

Next-Practice Leadership Integrating Human-Centered Management with Digital Evolution and Social Dynamics

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Abstract: Every generation asks the same question in a different accent: what does it actually take to lead well? I have asked it across boardrooms and community meetings, in seasons of order and in seasons of upheaval, and I have come to a conviction that sits at the centre of everything in this book leadership is influence, nothing more and nothing less. It cannot be awarded, appointed, or assumed with a title. It is earned, daily, in the small and large ways a person deals with the people around them. This book was written from the floor of practice, not from the height of theory. It draws on management principles, on lessons learned in organisations and communities, on scripture and proverb, and on the plain observation that people follow those they trust long before they follow those they are told to obey. Where formal theory appears in these pages, it appears because it explains something practice had already taught me, not the other way around. The subtitle of this book in tandem with the societal dynamics and technological advancements is not decoration. Leadership does not happen in a vacuum. It happens inside families, institutions, nations and, increasingly, inside systems mediated by technology that did not exist a generation ago. A leader today must still possess the old virtues integrity, patience, respect, the willingness to serve before being served while also making sense of a world that changes faster than most institutions can formally adapt to. This book tries to hold both of those truths at once: the permanence of character and the movement of circumstance. This expanded edition carries that intention further. Five new sections have been woven in alongside the original chapters: a survey of the major leadership theories, a section on emotional intelligence, a section on leading change, a section on leadership in the digital age, and a section on diversity, equity and inclusion. Each was chosen because it gives formal shape to something already implicit in the original text, situating the book's practical counsel within the wider body of leadership scholarship without displacing the voice or convictions it was written with. I have written this for the person newly handed responsibility for others, for the seasoned manager who wants to become something more than a title, and for anyone who has ever felt the quiet gap between managing a schedule and actually leading a people. The chapters that follow are not meant to be read once and shelved. They are meant to be returned to a page reread before a difficult conversation, a principle revisited before a hard decision. Leadership, like character, is built in repetition, not in a single reading.

Keywords: *That Something in these Pages Helps You Lead in a Way that Leaves People, and Not Only Outcomes, Better Than You Found Them.*

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I. INTRODUCTION

Organisations today are managed and led inside conditions that formal theory did not originally anticipate: hybrid and remote teams, AI-assisted decision-making, generational shifts in what employees expect from work, and a demand for diversity, equity and inclusion that earlier management frameworks rarely addressed directly. Yet the question a leader must answer, season after season, has not changed: what does it actually take to lead well?

This paper argues that leadership and management, though frequently used interchangeably, are distinct functions that organisations need in tandem. Management

cope with complexity through planning, budgeting, organising and controlling; leadership cope with change by setting a direction, aligning people around it, and motivating them to move toward it. Confusing the two, or assuming a formal title confers either, is a common and costly error: authority can be assigned, but leadership, understood as genuine influence, must be earned.

The paper draws on two intertwined bodies of thought. The first is a set of classical and contemporary management and leadership theories, spanning Fayol's functions of management, Mintzberg's managerial roles, Maslow's and Herzberg's accounts of motivation, French and Raven's bases of power, and the major leadership theories from trait and

behavioural approaches through transformational and servant leadership. The second is a practitioner's synthesis, drawn from direct experience in organisations and communities, of the habits, values and communication skills that translate theory into daily practice.

The remainder of the paper is organised as follows. Sections 1 to 3 establish the conceptual distinction between leadership and management and the classical roots of management thinking. Sections 4 to 10 examine what managers actually do, the drivers of motivation, the sources of power and influence, and the ethical and moral foundations leadership requires. Sections 11 to 14 offer practical management guidance and situate it within the wider landscape of leadership theory and emotional intelligence. Sections 15 and 16 extend the discussion to two conditions increasingly defining contemporary leadership: digital transformation and the demand for diversity, equity and inclusion. Sections 17 to 20 close with actionable practices for personal development, presentation and communication skill, and a consolidated list of leadership qualities, before the paper's conclusion draws these threads together.

II. LEADERSHIP VERSUS MANAGEMENT

Leadership is setting a new direction or vision for a group that they follow a leader is the spearhead for that new direction. Management controls or directs people and resources in a group according to principles or values that have already been established. People often mistake leadership and management as the same thing, but in essence they are very different: management is about coping with complexity through planning, budgeting, organising and controlling, while leadership is about coping with change by setting a direction, aligning people, and motivating them to move toward it.

Those in power should note that power is wielded for a time, and it will be left to others over time. Even the Bible says that a human being is born with nothing and will depart this world with nothing. Wish for your brother what you would wish for yourself.

According to the Irrefutable Laws of Leadership, the true measure of leadership is influence nothing more, nothing less. True leadership cannot be awarded, appointed, or assigned. It comes only from influence, and that cannot be mandated; it must be earned. The proof of leadership is found in the followers. So why do some people emerge as leaders while others cannot influence no matter how hard they try? Several factors come into play:

- Character — who they are
- Relationships — who they know
- Knowledge — what they know
- Intuition — what they feel
- Experience — where they have been
- Past success — what they have done
- Ability — what they can do

There is a leadership proverb worth repeating here: “He who thinks he leads, but has no followers, is only taking a walk.” If you cannot influence people, they will not follow you. And if people will not follow, you are not a leader whatever your job title says.

It is worth adding a practical distinction that recurs throughout this book: a person can hold a management position without ever leading, and a person can lead powerfully from within the ranks without holding any formal position at all. The best organisations need both roles working together the manager's discipline that keeps today's operations reliable, and the leader's vision that moves the organisation toward tomorrow.

➤ *Things Money Can't Buy; Leadership is Influence*

In the best practices of leadership and management, it is worth noting that there are things money simply cannot buy:

- Manners
- Morals
- Respect
- Character
- Common sense
- Trust
- Patience
- Class
- Integrity
- Love

NB: Leadership is INFLUENCE.

- ✓ I — Integrity, walking the talk.
- ✓ N — Nurture followers and empowerment.
- ✓ F — Faith in followers.
- ✓ L — Listening to your followers.
- ✓ U — Understanding hearts.
- ✓ E — Emotionally intelligent to the emotional.
- ✓ N — Navigating followers through trouble.
- ✓ C — Communication skills.
- ✓ E — Exemplary; be an example.

In the absence of influence, you will be creating what might be called the “Flu” effect of leadership a title that spreads through an organisation chart without ever making anyone genuinely better.

III. MANAGEMENT

Management is the art of getting things done through and with people in formally organised groups. It is the art or skill of directing human activities and physical resources toward the attainment of predetermined goals.

Physical resources can include finance, equipment, land, labour, marketing expertise, and public-relations exercises, among others.

Administration is part of management and is concerned mainly with implementing policy. Administrators' freedom of

action is limited by the decisions of policy laid down by those charged with setting general objectives. The word “administration” is used both to describe the activity of implementing policy decisions and, more narrowly, to describe the day-to-day regulation of a section of an organisation, such as an office.

➤ *The Classical Roots of Management Thinking*

Modern management practice still rests on ideas first formalized over a century ago. Henri Fayol proposed that all managerial activity can be grouped into planning, organizing, commanding, coordinating and controlling — a framework that still underlies most management textbooks. Around the same period, Frederick Taylor's scientific management emphasized measuring and standardizing work to improve efficiency, while Max Weber described bureaucracy as a system of clear hierarchy, rules and impersonal authority meant to make large organizations predictable and fair. Later, Peter Drucker reframed the manager's job around results rather than activity, popularizing “management by objectives” the idea that managers and employees should agree on goals together rather than have goals simply handed down.

These schools of thought differ in emphasis, but they converge on the same point Getembe makes throughout this book: management exists to turn scarce resources and willing people into results that could not have been achieved by either alone.

➤ *What Managers Do*

- Planning: A course of action for the organisation to meet its goals.
- Organizing: Ensuring the availability and coordination of the material and human resources of the organisation to put plans into effect.
- Staffing: The process by which you acquire people. You need the right people in the right place.
- Co-ordinating: Ensuring that resources and activities of the organisation work together to achieve the desired goals.
- Controlling: Monitoring plans, ensuring they are being achieved, and correcting any deficiencies.

➤ *Mintzberg's Ten Managerial Roles*

Henry Mintzberg's research observed that a manager's actual working day rarely looks as tidy as the five functions above suggest. He grouped what managers really do into ten roles across three categories:

- Interpersonal roles: figurehead, leader, and liaison representing the organisation, motivating staff, and building networks.
- Informational roles: monitor, disseminator, and spokesperson gathering information, sharing it internally, and communicating it externally.
- Decisional roles: entrepreneur, disturbance handler, resource allocator, and negotiator initiating change,

resolving conflict, distributing resources, and representing the organisation in negotiations.

Read alongside Fayol's functions, Mintzberg's roles are a reminder that planning and controlling on paper only matter if a manager can also handle the interruptions, politics and conversations that fill an actual working day.

➤ *Good Ideals in Motivation*

- Give people responsibility for the job they do; lack of responsibility provides an opportunity to blame someone else for everything that happens.
- Institute an open-door policy.
- Practice participative management.
- Train people so that they can develop and gain pleasure in a job well done.
- Encourage delegation.
- Provide interpersonal support.
- Provide support for making progress and clear goals.
- Resolve conflicts as they arise; never let them become demotivating situations.
- Treat people fairly, with respect and honesty.
- Don't take personal credit for their success.
- Never interfere in people's personal lives, but ensure they receive the right counselling when needed.
- Be tolerant of personal problems.
- Make employees feel valued and establish a sense of pride and belonging.
- Criticise the work, not the worker.
- Inspire employees to take desired action and reinforce such action.
- The human brain is more responsive to success than to failure.
- When the brain is rewarded, it remembers what it did right; with failure, it isn't sure what to store, so it doesn't change at all.
- Focus on employees' strengths and successes without losing sight of the challenges that could fail a team.
- True motivation comes from inside a person.

➤ *What the Research Adds*

These ideals sit comfortably alongside the major motivation theories. Abraham Maslow's hierarchy of needs argues that people are motivated by unmet needs in a rough order physiological, safety, belonging, esteem, and finally self-actualisation so a manager who wants motivated staff first has to make sure pay, security and belonging are not in question. Frederick Herzberg's two-factor theory sharpened this further by distinguishing hygiene factors (salary, working conditions, job security), which prevent dissatisfaction but do not by themselves motivate, from true motivators (achievement, recognition, responsibility, growth), which are what actually drive people to do their best work a distinction that explains why raises alone rarely fix a disengaged team.

More recent research, particularly Edward Deci and Richard Ryan's self-determination theory, narrows motivation down to three psychological needs: autonomy (a sense of choice over one's work), competence (a sense of

mastery), and relatedness (a sense of connection to others). Delegation, open-door policies, and criticising the work rather than the worker all counselled above are, in effect, practical ways of protecting exactly these three needs.

IV. POWER; AUTHORITY AND INFLUENCE

Power is the ability to control people's actions and their physical or social environment. Power can operate in two different ways: through authority and through influence.

➤ Authority

Authority is power that is recognised as legitimate and legal, and is usually vested in an office rather than in an individual.

➤ Influence

Influence is the power to sway others' actions and beliefs, often subtly and without legal sanction. Influence operates through persuasion, bargaining, or the strength of personal contacts.

➤ French and Raven's Bases of Power

Social psychologists John French and Bertram Raven identified five bases from which power is drawn, later extended to six. Understanding which base a leader is actually drawing on explains a great deal about why the same instruction lands differently coming from different people:

- Legitimate power — drawn from a formal position or role.
- Reward power — the ability to grant things others value.
- Coercive power — the ability to withhold rewards or impose penalties.
- Expert power — drawn from knowledge or skill others need.
- Referent power — drawn from being liked, respected, or admired.
- Informational power — drawn from control over information others need.

Legitimate, reward and coercive power are all forms of authority they come with the office and disappear when the office changes hands. Expert, referent and informational power are closer to influence they travel with the person and often outlast their formal title, which is precisely the kind of leadership this book is arguing for.

➤ Patriotism, Ethics and the Rule of Law

A patriot protects national interests by fighting corruption and showing patriotism through promoting ethical behaviour.

Pillars of character, or desired ethical behaviour, consist of core values that are seen to promote the common public good and speak to questions of right or wrong. They consist of:

- Trustworthiness
- Respect
- Responsibility

- Fairness
- Caring
- Citizenship

Rule of law implies that the creation, enforcement and relationships among legal rules are themselves legally regulated, so that no one including the most highly placed official is above the law.

➤ The Value of Morality in Leadership

Society, or any institution, requires morality to regulate the conduct of its members. People can live and work together only if they regulate conduct in relation to each other in a way that lets them all work and live together.

The following moral virtues are necessary for a genuinely beneficial society:

- Honesty
- Fortitude
- Truthfulness
- Trustworthiness
- Temperance
- Love
- Rules of co-operation
- Reciprocity
- Non-aggression
- Tolerance
- Respect
- Forgiveness
- Decency

➤ Leadership is About Action and Support, Not Just a Title

- L — Listen
- E — Empower
- A — Amplify
- D — Develop
- E — Engage
- R — Respect
- S — Support
- H — Help
- I — Inspire
- P — Promote

➤ Power of Leadership

Genuine leadership involves inspiring and empowering individuals to reach their full potential by providing guidance, support and encouragement.

Leadership is all about people; it is about inspiring people to become the very best version of themselves. When you establish an inclusive and empowering culture, in which every individual has the opportunity to thrive, grow and contribute their best efforts, you are taking significant steps toward becoming an exceptional leader.

Leadership is the art of inspiring and empowering others to grow and excel as a direct result of your influence. It also entails leaving a lasting positive impact that continues long after you are no longer present.

➤ Management Tips

A management tip from a Harvard Business Review article titled “Focus on The Now, Not The Audacious Goal,” as published in one of the Kenyan dailies (The Star, Tuesday September 14, 2010), advises managers that good bosses set big, audacious goals to motivate and inspire people, but that once those goals are set, harping on them is a mistake. The wiser course is to focus people on what they can accomplish here and now, since fixating on the long term can leave people overwhelmed, panicked or confused. Breaking the audacious goal into tasks that people can take ownership of lets them retain their confidence and motivation while moving steadily toward the bigger goal.

To everything there is a season, a time for every purpose under heaven: a time to be born and a time to die; a time to plant and a time to pluck what is planted; a time to break down and a time to build up; a time to weep and a time to laugh; a time to keep silence and a time to speak; a time of war and a time of peace.

- *The Reason there is Time is so that Not Everything is Done at Once.*

Your goals reflect your values and the time you invest toward their realisation. Those who value time do not just set goals — they also get the goals. They are both goal-setters and go-getters, making a critical shift from the conventional SMART goal-setting to SMARTER go-getting. The icons of this shift, in correspondence with the social dynamics and technological advancements of our time, are:

- ✓ From SMART to SMARTER
- ✓ From Specific to Strategic
- ✓ From Measurable to Meaningful
- ✓ From Achievement to Accomplishment
- ✓ From Realistic to Resource Utilization
- ✓ From Time-bound to Time valuation
- ✓ Excellency of expressions
- ✓ Responsibility (the ability to choose one's response)

Duties of a leader and a manager are many and diverse. They must, of necessity, have some training in administration, finance, psychology, planning, philosophy, policy implementation, human resource management, human and public relations, and team-building techniques, among others.

Solutions to problems should be home-grown; build personal and cross-cultural relationships with one another more deliberately than our parents did.

We need to create an action plan to build a nation that looks beyond short-term political strategy. Our ideas must spur investment in impoverished communities, raise the quality of public education, and provide opportunities for those who toil daily to reach their vision.

We should be kind and helpful to those in need, and treat all with respect, irrespective of social and economic divides. Leaders arise from communities, and it is in their formative stages that they are weighed and appraised on their diligence, honesty, selflessness and commitment to the common good.

We should be human and spiritual, equally appreciating those among us who were once our childhood colleagues but were unable to rise to the material heights of life. The practice of recognizing, honouring and celebrating only those who attain political, professional or material status in life is selective and discriminatory. We should recognize, honour and help those who could not make it in life. They are not failures; they are simply those not privileged by fate to acquire the vanities or ephemerality of life.

V. LEADERSHIP THEORIES AT A GLANCE

Getembe's counsel throughout this book — that leadership is influence, earned through character and proven in followers — is echoed across nearly a century of formal leadership research. A brief map of that research helps place the book's practical advice in context.

➤ Trait Theories

The earliest formal approach, asking which personal qualities — such as confidence, integrity, or intelligence — separate leaders from non-leaders. Useful for self-assessment, but incomplete on its own, since many people with “leadership traits” never lead and many effective leaders don't fit the profile.

➤ Behavioural Theories

Shift the question from who leaders are to what leaders do, distinguishing task-oriented behaviours (organising, directing, monitoring) from people-oriented behaviours (supporting, developing, listening).

➤ Contingency and Situational Theories

Argue that no single style works everywhere. Paul Hersey and Ken Blanchard's situational leadership model, for instance, holds that the right style — telling, selling, participating, or delegating — depends on how ready and capable a given follower is for a given task.

➤ Transactional Leadership

Built on a clear exchange: the leader sets expectations and rewards or corrects performance against them. It keeps operations predictable but rarely inspires people beyond the terms of the exchange.

➤ Transformational Leadership

Described in depth by Bernard Bass and Ronald Riggio, this is leadership that raises followers' own aspirations and moves them to exceed what the transaction alone would require, through idealised influence (leading by example), inspirational motivation (articulating a compelling vision), intellectual stimulation (encouraging new thinking), and individualised consideration (coaching each follower personally).

➤ *Servant Leadership*

A term coined by Robert Greenleaf, built on the premise that the leader's first duty is to serve followers' growth and wellbeing, and that authority earned this way is more durable than authority simply claimed.

➤ *Authentic Leadership*

Emphasises self-awareness, transparency, and consistency between a leader's stated values and their actual conduct — closely related to the integrity and “walking the talk” Getembe places at the head of the INFLUENCE acronym in Section 2.

No single theory is the whole story. In practice, effective leaders draw on transactional discipline to keep commitments reliable, transformational vision to move people beyond the minimum, and servant humility to keep the whole exercise oriented toward the people being led rather than the leader's own advancement.

➤ *Emotional Intelligence in Leadership*

Psychologist Daniel Goleman popularised the case that technical skill and IQ explain far less of leadership success than emotional intelligence — the capacity to recognise and manage one's own emotions and to recognise and influence the emotions of others. Goleman organised emotional intelligence into five components that map closely onto the qualities Getembe lists elsewhere in this book under “Understanding hearts” and being “Emotionally intelligent to the emotional”:

- Self-awareness: Knowing one's own emotions, strengths, weaknesses and impact on others.
- Self-regulation: Controlling or redirecting disruptive impulses and moods.
- Motivation: A passion for the work itself, beyond money or status.
- Empathy: Understanding the emotional make-up of other people.
- Social skill: Managing relationships and building networks.

A practical test of emotional intelligence in leadership is simple: does a leader's presence in a difficult meeting calm the room or unsettle it further? Leaders high in self-regulation and empathy tend to de-escalate tension and keep a team's attention on the problem rather than on personalities a skill that becomes more, not less, important as pressure rises.

➤ *Leading Change*

Much of what this book calls for new resolves, new habits, facing fears, leaving comfort zones is, at organisational scale, a change management problem. John Kotter's widely used eight-step model offers a practical sequence for leading a group, not just an individual, through change:

- Create a sense of urgency.
- Build a guiding coalition.
- Form a strategic vision.

- Enlist a volunteer army.
- Enable action by removing barriers.
- Generate short-term wins.
- Sustain acceleration.
- Institute change into the culture.

Kotter's research repeatedly found that organisations fail to change not because the plan was wrong, but because a step was skipped — most often the failure to create genuine urgency at the start, or the failure to anchor the change into everyday culture at the end, so that the moment attention moves elsewhere, the organisation drifts back to its old habits.

➤ *Leadership in the Digital Age*

The subtitle of this book ties leadership and management to societal dynamics and technological advancements, and nowhere is that more visible than in how leadership itself is now practised. Surveys of chief information officers show that the large majority expect to keep increasing investment in artificial intelligence, cybersecurity, business intelligence and data analytics, which means today's leaders are routinely required to make decisions in domains that did not exist, or existed in a very different form, a generation ago.

Research and industry analysis of digital leadership converge on a similar set of requirements: a leader does not need to be the most technical person in the room, but does need enough technological literacy to evaluate what a new tool or system can realistically do, enough strategic vision to connect that tool to the organisation's goals, and enough change-management skill to bring people along rather than simply mandating adoption from above. Digital leadership, in this sense, is less about mastering a tech stack and more about being the bridge between technology, strategy and people.

• *Practical Implications for Today's Leaders*

- ✓ Lead hybrid and remote teams deliberately — trust and clarity of expectation have to be built explicitly when they can no longer be assumed from physical proximity.
- ✓ Treat data-driven decision-making as a discipline, not a buzzword: know what the data can and cannot tell you before acting on it.
- ✓ Build digital and AI literacy into leadership development, not just technical training, since these tools now shape strategic decisions across every function.
- ✓ Address the ethical questions new technology raises — bias, transparency, accountability — as a leadership responsibility, not solely a technical one.
- ✓ Keep the human fundamentals from earlier sections of this book — listening, empathy, integrity — as the constant underneath a constantly changing toolkit.

The lesson for a reader of this book is not that leadership fundamentals have changed, but that the conditions under which they must be exercised have. The leader who listens, empowers, and leads by example (Section 9's LEADERSHIP acronym) now has to do so across video calls, shared

documents and AI-assisted workflows as often as across a boardroom table.

➤ *Diversity, Equity and Inclusion in Leadership*

This book's insistence, in the Management Tips section, that recognition should never be selective or discriminatory, and that those who “couldn't make it in life” deserve respect rather than dismissal, is itself a statement about inclusive leadership. Formalised as organisational practice, this idea has three related parts:

- **Diversity:** The presence of a genuine range of backgrounds, perspectives and experience within a team or organisation.
- **Equity:** Ensuring fair access to opportunity, recognising that treating everyone identically is not the same as treating everyone fairly when starting positions differ.
- **Inclusion:** Creating a culture in which people from that range of backgrounds feel genuinely able to contribute, be heard, and advance.

Leaders who take this seriously tend to do a few concrete things: they widen the net when recruiting and promoting rather than relying on informal networks that reproduce the existing team; they actively invite dissenting or minority views into decisions rather than treating consensus as automatically healthy; and they measure who actually gets stretch assignments, mentorship and advancement, rather than assuming fairness because no policy explicitly excludes anyone. None of this displaces merit — it is what allows merit, wherever it exists in the organisation, to actually be recognised.

VI. WAYS TO REALISE NEW RESOLVES IN LEADERSHIP AND MANAGEMENT PRACTICES

➤ *Invest in Yourself*

Rome was not built in a day or by a single man. Similarly, you will need to hone your skills and make yourself indispensable in your area of expertise. Investing in yourself is one sound investment that can never depreciate. Learn the soft skills you need, pursue further study, and take care of your health. Work on yourself and watch yourself flourish.

➤ *Identify the Strengths and Weaknesses*

You need to be self-aware to determine the areas that need work and improvement. Be ready to listen to criticism and use it to improve yourself, discarding opinions you don't need. Seek to grow your strengths and highlight them as you consistently work to reduce and eventually eliminate your Achilles heels in leadership and management practice.

➤ *Check Your Habits*

Habits are the tapestry our lives are woven on, and our character is the sum total of our habits. Keep a journal to help identify what you do daily and to introduce new, more productive habits. Seek to be better by incorporating new habits and styles into your leadership and management practice.

➤ *Love Your Work*

Learn to love and enjoy what you do. Be grateful for it, pour yourself into it, and do it to the best of your ability. Even while looking for new opportunities, don't neglect your current job — it is all a ladder, with one rung invariably linked to the next. If you truly love what you do, you will never feel like you're working.

➤ *Face Your Fears*

Many of us are debilitated by the fear of failure or rejection. Learn to act while scared, heart flutter and limbs trembling. Learn to believe in yourself and not reject your ideas before presenting them to the world. You miss all the shots you do not take — take all the shots, no matter how far off target they might seem.

➤ *Take Care of Yourself*

You cannot pour out to others if you are running on empty. Even as you run toward your financial goals, make stops to refuel and thank yourself. Exercise, rest, nurture the relationships that embolden you, take time to travel or simply unwind, then return to the track and keep sprinting toward your resolutions.

➤ *Keep the Right Company*

Look at your circle of friends and their habits, and know that you are very much like them. Evaluate what you want in life, where you want to go, and find friends who help you get there. Do not be afraid to distance yourself from those who hold you back, and reach out to like-minded people who spur you forward.

➤ *Get a Mentor*

In the area where you want to grow, find yourself a mentor someone who has been there before you and is willing to guide you. This could be a fitness instructor, an executive in your field, or even a spiritual leader to help you nurture your character and spirituality.

➤ *Grab Every Chance*

Humans have a way of rationalizing their way out of great opportunities: “I'm not ready,” “I don't have a degree,” “I'm not that good,” “I'm not worthy.” Stop opting out of opportunities; go for each one and let the outcome decide. Work hard and smart to maximise your chances once the opportunity arrives.

➤ *Stop Procrastinating!*

Life is finite, so stop working and living as though you will be here forever. Do the things that set your heart ablaze. Say no to laziness, work tirelessly, and take a shot at the things that matter to you. Do not take anything for granted, including your health and relationships — tomorrow is not guaranteed.

➤ *Presentation Skills in Leadership and Management Aspects*

Presentation skills are the qualities and abilities one needs to communicate ideas effectively and deliver a compelling speech. They influence how you structure a presentation and how an audience receives it.

- *Skills*

- ✓ Active listening
- ✓ Body language
- ✓ Self-awareness
- ✓ Stage presence
- ✓ Storytelling
- ✓ Understanding an audience
- ✓ Verbal communication
- ✓ Voice projection
- ✓ Tech skills

- *Barriers to Effective Presentation*

- ✓ Audience engagement
- ✓ Body language
- ✓ Content organization
- ✓ Cultural and diversity awareness
- ✓ Handling questions and challenges
- ✓ Lack of confidence
- ✓ Language and articulation
- ✓ Overcoming impersonal delivery
- ✓ Public speaking anxiety
- ✓ Technical issues
- ✓ Time management
- ✓ Visual aids and technology

- *Improving Presentation Skills*

- ✓ Research the audience before presenting.
- ✓ Arrive early (punctuality).
- ✓ Work on self-confidence.
- ✓ Develop strategies for overcoming fear.
- ✓ Learn how to use presentation tools.
- ✓ Get organised.
- ✓ Practice makes progress; rehearse.
- ✓ Structure your presentation effectively.
- ✓ Start strongly.
- ✓ Learn grounding techniques.
- ✓ Practise breathing techniques (relax, breathe, enjoy).
- ✓ Use your body.
- ✓ Show your passion and connect with your audience.
- ✓ Focus on your audience's needs.
- ✓ Keep it simple: concentrate on your core message.
- ✓ Smile and make eye contact with your audience.
- ✓ Enhance your vocal delivery.

➤ *Leadership: Basic Principles to Learn*

- Keep good company; stay away from narrow-minded people, those that bring you down.
- Have a vision and remain focused no matter what obstacles arise, and you will succeed.
- Do not rely on past success; keep looking for new frontiers to conquer. Leave your past where it belongs, in the past.
- Face your challenges head on, knowing they will make you emerge stronger and better than you were. Achievers are not afraid of challenges; they relish them and use them profitably.
- Leave your comfort zone; there is no growth there.

- Shed old habits, however difficult; things that burden you or add no value to your life should be let go of.
- Pursue knowledge to know the world (society) better, so as to make it better. Learn to struggle, and struggle to learn new things.
- Devise ways of adding rigour to teaching your subordinates and vigour for them to learn.
- Have a clear picture of situations, strengthen your confidence, and work with determination.

➤ *Leadership Qualities*

Some qualities that make a good leader include:

- **Communication:** Leaders should be able to communicate clearly and effectively.
- **Decision Making:** Leaders should be able to make informed decisions, balancing short-term needs with long-term goals.
- **Growth Mindset:** Leaders with a growth mindset are more resilient, flexible, and adaptable. They believe that people can change and improve, even when they make a mistake.
- **Authenticity:** Leaders who act authentically show their true selves to their team members and remain flexible and adaptable.
- **Respect:** Good leaders treat others as they themselves would want to be treated.
- **Encouragement:** Good leaders are uplifting and praise employees for a job well done.
- **Example:** Good leaders lead by example and show they are ready and willing to do anything they ask of their employees.

✓ *Other Qualities that Make a Good Leader Include:*

- Integrity
- Vision
- Self-awareness
- Compassion
- Learning agility
- Collaboration
- Influence
- Courage
- Gratitude
- Resilience

VII. CONCLUSION

This paper set out to examine what constitutes good practice in leadership and management, and to situate that practice within the societal and technological shifts reshaping how both are exercised. Several conclusions follow.

First, leadership and management are complementary but distinct: the manager's discipline keeps today's operations reliable, while the leader's influence moves an organisation toward tomorrow, and the two functions are most effective when they work in tandem rather than in competition.

Second, genuine leadership rests on earned influence rather than formal authority; character, relationships,

knowledge, experience and demonstrated ability determine whether people actually follow, regardless of what a job title says.

Third, the classical management and leadership literature reviewed here, from Fayol's functions and Mintzberg's roles to motivation theory, the bases of power, and the major leadership theories, remains directly relevant to practice. It explains why some interventions work and others do not, even where a leader arrived at similar conclusions through experience rather than formal study.

Fourth, the conditions under which leadership is exercised have changed. Digital transformation demands new technological and change-management literacy from leaders; hybrid and remote work requires trust and clarity to be built deliberately rather than assumed; and a genuine commitment to diversity, equity and inclusion has become a leadership responsibility rather than an optional add-on. None of this replaces the human fundamentals of listening, empathy, integrity and support: it raises the stakes for practising them well.

For practitioners, this means treating leadership development as continuous rather than as a credential earned once. For future research, the practical synthesis offered here would benefit from more systematic testing, for example through structured surveys or comparative case studies, to establish which of the practices identified have the strongest measurable effect on follower trust and organisational performance.

Leadership, in the end, is not a title. It is influence, exercised daily, in the small and large ways a person deals with the people around them, and it is best practised where the discipline of management and the direction of leadership are allowed to work together.

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