

# E-leadership in Social Change: A New Paradigm in Bangladesh

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## Abstract

We are living in a technology driven world where this society, is the most interconnected society ever. Bangladesh, despite having low income, little access to internet and literacy rates, is one of the heaviest social media user countries. According to Global Digital Statshot of Q2 report of 2017, Dhaka, the capital city of Bangladesh, became second Facebook using prone city where youth are the main user. This has made a shift in traditional leadership style where digital platform brought up fresh opportunity to create an effective leadership genre, E-leadership. E-leadership is using digital platform especially social media as leaders virtually influence and instruct followers to achieve a common goal. Despite having significant influence among city youths, insufficient attention was given to this newly emerged leadership style in social media research. Considering this research gap, this study aims to investigate how social media is used as a platform by E-leaders to practice their leadership and how E-leaders perceive the media for social change. The study would analyze two E-leadership based initiatives, 1) Ten Minutes' School (YouTube) and 2) Youth Opportunities Bangladesh (Facebook) where selected contents will be analyzed alongside in depth interviewing of two E-leaders who are the entrepreneurs of two initiatives. Transformational leadership theory is considered as the framework for conceptualizing the context of this study and analyzing collected data.

**Keywords:** E-leadership, Social change, Bangladesh, E-leaders, Influence.

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## 1. Introduction

“Yes! I am an e-leader and am working to bring out more and more leaders using social media”, Mr. Osama, the founder of Youth Opportunities Bangladesh defined him as an e-leader as he in contributing to change the society through information and communication technology. Not only Mr. Osama, there are significant number of social change makers evolving as e-leaders in current Bangladesh who are incorporating online and social media for reaching bigger audience and putting greater influence over them.

Initially e-leadership term was used only in organizational setting ensuring fast, effective and limitless communication inside a company or an organization. But with the rise of social

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media and increased interactivity among social media users, E- leaders are working on a virtual platform for bigger and better goals beyond organizational business and profit. The term has evolved for making the work field different by using social media, so as their work and responsibilities.

For most of the E-leaders the target prosumer is youth. In fact, study found most of the youtubers making online video content are young by themselves and youths are following them because of their relativity (they can relate themselves with the youtuber) and attainability (they can achieve the same) (Sarah, 2016). That is why e-leaders can attract and engage youths (especially the teenagers) with their activities and thus have an impact on social behavior (Westenberg, 2016). The situation is equally appropriate for current Bangladesh.

To find out the relevance and new paradigm of social change making and influencing the community, in the study two different cases- Youth Opportunities Bangladesh and 10 Minutes School, are examined, to find out how the two e-leadership platform are bringing change in the society. The two leaders and founders of the above enterprises- Mr. Osama and Mr. Sadiq, were interviewed to know their aims and objectives to be realized through their platforms. Contents of their Facebook and YouTube page of the month September 2019 were also analyzed to understand the pattern of their subjects.

Following the transformational leadership theory and KAP-Gap concept, the data were analyzed. It is found that e-leadership and e-leaders of Bangladesh are continuously coming with new and innovative ideas, using social media to reach audiences, working to put something positive for the community. Although in a country like Bangladesh, there always remains some technical challenges such as- internet connection, education and others.

## **1.1 Definition of Terms: What is E-leadership and who are the E-leaders?**

The concept of E-leadership has evolved time to time, with different names. It was Marshall McLuhan who first coined the word 'Global Village' to describe a new era of communication where the world will be interconnected by technological breakthrough (McLuhan, 1963). This breakthrough was apparent in this time, no doubt; but not like today. Today we have the most interconnected society ever which has given birth to another new technologically driven phenomenon 'Virtual Team'. The concept of 'Virtual Team' and 'Virtual Leadership' have already shifted the way we look at the term 'Leadership'. Some researchers find it even more challenging than the traditional one as the leaders have to cross the boundary of time, space or even culture and also have to lead without any direct supervision or interaction (Kerfoot, 2010). Gibson and Cohen gave emphasis on the effectiveness on creating shared understanding in a virtual team as it makes the team members interdependent and sets a goal to aim at (2003).

According to a survey of Human Resource Management in 2012, 46% of all organizations were using virtual teams in their workplace (Lepsinger & DeRosa, 2015) which gave rise a new terminology 'Virtual Leadership.' Kayworth and Leindner (2002) suggested some characteristics of a successful team leader such as empathy, flexibility, regular communication overall having all the traits of a guide/mentor than a stereotype leader. Malhotra, Majchrzak and Rosen (2007) identified six leadership practices of a successful virtual team leader 1) establish

and maintain trust through the use of communication technology; 2) ensuring distributed diversity is understood and appreciated; 3) manage virtual work-life cycle (meetings); 4) monitoring team progress using technology; 5) enhancing visibility of virtual members within the team and outside in the organization; and 6) enabling individual members of the virtual team to benefit from the team. This term defining leadership in online environments then termed differently as 'E-leadership' by Avolio, Kahai and Dodge in 2001. The term has evolved, making the work field different for E-leaders using social media, so as their work and responsibilities.

As communication and information technologies are the core medium of virtual leadership, the new term 'E-leadership' has made its way in many research works. Pulley and Sessa (2001) defined E-leadership with three specific tasks: setting directions, facing challenge and maintaining commitment which can occur in a multitude of options. According to them, it (E-leadership) is enabled through net, where the individuals (both leader and followers) are linked together into a web of information (Pulley & Sessa, 2001) and they saw it as a new migration.

This study aims to understand this migration that leads to social change. It focuses specifically on social media-based E-leadership to make this change happen. That is why it is important to determine how E-leaders are working for this social change targeting the youth and how they (E-leaders) perceive the social media by themselves.

## **2. Research Background and Questions**

E-leadership is using the digital platform especially social media where E-leaders virtually influence and instruct followers especially youths to achieve a common goal. In Bangladesh it is also new but already managed to create a significant influence among the youth. It has obviously made a shift from traditional leadership style to a brand-new genre of virtual reality-based leadership. However, despite creating huge buzz, insufficient attention has been given to this newly emerged leadership style in social media research. Taking this scenario in consideration, the research questions are as following-

- As the concept of E-leadership is comparatively new in terms of social leadership, do they (the founder of the both initiatives) consider them as E-leader?
- Do E-leaders are facing any challenge? How these newly emerged E-leaders are working to overcome challenges to achieve their goals?
- What are their strategies and how are they perceiving their initiatives in bringing social change among youth?

## **3. Research Objective**

The primary objective of this research is to carry out a qualitative study to explore the nature of social change via E-leadership in the context of Bangladesh. In understanding the influence of newly emerged E-leaders the objectives of this research are as the following:

- To identify how social media is used as a platform by E-leaders to practice their leadership across boundaries for bringing positive changes among the youth
- To determine how E-leaders perceive the social media for social change (from their pint of view)
- To understand and evaluate their (E-leaders) strategies of youth engagement

## 4. Literature Review

### 4.1 Concepts and Challenges

Most of the prior researches done on E-leadership prioritize the use of ICT within an organization to increase efficiency for both leaders and employees. Some studies show dynamic relationship (Avolio & Kahai, 2003) between E leader and employees inside an organization focusing on how to best manage and lead people when they are not having physical proximity yet doing micro work. Jarvenpaa and Tanriverdi (2003) considered this relationship as dyadic between a firm, its employees, customers and suppliers in a virtual knowledge network to illustrate why the balancing act is so important for the bottom line of the firm.

One study (Cascio & Shurygailo, 2003) reveals some key challenges for the E-leaders of virtual teams. As his/her team is heterogenous, diverse and scattered it is important for him/her to establish and develop different norms and procedures in team's formation and development.

According to the study virtual teams magnifies the differences between good or bad projects, organizations, teams and leaders. The nature of this team is little tolerance of ineffective leadership which clearly shows one of the risk factors of becoming an E-leader. Establishing proper boundary between home and work, effective communication strategies, encouraging and inspiring emergent leaders within virtual teams and promoting oneness and close cooperation between team members are very much crucial for a successful E-leader (Cascio & Shurygailo, 2003).

### 4.2 E-leadership from educational Perspective

Gurr (2015) explores the concept of e-leadership and why it is relevant to educational organizations. As education has been extremely ICT mediated, he assumed that this new environment needs this new form of E-leadership for its own betterment. He analyzed different studies in non-education settings and suggested to have more empirical research in education settings to determine whether there are major differences between educational and non-educational environments. He urged for more research work on using E-leadership in educational contexts as according to him, E-leadership is still at an early stage.

### 4.3 Changing Leadership Styles

Another term very much relatable with E-leadership is 'Change Leadership'. Change leadership is the ability to influence and enthuse others through personal advocacy, vision and drive, and to access resources to build a solid platform for change (Higgs & Rowland, 2000). As most of the E-leaders of existing social media plays the similar kind of role, their contribution can easily be relatable with 'Change Leadership' style using information and communication technology. From the educational point of view, Ghasemi and Hussin (2014) gave emphasis on relevant theories of change leadership which must be practiced in higher education settings. As sustainability brings change, the application of change-oriented leadership style is a great contribution to necessary transformation toward sustainability according to them.

Many researchers saw E-leadership as the other name of transformational leadership. Kevin et al (2003) named it as 'Remote Transformational Relationship' where the leaders have least physical proximity yet having positive and effective outcome. Citing previous researches (Howell & Avolio, 1993) who denied the effectiveness of remote leadership for a

transformational leader, claimed to have more involving followers working collectively with shared vision of the future.

Again, some studies relate transformational leaders with the traits of E-leaders. Explaining transformational leadership as a process in which “leaders and followers help each other to advance to a higher level of morale and motivation” (Burns, 2002) According to him it reshapes perceptions, create aspiration and gives motivation to followers. Relating this, Purvanova and Bono (2009) suggest considerable variability in leaders’ behavior across face-to-face and virtual teams. Further, transformational leadership behaviors are more strongly linked to performance in virtual than in face-to-face teams. Leaders who increased their transformational leadership behaviors with virtual teams achieved the highest level of overall team performance, according to them.

There is an existing debate regarding the synonymy of two terms ‘Charismatic’ and ‘Transformational leadership’. Although defining this type of leaders Max Weber gave them the title ‘superhuman’, many scholars (Podsakoff, 1994 ; Conger & Kanungo, 1998) have found these two terms mutually inclusive to each other using terms like ‘minor’ or ‘modest’. Again some (Bas & Avolio, 1994) saw it merely as a component of transformational leadership. However, both these components are equally important for an E-leader even if they mean nearly the same type of leadership style.

According to Ilies, Judge and Wagnersaid the purpose of charismatic/ transformational leadership is to create influence by giving motivation. They proposed a model through which the influence of leadership on employee motivation is realized which can happen though affective and cognitive mechanisms. According to them transformational/ charismatic leadership makes the work even more challenging to the followers by involving them tightly with the task or job and thus the motivation is created.

#### **4.4 Youth and Social Media**

Previous researches have analyzed the impact of social media on youth. Studies (Shabir, Hameed, Safdar, & Gilani, 2014; Ahn, 2011) found positive influences of social media on youth as a medium of educational supplements and creating educational environment. Again, some researchers (O’Keeffe & Clarke, 2011) blamed social media for offensive content, sexting and Facebook depression.

The impact of E-leaders on youth especially the youtubers are immense. Westenberg (2016) showed how youtubers change behavior, identification and awareness among teenagers. He did a qualitative analysis by taking in-depth interview of selected teenagers and popular youtubers.

This study found a huge teenager engagement with all these YouTube based E-leaders. They try to follow them, including their clothing lifestyle and sometimes also their way of taking, walking, gesture etc. Most importantly they want to be like them in future. Although huge concerns have been shown for these teenagers because of uncensored contents and also less parental monitoring.

Many researches have been done considering different perspectives and terminologies related to and on the effect of E-leadership. But there are few researches relating ‘social media’ with ‘E-leadership’ with ‘Youth’ and ‘Social Change’. Somehow E-leaders and their new style of leading the youth remain untouched in academic research arena. Considering this research

gap, our study will investigate how social media can be used as a platform for E-leadership specially as a new paradigm in social change.

## 5. Theoretical Framework

This study has a theoretical framework built on the ‘KAP’ study concept. The ‘KAP’ concept refers to the measurement of changes in Knowledge, Attitude and Perceptions (Kaliyaperumal, 2004) inside a community. Basically, this is a term related to diabetes and how patients, doctors and others are perceiving the idea of this disease, facing and overcoming it. The concept is totally based on medical term which can be applicable to other medical related issues as well like Osteoporosis (Khan, Khan & Malhi, 2014).

To measure the ‘KAP’ among communities the most popular method in medical science is survey method, which is popularly named as ‘The KAP Survey Model’ (Knowledge, Attitudes, and Practices). It is a quantitative method that works both with quantitative and qualitative data aiming to find out the obstacles in behavior change. It paves the way to measure the gap inside the ‘KAP’ concept. Here the gap refers to the obstacles that hinder the knowledge, attribute and perceptions to the ultimate behavior change of a community (Du Monde, 2016).

In this research, we have taken only the concept of ‘KAP’ gap, not the whole survey model. To understand E-leadership in social change this study will try to see how E-leadership is working with youths as focal point to change knowledge consumption behavior of social media users. Analyzing two initiatives based on education and career development, this study will explore the contents, nature and notion of both initiatives and how the E-leaders are using social media to minimize the ‘KAP’ gap of web dependent youth community.

Again, we will consider transformational leadership as one of our conceptual frameworks also. Transformational leadership has four dimensions, popularly known as four ‘I’s: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1985). Based on the work of Elkhani, Soltani and Ahmad (2014) this four I’s have these following attributes:

### *Transformational Leadership Behavior Attributes*

Transformational leadership behaviors	Attributes
Idealized (charismatic) influence	Vision
	Trust
	Respect
	Risk-sharing Delegation
	Integrity
	Modeling
Inspirational motivation	Commitment to goals
	Communication
	Enthusiasm
Intellectual stimulation	Rationality
	Problem solving
Individualized consideration	Personal attention
	Mentoring
	Listening
	Empowerment

As in literature review part, we saw the proven effectiveness of transformational leadership and societal system in virtual environment, in this study we tried to explore all these attributes in the context of E-leadership in social media. Analyzing selective contents of two initiatives, we tried to come to a conclusion on the nature of E-leadership based on two frameworks presented above.

## **6. Methodology**

One of the main objectives of this research is to qualitatively explore the nature of social change through E-leadership in social media. To achieve the objectives two initiatives were taken in consideration 1) Ten Minute' School (YouTube Based) and 2) Youth Opportunities Bangladesh (Facebook Based). Both initiatives have their own official websites but interacts more using social media. Ten minutes school is an online educational platform for education development at secondary and higher secondary level along with professional skill development courses. It was founded by internet entrepreneur Ayman Sadiq in the year of 2015. On the other hand, youth opportunities Bangladesh is the largest opportunity discovery platform for youth. Believing in access to information this platform records all available opportunities for youth around the world founded by internet entrepreneur Osama Bin Noor. This study is conducted in two phrases. First of all, content analysis has been done on selective contents of these two E-leadership based platforms. As both of the initiatives are web based, we have taken the contents of the month of September 2019 as the most updated ones. From the content analysis method, we have got the primary data for our research. Based on the findings from primary data, on second phrase, we have taken in depth interviews of two E-leaders (founder of both initiatives) Ayman Sadiq and Osama Bin Noor. From the findings of the second phrase along with the conceptual framework we have come to conclusion on how E-leaders are perceiving and using social media to bring out social change and how they are engaging youths to make that change happen.

## **7. Findings**

### **7.1 Short Introduction and Rate of Interaction of Youth Opportunities (YO) Bangladesh and 10 Minute School:**

Youth Opportunities basically works to disseminate the information of jobs, internships, scholarships and other opportunities for youth population. It originated in Bangladesh but now it is working throughout different countries. It has its own website and they use their Facebook, YouTube and others social media pages to spread the circulars. Youth Opportunities Bangladesh is a very vibrant page having 3,70,499 like and 50 thousand members. Osama Bin Noor is the entrepreneur of the initiative, Youth Opportunity.

On the other hand, the '10 Minute School' is a team of young universities students of Bangladesh who re-designed learning and started on 2015 and started giving teaching through videos. There the youth students make 10 minutes learning videos and release it in their channel. Ayman Sadiq is the founder and the CEO of the e-school , 10 minute school(<http://10minuteschool.com>).The CEO of the online school, Ayman Sadiq a Dhaka University graduate who also won the Queen's Young Leaders Award 2018 and the best e-learning award from the Asia Pacific ICT Alliance for his school. (Ayman Sadiq, 2019).

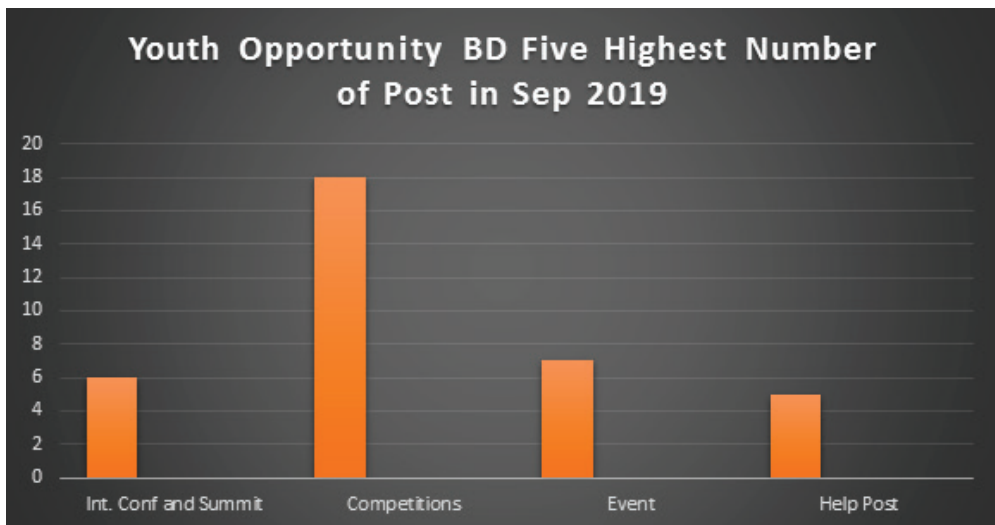


## 7.2 Findings from Content Analysis

As stated earlier, this study analyzed selective contents of September 2019 for both initiatives as they are the most recently uploaded ones. The findings of the content analysis are as follows:

### 7.2.1 Number of Posts:

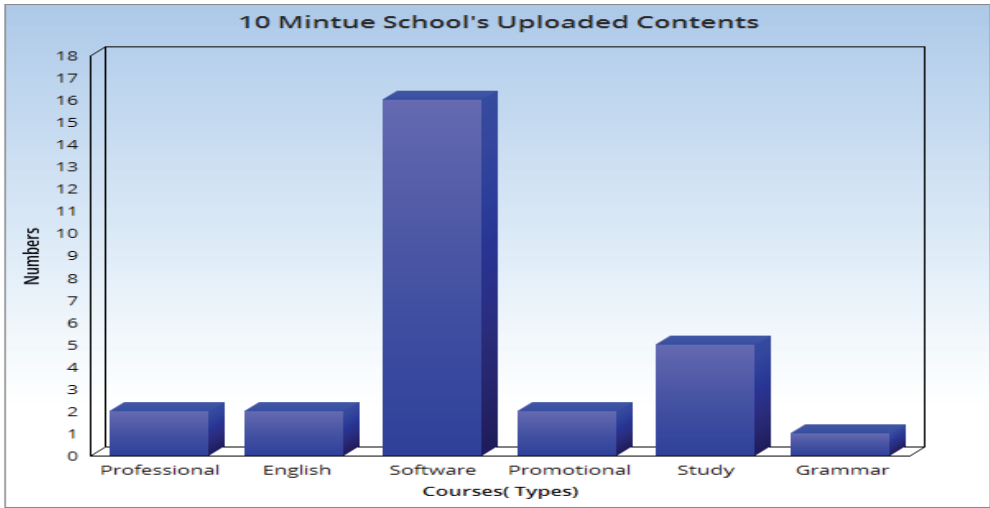
In September 2019, the interaction and activity of the Facebook page ‘Youth Opportunities Bangladesh’ was very high as similar with the other recent months. In total, they shared 65 posts regarding internship, jobs, volunteer opportunities, conferences and so many other things where the highest number of posts was on competitions (18 posts), Event (7 posts), international conferences (6 posts) and help (5 posts). Other than that, they share lots of other issues as well. These posts are mainly collection of others’ contents, circular and call for interests. But their own generated contents are very few.



**Figure 1.** *Youth opportunity bangladesh's highest number of Facebook posts.*

On the other hand, 10 Minute School has a smaller number of posts comparing youth opportunities. In the month of September, they posted six video contents (including professional skills, English speaking, social awareness, software courses, preposition learning and promotional videos) and 11 interactive posts. One of the notifiable distinctions between two initiatives are Youth Opportunities do not produce contents, they do search and post. On the other hand, in 10 Minute School, every content is produced by themselves. So, eventually their contents are less compering the contents of Youth Opportunities Bangladesh.





**Figure 2.** 10 minute school's highest number of You Tube posts.

Although in September 2019, 10 Minute school posts more software courses, that does not at all mean their inclination towards professional contents. 10-minutes school basically makes academic contents targeting school, college and university students. Their inclination towards professional courses in September 2019 shows their gradual expansion of horizon.

**7.2.2 Using More than one platform**

Both Youth Opportunities and 10 Minute school are using several platforms to increase their reach. 10 Minute school have four official You Tube chanel,10 Minute School Live!10 Minute School Skill Development Lab, 10 Minute School English Language Club, 10 Minute School LIVE BBA, MBA, Recruitment Test Preparation. Then again in Facebook they have one separate Facebook group and one page. For Youth Opportunities they have separate Facebook pages, One Youth Opportunities original, others are country based. Till now, they have four country-based Facebook pages for Bangladesh, Indonesia, Philippines and Nepal. Slowly they are incorporating more countries to make the platform global.

**7.2.3 Going Global vs Reaching Grassroot**

As mentioned earlier, Youth Opportunities is going global by making networks with more and more countries, their moto is breaking the boundaries where every opportunity counts irrespective to country, gender and culture. Whereas the moto of 10-minute school is reaching the grassroot level within Bangladesh, as they make content in Bangla, targeting Bangladeshi youths.

**7.2.4 Shifting Focus**

Although both initiatives were started in social media, but now they are changing their plan. Currently social media is not the focus for Youth Opportunities Bangladesh, they are giving priority to their Website and App. Latest contents, uploads are mostly found in app and website with an instant notification for the users. On the other side, 10 Minute school is focusing on App but also trying to use Facebook more than the YouTube.

### 7.3 Interview Analysis: E-leadership and Social Change

“We want to make them future leaders by preparing or facilitating their preparation to face challenging positions by seizing opportunities”, Mr. Osama, the founder of the Youth Opportunity Bangladesh quoted while he was asked about the aim of his initiative. To him, the current world is too fast, and to make oneself prepared enough to cope up with the changing dimension of new world, one must take the current challenges, especially the youth. Again, according to him, Bangladesh is a country of huge population and demographic dividend, youth should self-help themselves and they are, through their Youth Opportunity, facilitating the youths.

Mr. Osama’s initiative is about the career, skill development and positioning of the current students (school, college and university) in better places by informing them about possible opportunities throughout the world. Whereas, the 10 Minute school is different in nature than the Youth Opportunity. The 10 Minute school is basically a learning hub. It brought a significant change in e-learning and distance knowledge sharing. Mr. Sadiq, the founder of the online school, came up, while sharing his story of starting the innovative, “after getting admission in University of Dhaka, I started taking classes in different coaching centers where I found many rural students could not continue coaching classes for high range of fees. Then I thought, why not I make video of my lessons and spread it over the country without any cost.” This event motivated him to start his journey. Gradually he bought a huge contrast in the existing traditional concept of static classroom and school by breaking the barriers of geographical and time of it.

Analyzing the interviews, it can be said that both young leaders dreamt to change the society, bring some positive changes using internet and within five or six years of their starting. They got huge recognition, acceptance and it would not be an overstatement that they managed to bring changes both in education and skill development in country’s youths. The number of subscription and like in their page, interaction, sharing their contents vividly express about their successes.

Both can be termed as the modern day’s leader who have the courage to take risk, think about the existing problems. They want to bring changes, works for it relentlessly to make that happen. As previously stated, according to the definition of E-leader, Malhotra, Majchrzak, and Rosen (2007) identified six leadership practices of a successful virtual team leader 1) establish and maintain trust through the use of communication technology; 2) ensuring distributed diversity is understood and appreciated; 3) manage virtual work-life cycle (meetings); 4) monitoring team progress using technology; 5) enhancing visibility of virtual members within the team and outside in the organization; and 6) enabling individual members of the virtual team to benefit from the team. These practices are more applicable for internal communication of any corporate office but still it has relevance with the wider sense of e-leaders. In this structure, both Mr. Osama and Mr. Sadiq are e-leaders in Bangladesh who are using internet as a tool and communicating beyond the geographical, social, economic and information barriers. They bet themselves reached over every corner of the country thanks to the internet and social media.

While Mr. Osama was asked whether he identified himself as an e-leader or not, he said “Yes! I am an e-leader and is working to bring out more and more leaders using social media.”

He also said, resources and opportunists are scattered over differences sources, their task is to gather all of them and make a gateway of opportunities, connecting local and global youths, and make resources available for everyone. To him, it is one kind of empowerment to unlock the inner potential of youth throughout the globe. To make the idea possible, they used social media, especially Facebook, as very an effective platform where the share then circulars' hyperlinks with very short describing. After clicking the link, it directs the keen to original circular. So, their Facebook pages mediates the connection between the youths and their webpage, the clients and resources.

The founder of the 10 Minute School, Mr. Sadiq is preferred to introduce himself as a teacher who teaches through online media. And to be a successful teacher, it is prerequisite to become a good leader first. He wants to bring a revolution in teaching, classroom and knowledge sharing, and he has done that through his 10 Minute school. He is facilitating e-learning, expanding the lessons beyond the books, classroom, coaching centers and traditional boundaries. That is where he is a successful E-leader and a teacher of E-lesson giving.

After starting his school, he got huge corporate support as well, as the school's name is "Robi, 10 Minutes School". He is also getting aligned with universities, schools and other educational institutions over the countries for growing through offline as well. The interesting thing of the online school is, consumers also can be the producers. Most of the videos are made for his channels by the students of different educational institutions. For the demand of the users, they made at least six channels for specific contents and most of the channels were active.

Both identified the less availability of internet over every corner of the country as a prime challenge for expansion of their enterprises. To them, the frequent policy change of Facebook and YouTube is also another kind of challenges to reach more people. According to Mr. Osama, "Facebook is now more concern about profit making, the company always wants to boost any programme to get more public reach so that if anyone like or follow our page they may not get notification properly for the profit-making policy of Facebook." Still, as the people, especially youths are more dependent on social media, other than using social media they, currently, do not have any short-term solution to reach people. Understanding the challenges of social media, the duo is planning to entertain their own web site and application.

Other than creating positive vibration in the society, the e-leadership is another form of entrepreneurship for ensuring self-help. Both E-leaders are well established through these initiatives at the same time recruiting other youth in their companies. So, through the process, it is possible to help the society as well as help themselves.

## **8. Discussion and Conclusion**

In the data analysis and findings part, it was noticeable that both leaders are doing their activity primarily using social media, internet and digital divines and they are trying to change the existing the idea of skill development, knowledge sharing, influencing and bringing social change. They took new media to reach out unknown people breaking the boundaries. The theory, transformational leadership said a leader should manage to provide charismatic influences, inspirational motivation, and intellectual motivation and should have some individualized characteristics. These parameters are and partially relevant for the two

studied e-leaders of Bangladesh. Firstly, Mr. Osama does not always appear publicly, so his charismatic influence is not possible to measure but on the other hand Mr. Sadiq is a very prominent public figure amongst the youth for his charismatic influence through presence on screen- TV and Newspapers- with his individual communication and his motivational speeches. Secondly, both inspirationally motivates the youth- one for skill development and the other for learning. So here, both of them fulfill the requirements to be influencers. Thirdly, they also provide intellectual motivations as well through changing the mind-set of traditional skill development, challenge taking and so on. Lastly, both leaders do empower others, listen to their problems and interact virtually and directly as well. These can be considered under the individualized characteristics.

Through their transformational e-leadership, the two leaders are helping to shrink the KAP-Gap within the people. They are changing their knowledge level through the online contents, having impact on youth attitude and practices.

So, to conclude, the findings suggested that the both initiatives are very much important for E-leadership in Bangladesh, because they could be identified by their individual enterprises which have greater social benefit and give birth to E-leaders who are currently working for the social change.

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