significantly related to subordinate job satisfaction. Problem solving is the task-oriented behavior with the strongest relationship with managerial effectiveness. Recognizing is the least important relationship-oriented behavior for job satisfaction. According to Howieson & Howieson (2019), managers are more focused on efficiency and non-people, while leadership is more focused on effectiveness and people. Kotter & Cohen, (2012) stated management is about overcoming complexity. Its practices and procedures were largely a response to one of the most significant developments of the twentieth century: the emergence of large organizations. Rather, leadership is about dealing with change.

The proposition (P3) of this study states that everyone has leadership potential, but successful leaders are those who build special skills and abilities that equip them for many challenging roles. A person may have the best skills and the highest potential, but his actions and decisions depend entirely on the state of his inner leader at the time. Schools are not only a place for the production of knowledge towards academic achievement, but as an overall learning environment that includes various fields of activity and learning, including encouraging leadership potential. The findings of this study, in line with the category of leadership potential while still a teenager or school, revealed by Dries & Peppermans (2012) that there are four leadership potentials, namely: (1) analytical skills (containing factors of intellectual curiosity, strategic insight, decision making, and problem solving); (2) learning agility (containing factors of willingness to learn, emotional intelligence, and adaptability); (3) drive (containing result orientation, persistence, and dedication factors); and (4) emergent leadership (containing motivational factors to lead, self-promotion, and stakeholder sensitivity). Dugan & Komives (2007) categorized leadership potential as self-awareness, conformity, commitment, collaboration, common goals, controversy with civility, citizenship, change, and socially responsible leadership.

Based on various leadership potentials, it can be concluded that leadership potential can be categorized into 5. The five categories are: (1) analytical skills (containing intellectual curiosity, strategic insight, decision making, and problem solving factors); (2) learning agility (containing factors of willingness to learn, emotional intelligence, and adaptability); (3) drive (containing result orientation, persistence, and dedication factors); (4) emergent leadership (containing motivational factors to lead, self-promotion, and stakeholder sensitivity); and (5) social skills (containing self-awareness, conformity, commitment, collaboration, common goals, controversy with civility, citizenship, change, and socially responsible leadership), see Fig. 1.

Searching for leadership potential in students can and has been done through various studies. Dries & Peppermans (2012) identified leadership potential through a consensus

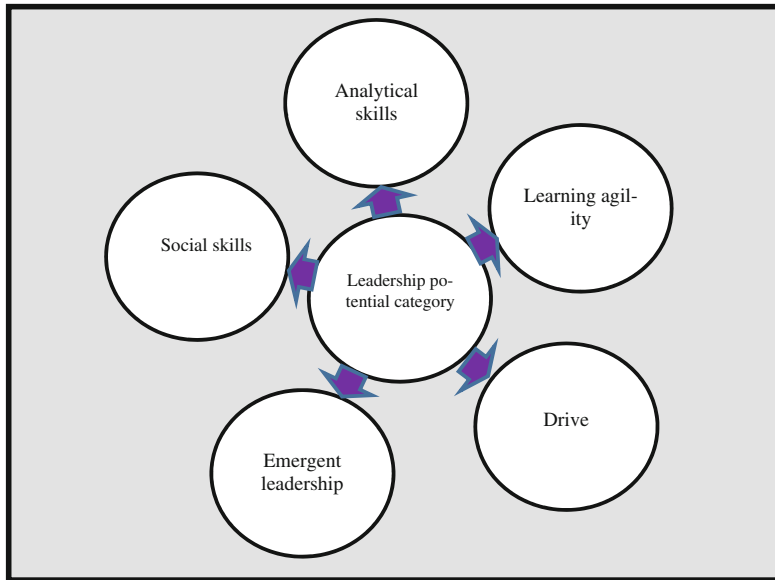


Fig. 1. Category of Student Leadership Potential

model, Garavan et al., (2014) categorize leadership development practices into formal leadership development programs, experience-based leadership development programs, and relationship-based leadership development programs, and integrative models of leader development (Kragt & Day, 2020).

4 Conclusions

Developing individual skills, mindset, and resilience is very appropriate for high school students. In students, the benefits of building career resilience and adaptability are invaluable no matter what career outcomes are pursued or how successful they have been in achieving them. Preparing a well-designed leadership foundation at the high school level, provides the possibility for the growth and development of student leadership potential. Students' leadership potential that can be developed can be categorized into four, namely: (1) analytical skills (containing intellectual curiosity, strategic insight, decision making, and problem solving); (2) learning agility (containing factors of willingness to learn, emotional intelligence, and adaptability); (3) drive (containing result orientation, persistence, and dedication factors); and (4) emergent leadership (containing motivational factors to lead, self-promotion, and stakeholder sensitivity).

References

Aini, D. A. N. (2020). Implementasi kurikulum bela negara dan kemaritiman dalam meningkatkan kemampuan kepemimpinan peserta didik di SMAN Taruna Nala Jawa Timur / Dini Anisa Nur Aini [Diploma, Universitas Negeri Malang]. <http://repository.um.ac.id/140572/>

- Ariyanti, N., & Himsyah, U. Z. A. (2021). Pembentukan Karakter Kepemimpinan Profetik Berbasis Trilogi Kepemimpinan Ki Hajar Dewantara melalui Kegiatan Kepramukaan. *Tarbiyatuna: Jurnal Pendidikan Ilmiah*, 6(1), 27–40.
- Avolio, B. J., & Bass, B. M. (2002). *Developing Potential across a Full Range of Leadership Cases on Transactional and Transformational Leadership*. Lawrence Erlbaum Associates, Inc.
- Bean, S. M. (2021). *Developing Leadership Potential in Gifted Students: The Practical Strategies Series in Gifted Education*. Routledge. <https://doi.org/10.4324/9781003234111>
- Christina, N. T. S. (2020). Tingkat Pemahaman Siswa Tentang Kematangan Demokrasi, Study Kasus Pemilihan Ketua Osis Di SMK Berbudi Gantiwarno [Bachelor, Universitas Widya Dharma Klaten]. <http://repository.unwidha.ac.id:880/2657/>
- Church, A. H., & Silzer, R. (2013). Going behind the corporate curtain with a Blueprint for Leadership Potential: An integrated framework for identifying high-potential talent. *People & Strategy*, 36(4), 50–59.
- Dries, N., & Pepermans, R. (2012). How to identify leadership potential: Development and testing of a consensus model. *Human Resource Management*, 51(3), 361–385. <https://doi.org/10.1002/hrm.21473>
- Dugan, J., & Komives, S. (2007). *Developing Leadership Capacity In College Students: Findings From a National Study*.
- Gadamer, H.-G. (2006). *Truth and Method*. Continuum.
- Gadamer, H.-G. (2008). *Philosophical Hermeneutics*. University Of California Press.
- Gahan, P., Theilacker, M., Adamovic, M., Choi, D., Harley, B., Healy, J., & Olsen, J. E. (2021). Between fit and flexibility? The benefits of high-performance work practices and leadership capability for innovation outcomes. *Human Resource Management Journal*, 31(2), 414–437. <https://doi.org/10.1111/1748-8583.12316>
- Garavan, T., O'Brien, F., & Watson, S. (2014). Leadership Development and Organizational Success. In *The Wiley Blackwell Handbook of the Psychology of Training, Development, and Performance Improvement* (pp. 354–397). John Wiley & Sons, Ltd. <https://doi.org/10.1002/9781118736982.ch19>
- Göker, S. D. (2019). Student Leadership 4.0. In *Educational Leadership*. IntechOpen. <https://doi.org/10.5772/intechopen.90563>
- Hayward, S. (2011). Connecting leadership development to bottom line benefits. *Strategic HR Review*, 10(1), 28–34. <https://doi.org/10.1108/14754391111091788>
- Howieson, W. B., & Howieson, W. B. (2019). What is leadership? – An academic perspective. In *Leadership* (pp. 35–149). Emerald Publishing Limited. <https://doi.org/10.1108/978-1-78769-785-020191003>
- Kotter, J. P., & Cohen, D. S. (2012). *The heart of change: Real-life stories of how people change their organizations*. Harvard Business Press.
- Kragt, D., & Day, D. V. (2020). Predicting Leadership Competency Development and Promotion Among High-Potential Executives: The Role of Leader Identity. *Frontiers in Psychology*, 11. <https://www.frontiersin.org/article/https://doi.org/10.3389/fpsyg.2020.01816>
- Kurniawati, E. (2014). Manajemen Kesiswaan di SMA Negeri Mojoagung Jombang. *Inspirasi Manajemen Pendidikan*, 4(4), Article 4. <https://jurnalmahasiswa.unesa.ac.id/index.php/37/article/view/7872>
- Mahuda, I., & Huda, M. (2021). Sosialisasi Pentingnya Critical Thinking Untuk Membangun Generasi Muda Yang Kritis Dalam Kegiatan Latihan Dasar Kepemimpinan Siswa SMA Citra Islami Cikupa. *Jubaedah : Jurnal Pengabdian Dan Edukasi Sekolah (Indonesian Journal of Community Services and School Education)*, 1(3), 210–215. <https://doi.org/10.46306/jub.v1i3.38>
- Maxwell, C. J. (2014). *Good Leaders Ask Great Questions: Your Foundation for Successful Leadership*. Center Street. <https://id1lib.org/book/2602691/911dbd>

- Maxwell, J. C. (2011). *The 5 Levels of Leadership Proven Steps to Maximize Your Potential*. Center Street.
- Mehta, J., & Fine, S. (2019). *In Search of Deeper Learning: Inside the Effort to Remake the American High School*. Harvard University Press.
- Moos, L., Nihlfors, E., & Paulsen, J. M. (2022). *Re-centering the Critical Potential of Nordic School Leadership Research Fundamental, But Often Forgotten Perspectives*. Springer Nature Switzerland.
- Mu'min, M. D. N. A., Adawiah, R., Alam, N., Isman, M. A., & Zenan, M. F. (2021). Lati-han Dasar Kepemimpinan Siswa (LDKS) Dengan Tema “Mewujudkan Kader Pemimpin Bangsa Yang Berkualitas Bertanggungjawab Berdasarkan Nilai-Nilai Amalqbian.” *Journal Lepa-Lepa Open*, 1(2), 259–262.
- Nanjiani, P. (2021). *Achieve Unstoppable Success in Any Economy the 7 Divine Mantras to Maximize Your Leadership Potential*. CRC Press.
- Pflug, D. P. (2022). *Finding Your Granite: My Four Cornerstones of Personal Leadership*. Taylor & Francis Group, LLC.
- Piaget, J. (1972). *The Moral Judgment of the Child*. The Free Press.
- Piaget, J. (1999). *Play, Dreams and Imitation In Childhood*. Routledge and Kegan Paul Ltd.
- Roberts, D. C. (2007). *Deeper Learning in Leadership Helping College Students Find the Potential Within*. Jossey-Bass.
- Seibert, S. E., Kraimer, M. L., & Heslin, P. A. (2016). Developing career resilience and adaptability. *Organizational Dynamics*, 45(3), 245–257. <https://doi.org/10.1016/j.orgdyn.2016.07.009>
- Sølvik, R. M., & Glenna, A. E. H. (2022). Teachers' potential to promote students' deeper learning in whole-class teaching: An observation study in Norwegian classrooms. *Journal of Educational Change*, 23(3), 343–369. <https://doi.org/10.1007/s10833-021-09420-8>
- Stephan, E. G., & Pace, R. W. (2002). *Powerful Leadership How to Unleash the Potential in Others and Simplify Your Own Life*. Prentice Hall PTR.
- Whitmore, J. (2009). *Coaching for Performance GROWing Human Potential and Purpose the Principles and Practice of Coaching and Leadership*. Nicholas Brealey Publishing.
- Wood, S., & O’Keeffe, N. (2018). *Stepping Up How to Accelerate Your Leadership Potential*. Pearson Education Limited.
- Yeager, D. S., & Dweck, C. S. (2012). Mindsets That Promote Resilience: When Students Believe That Personal Characteristics Can Be Developed. *Educational Psychologist*, 47(4), 302–314. <https://doi.org/10.1080/00461520.2012.722805>
- Yukl, G., Mahsud, R., Prussia, G., & Hassan, S. (2019). Effectiveness of broad and specific leadership behaviors. *Personnel Review*, 48(3), 774–783. <https://doi.org/10.1108/PR-03-2018-0100>
- Zhang, B., Velmayil, V., & Sivakumar, V. (2021). A deep learning model for innovative evaluation of ideological and political learning. *Progress in Artificial Intelligence*. <https://doi.org/10.1007/s13748-021-00253-3>

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

