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July - December 2021

GENERAL INFORMATION

Ethics, Economics and Common Goods Journal aims to be a space for debate and discussion on issues of social and economic ethics. Topics and issues range from theory to practical ethical questions affecting our contemporary societies. The journal is especially, but not exclusively, concerned with the relationship between ethics, economics and the different aspects of the common good perspective in social ethics.

Social and economic ethics is a rapidly changing field. The systems of thought and ideologies inherited from the 20th century seem to be exhausted and prove incapable of responding to the challenges posed by, among others, artificial intelligence, the transformation of labor and capital, the financialization of the economy, the stagnation of middle-class wages, and the growing ideological polarization of our societies.

The journal Ethics, Economics and the Common Goods promotes contributions to scientific debates that combine high academic rigor with originality of thought. In the face of the return of ideologies and the rise of moral neopharisaisms in the Anglo-Saxon world, the journal aims to be a space for rational, free, serious and open dialogue. All articles in the journal undergo a process of double anonymous peer review. In addition, it guarantees authors a rapid review of the articles submitted to it. It is an electronic journal that publishes its articles under a creative commons license and is therefore open access.

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Further details regarding this paragraph are given in the Editorial Notes.

ESENTIAL IDENTIFICATION

Title: Ethics, Economics and Common Goods
Frequency: Semi-annual
Dissemination: International
ISSN online: in process
Place of edition: Mexico
Year founded: 2003

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BOOK REVIEW

ARTICLES

IDENTIFYING THE THEORETICAL FOUNDATIONS FOR COMMON GOOD LEADERSHIP

Cynthia M. Montaudon-Tomas*, Manuel Alejandro Gutiérrez-González**,
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ABSTRACT

Scarcity in writings regarding common good leadership calls for a review of existing documents to help establish a connection between the common good and leadership literature. The method for this article included a literature review and content analysis. In order to identify the theoretical foundations for common good leadership, interactions between the fields of common good and leadership were established. Leadership styles associated with the common good were mapped, along with their most relevant characteristics, specifically traits, and skills of potential common good leaders. The article provides an integrative definition of common good leadership that intertwines basic assumptions of the notions of common good and main leadership characteristics. This is the first time that a definition for common good leadership has been provided.

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INTRODUCTION

This article brings together the notions of common good and leadership, briefly describing historical aspects and relevant theories. It also analyses the existing literature that connects the notions of common good to leadership through a survey of the different leadership styles. The intention is to highlight the importance of common good from an individual perspective -that of a leader- and how they may contribute to building common good processes. Indeed, while the role of a leader in mobilizing others has attracted more research, interest in analyzing the features of common good leadership also increased. However, literature on the subject is still scarce.

A bibliometric analysis has shown that the field of common good leadership is underdeveloped and under-researched, which adds to the relevance of studies trying to identify specific underpinnings with other theories to connect and develop new knowledge[1].

Due to the added emphasis given to ethics in business, leaders who can positively influence others, helping achieve their objectives and searching to serve the common good, are in high demand (Yarce, 2014). In recent years, one of the most significant challenges in higher education has been to help develop leaders who are responsible and conscious about the common good (Vázquez, 2003). To have a clear conscience of the common good and discern between right and wrong in every situation is an ability that can only be obtained through a holistic and integral education (Martí-Borbolla, 2020). 'Learning in context' and 'personal leadership' are especially important in the outset of any effort to achieve the common good in a multipolar world (Crosby & Bryson, 2005). The introduction of common good leadership in educational institutions can possibly help develop the leaders that the world needs.

As Pope Francis has clearly stated, "We lack leadership capable of striking out new paths and meeting the needs of the present with the concern for all without prejudice towards future generations" (Francis, 2015 p. 39). There is a concern for introducing values in education, such as emotional education, ethics, and communication for democracy while discovering nature and oneself (Felber, 2012).

Leaderships that have been referred to as related to the common good or leaderships that in their definitions mention the common good do not necessarily explain how the common good is achieved. In this article, the common good is considered as a practical notion. It is the telos[2] of society and is the element that congregates the individuals to achieve perfection. In the conceptual background of this article, the concept of the common good is discussed in greater depth.

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[1] The idea for this article came from the challenges faced by business school professors in a private university in Puebla, Mexico – which has developed a pedagogy for the common good and has based its educational model on the directive of transformational leadership – as they had not been able to find adequate literature to teach students the skills required to become common good leaders.

[2] Expressed by Aristotle as the full potential or inherent purpose or objective of a person.

To develop common good leaders, it is essential to understand the responsibility to act on the problems, care about governance and policy change, and become change agents. Common good leaders use a variety of skills, focused on achieving solidarity, self-control, and self-management, the logic of gift, sustainability, congruence, flourishing, responsibility, management, resilience, collaboration, and justice (Malcón-Cervera, Montaudon-Tomas, Pinto-López & Gutiérrez-González, in this issue). Consistent leadership is strongly connected to personal values and beliefs that can prove challenging to change when switching to a different leadership style. In fact, common good leadership and any other positive leadership style require a platform of values, interests, and beliefs to build upon (Underdal, 1994).

Ideas about the common good frequently appear in leadership literature. It has been suggested that effective leadership builds community and enhances the common good (Northouse, 2015); that leadership is a central aspect in all social affairs and an integral part of societies structured around the common good (Antonacopoulou & Bento, 2018). It has also been suggested that virtually anything might be possible with enough leadership for the common good (Crosby & Bryson, 2006, 363) and that leadership is at the core of collective action in the pursuit of the common good (Lindberg & Scheingold 1970, 128). This article aims to provide an understanding of where common good leadership stands in a myriad of leadership styles, how this particular style may be defined, and what the main characteristics should be in order to provide a baseline for the development of a theoretical framework for this understudied yet essential leadership style. In the first part, the method applied to identify the characteristics of Common Good Leadership is discussed. The conceptual framework provides a better understanding of the common good as a practical notion. This discussion is reasonably recent since, in the literature review of leadership styles, there is not a distinction of common good leadership. In the second part, the theory of common good and leadership are bought together, identifying critical elements in the description of leadership styles that connect to the idea of the common good. After the analysis, the most relevant traits associated with leadership for the common good were identified and classified. The top ten traits were then used to develop the first approximation towards a definition of common good leadership following an integrative approach.

METHOD

The selected method for this article was a literature review along with content analysis and text analytics. A process of content analysis and text analytics was performed to analyze current documents connected to common good leadership. Content analysis is a technique commonly used to determine the presence of certain concepts within qualitative data (Neuman, 2003; Krippendorff, 2004).

Analysis were performed on the notion of common good and how it could be related to different types of leadership through text mining, extracting information from large

amounts of textual data identifying connections, trends, and patterns (Fuller et al., 2011; Aureli et al., 2016)[3].

CONCEPTUAL BACKGROUND

CONCEPTUAL BACKGROUND

This first section presents a general background of the notion of common good and how it is used, along with a brief historical recount of leadership theories and styles.

THE COMMON GOOD AS A PRACTICAL NOTION

The notion of common good is not new. It originated more than two thousand years ago with the writings of Plato, Aristotle, and Cicero (Velázquez et al., 1992, 1). In modern and contemporary times, this concept changed. Nowadays, common good is frequently used as an ornament or decoration in the speeches of some politicians or as a totalitarian idea (Rawls, in Sandel, 2020; and Nebel, 2018), being considered in stark contrast with the individual, with what is personal and private (Crosby & Bryson, 2005). The notion of common good is not clear, and definitions with very different perspectives and visions restrict the possibilities of a unifying understanding of the common good. This is a reason why the notion of common good has become a buzzword (a concept without content) applied to almost all human activities, including leadership (Riordan, 2008, 1-14).

There has even been a resurrection of the idea of common good in political philosophy. It appears that in the face of diverse economic, social, political, and even health crises, the common good might help find the right way to answer common issues and restore society because it allows communities to remain together and identify the type of society in which members would like to live (Costas, 2018). Every person is called to help build the common good (Huete & García, 2018) because it provides the conditions that allow the human person's fulfillment (Second Vatican Council, 1975, n. 26).

The common good might help communities and individuals answer common issues since, to live in a society, private interests need to be compatible with common interests based on a specific conception of justice (Camps, 2015). In the relationships between the individual and the community, the common good is achieved (Crosby & Bryson, 2005). Institutions are vehicles for enacting the common good, but the action stems from the individual.

The civil society is one of the actors with a vocation for the common good. Recent attention has been placed on the need and responsibility of civil society to manage the common good (Cánovas, 2020). In this sense, the revival of the idea of common good

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[3] Sources of data were published documents, such as books, articles, newspaper information, webpages, discussions, and other communications on the topic of common good and leadership. Existing publications available of the Web of Science and Scopus databases were analyzed first, and additional searches were performed to identify publications in other languages.

can be connected to three main lines of thought: the limits of political liberalism, the establishment of new public goods, and the need to reaffirm the objectives of governance (Nebel, 2018, 33).

The common good approach has been analyzed from the perspective of a philosophy of collective action (Nebel, 2018, Nebel, Garza-Vázquez & Sedmak, 2022). This approach is supported by the description of the three elements involved in every type of interaction, namely the subject of collective action, the object of an interaction, and the "stage" or "context" where the interaction develops. The subject describes the group of persons who perform the interaction on the grounds of a shared intentionality or practical rationality. The object designates the goal that the group gradually achieves, which are ongoing results of the interaction and the social reality it progressively creates. Finally, the stage or context refers to the social system on which this particular interaction builds, facilitating the space in which the specific interaction becomes significant. The link between the subject and the object must not be assumed as a given. It is inherently fragile due to the complexity of the consensus and cooperation binding together the people involved in the interaction and uncertain times.

Therefore, the common good can be understood as an ethical principle that governs actions and is based on the logic of common cooperation (Nebel, 2018, 34). The specific social goods that people create are coextensive to their interaction. It is concretely and practically linked to the way people organize in society to produce and distribute these social goods. Four simple questions help identify commons (2018, 36): "Which are our common needs? Which goods do we value together? Which goods do we want to reach together? How can we achieve them as a collective?". These questions are supported on a system of commons rather than on the universal notion of the common good, focusing on the interactions that convene a community towards a shared future. When the community wishes for the common good, it brings hope; and when the community defines the set of commons they want, it brings about the dynamic structure along which society will evolve, building a future for all.

Several problems arise when there is no commitment toward the common good. First, there might be a disagreement regarding the value of the common good because people value things differently. When this type of disagreement emerges, the ability to induce a sustained and widespread commitment to the common good is cut short. In second place, access to the social benefits that the common good provides is frequently hard to control. Excluding from the benefit those who do not take part in maintaining the common good is usually tricky. 'Free riders' taking benefits from the common good while refusing to do their part are not uncommon (Velasquez, Andre, Shanks & Meyer, 1992, 3). When free riding becomes significant or dominant, the common good is destroyed (Hardin,1968). Thirdly, individualism frequently gets in the way of collective actions towards the common good. When individual freedoms and personal rights prevail as ultimate norms of a political system, the burden of the common good is laid on the State. In contrast,

citizens can freely care for their interests (Velasquez, Andre, Shanks & Meyer,1992, 3). Finally, when there is an unequal sharing of burdens in the search for the common good, individuals and groups might feel that the situation is unfair or unjust and might resist the efforts to secure common goods.

To clarify and organize what is required in order to produce a common good efficiently is not straightforward. Even once a political consensus emerges around a system of common goods, achieving the common good is difficult (Obradovick, 2021). That is why leaders are needed, particularly people who will help define the common good and organize the efforts to achieve common goals; individuals who can share their gifts and passion (Russel, 2012), committing to authentic personal transformation to enrich the world around them (Cashman, 1998), and who use their talents to bring out the best in others, helping them shine and inspire new challenges (Russel, 2012)[4].

LEADERSHIP STYLES AND THEORIES

The common good has been connected to the notion of leadership. Leadership is sometimes hard to define (similar to the case of the common good), mainly because there seem to be as many definitions of leadership as there are authors on the topic. Furthermore, there is no unified leadership theory because leadership emphasizes multiple outcomes, including performance, actions, levels, political systems, immediate or delayed effects, and differences in the context (Dihn, Lord, Gardner, Meuser, Liden & Hu, 2014). Furthermore, many definitions have been developed over the years to respond to changes in the context and the emergence of novel leadership theories.

The definition by Northouse seems to be a good starting point to understand the general meaning of leadership:

"Leadership is a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2015, 6).

The fundamental notions in this definition are process, influence, achievement, and common goal. From the perspective of Hughes et al. (2019), these notions can be described as follows: A process is a series of actions or steps taken to achieve a specific goal (Hughes et al., 2019, 4). Influence in leadership is used to describe the change in a target agents' attitudes, values, beliefs, or behaviors (Hughes et al., 2019, 112). Achievement is connected to accomplishing socially acceptable endeavors and activities (Hughes et al. 2019 349), and finally, the common goal can be analyzed from the perspective of desirable opportunities (Hughes et al., 2019, 4).

It can be concluded that leadership refers to the steps or actions taken to achieve a goal by creating change in the target agent's attitudes, values, beliefs, and behaviors to accomplish socially acceptable endeavors, which are desirable opportunities.

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[4] A different perspective in understanding the need for the common good is considering the common bad. Common good and common bad are different sides of a coin, the common bad occurs in public problems, and it is essential to remedy such problems. That is why the common good needs to be set forward to remedy and reduce the harmful effects resulting from the common bad (Crosby & Bryson, 2005).

Leadership theories have focused on what leadership is like, what leaders say, what they do, and where and why they exercise their leadership (Lorenzi, 2004). Leadership comes from a multiplicity of backgrounds which creates diverse theories and styles (Edelman, 1993). Some of the most relevant leadership theories have been included in the appendix.

Leadership theories have been developed in different times to explain why specific individuals become leaders while others do not. These theories explain the main characteristics, the importance of traits or experience, the situation at hand, and other relevant conditions. Variations in leadership theories help explain the complexity and multifaceted nature of leadership and the diversity of leadership styles that have been formulated in connection to such theories.

As leadership theories have progressed, more elements have come into the mix. It is not enough to have certain qualities or behave in a specific manner, have the highest values, or be aware of the consequences of their actions and the situation at hand in a specific context. The field of leadership needs to consider all the above and additional conditions that can emerge in a given moment when leadership actions are required.

It might seem that, for common good leadership, transformational and full range leadership theories could be the more suitable, yet, specific skills and traits are needed, and the context and the situation at hand are equally relevant. All of this is also connected to what has been described as leadership styles.
Leadership styles can be traced back to Lewin & Lippit (1938), who established that leadership could be either autocratic or democratic. One year later, a new style was added. That of *laissez faire* leadership (Lewin, Lippitt & White, 1939).

In 1970, Hersey and Blanchard proposed four leadership styles, ultimately challenging previous classifications: telling, selling, participating, and delegating. As time went by, new additions and propositions were made. Blake and Mouton (1985) developed a grid that resulted in five distinct styles: impoverished, country club, produce or perish, middle or the road, and team style. By 2003, Goleman, Boyatzis, & McKee proposed six styles: commanding, visionary, affiliative, democratic, pace-setting, and coaching leadership.

In the new millennia, the number of styles seemed to have skyrocketed, evolving through various theoretical streams (Hussain & Hassan, 2016). New styles were created for almost every need, adjusted to increased changes in ways of organization, new technologies, and new employment models, which makes it challenging to determine which leadership style is best. A quick search about leadership styles results in hundreds of them, many of which have been developed considering previous leadership styles' dominant skills or traits.

Leadership styles are associated with particular characteristics. They include traits

(motives, personality), values, integrity, moral development, confidence and optimism, skills and expertise, leadership behavior, influence tactics, attributions about followers, and beliefs and assumptions.

The basic leadership styles are briefly described in Table 1; although not exhaustive, it shows the most common styles as reflected in leadership literature.

Table 1.
Basic leadership styles

Style	Descriptions
Affiliative Leader	Focuses on the emotional bonds created and the sense of belonging. When overused, it might lead to mediocre performance and a lack of direction (Benicasa, 2016).
Autocratic or Authoritarian Leader	The leader is given the power to make decisions alone, having total authority, and supervises and controls people closely when they perform certain tasks. The use of hard tactics to control others is frequent (Hughes et al., 2019, 133). It results in an impersonal approach (Benicasa, 2016).
Bureaucratic Leader	The leader follows rules rigorously and ensures that their staff also follows procedures precisely. This is a leadership style appropriate for work involving serious safety risks (such as working with machinery, toxic substances, or at dangerous heights) or where large sums of money are involved (Amanchukwu et al., 2015, 10).
Democratic or Participative Leader	Includes more people in the decision-making process of determining what to do and how to do it. Influence is done through rational methods (Hughes et al. 2019, 132-133). The leader keeps the morale high by learning to listen to others (Goleman, 2017). The leader consults with, asks for suggestions, and obtains information from subordinates for important decisions (Dorfman et al., 1997). It is not recommended when there are significant time constraints (Benicasa, 2016).
Laissez-Faire or Delegative Leader	The leader allows people to make their own decisions but is still responsible for the decisions made. This style allows more freedom and responsibility for people. However, the leader needs competent people around them, or nothing will get done (Chaudhry & Javed, 2012).
Charismatic Leader	The leader is well-liked, inspires people, and leads by creating energy and eagerness in their followers, appealing to people's emotional side. Charisma is frequently associated with those leaders who can develop strong emotional attachments with followers (Hughes et al., 2019, 599). The leader develops confidence among followers, setting challenging goals and encouraging high expectations (Dorfman et al., 1997).

Servant Leader	The highest priority of this leader is to inspire, encourage, support, and enable people to fulfill their full potential and abilities. The leader helps people achieve their goals and works for them, creating a sense of community (Hughes et al., 2019, 161).
Coaching Leader	The leader develops people for the future. The coaching style works better when the leader wants to help teammates build lasting personal strengths that make them more successful overall. "Coaching is the process of equipping people with the tools they need to develop and become more successful" (Peterson & Hicks, 1996).
The coercive leader	The leader demands immediate compliance. The coercive style is most effective in times of crisis. It is based on the potential of influencing others by administering negative sanctions or the removal of positive events through fear of punishment or loss (Hughes et al., 2019, 121-122), and people tend to feel disrespected (Goleman, 2017).
The Pace-Setting Leader	The leader sets exceptionally high-performance standards and exemplifies them (Goleman, 2017). The leader expects and portrays excellence and self-direction, leading by example. This style works best when the team is already motivated and skilled, and the leader needs quick results. If used extensively, it can overwhelm team members, get in the way of innovation, and can cause resentment and hesitation in supplying new ideas (Benicasa, 2016, 6).
The Transformational Leader	Leaders have a compelling vision of what a new society or organization could be (Hughes et al., 2019, 600). There is a more balanced leader-follower dynamic where leaders value their followers' motivations in the process of attaining organizational goals (Tian, 2013).

Source: Developed by the authors with information cited in the text.

A common line of thought might be that common good leadership is mainly associated with specific styles, such as servant and coaching. Still, each leadership style is connected to various distinct traits and skills that can be used in different contexts. For instance, it might be in the interest of the common good to evacuate a flooding region, and, in order to mobilize people, sometimes authoritarian or coercive traits will be needed to deal with a crisis.

Nowadays, it appears that most leaders do not possess an exclusive or limited leadership style but a combination of skills and traits that might be representative of traditional leadership styles. Regardless of the leadership style or combination of styles, Magrett et al. (2015) have suggested that there has been a consensus among psychologists that the five most important personality traits that a leader requires to be able to mobilize others are openness, consciousness, extraversion, agreeableness, and emotional stability. This means that leaders must be inventive and curious, self-disciplined and efficient, energetic, friendly, compassionate, and even-tempered.

COMMON GOOD AND LEADERSHIP

Research on the action of leading abounds, but there is not much about leading for the common good (Chappell, 1993). Common good leadership is an example of modern-day leadership styles. It is a type of leadership that improves the human condition and the common good but through individual actions (Stringer, in Grace & Grace, 1998); it takes leadership to get people to choose the common good, although people can, of course, make a personal decision not to choose the common good over their personal freedom (Obradovick, 2021).

Not all leadership behavior manifests itself in serving the common good (Lorenzi, 2004). The importance of a leader's moral training in identifying and promoting the common good has been clearly stated (Alexander & Buckinghamm, 2011), and it has even been suggested that common good dictates that leadership should be judged based on moral criteria and not by professional competence (O'Brien, 2009), which somewhat goes against the general ideas about leadership efficiency and also that of the common good.

There are obstacles that hinder the urge to act towards the common good. Things might go wrong; therefore, shortcomings, difficulties, inconveniences, and inefficiencies might appear. Common good requires effort, facing risks, pooling resources, and even sacrificing something. It involves a sense of reciprocity to which one takes, and one gives at the same time (Castiglioni, Lozza, Bosio, 2018). Sometimes it might seem more attractive to stay in one's comfort zone doing what best suits personal interests, without risking anything, instead of being exposed to danger to protect and defend the common good, making it difficult to establish what the optimal conditions should be. Although this might seem like a mediocre attitude, it frequently occurs (Sternberg, 2017).

The pursuit of the common good sometimes requires that certain people carry heavier burdens than others or pool in more resources, resulting in a perception of inequality. Furthermore, the benefits are available for everyone, even the free riders, because if the common goods were not distributed among all the community members, they cannot be considered completely and truly common, which can add to the perceived disparity.

It is challenging to have a collective in which everyone conceives the same common good and has the same interest and commitment in achieving it. Complications emerge when people have different views of what common good is and what is required for a good life. This might be partly due to the underlying influence of the communities to which people belong in terms of what is expected of the common good, therefore creating a limited perspective.

Common good does not just happen (Andre & Velasquez, 1992). The idea of collaboration has a romantic intention, but for the common good to be achieved, there

must be active participation (Castiglioni, Lozza, Bonanomi, 2019). Efforts frequently fail because obtaining participation from others is no easy task, and oftentimes, there is excessive confidence in collaboration and participation capabilities. Conflicts will always emerge because they are part of all human endeavors. Still, it is essential to acknowledge that conflict is part of the organizing process and can be used in constructive ways when searching for the common good and will result in knowledge acquisition.

Sometimes individuals are persuaded to go against the common good out of fear. There are always people who will not play according to the rules or would rather have no rules at all. They might be reluctant to do their share or sacrifice something because they believe they are free to pursue their own good. When the sacrifice is modest, people are more willing to accept it (Andre & Velasquez, 1992), and when the sacrifice is substantial, the importance of the common good sometimes fades away.

One of the most important considerations regarding common good leadership is mobilizing others to collaborate. Mobilizing others seems to be the most challenging part of collective actions, and mobilizations rarely succeed. In fact, most attempts to mobilize collective actions around public goods tend to fail (Magrett et al., 2015). The role of the leaders becomes essential to start a collective action. They are the ones who identify public goods and common goals and organize and mobilize the resources at hand, creating a sense of collective trust and group identity that leads to group cohesion, which becomes an essential incentive for group action (Colomer, 2011).

Crosby and Bryson (2005) are the most cited authors in leadership for the common good. They have established that leadership for the common good is based on a framework that emphasizes the importance of eight leadership capabilities: leadership in context, personal leadership, team leadership, organizational leadership, visionary leadership, political leadership, ethical leadership, and policy entrepreneurship. The authors' main goal is "to develop and implement new regimes of mutual gain, serving the common good" (Crosby & Bryson, 2005, XVIII). The capabilities they presented "are rooted in a model of power, a model of policy change, and an approach to the common good."

Leadership in context and personal leadership help achieve the common good (Crosby & Bryson, 2005, 35) and are the foundation of the other six. This framework includes being aware of the different contexts (social, political, economic, and technological) and discovering the latent potentialities to change these contexts because there are some human elements that do not withstand the test of time (Crosby & Bryson, 2005, 38-39). Leadership, therefore, requires becoming aware of historical information, analyzing trends and getting involved in the debates that surround them, considering the contexts, and analyzing the culture (Crosby & Bryson, 2005, 44-45). Personal leadership is based on understanding oneself and others to deploy personal capacities on behalf of a beneficial change. The common good, in this case, is achieved by discerning the call to

leadership, assessing personal strengths and weaknesses, and appreciating diversity and commonality (Crosby & Bryson, 2005, 49). The authors suggest that leaders need to find new ways of learning and interacting (Crosby & Bryson, 2005, 54-61); possess a sense of self-efficacy, optimism, and courage; achieve cognitive, emotional, and behavioral complexity; master authority, skills, and connections; are committed to continuous learning; cultivate supportive personal networks and balance while appreciating diversity and commonality. The capability of policy entrepreneurship is based on coordinating tasks during policy change cycles. It is surprising that the authors do not refer to or link the other five leadership capabilities (team leadership, organizational leadership, visionary leadership, political leadership, ethical leadership) to the common good.

The issues with leadership for the common good, as proposed by Crosby and Bryson, are, first and foremost, that they do not give a definition of what they understand as common good. They simply assume and take for granted that every person will have the same understanding about its meaning, yet; without a definition of common good, it is naïve to think that the common good can be achieved through philanthropic actions or collaboration. Furthermore, most capabilities are focused only on leadership and not necessarily on the common good, which is also the case in various leadership styles that have been developed.

Using content analysis, over one hundred leadership styles were analyzed, and those that made references to the common good were identified. A list of twenty-six different styles was developed, and their primary connections to the common good are described in table 2. They appear in a strict alphabetical order and not based on the importance of each style nor the number of publications in which they appeared.

Table 2.
Leadership styles connected to the common good

Style	Basic Connections to The Common Good
Authentic Leadership	Authentic leaders have the underlying moral foundation of ethical and servant leadership (Lemoine, Hartnell, & Leroy, 2019). They can put the ***common*** mission and goals ahead of their self-interest (Kruse, 2013) with a deep sense of purpose (George, 2003). They monitor their words and behaviors carefully (George, 2016). By engaging from the heart and using their love, and inspiring others to change the world, they are able to serve the ***common good*** (Chrislip & O'Maley, 2013). They understand their values, put followers' needs above theirs, and work with followers to orient their interests to create a greater ***common good***. Leaders possess love-inspired audacity that promises to change the world and serve the common good, making others believe they can reach capacities they have never imagined (Farber, 2004).

Benevolent Leadership	Benevolent leadership is based on the idea that the purpose of leadership is to contribute to the ***common good*** (Karakas & Sarigollu, 2012). It is supported by the philosophic belief of the human inclination to do ***good,*** kind, or charitable acts (Karakas & Sarigollu, 2012), leading through care, nurturance, and support (Farh & Cheng, 2000). Leaders initiate change by creating a sense of meaning, encouraging and inspiring others, making ethical decisions, and creating and fostering courage for action (Karakas & Sarigollu, 2012). This style integrates four streams or paradigms of ***common good***: morality, spirituality, positivity, and community (Karakas & Sarigollu, 2012).
Civic Leadership	Civic leadership shifts from a prioritization of goal attainment for the good of individuals to an emphasis on the ***common good*** of society as a whole (Watt, 2009). Cultivating citizens dedicated to the ***common good*** is the primary concern (Sandel, 2009, 263). Leaders convene good people, creating strength in numbers (Overmoyer, 2021), mobilizing and energizing others to make progress on civic challenges (Chrislip & O'Malley, 2013). They accept responsibility to create the conditions that enable others to achieve a shared purpose in the face of uncertainty (Ganz, 2010, p. 527) which is the pursuit of the ***common good*** and the responsibility to uphold principles of human dignity, equality, and equity (Chrislip & O'Malley, 2013; Grace, 2011).
Collaborative Leadership	Leaders solve problems between competing interests, engage citizens, and build the capacity to solve future conflicts in ways that reflect the ***common good*** (Chrislip & O'Malley, 2013). It is a process of working together, which requires sharing power, authority, knowledge, and responsibility, and entails active, equal participation in consensus-building (Jameson, 2007).
Courageous Leadership	Courageous leadership involves possessing the strength to act on behalf of the ***common good***, taking a stand in the face of adversity, and acting boldly in the service of inclusion and justice (Sen et al., 2013). Leaders utilize their creative courage to create a shared vision, inspire and motivate others in a common effort aligning the values of followers to make radical changes (Sen et al., 2013).
Democratic Leadership	Democratic leadership entails sharing decision-making with the other members (Anderson, 1959), influencing people in a manner consistent with and/or conducive to basic democratic principles and processes, such as self-determination, inclusiveness, equal participation, and deliberation (Gastil, 1994). It enhances democratic values and the ***common good*** (Adorno, 1950). It aims at the greatest ***common good*** through the development of each individual to their highest potential (Smith, 1925), helping all members of the community to use power constructively for ***the common good*** (Starrat, 2001) through personal sacrifice, with the hope of attaining happiness and peace at some future point in time (Gawthrop, 1998 136-137).

Ethical Leadership	Ethical leadership is having the courage to live according to values in service of the *common good* (Kar, 2014), adhering to the four cardinal virtues of prudence, fortitude, temperance, and justice (Riggio, Zhu, Reina, & Maroosis, 2010). It is "the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct in followers through two-way communication, reinforcement, and decision-making" (Brown et al., 2005, 120) in pursuit of the *common good*. It encourages participation in decision-making, protects the rights and interests of dependent members and minorities, avoids conflicts of interest, and seeks the *common good*. It is a combined commitment to transformational and transforming leadership. In transformational leadership, the goal is to promote justice and the common good, and the transforming leadership is committed to raising the essential moral nature of leadership (Stringer in Grace & Grace, 1998).
Exemplary Leadership	Exemplary leadership exercises good governance, bringing multiple benefits for the *common good* (Mbugua et al., 2019). Leaders forge unity of purpose by showing constituents that the dream is for the *common good* (Kouzes & Posner, 2007). The leader believes in inspiring others to reach a common goal for the *common good* (Galea, 2017), not shying away from making tough decisions (Galea, 2017).
Humanistic Leadership	Humanistic leadership is about building mutually beneficial relationships (Fu, Kimakowitz, Lemanski, Liu, & Pattnaik, 2020). Confucian humanistic leadership is the pursuit of the ultimate goal, which is the *common good* and the collective well-being. It is based on the importance of human nature, respect for people as holistic human beings, and serving the *common good* instead of gaining self-benefits. It shapes the leadership mindset emphasizing concern regarding employee benefits, maintaining harmony through good relationships, and self- sacrifice for the *common good* (Rarick, 2007). It is based on Confucian virtues: benevolence, righteousness, propriety, wisdom, and trustworthiness (Chou & Chen, 2020). Humanistic leaders are those who respect people as human beings by taking care of himself/herself as well as the followers' needs, improve themselves while developing others and try to take into account all stakeholders' interests while striving to pursue the *common good* (Fu et al., 2019).
Inclusive Leadership	"Inclusive leadership assures that all team members feel they are treated respectfully and fairly, are valued and sense that they belong, and are confident and inspired" (Bourke & Espedido, 2020). This requires openness and the suspension of judgment. Inclusive leadership aims to change, create, and innovate while balancing everyone's needs (Weissenberg, 2018). Individuals are empowered to achieve their full potential while pursuing the *common good* (Fapohunda, 2014). It values diversity, equity, and inclusion and does not only benefit the emerging majority but the *common good* (Arredondo, 2017), and stems from the awareness that a leader represents and serves a community. A community's growth is its main source of strength; leaders must pay attention and be actively involved with the development of the community towards the *common good* (Arredondo, 2017).

Integrate Leadership	Integrative leadership is an approach that seeks to encourage collective action as a strategy to achieve the *common good*. Integrative leaders are concerned about outcomes, both tangible and intangible. They want to be sure that their efforts actually result in sustainable projects and systems that contribute to the *common good* and create public value (Bozeman, 2007; Moore, 1995). This type of leadership will be seen in the amalgamation of several leadership styles that aim to create the *common good* (Augusta & Nurdin, 2021)
Meaningful Leadership	Meaningful leadership assumes that leaders should encourage each member of their team to give meaning to work. Leadership is ethically sound, sustainable, and contributes to society at large (Kooskora, 2012). It includes finding value, a personal calling, a fundamental right, and a component of the *common good* (Sison & Fontrodona, 2012; 2013). Meaningful leaders show contribution, moral exemplarity, personal or professional support, community spirit, shared work commitment, and a positive attitude towards individuals and situations (Frémeaux & Parageau, 2020). It is humane, cooperative, sustainable, just, and democratic. Leaders strive to create positive and significant relationships and to set clear and coherent objectives (Frémeaux & Pavageau, 2020).
Moral Leadership	Moral integrity enables leaders to fulfill their promises and contribute to the *common good* (Biju & Lochrie. 2009). Also viewed as part of the *common good* leadership, as it is altruistic leadership behavior (van Lange, 2008). Moral leadership has superior personal virtues and selflessness, being the *common good* the primary focus, using the authority to benefit the collective and not for personal gains.
Positive Leadership	It can be defined as a positive, effective influence with constructive goals that serve the *common good*. The leader's intentions, vision, and goals are positive; they create or add value. The leader is also capable of implementing –not just articulating- the need for change. The leader manages, follows through, and delivers. The leader's actions tend to the needs of a broader group rather than to limited personal interests. Positive strategies for the *common good* include flourishing (Dahlvig, 2018).
Prosocial Leadership	Prosocial leadership is guided by positive aspirations for the *common good* and manifested by the leader's behaviors (Lorenzi, 2004). It is constructive and the intended outcome is widely acknowledged. Leaders are motivated by empathy, and without any regard, act to bring about the welfare of the followers and those they are committed to serving (Ewest, 2018). It is based on a set of values, beliefs, skills, and habits focused on the well-being and functioning of members, and a set of intra and inter-personal processes that allow leaders to dignify work, engage people, and inspire excellence (LeBreton, 2019). It involves exercising effective positive influence with constructive goals that serve the *common good* resulting in the long-term survival of the community, achieved through wealth creation based on economic, environmental, and entrepreneurial sustainability efforts. Prosocial leaders influence people to achieve positive social goals that serve the *common good* (Lorenzi, 2004).

Regenerative Leadership	Regenerative leadership emerges from a common purpose, contributing to the community and the world by creating systemic solutions to social or environmental problems and promoting well-being. It is the contribution towards *the common good* that drives the leader (Ramírez Oetker, 2021). It can be viewed as the result of highly developed personal ethics (Hardman, 2009). Leaders come to realize that balancing the *common good* is equally important to satisfying personal interests (Hardman, 2010). Sustainable development can be done by harnessing the collective will of leaders committed to working toward the *common good* on a global scale (Seelos & Mair, 2005).
Responsible Leadership	Responsible leadership fosters a culture of citizen oversight to protect society and themselves from their own excesses, thus enhancing their ability to deliver on their promises and serve the *common good* (Alemanno, 2017). Leaders will stand for life in all its dimensions and thus try to achieve the c*ommon good* as a joint project of all humanity (Nguyen, 2021), understanding they are committed to act in the service of the *common good* (Crilly, Schneider & Zollo, 2008, 176). Leaders act as weavers and brokers of social capital (Maak, 2007) and sustainable business, serving the *common good* (Pless & Maak, 2011; Muff, Liechti, & Dyllick, 2020). Leadership is supported on individual, organizational, and societal responsibility (de Bettignies, 2014), "based on a sense of justice, recognition, care, and accountability for a wide range of economic, ecological, social, political, and human responsibilities" (Pless 2007, p. 451). They build bridges between all stakeholders and should show each of them the importance of their role in advancing the *common good* through their cooperation and reciprocal understanding, despite their apparent differences (Mària and Lozano 2010). The *common good* of a community is more important for the responsible leader than just the measurable effects of their work (Marek & Jablosnki, 2021). Responsible leadership is based on values, vision, voice, and virtues serving the common good (YLAI, 2020).
Servant Leadership	Enhance the lives of individuals, build better organizations, and ultimately generate a more just and caring world (Greenleaf, 1977). Leading is done by serving others (Lorenzi, 2004), being responsible for the community, and guiding people on how to use their talents and abilities (Hunter et al. 2013) so they can contribute to the *common good* of society and humanity as a whole (Marek & Jablonski, 2021). Servant leadership is anchored in an abiding trust in and the commitment to the *common good.* It is generally valued for its selfless concern for the *common good*, of which everyone is a trustee, over personal ambition (Weber, 2010). The humanistic concepts undergirding the *common good* and **servant**- **leadership**—the protection of human dignity and the promotion of societal well-being—are ancient, aspirational, and enduring. (Tran et al., 2019). Servant leadership develops a clear understanding of the *common good* and how people promote it (Rost, 1995, 139-140).

Shared Leadership	Shared leadership is a participative, relational perspective in which individuals and situations interact with each other. It is a modern leadership approach internalized through voluntary cooperation and interaction based on the competencies of all stakeholders and a sense of accountability. The shared leadership approach is related to the participation of many individuals in leadership activities (Goksoy, 2016). It has also been considered a strategy for change that includes those committed to working collectively for the ***common good*** through an understanding of the values and vision for a better community (Allen, Wright, Lee, 2003). It requires social action in search of solutions for the ***common good*** (Bryson and Crosby, 2005). Shared leadership is characterized by a quality of interactions, collective problem solving, "conversation rather than instructions, shared values and beliefs", and "honesty and a desire for the ***common good***" (Gill, 2006, 30).
Social Justice Leadership	Social justice leaders advocate, lead, and keep at the center of their practice and vision issues of race, class, gender, disability, sexual orientation, and other historically marginalizing aspects, helping organize how human beings will live as members of society (Turhan, 2010). Social justice leadership aims to create a "***common good***" for each individual and the ***common*** benefit through the fair distribution of opportunities and resources (Buyukgoze et al., 2008)
Social Leadership	Social leadership is associated with the development of those individuals who are the driving forces behind civil society organizations and who are working to bring about social change. It has been described as leading to the ***common good,*** with a positive impact (Lorenzi, 2004). The outcome provides collective utility rather than the satisfaction of narrow, personal, or even greedy interests (Lorenzi, 2004). Leaders avoid creating excessive dependence (Carreras, 2008).
Spiritual Leadership	Spiritual leadership comprises the values, attitudes, and behaviors required to motivate oneself and others through calling and membership (Fry, 2003, 711). Leaders embody spiritual values such as integrity, honesty, and humility, reflecting someone who can be trusted, relied upon, and admired. Spiritual leadership is also shown through behavior, whether in self-reflective practice or the ethical, compassionate, and respectful treatment of others" (Reave, 2005, 663). Traditions of spirituality provide rich resources to rediscover the ***Common Good*** (de Bettignies, & Thompson, 2010). The spiritual dimension has been considered the leaders' contribution to the ***common good*** based on their ability to make the world a better place (Lepieux & Rosé, 2010). It enables people to be more mindful, conscious and self-aware, transcend self-interests, and connect with and serve something greater that promotes the common good (Fry & Egel, 2017).

Sustainable Leadership	Sustainable leadership puts ethical behavior and the ***common good*** above the pursuit of profit (Lilja, 2020). Sustainable leaders recognize the responsibility to act as stewards of natural resources for the benefit of the ***common good*** (Peterlin et al., 2015). With an activist engagement, it builds an educational environment of organizational diversity that promotes cross-fertilization of good ideas and successful practices in communities (Groom & Reid Martinez, 2011). It has a shared responsibility that does not unduly deplete human or financial resources and cares for and avoids damage to the surrounding community environment. Sustainable leadership has also been described as a "humanistic" view of leadership (Avery & Bergsteiner, 2011).
Transformational Leadership	Transformational leaders focus on the ***common good*** rather than on their own power (Simpson, 2012). They encourage followers to look beyond self-interests and towards the ***common good*** (Bass, 1990). Leaders have their eyes on the future. Transformational leadership places a premium on the intellectual resources of a leader, his/her flexibility, the development of its people, and the importance of pulling together for the ***common good*** (Bass, 1990). Transformative educational leadership not only works for the good of every individual; at its heart, it has the potential to work for the ***common good*** of society as well (Shields, 2010).
Value-Based Leadership	Value-centered leadership is an operational model for strategic leadership in depth. It occurs when the leader follows his/her own values and leads by example. Leaders identify the good in followers to create a higher-order view of the ***common good*** to create a transcendent vision (O'Toole, 1996).
Virtuous Leadership **Prosocial Leadership**	Virtuous leaders are ethical stewards who seek to optimize the creation of wealth and value for all parties by creating organizational relationships and systems that build high trust and that earn the commitment of others (Caldwell et al., 2002). They focus on emotional and intellectual aspects (Havard, 2014). Virtuousness is then viewed in relational terms in that it informs the design and implementation of policies aiming at fostering the ***common good*** and enhancing social welfare (Gotsis & Grimani, 2015). Virtuous leadership fosters personal excellence through a deep transformation of attitudes, which serves as a condition for sustainable organizational and societal transformation (Riordan, 2014), delineating a sphere of relationships that results in the achievement of noble goals and moral growth and flourishing of both leaders and followers (Sison, 2006). When there is a lack of virtuous leadership, ***common good*** will be marginalized. (Dicastery for Promoting Integral Human Development, 2018). Notions of human dignity and the ***common good*** are essential to the framework of virtuous leadership (Hühn, Meyer & Racelis, 2018).
Visionary Leadership	"Visionary leaders articulate where a group is going, but not how it will get there– setting people free to innovate, experiment, and take calculated risks" (Goleman, Boyatzis & McKee, 2013). According to Kouzes and Posner (2007), vision is an "ideal and unique picture of the future for the ***common good***". Temperance may also nurture focused visionary leadership that accepts ethical limits and has an eye for the ***common good.*** It pushes toward meeting common goals and a shared vision (De Paola, 1999). As Handy (1998, 117) notes, a 'theory of limits' may also help organizations relate more adequately to the ***common goods*** of its context. In the private sector, the implication is that the "profit requirement" needs to be balanced against the ***common good*** – in a long-term perspective (Tangen, 2015).

Source: Developed by the authors with information cited in the text.

From all the leadership styles identified as connected to the common good, servant leadership, transformational leadership, sustainable and regenerative leadership appear to be the ones most associated with the notion. In common good literature, other leadership styles are not immediately visible.

LEADERSHIP TRAITS ASSOCIATED WITH THE COMMON GOOD

The distinct leadership styles that were identified by connecting the notion of common good with that of leadership are associated with a variety of traits, some of them present in more than one style, while a few of them are exclusive to a specific leadership style. Through content analysis, all the different traits were identified and were later on placed in alphabetical order. This will help identify the top leadership traits that can be connected to the notion of the common good. The list that collects all the traits and skills from the previous leadership styles is presented in figure 1.

Figure 1.
List of relevant traits associated with common good leadership

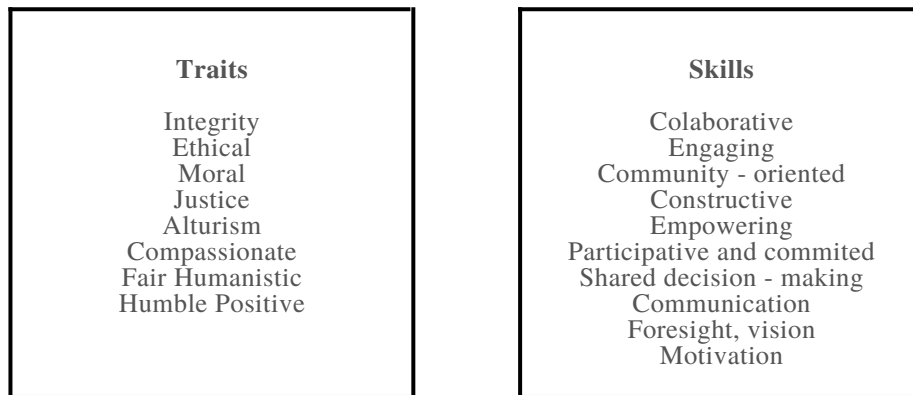|		
Accountability	Empathy	Persuasive/Persuasion
Action-Based	Empowering/Encouragement	Positive/Positive
Activism	Energize	Influence/Optimistic
Altruism/Altruistic	Engagement/Engaging	Propriety
Audacity	Ethical/Ethics	Prudence
Authentic	Evolution	Purpose
Awareness	Example	Rational
Balance	Fairness/Fair	Reciprocal
Benevolence	Faith	Recognition
Caring	Flexible/Flexibility	Relational/Relationship-
Change	Flourishing	Oriented
Character	Future-Oriented/Focus	Resilient
Charismatic/Charisma	Harmony	Respect/Respectful
Clarity	Holistic/Holism	Responsibility
Collective	Honest/Honesty	Righteousness
Co-Creation	Hope/Hopeful	Role Modeling
Coherence	Humanistic	Rules
Collaboration	Humility/Humble	Self-Reflection
Commitment	Inclusion/Inclusive	Sacrifice/Selflessness
Communication	Influence	Self-Awareness
Community	Innovative	Self-Efficacy
Compassionate	Inspire/Inspiration	Self-Managed
Competent	Integrity	Serving/Service
Concern for Others	Interaction	Shared Decision
Confident	Intuition	Social Capital
Congruence	Involvement	Social Responsibility
Conscious	Justice	Spirituality
Consensus	Kindness/Kind	Steward/Stewardship
Constructive	Listen/Listening	Strategy/Strategic
Conviction	Long Term Vision	Sustainability
Cooperative	Love	Systems Thinking

Courage	Meaningful	Task-Oriented
Credibility	Mindful	Team Oriented
Cultural Intelligence	Mobilize	Temperance
Curiosity	Moral/Morality	Transformational
Democratic	Motivation	Transparent
Determined	Negotiation	Trust/Trustworthiness
Develop Others	Nurturance	Unifying
Dignifying	Openness	Value Creation
Discern	Participation	Value/Value-Based
Discipline	Passion	Virtues
Effective	Patience	Vision/Visionary
Egalitarian/Equality	Persistence	Vulnerability
Emotional Stability	Perspective	Well-Being of Others
		Wisdom

Source: Developed by the authors, 2021.

The initial list of leadership characteristics of styles associated with the common good was used to pinpoint those traits and skills that were more pervasive. Each trait and skill was compared to the leadership styles identified, and their frequency was reported. The characteristics were then rated, and the most recurrent made the top-ten list that can be observed in figure 2.

Figure 2.
Top 10 traits and skills of leadership styles connected to the common good.

Traits	**Skills**
Integrity	Colaborative
Ethical	Engaging
Moral	Community - oriented
Justice	Constructive
Alturism	Empowering
Compassionate	Participative and commited
Fair Humanistic	Shared decision - making
Humble Positive	Communication
	Foresight, vision
	Motivation

Source: Developed by the authors, 2021.

The identified traits and skills are consistent with common good theory. In this sense, the common good dictates that leadership should be, first of all, based on integrity, including ethics and morals. Professional competence should flow naturally from a moral commitment to specific skills such as collaboration, engagement, community-oriented, constructive, and empowering.

Based on the top traits and skills that have been identified, the first approach to a common good leadership matrix can be developed as follows:

Figure 3.
First approach at a common good leadership matrix.

	Agency	Governance	Justice	Stability	Humanity
Traits and skills	Compassionate Positive Empowering Constructive Motivation	Collaborative Community oriented	Integrity Fair Shared decision-making	Altruism Engaging Participative and committed Communication	Ethical Moral Humble Foresight and vision

Source: Developed by the authors, 2021.

TOWARDS A DEFINITION OF COMMON GOOD LEADERSHIP

According to Sosa (2017), a common good leader must have great love and great passion for the human being. They must love the knowledge of themselves and others and reflect and exercise virtues such as fortitude, temperance, prudence, patience, and tolerance. The leader must possess the ability to listen and reconcile different points of view and to make decisions that will profoundly impact society, understanding what is most convenient for all.

In authentic leadership, actions are done with the heart, and it is love for others and respectful relationships that help shape the common good. Finding the first followers is crucial. Identifying drivers of change that can share in the interest and passion of the leaders is no easy task, especially since they will have to share the leadership when needed and help find the right followers.

Common good leadership needs to be practical, transformative, moral, and supported by values. The main goal should be directed to personal transformation, the flourishing of interpersonal relationships, and contributions to the transformation of society.

Leadership for the common good or common good leadership can be characterized as a title-less leadership (Russell, 2012) in which actions speak for themselves without the need of rank, and behaviors displayed create trust, positive influence, exemplary results, and natural followership, and in this relationship, followers expect compassion, stability, and hope (Gallup, 2008, in Russell, 2012).

Considering the most dominant traits and skills of leadership styles associated with the common good that were previously identified, the general definition of leadership as proposed by Northouse (2015), and the top-five personality traits of all leaders (Magrett et al., 2015), common good leadership can be defined as:

Common good leaders have integrity are guided by the highest ethical values and a moral compass. They are altruistic and compassionate, have a positive attitude on life, are open and energetic yet even-tempered, and seek justice and fairness in all their actions.

Common good leaders are self-disciplined and conscious change-makers. They have a clear vision and community orientation, being constructive and committed. Through solid communication skills, they are able to engage, motivate, mobilize and empower others to participate in collaborative actions to achieve common goals, sharing the decision-making process.

It is important to clarify that this is a working definition that will be further developed through empirical evidence.
Leadership is a call to all to take in their common responsibilities and a position that needs to be used for the common good. Wisdom is essential and is based on the decision to use one's intelligence, creativity, and knowledge, putting ideas in the service of the common good (Sternberg, 2007). Common good requires clear rules and solution mechanisms that need to be addressed by the leader and the relationship that is established with the followers.

Although followers might have an interest of their own, the leader needs to develop close relationships and create an esprit de corps[5] so that individuals will set competing private interests aside (Waheed, 2018). Political leaders, policymakers, corporate leaders, trade organizations, and other stakeholders bear the responsibility to advocate for institutional frameworks law, policies, incentive structures partnerships, and additional means to promote the common good (Benatar & Singer, 2000; London, 2022)

CONCLUSION AND FURTHER RESEARCH

The literature and content analysis revealed that the theory for common good leadership or leadership for the common good is yet to be developed and the notion of common good can be related to different leadership styles. Still, the way in which a leader can become a common good leader is not clear, which opens numerous possibilities for future research.

One of the pressing issues in common good leadership is that the analysis of the common good is not encouraged in leadership studies, resulting in a shortfall of critical mass to formulate solid positions, and therefore, there is a lack of leaders who understand the

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[5] A commonly used expression in the military, which refers to loyalty, mutual commitment, and even brotherhood.

importance of behaving in ethical ways for the common good for all (Sternberg, 2006). Common good is a project about the future with enough power to inspire so that every follower will be willing to search and collaborate for something larger than themselves. The future will be of those leaders that are centered on the common good and not their personal interests (Huete & García, 2018).

Common good leadership can be considered as a hybrid resulting from the combination of different existing leadership styles, being the most dominant servant and transformational leadership. The definition that has been developed provides an insight into constructing future leadership theories that include common good.
The different traits and skills associated with common good leadership will be useful in developing a scale to evaluate such characteristics in different population groups. Hopefully, through empirical evidence, the theoretical background of common good leadership can start to take shape.

After analyzing common good leadership, a final question remains. Can leadership be considered a common good? When analyzing all the leadership theories, styles, traits, and characteristics that could help define common good leadership, it became apparent that leadership itself has been considered a common good.

According to Zunni & Rebollada (2019), leadership is a common good because the way in which actions are implemented by people in organizations and the public realm will impact (to a greater or lesser extent) the well-being of the citizens. However, as described in the conceptual background, common good is not only well-being. In this sense, the common good is not an intangible space or any intellectual entelechy, but how each person faces their daily problems and responsibilities based on what the rules of the game prevailing in society (laws, habits, crisis) are, and that all these factors can be improved by effective leadership. For example, in American History, George Washington's leadership was considered a common good in creating the conscience and development of a new nation (Guidone, 2019).

As an underdeveloped and underexplored field, multiple avenues for future research are open for common good leadership. In the following articles that are presented in this issue, the methodology to develop a scale to measure common good leadership through eleven dimensions is introduced (Malcón-Cervera, Montaudon-Tomas, Pinto-López & Gutiérrez-González, in this issue), along with two applications of this scale at the Technological University of Querétaro (UTEQ, acronym in Spanish) (Gutiérrez-González, Mejía-Toiber, Montaudon-Tomas, Malcón-Cervera & Pinto-López, in this issue) and the Popular Autonomous University of the State of Puebla (UPAEP, acronym in Spanish) (Montaudon-Tomas, Pinto-López, Gutiérrez-González & Amsler).

The appendixes contain additional information regarding the most relevant leadership theories as well as a classification of leadership styles connected to the common good.

APPENDIX 1
Most relevant leadership theories

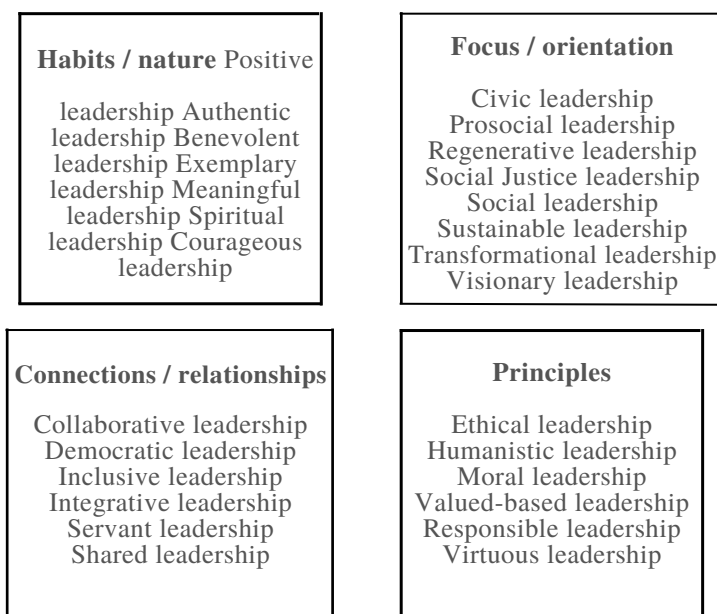| Leadership Theories	Date	Description
Great Man Theory	1840s - early 1900s	The Great Man theory evolved during the 19th century. It was introduced as the earliest theory of leadership, and suggests that the traits of leadership are intrinsic, which means that great leaders are born, not made (Madanchian, Hussein, Noordin & Taherdoost, 2016, 199). Even with the right traits, leadership success could not be guaranteed but did improve the odds of influencing a group to accomplish its goals (Hughes et al., 2019, 176). This theory portrayed leaders as heroic, mythic, and destined to rise to leadership when needed (Amanchukwu et al., 2015, 8). Researchers suggested that leaders and followers were fundamentally different (Hughes et al., 2019, 176).
Trait Theory	1930s-40s	The trait leadership theory establishes that people are either born or made with particular qualities that will make them excel in leadership roles. Early trait theorists assumed that no matter the situation, a set of characteristics made a leader successful, implying that the same leadership traits would be effective in different contexts (Fleenor, 2006, p. 830). Traits are recurring regularities or trends in a person's behavior (Hughes et al., 2019, 179). They include intelligence, a sense of responsibility, and creativity, among others (Matthews, Deary & Whiteman, 2003, 3). This approach suggests that people behave as they do due to the strengths of the traits they possess (Hogan & Chamorro Premuzic, 2015).
Behavioral Theories	1940s-50s	Behavioral theories focus on the actions of leaders, not on intellectual qualities or internal states (Amanchukwu et al., 2015, 8). The behavioral theories offer a new perspective since anyone with the proper conditioning could access the once elite club of naturally gifted leaders. In other words, leaders are made, not born. The theory is rooted in behaviorism and focuses on the actions of leaders. According to this theory, people can become leaders through teaching and observation. Behavioral theories also assume that behaviors can be put into one of four categories: task-oriented behaviors, relational- oriented behaviors, change-oriented behaviors, and passive leadership behaviors (Derue, Nahrgang, Wellman & Humphrey, 2011, 15).
Contingency Theories	1960s	The contingency leadership theory argues that there is no single way of leading and that every leadership style should be based on particular situations, which signifies that certain people perform at the maximum level in certain places but at minimal performance when taken out of their element. This approach argues that leadership changes according to the moment and is greatly influenced by the context and other external variables; these variables include the maturity and commitment levels of the followers (Tian, 2013). There are five well- known theories: Leader-Member exchange, the Normative decision model, the Situational leadership theory, the Contingency Model, and the Path-Goal Theory. (Hughes et al., 2019, 546). This approach focuses on particular variables related to the environment that might determine which leadership style is best suited for a particular work situation (Amanchukwu et al., 2015, 8).

Skills Theory		The skills approach takes a leader-centered perspective on leadership (Northouse, 1997, p. 43). It establishes that learned knowledge and acquired skills/abilities are significant factors in the practice of effective leadership (Amanchukwu et al., 2015, 9). It suggests that many people have the potential to be leaders if they are capable of learning from their experiences (Northouse, 1997, 47), as skills are most effectively acquired through practice, listening to feedback, and following guidance (Wright & Taylor, 1985).
Transformational and Transactional Theories	1970s-1980s	The transformational and transactional theories consider leadership either as an appeal to self-transcendent values of pursuing shared goals for the common good or as a negotiated cost-benefit exchange (Bass, 1974; Burns, 1978; Price, 2003). Transformational leadership theory proposes some characteristics: individual influence, spiritual encouragement, intellectual stimulation, and creating an open culture of trust; on the other hand, transactional leadership theory has a contractual view of the relationship between the leader and the followers (Nanjundeswaraswamy & Swamy, 2014).
Full-Range Leadership Theories	1970s-1980s	This theoretical framework was developed to determine how transformational, transactional, and laissez-faire leadership related to the leader's behavior and its influence on their followers' performance (Russel, 2017, 15). In this sense, it proposes analyzing factors such as intellectual stimulation, individualized consideration, contingent reward, and management-by-exception (Romascanu, Gheorghe & Stanescu, 2017, 84). This theory seeks to improve employee motivation by connecting an individual's sense of identity to the health and prosperity of an organization.

Source: Developed by the authors with information cited in the text.

APPENDIX 2
Leadership styles connected to the notion of Common Good

Different leadership styles share some elements with leadership for the common good. All the styles collected during the analysis of existing literature that mentioned common good and leadership are presented as follows. The different styles have been classified according to their nature or essence, focus or orientation, connections and relationships, and dominant principles.

Habits / nature Positive	Focus / orientation
leadership Authentic leadership Benevolent leadership Exemplary leadership Meaningful leadership Spiritual leadership Courageous leadership	Civic leadership Prosocial leadership Regenerative leadership Social Justice leadership Social leadership Sustainable leadership Transformational leadership Visionary leadership
Connections / relationships	**Principles**
Collaborative leadership Democratic leadership Inclusive leadership Integrative leadership Servant leadership Shared leadership	Ethical leadership Humanistic leadership Moral leadership Valued-based leadership Responsible leadership Virtuous leadership

Source: Developed by the authors, 2021.

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