

Rise & Shine Together: Leadership Training to Build Innovative and Collaborative Organizations

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Abstract

The "Rise & Shine Together" training aims to improve the leadership skills of members of the Family Law Study Center (PUSAKA) of Sultan Aji Muhammad Idris Samarinda State Islamic University. The problems faced by partner organizations include low initiative, communication, and collaboration between members. The method used was *Participatory Experiential Leadership Training* (PELT) through interactive seminars, *roleplay*, and case studies involving 18 participants. Cognitive evaluation was conducted by comparing *pre-test* and *post-test* results, showing an average increase in understanding of 8.76%. Participants' activeness, understanding and attention reached more than 80%. This training is effective in creating a learning environment that supports the development of leadership skills and is expected to be applied in organizations to achieve their vision and mission.

Keywords: innovation; leadership; collaboration; organization; training

Abstrak

Pelatihan "Rise & Shine Together" bertujuan untuk meningkatkan keterampilan kepemimpinan di antara anggota Pusat Studi Hukum Keluarga (PUSAKA) di Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda. Organisasi mitra menghadapi tantangan seperti rendahnya inisiatif, komunikasi, dan kolaborasi di antara anggota. Metode *Participatory Experiential Leadership Training* (PELT) diimplementasikan melalui seminar interaktif, *permainan peran*, dan studi kasus yang melibatkan 18 peserta. Evaluasi kognitif yang membandingkan hasil *pra-tes* dan *pasca-tes* menunjukkan peningkatan pemahaman rata-rata sebesar 8,76%. Keaktifan, pemahaman, dan keterlibatan peserta melebihi 80%. Pelatihan ini secara efektif menumbuhkan lingkungan belajar yang kondusif untuk pengembangan keterampilan kepemimpinan, diharapkan dapat diterapkan dalam organisasi untuk mencapai visi dan misinya.

Kata kunci: kolaborasi; inovasi; kepemimpinan; organisasi; pelatihan

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BACKGROUND

In the era of globalization and digitalization, organizations face complex challenges in creating an innovative and collaborative work environment. Various studies have shown that effective leadership plays an important role in driving innovation and synergy within teams (García-Sánchez et al., 2018; Shin & Zhou, 2003; Wang et al., 2005). However, many organizations experience difficulties in empowering team members to contribute actively and collaboratively. According to Jex & Britt (2008) leadership that focuses on member development can increase productivity and job satisfaction, but this requires a deep understanding of the processes of influence and effective communication in teams.

Leadership is not just about a position or title in an organization, but rather the ability to mobilize a team and achieve a common goal (Avolio et al., 2009). Leadership involves many aspects, including social interaction skills, management skills, and communication skills (Adriansyah et al., 2023). According to Rahmah et al. (2024a), leadership based on *Transformational* leadership theory includes several things, namely, a leadership style that focuses on change and innovation to achieve higher organizational goals, *Servant leadership*, *Servant leadership* focuses on the development and well-being of their team members, with the aim of helping them reach their full potential, and *Self leadership*, *Self leadership* emphasizes the importance of self-awareness, intrinsic motivation, and the ability to overcome challenges independently.

Effective leaders can motivate subordinates to work together, create a harmonious environment, and encourage high performance productivity (Rahmah et al., 2024). Leaders who demonstrate behaviors that are in line with organizational values can reinforce the desired culture, while inconsistent leaders can cause misalignment and conflict in the organization (Abijaya et al., 2021)

Organizations are coordinated with relatively identifiable boundaries, which further operate to achieve common goals and objectives by demonstrating a sense of responsibility to advance one's potential through various forms of organizational skills and appropriate training (Rahmah et al., 2024). The partner organizations that were the focus of the training faced some significant challenges, such as a lack of initiative from team members, where they tended to wait for direction rather than act proactively, low levels of openness and communication between members, which hindered productive collaboration, and the need for leaders to empower the team, although they had not yet found an effective approach. These issues are even more pressing as the partner organization is a new organization that needs a strong foundation of teamwork to thrive.

Previous research supports the importance of this training (Rahmah & Muhliansyah, 2020). Leadership styles that involve active participation of members can increase innovation and efficiency (Chan, 2019). In addition, research on transformational leadership shows that leaders who can inspire and empower team members can create a more collaborative work environment (Rodrigues & Ferreira, 2015). Government policies, such as Law No. 13/2003 on Manpower, also emphasize the importance of human resource development through training to improve organizational competitiveness at the national and global levels.

As part of the solution, this training is designed to address the issues with a practical approach, including interactive sessions, *roleplays*, and case study-based simulations. Participants will learn relevant leadership skills, such as team empowerment, initiative taking, and effective communication. This method aims to encourage a mindset shift from being a

mere follower to an active contributor in the organization.

The main objective of this training is to build effective leadership capabilities in everyone in the organization, so that they can create an innovative, collaborative and independent work environment. Thus, the organization can develop sustainably and achieve its vision and mission optimally.

IMPLEMENTATION METHOD

The method used in this training program is *Participatory Experiential Leadership Training* (PELT) which is carried out in the form of training seminars conducted face-to-face to members of the Family Law Study Center (PUSAKA) of Sultan Aji Muhammad Idris Samarinda State Islamic University. This training consists of several stages starting from problem identification to training evaluation. The details are as follows:

Problem Identification

Problem identification is an important stage in the research process, and it aims to find out the problems that occur in the organization of the Center for Family Law Studies (PUSAKA) using *Training Needs Analysis* (TNA) which is carried out using questionnaire and interview methods.

Development of Training Modules

After identifying problems in the organization, the next stage is the preparation of the module as a guide to meet the standards in the activities to be carried out. This module contains the schedule of events along with a brief training seminar material.

Training Implementation

This training seminar was held at the sharia faculty hall of Sultan Aji Muhammad Idris State Islamic University Samarinda on November 29, 2024. There were 18 participants who attended this training seminar. The delivery of material by resource persons uses a lecture or presentation system, questions and answers, *ice breaking*, and case studies or *roleplay*. In table 1. participants filled out *pre-test*, *post-test*, and activity evaluation sheets, and the author also filled out an observation sheet after observing or observing participants during the training seminar. The following is the organization of the training seminar activities:

- a. *Pre-test* - this is done with the aim of knowing how the participants' initial understanding of the material to be delivered.
- b. Material delivery - the speaker delivered material on leadership to build an innovative and collaborative organization using an interactive lecture method.
- c. Q&A - training seminar participants can ask questions to the presenters to get a better understanding of the material that has been presented.
- d. *Ice breaking* - this session is conducted to restore the spirit of the participants and make the participants more relaxed to continue to the next session.
- e. Case study - this session is conducted to test how participants can apply the material they have received in the premise of the problem that has been provided. This session is carried out using the *focus group discussion* method where participants will be divided into several discussion groups and asked to present the results of their discussions.

- f. *Post-test* - a test conducted to determine the cognitive ability and understanding of participants regarding the training seminar material after the material delivery session, question and answer session, and case study session.
- g. *Training feedback* - participants are given evaluation sheets to assess their effectiveness and satisfaction with the training seminar.

Table 1. Training Seminar Rundown

No.	Time	Duration	Activities	Description
1	07.00-07.30	30'	Committee <i>Briefing</i>	The entire committee
2	07.30-08.00	30'	Participant Registration	Organizers
3	08.00-08.05	5'	Opening	MC
4	08.05-08.10	5'	Singing the Indonesia Raya Song	Dirigen
5	08.10-08.20	10'	Remarks	Chief Executive Officer Director of PUSAKA FASYA UINSI Dean of FASYA UINSI
6	08.20-08.25	5'	Recitation of Prayers	Organizers
7	08.25-08.30	5'	Documentation Session	Organizers
8	08.30-08.40	10'	Filling out the <i>Pre-test</i> Sheet	Participants
9	08.40-08.50	10'	Reading of <i>Learning Contract</i>	MC
10	08.50-09.00	10'	Presenters' CV Reading	Moderator
11	09.00-09.45	45'	Material Exposure	Presenter
12	09.45-10.00	15'	Q&A Session	Presenters and Participants
13	10.00-10.10	10'	<i>Ice Breaking</i>	MC
14	10.10-10.40	30'	Case Study and <i>Roleplay</i> Session	Participants
15	10.40-10.50	10'	Completion of <i>Post-test</i> Sheet and Activity Evaluation Sheet	Participants
16	10.50-11.00	10'	Submission of Certificates to Presenters and Certificates to the Director of PUSAKA FASYA or representatives	Chief Executive Officer
17	11.00-11.10	10'	Closing and Documentation Session	MC and Committee

Training Evaluation

Training evaluation is an activity to measure whether the training that has been implemented is effective and as planned. The training evaluation model used is Kirkpatrick *Analysis*, by conducting assessments at levels 1 and 2 (Kirkpatrick, 2006 in Ritonga (2019)):

a. Reaction

The reaction evaluation is the participants' satisfaction with the training seminar that has been conducted. The indicators of participant satisfaction are the relevance of the material, the quality of material delivery, the facilities used during training, and the timeliness of training implementation.

b. Cognitive

This evaluation aims to measure participants' understanding before and after attending the training seminar. The evaluation was conducted by comparing the participants' *pre-test* and *post-test* results.

RESULTS AND DISCUSSION

Implementation

This leadership training was held for members of the organization Pusat Studi Hukum Keluarga (PUSAKA) UIN Sultan Aji Muhammad Idris Samarinda. The total number of training participants who attended until the end was 18 people, divided into 7 female participants and 11 male participants as shown in the following table:

Table 2. Subject Characteristics Based on Gender

No.	Gender	Number of	Percentage (%)
1	Male	11	61.11%
2	Female	7	38.89%
	Total	18	100%

This training was held on Friday, November 29, 2024, offline at the Hall of the Faculty of Shari'ah UIN Sultan Aji Muhammad Idris Samarinda. The preparation of the event inside the building went smoothly. Before entering the hall, participants registered, filled in the attendance sheet, and received *training kits*, *name badges*, and *snacks*. The participants arrived on time, although the event was delayed by 20 minutes due to the delay of the Dean of the Faculty of Shari'ah. The event was opened by the MC, followed by singing the Indonesia Raya song. However, this session experienced technical problems because the music accompaniment was not connected to the *speakers*.

After that, remarks were given by the chief executive of the training, the Director of the Family Law Study Center, and the Dean of the Faculty of Shari'ah who also officially opened the event. The activity continued with the recitation of prayers and a group photo session. Next, participants did a *pre-test* for 10 minutes, followed by reading the learning contract by the MC. After that, the *trainer's Curriculum Vitae* was read, followed by the delivery of material which was greeted seriously and attentively by the participants. *The trainers* also actively interacted with the participants and the participants also actively took notes and paid attention during the material delivery session, as shown in Figure 1.



Figure 1 Material Delivery Session by *Trainer*

In this session there were obstacles when we observed all participants, namely there were several participants who did not comply with the *learning contract* such as playing cellphones and leaving without the permission of the committee. It was noted that in this session, the number of participants decreased from 21 participants to only 18 participants. When the material delivery session was complete, it was followed by a questions and answers session as shown in Figure 2.



Figure 2. Q&A Session

The trainer answered all the questions that were given by the seminar participants, and *the trainer* gave a *closing statement* regarding the conclusion of the material he had delivered. After that, it was continued with an *ice breaking* session which aimed to reduce the level of boredom of the participants after the presentation of the material. *The ice breaking* session can be seen in Figure 3.



Figure 3. Ice Breaking Session

When the *ice breaking* session was over, all participants returned to their places and then continued with a case study session by giving tasks to solve cases about problems or conflicts that occur in a situation related to leadership. This session aims to sharpen critical thinking and provide opportunities for all participants to use the mindset of a leader. Participants were divided into groups and given 5 minutes to discuss the case. When the discussion time was up, one by one the groups came forward to present the results of their discussion. The case study and *roleplay* sessions can be seen in Figure 4 and Figure 5.



Figure 4. Case Study Session



Figure 5. Roleplay Session

After that the participants were given *post-test* sheets and evaluation sheets. The next order of business was to award certificates to the presenters and give certificates to the presenters and the PUSAKA Institute. Then the MC announced the most active participants and the 2 best groups as *door prize* winners and continued with closing. This training activity ended with a group photo between all participants and presenters led by the documentation team. With the completion of the documentation session, the training seminar activities were completed, and all participants were allowed to leave the location.

Discussion

Leadership training in the organization of the Family Law Study Center of the Faculty of Shari'ah UIN Sultan Aji Muhammad Idris Samarinda basically aims to foster leadership traits in each organizational board. The nature of leadership is the main provision in running an organization, each board needs to understand well the characteristics, factors, and aspects that affect leadership. Based on the results of the analysis of the *pre-test* and *post-test* that had been filled in by 18 participants, it was found that there were 12 participants who experienced an increase in the level of knowledge about leadership, 4 participants with a fixed level of knowledge about leadership, and 2 participants with a low level of knowledge about leadership.

According to House (1999) leadership is the ability to influence, motivate and enable others to contribute to the achievement of organizational goals (Rojiati et al., 2021). Visionary leadership is a leadership pattern that is intended to be able to give meaning to the work and efforts that need to be carried out jointly by company members by providing direction and

meaning to a work and effort carried out based on a clear vision. Winardi (2004) states that organizational change is the transition of a situation from an old situation to a new situation that requires a transformation process, which does not always take place smoothly, given that changes are often accompanied by various kinds of conflicts (Mattayang, 2019). Basically, leadership is needed in all aspects of life, especially in organizations that must be able to achieve clear goals and visions.

One of the most widely used leadership models is transformational leadership. According to Locke, transformational leadership is a type of leadership that is opposite to leadership that only maintains existing conditions. Transformational leadership is considered a true form of leadership because it focuses on achieving new and unprecedented goals, by directing the organization towards these achievements (Supardi et al., 2022). According to Robbins, transformational leadership is a modern leadership theory originally introduced by James McGroger Burns. He explained that transformational leadership involves a process in which leaders and followers jointly strive to achieve higher levels of morality and motivation than before (Sofiah Sinaga et al., 2021). Transformational leadership has a significant influence on its followers and the organization or society as a whole, due to its ability to deal with various changes, both from within and outside (Khairuddin, 2021). This leadership model is very suitable for organizations in the current era that require rapid growth in order to achieve their goals.

Leadership is not something that can be learned in a short time, but rather requires a long process and understanding. In the process of change, there is the term change agent, which is an individual who is responsible for changing the behavior and systems that apply in the organization. This change agent is usually a leader. These changes can occur in a planned or unplanned manner (Tampubolon, 2022). According to Bass & Avolio (1997), leadership is defined as the ability of individuals to influence and motivate organizational members to achieve common goals. This ability to influence plays an important role in determining how employees achieve work results in the organization. A leader must have the capacity to plan, direct, build good relationships, and manage employee behavior so that organizational goals can be achieved (Rivai, 2020). Through this training, it is hoped that all participants can understand and implement the material provided in their daily lives.

Results

Cognitive evaluation was conducted to measure the improvement of participants' understanding before and after the training. The following are the results of statistical analysis based on *paired samples t-test* using SPSS.

Table 3. Paired Samples Statistic

Aspects	Mean	Standard Deviation	t Count	Significance (p)
Pre-test	8.33	0.767	-	-
Post-Test	9.06	1.056	-	-
Pre-Test & Post-Test	-0.722	1.074	-2.853	0.011

Based on table 3 above the results of calculations using SPSS *software*. In the *pre-test* value, the average result (*mean*) is 8.33 while the *post-test* value is obtained (*mean*) of 9.06. Based on these calculations, there is a significant increase of 1 statistically ($p = 0.011$), 4.05%,

which indicates that the training has succeeded in increasing participants' understanding.

The results of this cognitive evaluation can be obtained from data that has been done by members of the Family Law Study Center of the Faculty of Shari'ah UIN Sultan Aji Muhammad Idris Samarinda. The *pre-test* sheet and *post-test* sheet contain items to measure the level of understanding and the extent to which the participants' cognitive development from the seminar that has been held.

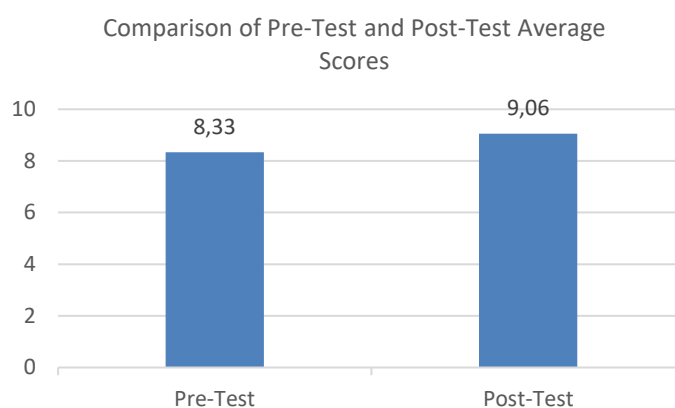


Figure 6. Cognitive evaluation of participants

The cognitive evaluation of participants was conducted based on an evaluation sheet that assessed various aspects, such as participants' activeness, understanding, attention, and attendance during the training. Here are the results:

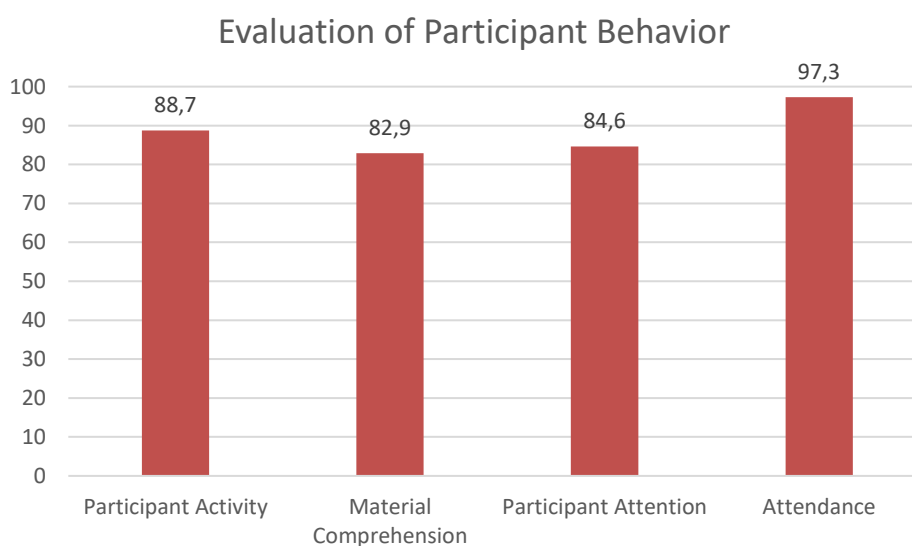


Figure 2: Participant Behavior Evaluation

Based on the graph, the level of participant activeness during the training reached 88.7%, with an understanding of the material of 82.9%. Most participants also gave 84.6% good attention to the delivery of the material, and attendance was very high at 97.3%. These results indicate that the training created a conducive learning atmosphere, supporting the development of leadership skills.

Obstacles and Solutions

In an activity implementation, of course there is no perfect word. Technical constraints and obstacles that are beyond the control of the committee become obstacles in the implementation of activities. This leadership training seminar activity has several obstacles during its implementation, namely the activity tools and participants.

One of the activity tools, namely the *speakers* that have been prepared by the committee, experience technical problems such as often loud *noise* and sometimes cannot be connected to laptop devices, especially during the Indonesia Raya song session. The *speaker* could not be connected because there was a feature that the laptop operator forgot to select. The obstacle of this solution is to increase the number of experiments on the tool to ensure that the tool functions properly during the activity.

Participants who do not comply with the *learning contract* are one of the committee's main obstacles in running the activity. When the observation committee paid attention, there were many participants who played cellphones during the material session and did not listen carefully. Then there were 3 participants who left the room without the permission of the committee and did not return to the training room. This caused a discrepancy in the number of participants which affected the reporting of activity results due to incomplete *pre-test* and *post-test* sheets. In addition, this also disrupted the concept of activities that had been made by the committee, especially in case study sessions that had been given groups consisting of an equal distribution of the number of participants. This obstacle can be overcome by adding a *job description* to one of the organizers to be in charge of overseeing the movements and activities of the participants and the committee can also emphasize with punishment to participants if they violate the *learning contract*.

CONCLUSIONS AND SUGGESTIONS

Organizational members with leadership traits are one of the main milestones in the running of an active organization to achieve its vision, mission and goals. Through this training, participants are expected to have leadership traits that are useful for the organization Center for Family Law Studies (PUSAKA) Faculty of Sharia UIN Sultan Aji Muhammad Idris Samarinda. The leadership that we expect to grow is effective in every individual in the organization, so that they can create an innovative, collaborative, and independent work environment.

Based on the results obtained through filling out the *pre-test* and *post-test* sheets, the average *pre-test* score is 8.33 and the average *post-test* score is 9.06. These results indicate an average increase in understanding of 8.76% in participants. This data shows that there is a moderate increase in understanding in training participants about leadership.

The suggestion from this activity is that there needs to be more careful preparation on the committee side in running this training. Synergy between committees is needed in the smooth implementation of activities. In addition, the committee can be more assertive towards participants who do not comply with the *learning contract* so that activities can run according to the planned concept.

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