JCP JOURNAL OF CREATIVE PERSPECTIVES

Leading with Impact through Leadership Styles to Shaping Organizational Growth

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Abstract

The study of leadership styles is significant in both theory and practice, as leadership approaches profoundly influence individual and organizational performance. This paper examines the five primary leadership styles—transformational, transactional, strength-based, adaptive, and servant leadership—by exploring their defining characteristics and practical applications. Transformational leadership is distinguished by key elements such as intellectual stimulation, inspirational communication, and a compelling vision. Transactional leadership, in contrast, is characterized by contingent reward systems and management by exception. Strength-based leadership focuses on identifying, utilizing, and developing individual strengths to enhance team performance. Adaptive leadership equips leaders with the ability to navigate complexity and change effectively. Finally, servant leadership prioritizes the well-being of followers, emphasizing ethical behavior, emotional support, and empowerment. Various models and measurement frameworks for these leadership styles are also discussed to guide future research and practice.

Keywords: Measurement, transformational, transactional, strength-based, adaptive, servant leadership

1. Introduction

All over the world, leadership role in organizational success can never be overemphasized. Leaders need to set the stages for overall direction of their organizations by setting clear goals and objectives, motivating their employees to achieve those goals and driving the overall growth and culture of the organization. Perception of leadership is crucial, in both theory and real-world scenarios. According to former comprehensive studies about leadership, there are many definitions have merged but, in this study, we may define leadership as the ability to motivate, direct and influence individual or groups to achieve common goals and objectives.it involve creating a vision for the future, making decisions and developing a positive atmosphere that encourages and empowers individuals to achieve their potential. Successful leadership hinges on a mix of intelligence, effective communication and flexibility to address barriers and achieve outcomes (Tyraningsih & Nurachadijat, 2023). The approaches an effective leader utilizes to achieve their goals depending on the situations that they are in and individuals or groups of people they lead. The best approach to defining leadership is to compare and contrast it with management practices in organization settings since they play interconnected roles in achieving common goals and objectives.

Leadership in the first step involves motivating and inspiring employees to move toward a shared vision while promoting creativity and encouraging individuals to excel in their capabilities. It aims to sustain growth and develop innovation by providing direction and challenging existing ways of thinking. Management, on the other hand, focuses on organizing and supervising day-to-day activities to enhance efficiency and maintain stability while achieving short-term goals. Managers emphasize reducing risks by adhering to established procedures, enhancing team effectiveness, and ensuring that resources are utilized efficiently to carry out the vision outlined by executives. Leaders are responsible for driving change and guiding their teams through it, whereas managers are tasked with ensuring that these changes are implemented and that operational processes align with organizational strategies.

Variety types of leadership involve the methods and actions that leaders hire to engage with their teams and reach goals through decision making strategies that they customize based on their personality attributes and values, in response to circumstances they face at work; these styles play a critical role in shaping how teams function together and how motivated and successful everyone is as a result of the leader approach in leading them effectively towards shared objectives that are beneficial for the organization.

The main goal of this study is to summarize the leadership styles discussed in both theoretical and practical research. In the next step, the evaluation of existing studies reveals that some leadership styles, such as autocratic and democratic leadership, may not provide a sufficient framework for researchers moving forward. This study focuses on five leadership styles: transformational leadership, which involves fostering

intellectual growth and inspiring others with a vision; transactional leadership, which relies on rewards and the management of exceptions; strength-based leadership, which emphasizes leveraging individual strengths; adaptive leadership, which focuses on effectively navigating change; and servant leadership, which emphasizes selfless service to others. Leadership that emphasizes leveraging and developing strengths to enhance team effectiveness is known as strength-based leadership (Ding et al., 2020). Adaptive leadership equips leaders with the skills required to effectively navigate situations and changes (Heifetz, 1994). Servant leadership places an emphasis on the welfare of followers by promoting conduct and providing emotional support and empowerment (Greenleaf, 2002). Additionally different models and frameworks are explored to aid in research and practical application of these leadership approaches. When mediation into the topic of leadership styles it becomes crucial to grasp the significance of leadership style in settings

Within the realm of human resources management fieldwork and studies, like those by Manafi and Subramaniam (2015a) it is stated that transformational leadership can enhance HR practices within a company and influence dimensions of success as discussed by Kaplan and Norton (2001) in the balanced scorecard framework. Figure 1. Shows how Human resources management practices, like training programs, staffing decisions, reward systems and performance evaluation and performance evaluation impact functioning and subsequently influence the overall organizational performance.
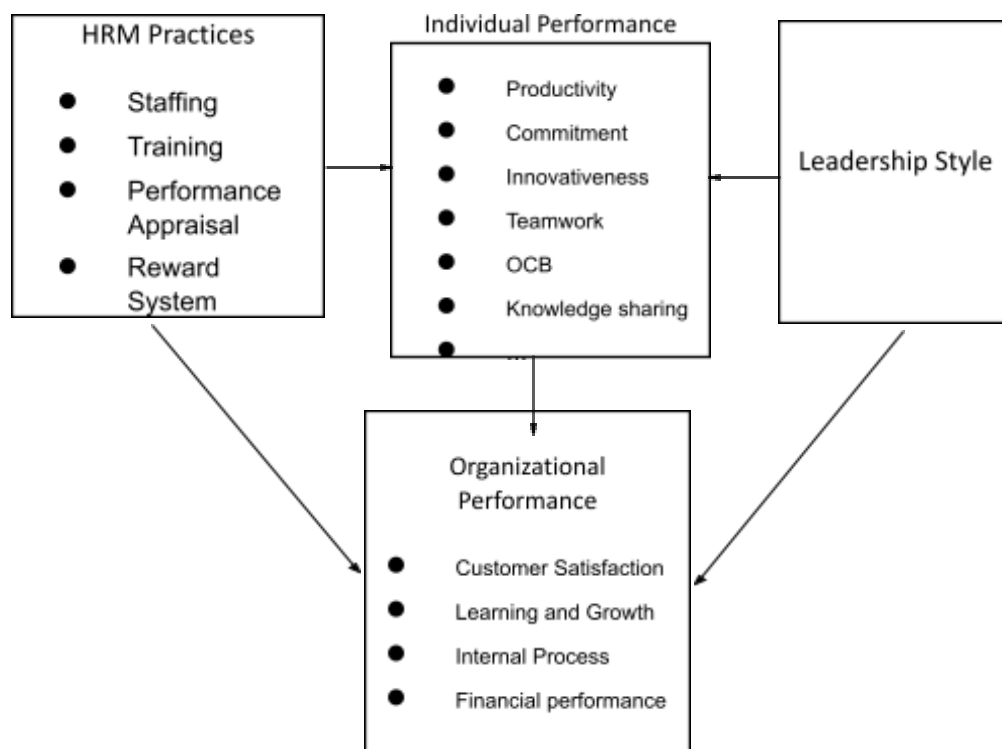
Figure1: Relationship between HRM practices, leadership style, individual performance, and organizational performance as conceptualized in this study.

Mathematical Framework for Leadership Styles Measurement and Impact Analysis

Supposing *LS* is the leadership style, IP to be individual performance, OP be organizational performance, and HRMP is human resource practices. We can formulate various mathematical models as follows.

a. Moderation model of Leadership style

Leadership style moderates the relationship between HRM practices and IP.

$$IP = \alpha + \beta_1 HRMP + \beta_2 LS + \beta_3(HRMP{\times}LS) + \varepsilon$$

If $\beta_3 > 0 \rightarrow$ LS strengthens the relationship between HRM an IP

If $\beta_3 < 0 \rightarrow$ LS weakens the relationship between HRM an IP

HRMP×LS is an interaction term capturing moderation.

- Moderation Applied to Organizational Performance

$$OP = \gamma + \delta_1 IP + \delta_2 HRMP + \delta_3 LS + \delta_4(HRMP{\times}LS) + \zeta$$

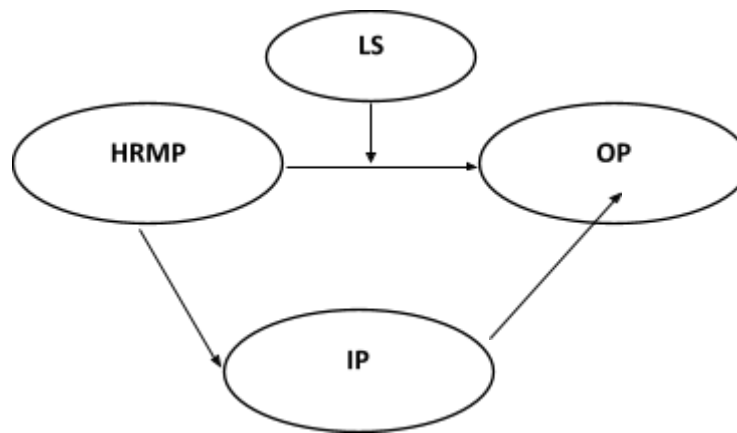In this case leadership style moderates the relationship between HRMP and OP. (See Figure 2)

Figure2: Moderation model of Leadership style

b. Moderation model of Leadership style

HRM practices moderates the between leadership style and OP. The equation model can be defined in a manner similar Model "a" above. Figure3 illustrates the Model "b" which emphasize on moderating role of the HRM practices in the relationship between LS and OP.
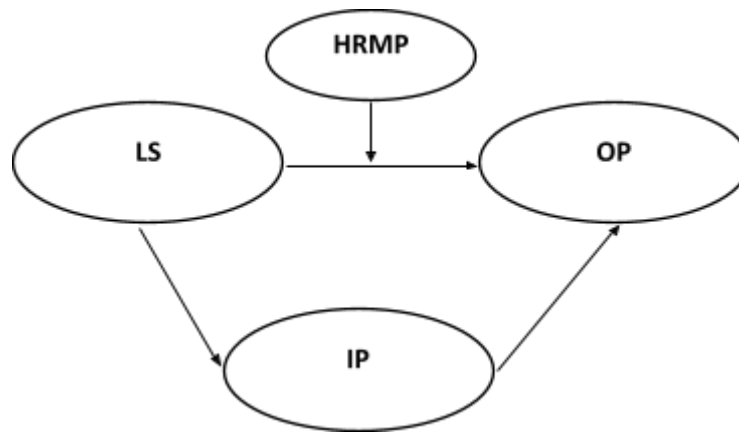
Figure3: Moderation model of HRM practices

In this study primarily focuses on leadership style, we will not discuss all the details of the framework presented in figure 1. However, we address key concepts and theories, including HRM practices (Pfeffer, 1994; Huselid, 1997; Manafi and Subramaniam, 2015a, b), the resources-based view (RBV) (Barney, 1992), and the Balanced Scorecard (BSC) along with its perspectives (Kaplan and Norton, 1992; 2001; Hojabri et al., 2013; Manafi and Subramaniam, 2015c).

When evaluating employees or individuals' performance, the component can vary depending on the context. Nevertheless, we have identified some key elements such as productivity (Berhe et al., 2017; Sauermann, 2023), commitment Carmeli and Freund, 2003; Parmenter, 2015; Klaiber and Klaiber, 2018), teamwork Kuipers and De Witte, 2005; Cooper et al., 2013; Pavez et al., 2022), innovativeness (Midgley and Dowling, 1978; Aldahdouh et al., 2019), and knowledge sharing (Manafi and Subramaniam, 2015a,b).

2. Different Leadership Styles

2.1. Transformational Leadership

Transformational leadership is a type of leadership that motivates and inspires team members to go beyond expectations by promoting a shared vision and encouraging creativity and innovation, while also addressing the individual needs of team members (Bass, 1985). Transformational leaders aim to enhance both the performance and personal growth of their followers by creating an atmosphere of trust and mutual respect in which creativity can flourish (Rafferty & Griffin, 2004). This leadership style focuses

not only on achieving objectives but also on nurturing the development and empowerment of individuals within the team.

Over the years, researchers have developed various methods for evaluating leadership, focusing on a range of aspects commonly discussed in the literature. In a study developed by Bass and Avolio (1994), four key elements were highlighted: idealized influence, which involves setting an example as a leader; inspirational motivation, which focuses on inspiring others; intellectual stimulation, which encourages creativity and innovation; and individualized consideration, which addresses the unique needs of each team member.

Building on this foundation, Bass and Avolio (1994) and other scholars, such as Rafferty and Griffin (2004), expanded the leadership framework by incorporating additional dimensions. These include vision, which involves setting goals, objectives, and strategic direction; communication, which motivates and engages employees; intellectual stimulation, which promotes creativity; personal recognition, which acknowledges individual contributions; and supportive leadership, which provides guidance and assistance when needed.

A key element of leadership involves having a clear vision that leaders communicate effectively to inspire and unite their teams toward future objectives. Encouragement and engagement are also crucial for leaders who seek to foster creativity and challenge existing viewpoints in order to inspire innovative solutions and question established practices. This approach empowers team members to think freely and contribute to the advancement of the organization.

Recognition of individuals also plays an important role in leadership by highlighting and appreciating personal accomplishments. Leaders boost team morale by acknowledging contributions and providing feedback that instills a sense of value and motivation among team members. Moreover, empathetic and supportive leadership is essential, as it involves offering guidance, empathy, and inspiration while addressing the needs of followers to cultivate a nurturing and empowering environment. Together, these elements embody effective leadership by demonstrating how leaders can motivate their teams to achieve results while supporting personal and professional development.

Table 1: Transformational Leadership's Measurement

Transformational Leadership with 4 dimensions	Transformational Leadership with 5 dimensions
Idealized Influence 1. My superior consistently demonstrates ethical and moral behavior.	*Vision* 1. My superior paints a clear picture of where the team is headed.

2. My superior is a role model whom I deeply respect and admire.
3. My superior makes personal sacrifices to benefit the group.
4. My superior instills pride and trust in the organization.
5. My superior always considers the long-term impact of their decisions.

Inspirational Motivation
1. My superior communicates a compelling vision of the future.
2. My superior inspires me to achieve ambitious goals.
3. My superior encourages optimism even in challenging situations.
4. My superior frequently articulates the importance of our collective mission.
5. My superior motivates us by emphasizing the meaningful impact of our work.

Intellectual Stimulation
1. My superior challenges traditional ways of thinking and encourage innovation.
2. My superior values creative solutions to problems.
3. My superior encourages me to question assumptions and consider alternative perspectives.
4. My superior fosters an environment where ideas and suggestions are openly shared.
5. My superior supports my personal growth by promoting critical thinking and learning.

Individualized Consideration
1. My superior takes the time to understand my individual needs and aspirations.
2. My superior provides tailored feedback to help me improve.

2. My superior helps me see how my work contributes to the overall mission.
3. My superior establishes long-term goals that inspire and challenge the team.
4. My superior communicates a strategy that aligns with our shared values.
5. My superior encourages us to pursue a bold and innovative future for the organization.

Inspirational Communication
1. My superior delivers messages that energize and unite the team.
2. My superior uses engaging stories or examples to motivate us.
3. My superior communicates enthusiasm and passion for our work.
4. My superior emphasizes the significance of our accomplishments in a meaningful way.
5. My superior fosters a sense of pride through uplifting and empowering communication.

Intellectual Stimulation
1. My superior encourages me to explore new and unconventional solutions to problems.
2. My superior stimulates curiosity by posing thought-provoking questions.
3. My superior provides opportunities to expand my knowledge and skills.
4. My superior promotes an open-minded approach to overcoming challenges.
5. My superior values diverse viewpoints in decision-making processes.

Supportive Leadership
1. My superior demonstrates genuine concern for my personal well-being.
2. My superior creates a supportive environment where I feel valued.
3. My superior provides encouragement and assistance when I face difficulties.

3. My superior genuinely cares about my personal and professional development. 4. My superior is approachable and available when I need guidance or support. 5. My superior recognizes and celebrates my unique contributions to the team.	4. My superior shows patience and understanding in resolving conflicts. 5. My superior fosters a culture of trust and collaboration within the team. *Personal Recognition* 1. My superior acknowledges my individual contributions to the team's success. 2. My superior offers praise for my efforts in both private and public settings. 3. My superior ensures that my achievements are celebrated appropriately. 4. My superior expresses appreciation for my unique skills and talents. 5. My superior regularly recognizes my hard work and dedication.

Table 1 shows the evaluation of leadership using dimensional models outlined in studies, in those studies have been updated and customized for use, in upcoming investigations.

Leadership evaluation methods, typically focused on four aspects; however, using 5-dimensional structure provides a broader perspective on the concept. The inclusion of elements like vision and individual acknowledgment along with motivating communication, intellectual encouragement and supportive guidance allows for an examination of leadership actions. This shows that focus on details proves beneficial, in those studies as it permits the creation of refined measurements items by incorporating specific dimensions into the analysis process. The five-dimensional model not just grasps the core of leadership but also boosts its practicality and precision, in real world research.

2.2. Transactional Leadership

Transactional leadership involves a leadership approach that centers around tasks and distinct roles while utilizing rewards and penalties systems to secure adherence and meet goals effectively Parrish & Johnson 2010). This type of leadership is commonly viewed as a give and take interaction between leaders and team members (Smith et al. 2015).in focus impacted in upholding existing norms and operational effectiveness which prove beneficial in setting, with cut and foreseeable tasks.in contrast, leadership aims to motivate and nurture follower's growth and development transactional leadership functions by engaging in transactions, with followers where rewards or

consequences are based upon performance outcomes. Transactional leadership encompasses aspects such as contingent reward and active management by exception (Kuhnert & Lewis 1987). Leaders in this model inspire their followers by setting expectations and rewarding them for achieving performance targets to align actions, with organizational objectives and encourage positive behaviors effectively. Leaders who operate in this manner take steps to tackle problems before they worsen.

On the other hand, management by exception is a reactive method, where leaders step in to fix issues only when they reach a critical point or fail to meet standards. This style indicates a hands-off approach until it's crucial to intervene and deal with matters.

In terms of leadership style, transactional leadership offers a system that promotes consistency, accountability, and efficiency. Although it is effective for managing routine tasks and achieving short-term objectives, its reliance on rules and incentives may at times stifle creativity. As a result, it is most successful in settings that value stability and regulation over continuous transformation.

Table 2: Transactional Leadership's Measurement

Transactional Leadership with three dimensions
Contingent Reward
1. My superior clearly outlines what I will receive in return for meeting specific goals.
2. My superior ensures that rewards are distributed fairly based on individual performance.
3. My superior regularly communicates the link between my efforts and the rewards I earn.
4. My superior provides incentives for achieving both short-term and long-term objectives.
5. My superior acknowledges my accomplishments with tangible or intangible rewards.
Management by Exception - Active
1. My superior actively monitors my performance to ensure tasks are completed as expected.
2. My superior intervenes immediately when deviations from standards are identified.
3. My superior identifies potential problems before they escalate.
4. My superior frequently checks for compliance with established rules and procedures.
5. My superior provides corrective feedback promptly when errors occur.

Table 2 shows the ways in which transactional leadership can be evaluated in a workplace setting. Consolidating management by exception into one category it is deemed beneficial to distinguish it into two distinct dimensions, active and passive, strength-based leadership.

Strength-based leadership (abbreviated as SBL) in an approach to leadership that focuses on recognizing and utilizing the strengths of leaders and their team members to improve performance and lead to achievement. Ding and colleagues (2020) built upon the concept of leadership (Burkus, 2011; Linley et al., 2007; Welch et al.,2014)

SBL is grounded on the idea that strengths are key for individual growth and success (highlighted by Buckingham and Clifton in 2001 as well as Burkus in 2011). Leaders practicing this approach focus on maximizing their team members strengths while also addressing and managing any impacts of weaknesses (as discussed by Clifton and Harter in 2003). Enhancing effectiveness and cultivating an engaging culture are achieved through this approach (Wards research, in 2018).

Understanding SBL requires a definition of the term "strength." Scholars have interpreted the concept of strength in ways, over time. Buckingham and Clifton (2001) described strengths as a blend of talents, knowledge and skills that empower individuals, in achieving performance. Talents involve repeated patterns of thinking or behavior and knowledge consists of acquired facts and experiences. Skills encompass the capability to complete tasks (Miglianico et al.,2020).

Peterson and Seligman (2004) built upon this idea by describing strengths as enduring qualities that're a part of how individuals think and act in their lives and emotions. These qualities are said to be both consistent, over time also open to change depending on a person's traits and the situations they find themselves in. Linley and Harrington (2006) meanwhile saw strengths, as capabilities that shape an individual's thoughts, feelings and behaviors—emphasizing the way these abilities impact both the process and results. However, it is important to note that these definitions may have limitations as they may not always cover all aspects or consider factors that can influence them.

Wood and colleagues (2011), in their research on strengths, redefined them as attributes that enhance an individual's performance, independent of other influencing factors. Gottlieb (2014) and Niemiec (2012) expanded this perspective by distinguishing between intrinsic strengths, such as character traits, and extrinsic strengths, such as resources and opportunities. In essence, strengths can be viewed as a combination of an individual's traits and the external factors or assets that support excellence, performance, and development (Biswas-Diener et al., 2011). It is also important to note that strengths are context-dependent, as they may be beneficial in certain situations but not necessarily in others.

In leadership discussions, strength-based leaders prioritize recognizing and utilizing both their own strengths and those of their team members to effectively achieve organizational objectives. By aligning tasks and responsibilities with individual strengths, these leaders foster greater enthusiasm, motivation, and productivity. Furthermore, they emphasize the importance of providing constructive feedback to enhance strengths while carefully addressing areas for improvement in order to minimize potential negative consequences (Aguinis et al., 2012).

In summary, strengths-based leadership focuses on identifying and nurturing the strengths of individuals to drive both personal and organizational success effectively. It involves recognizing employees' talents and aligning tasks to maximize these strengths while fostering an environment that supports their growth. This approach not only boosts employee engagement and satisfaction but also cultivates a culture of continuous improvement and collaboration, leading to higher levels of performance. By emphasizing individual strengths and leveraging them in leadership roles, teams can reach their full potential while aligning their skills with the organization's objectives. Please refer to Table 3 for details.

Table 3: Strengths-based leadership's Measurement

Strengths-based leadership with three dimensions
Strengths Identification
1. My superior helps me identify my unique talents and abilities.
2. My superior encourages me to reflect on my personal strengths.
3. My superior recognizes and acknowledges the specific strengths I bring to the team.
4. My superior uses feedback to help me understand my strongest attributes.
5. My superior actively seeks to uncover untapped potential within team members.
Strengths Deployment
1. My superior assigns tasks based on my strengths to maximize performance.

2. My superior ensures that my work aligns with what I do best.
3. My superior leverages the strengths of the entire team to achieve organizational goals.
4. My superior encourages collaboration by pairing individuals with complementary strengths.
5. My superior creates opportunities for me to apply my strengths in challenging situations.

Strengths Development
1. My superior provides resources and support to help me grow my strengths further.
2. My superior offers mentorship or training programs tailored to my strengths.
3. My superior encourages continuous learning to enhance my natural talents.
4. My superior helps me turn my strengths into consistent high performance.
5. My superior promotes a culture of growth by focusing on team members' strengths rather than weaknesses.

2.4 Adaptive Leadership

Adaptive Leadership is a leadership approach which has been developed to assist people and organizations in dealing with change especially in contexts where change is complex and not well understood. Developed by Ronald Heifetz and his colleagues, adaptive leadership provides a set of tools that help leaders manage the types of problems that do not have easy answers and thrive in changing circumstances. As Avolio (2007) pointed out leadership is not a panacea but it is a key factor in changing organizations. Today's organizations need leaders who can tackle complex, dynamic and sometimes ambiguous issues. In this regard, adaptive leadership is quite useful, because it allows the leaders to be flexible and react to the changes in the sociological and political environment.

In the present world where the globe is facing numerous challenges, it is evident that the conventional leadership approaches that are based on strict and bureaucratic management are no longer sufficient. According to Lichtenstein et al. (2006), the nature of modern problems demands that leadership should be moving beyond the traditional autocratic leadership. In cases where there are no clear problems and no clear solutions, adaptive leadership is a good way out. According to Heifetz (1994), adaptive leadership is defined as "the process of influencing others to work on the most difficult issues and

do the necessary adaptive work in order to move forward." This approach focuses more on the team work, creativity and team work as opposed to the directives.

Adaptive leadership is based on several dimensions which are important in helping the leaders to manage the change process. Another important aspect is Get on the Balcony (Heifetz, 1994; Heifetz and Linskey, 2004; Nebiyu and Kassahun, 2021), where the leaders have to take a step back from the daily work to see the situation in a bigger picture. This view of the 'balcony' allows leaders to see patterns, relationships and the causes of the problems that are not always obvious in the work itself, thus making better decisions.

Another important aspect is Identify the Adaptive Challenge (Heifetz, 1994; Heifetz and Linskey, 2004; Nebiyu and Kassahun, 2021), which is defining technical problems (those with known answers) and adaptive challenges (those that need new learning, creativity or changes in behavior). This helps leaders to distinguish between the types of problems, and hence, to allocate the right resources and strategies for the organization to grow and develop.

The dimension that addresses the stress and the unease that comes with change is called Regulate Distress (Heifetz, 1994; Heifetz and Linskey, 2004; Nebiyu and Kassahun, 2021). Leaders in this role must find a way to ensure that enough pressure is applied to push for change without causing burn out or disengagement to the team. This is a rather sensitive approach that allows the team to work with uncertainty and solve problems in the process.

The concept of Maintain Disciplined Attention (Heifetz, 1994; Heifetz and Linskey, 2004; Nebiyu and Kassahun, 2021) is important in order to ensure that teams do not get off track from the bigger picture. Leaders should prevent the team from being diverted from the task at hand especially when the direction forward is not well defined. This entails creating a culture of openness, dealing with resistance and making the team understand the organizational vision.

Protect Leadership Voices from Below (Heifetz, 1994; Heifetz and Linskey, 2004; Nebiyu and Kassahun, 2021) focuses on the significance of fostering a culture where every employee's opinion is heard, especially those with unique ideas or who can question the current norms. Adaptive leaders embrace diversity in their teams, which means that multiple viewpoints are taken into account during decision-making processes.

Lastly, Give the Work Back to the People (Heifetz, 1994; Heifetz and Linskey, 2004; Nebiyu and Kassahun, 2021) captures the essence of enabling the team members to be the owners of the problems they encounter. Instead of providing answers to problems for their teams, adaptive leaders help their members develop the capability to come up with their own answers. This approach to decision-making is effective in enhancing problem-solving, accountability and motivation of employees.

These dimensions help adaptive leaders to steer their teams through transitions and develop their capacity to cope with change. In the present world, adaptive leadership provides a way of dealing with the dynamic nature of the environment and the tasks at hand in order to achieve incremental and sustainable changes in the midst of uncertainty. It allows leaders to provide support and challenge at the same time, foster participation of all members, and unleash the team's potential to come up with solutions while remaining attentive to the mission and vision of the organization. See Table4.

Table4: Adaptive leadership's Measurement

Adaptive leadership with six dimensions
Get on the Balcony   1. The superior frequently takes a step back to observe the broader context of the organization's challenges.   2. The superior actively seeks different perspectives and feedback from others to understand the larger picture.   3. The superior recognizes patterns in behavior and performance across the organization.   4. The superior regularly reflects on the situation before making key decisions, considering both short-term and long-term consequences.   5. The superior can see connections between various issues or challenges that are not immediately apparent to others.   *Identify the Adaptive Challenge*   1. The superior effectively distinguishes between technical problems (with known solutions) and adaptive challenges (requiring new learning).   2. The superior involves the team in identifying whether a problem requires a change in behavior or mindset.   3. The superior actively encourages the exploration of innovative solutions when facing adaptive challenges.   4. The superior encourages team members to challenge assumptions and consider new perspectives when diagnosing problems.   5. The superior ensures that the organization's efforts are focused on addressing adaptive challenges rather than relying on easy, technical fixes.   *Regulate Distress*   1. The superior creates an environment where team members feel supported during periods of uncertainty and change.

2. The superior provides clear guidance while allowing team members to experience the discomfort of change.
3. The superior helps the team to understand the rationale behind challenging decisions or actions.
4. The superior ensures that stress levels within the team remain manageable, balancing challenge with support.
5. The superior actively addresses signs of burnout or disengagement during periods of transition.

Maintain Disciplined Attention
1. The superior keeps the team focused on the primary goals, even when faced with distractions or setbacks.
2. The superior ensures that team members stay committed to addressing the underlying issues, rather than reverting to old practices.
3. The superior facilitates regular check-ins to ensure that progress is being made toward the adaptive challenge.
4. The superior encourages open dialogue about the challenges, ensuring everyone remains focused on solutions.
5. The superior helps the team resist the temptation to focus on easier, less impactful solutions.

Protect Leadership Voices Below
1. The superior actively encourages team members to share their ideas and challenge the status quo.
2. The superior creates a culture where dissenting opinions are valued and used to drive innovation.
3. The superior listens to feedback from all levels of the organization, particularly those with less formal power.
4. The superior fosters an open and inclusive environment where everyone's voice is heard and respected.
5. The superior takes the input of diverse perspectives seriously and integrates them into decision-making processes.

Give the Work Back to the People
1. The superior encourages team members to take ownership of the challenges and solutions.
2. The superior empowers employees to make decisions and contribute to solving adaptive problems.
3. The superior provides team members with the resources and autonomy to address challenges independently.

4. The superior creates opportunities for employees to develop problem-solving skills through responsibility.
5. The superior supports employees in taking initiative, even if it involves risk or uncertainty.

2.5. Servant Leadership

Servant leadership has its roots in ancient monarchy where leadership was all serving people and the country (Sendjaya et al., 2018; Hai and Van, 2021). Nevertheless, the term servant leadership wasn't defined as a particular leadership style by Greenleaf (1970) and became one of the most popular leadership styles (Eva et al., 2019). Since then, servant leadership has gained popularity in leadership research as a people-centered approach to promote a sense of community and power dynamics in organizational decisions making process (Greenleaf, 2002). According to this study, a servant leader is able to accomplish this by providing necessary elements to be successful. The impact of the servant leadership approach on performance may take longer than other leadership styles to achieve the desired results, but employee's engagement will be higher. Servant leadership leads staff and team to common goals and that is success for organization (Gandolfi, Stone, & Deno, 2017; Hai and Van, 2021). Improved results are achieved by motivated employees, they know why they work towards it, and they are inspired by the organization's values. This leads to coherence between the employees, leaders and their work since everyone has a common agenda.

It has been established in numerous research that servant leadership has positive effects on employee's psychological well-being. The servant leads a sense of belongingness among his or her followers , which enhances the improvements of the followers and the organization as a whole Van Dierendonck et al., 2014). Previous research has established that the servant leadership style has a positive impact on team performance (Hu & Liden, 2011) as well as organizational work performance (Schaubroeck et al., 2011).

Existing research has attempted to develop models to assess the servant leadership style, establishing that servant leadership involves guiding and empowering employees. One model proposes six dimensions of servant leadership: voluntary dependence, authentic self, covenant relationship, responsible ethics, spiritual transcendence, and influence conversion (Sendjaya, Sen, Sarros, & Santora, 2008). Another model as proposed by Liden et al. (2008) consists of seven dimensions: empowerment, helping subordinates grow and succeed, subordinates' interests before the subordinates', emotional healing, conceptual skills, value creation for the community, and ethics. Van Dierendonck (2010) proposed an eight-dimensional model, and the dimensions include; empowerment, humility, support, authenticity, forgiveness, courage, responsibility, and management. In the Chinese context, Wang et al. (2009) introduce an eleven-dimensional model that

includes respect for employees, care for employees, helping subordinates grow and develop in their careers, easy access to subordinates, readiness to sacrifice, leadership, providing direction at work, social responsibility and empowerment.

Eva et al. (2019) define servant leadership as a concept of leadership that is based on the motivation, attitude, and approach of the leader. First, the leader's motivation should be focused on others, focusing on the followers' well-being rather than the leader's self-interest, which is in line with the highly altruistic nature of servant leadership. Second, servant leadership acknowledges that followers are people who have their own personalities, weaknesses, and objectives and that they should be allowed to become the best they can be. Third, servant leadership also focuses on the broader community and the world at large as opposed to the organization in question when making decisions. Eva et al. (2019) identified three key areas that prior research on servant leadership has determined to be the most useful for assessing this leadership approach, which we also apply in our study. The first set of factors comprises emotional healing, conceptual skills, empowerment, helping followers grow and succeed, putting followers first, and ethical conduct. These dimensions concentrate on followers and the community as well as the leader's conceptual skills, going beyond character and behaviors. Voluntary subordination, authentic self, covenantal relationship, responsible morality, transcendental spirituality, and transforming influence are the second group that emphasizes the holistic growth of servant followers including their spiritual development and quest for meaning and purpose. The third set includes empowerment, accountability, standing back, humility, authenticity, courage, interpersonal acceptance, and stewardship. These eight dimensions effectively operationalize both the "leader" and "servant" aspects of servant leadership, offering a comprehensive framework for understanding and measuring this leadership approach. See Table5.

Table 5: Servant Leadership's Measurement

Servant Leadership with 7 dimensions	Servant Leadership with 6 dimensions	Servant Leadership with 8 dimensions
Emotional Healing 1. The superior actively listens when team members express emotional challenges or concerns. 2. The superior creates an environment where team members feel comfortable discussing personal struggles. 3. The superior offers support to help team	*Voluntary Subordination* 1. The superior consistently puts the needs and goals of the team ahead of personal ambitions or desires for power. 2. The superior humbly accepts feedback from team members and adjusts their approach based on constructive criticism.	*Humility* 1. My superior acknowledges their limitations and seeks input from others when making decisions. 2. My superior admits their mistakes and uses them as learning opportunities. 3. My superior values contributions from all team members equally, regardless of their role.

members recover from emotional setbacks.
4. The superior helps team members develop coping strategies for managing stress and emotional challenges.
5. The superior encourages a workplace culture where emotional well-being is prioritized alongside professional performance.

Creating Value for the Community
1. The superior encourages team members to engage in activities that contribute to the broader community.
2. The superior promotes initiatives that support social responsibility and the well-being of the organization's stakeholders.
3. The superior ensures that the team's work aligns with both organizational goals and community values.
4. The superior creates opportunities for the team to volunteer or engage in community-focused projects.
5. The superior helps team members understand the impact of their work on the broader community.

Conceptual Skills
1. The superior encourages team members to think

3. The superior willingly delegates authority, empowering team members to take responsibility and make decisions.
4. The superior leads by serving others and does not seek to dominate or control the team.
5. The superior shows humility by recognizing the strengths of team members and relying on their expertise when necessary.

Authentic Self
1. The superior openly shares their values, beliefs, and vision with the team, fostering trust and transparency.
2. The superior remains consistent in their actions and words, aligning their behavior with their personal values.
3. The superior is honest about their strengths and weaknesses, encouraging openness within the team.
4. The superior embraces vulnerability and is not afraid to admit mistakes, learning from them and growing.
5. The superior encourages team members to be authentic and true to themselves, fostering a culture of openness.

Covenantal Relationship

4. My superior demonstrates a willingness to step aside to let others take the lead when appropriate.
5. My superior avoids arrogance and approaches challenges with modesty.

Authenticity
1. My superior is genuine and transparent in their interactions with others.
2. My superior stays true to their values even in difficult situations.
3. My superior behaves consistently across different contexts and relationships.
4. My superior openly shares their thoughts and feelings to build trust within the team.
5. My superiors align their actions with their personal and organizational principles.

Courage
1. My superior takes bold actions to address difficult issues despite potential risks.
2. My superior is unafraid to challenge the status quo for the betterment of the organization.
3. My superior advocates for the team even in the face of opposition or conflict.
4. My superior encourages team members to take

strategically and consider long-term implications. 2. The superior helps the team break down complex problems into manageable parts and find innovative solutions. 3. The superior fosters an environment where creative thinking and problem-solving are valued and supported. 4. The superior guides the team in evaluating situations from multiple perspectives before making decisions. 5. The superior ensures the team has the necessary tools and knowledge to handle complex challenges. *Empowering* 1. The superior gives team members the autonomy to make decisions in their areas of responsibility. 2. The superior encourages team members to take initiative and pursue innovative solutions to problems. 3. The superior provides the necessary resources and support to help the team accomplish tasks independently. 4. The superior trusts the team to make decisions, even when the outcomes are uncertain. 5. The superior actively encourages team members	1. The superior establishes mutual trust with team members, emphasizing long-term commitment and loyalty. 2. The superior creates an environment where both the team and the superior feel a shared responsibility for the success of the group. 3. The superior upholds promises and maintains consistency in their relationships with team members. 4. The superior builds relationships based on mutual respect, ensuring that everyone's needs and perspectives are valued. 5. The superior encourages collaboration and cooperation, emphasizing the importance of collective responsibility and shared goals. Responsible Morality 1. The superior makes ethical decisions that prioritize fairness, justice, and the well-being of all team members. 2. The superior holds themselves and others accountable for upholding high moral standards within the organization. 3. The superior model's responsible behavior by acting with integrity and honesty in all situations.	calculated risks to drive innovation. 5. My superior model's resilience when facing challenges, inspiring the team to persevere. *Interpersonal Acceptance* 1. My superior listens attentively to differing viewpoints without judgment. 2. My superior demonstrates patience and understanding in resolving conflicts. 3. My superior encourages open communication and values diverse perspectives. 4. My superior fosters an inclusive environment where everyone feels respected. 5. My superior actively works to repair damaged relationships within the team. *Stewardship* 1. My superior takes responsibility for the long-term success of the organization and its people. 2. My superior ensures resources are used wisely and ethically to achieve organizational goals. 3. My superior prioritizes the collective good over personal gain in decision-making.

to contribute their ideas and take ownership of projects.

Helping Subordinates Grow and Succeed
1. The superior provides constructive feedback to help team members develop professionally.
2. The superior ensures that team members have access to training and development opportunities.
3. The superior helps team members set clear career goals and supports them in achieving these objectives.
4. The superior provides mentorship and coaching to help team members reach their full potential.
5. The superior celebrates the successes of team members and recognizes their individual growth and achievements.

Putting Subordinates First
1. The superior prioritizes team members' needs and well-being on their own.
2. The superior listens attentively to team members' concerns and addresses them promptly.
3. The superior advocates for the team in decision-making processes to ensure their interests are represented.
4. The superior ensures that the team has the

4. The superior fosters an environment where ethical concerns can be openly discussed and addressed.
5. The superior ensures that decisions are made with consideration for the broader social, environmental, and organizational impacts.

Transcendental Spirituality
1. The superior encourages team members to find deeper meaning in their work and strive for a sense of purpose beyond just organizational goals.
2. The superior demonstrates a commitment to values that transcend material or personal gain, focusing on service to others.
3. The superior fosters a work environment where spirituality and personal growth are encouraged and respected.
4. The superior integrates a sense of shared mission, encouraging team members to pursue higher goals that benefit others.
5. The superior's leadership approach emphasizes the importance of inner growth, self-awareness, and alignment with a higher purpose.

Transforming Influence

4. My superior fosters a sense of shared ownership and responsibility among team members.
5. My superior encourages sustainable practices that benefit both the organization and the community.

Empowerment
1. My superior encourages team members to take initiative and make decisions independently.
2. My superior provides the tools and training necessary for team members to excel in their roles.
3. My superior inspires confidence in team members to embrace challenges and innovate.
4. My superior creates opportunities for team members to grow and develop their skills.
5. My superior trusts team members to perform their tasks without unnecessary micromanagement.

Accountability
1. My superior holds all team members, including themselves, to high standards of performance.
2. My superior ensures that responsibilities and expectations are clearly communicated to the team.
3. My superior provides constructive feedback to

necessary resources and support to perform their roles effectively. 5. The superior makes decisions that are in the best interest of the team, even if it requires personal sacrifice. *Behaving Ethically* 1. The superior consistently acts with integrity and holds themselves accountable for their actions. 2. The superior makes decisions based on ethical principles, even when they may be difficult or unpopular. 3. The superior fosters an environment of honesty, transparency, and ethical behavior within the team. 4. The superior holds team members to ethical standards and encourages them to act with integrity. 5. The superior takes responsibility for their decisions and actions, acknowledging mistakes and correcting them when necessary.	1. The superior motivates and inspires team members to go beyond their self-interest and work toward the collective good. 2. The superior demonstrates a vision that inspires change and growth, encouraging others to reach their fullest potential. 3. The superior actively supports team members' personal and professional growth, fostering a culture of continuous improvement. 4. The superior challenges the status quo and encourages innovative thinking to achieve positive transformation. 5. The superior's leadership inspires others to adopt new perspectives, take initiative, and contribute to creating meaningful change in the organization.	address gaps in performance. 4. My superior consistently follows through on their commitments and expects the same from others. 5. My superior fosters a culture where team members feel responsible for their actions and results. *Transcendental Spirituality* 1. My superior inspires a sense of purpose and meaning in the team's work. 2. My superior encourages team members to reflect on how their work aligns with their personal values. 3. My superior demonstrates a commitment to serving a greater cause beyond the organization. 4. My superior promotes a culture of mindfulness and self-awareness within the team. 5. My superior connects the team's goals to broader societal or community contributions.

3. Conclusion

This study confirms that leadership style has a direct impact on the individual and organizational performance. However, leadership style is crucial to meet the set objectives. Benchmarking from different organizations and industries and getting opinions from experts can be useful in identifying the right leadership style. The

uncertainty in the choice of the best leadership style presents a direction for future studies. Quantitative studies can explore how factors such as HRM practices, knowledge management systems and emotional intelligence affect innovation, individual and organizational performance under different leadership styles. Examination of the effects of leadership style across different contexts could offer significant information for both theoretical and practical applications.

AI Acknowledgment

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