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EXPLORING THE CONCEPT OF LEADERSHIP

In today's complex global environment, exploring leadership has become paramount in academia and practice. Despite extensive research and discussion, lingering questions underscore a fragmented comprehension of its essence. This conceptual paper aims to address this gap by unravelling the intricate nature of leadership, providing clarity on its definition and various styles. Based on the tendency to oversimplify or misinterpret leadership, this paper meets the rising demand for a comprehensive analysis that acknowledges its multifaceted dimensions. By delineating the disparities between leadership and management, elucidating diverse theories, and scrutinising organisational leadership styles, this paper strives to offer a holistic understanding of leadership's pivotal role in organisational development and effectiveness.

Keywords: influence, leadership, Management, organisation, organisational leadership.

1. INTRODUCTION

Organisations are created with clear aims in both the public and well-structured private sectors. The human aspect is of utmost importance in achieving these goals, with leadership playing a key role. This emphasises the crucial part that leaders play in ensuring the best possible operational results inside workplaces. Fundamentally, leaders are those who are able to effectively govern and influence others to bring about the tangible results that their beliefs and goals call for (Johansson, Edwards, 2021).

Leadership, as a concept has undergone a continuing proliferation of definitions, this is made worse by a variety of erroneous interpretations that add to the ambiguity and vagueness of the leadership literature (Van Knippenberg, 2020). The terms "management" and "leadership" can be used interchangeably, which furthers the confusion and encourages continuing debate over how to distinguish between the two ideas. As a result, it is imperative that this article start the conversation by reviewing alternative interpretations of leadership, separating it from management, looking at related theories, and examining different leadership styles.

The goal of this paper is to serve as a starting point for scholars, practitioners, and students who are interested in learning more about the depth and breadth of leadership. This will help to promote good leadership practices that can help to create a future that is wealthier and more peaceful.

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2. THE CONCEPT OF LEADERSHIP

Leadership as a concept has enjoyed numerous definitions by various scholars. It is seen as an elastic concept that transcends all fields of human endeavours. At face value, when asked about what leadership is all about, we often say it is simply the act of leading people. Meaning that followership is an element to be seen if one is leading. According to Nye (2008), Leadership can be described as assisting a group in formulating and attaining common objectives. Also, Akinbode, Fagbohungbe (2012) see leadership as the "process of impacting the actions of a person within a group with the consciousness of goal attainment in a given circumstance. It has to do with affecting people so that they will strive eagerly and excitedly towards the accomplishment of group goals." Similarly, Northouse (2021) posits that leadership involves a process in which an individual influences a group of people to achieve mutual objectives.

Corroborating the preceding, leadership is also seen as "a means to impact followers through a correspondence procedure to accomplish certain objectives" (Alipour, Aslani, Rahimi, 2013). Fasola, Adeyemi, Olowe (2013) argue that "leadership is tied to having a mental picture of the future and exhibiting the capacity to transform that vision without hesitation by affecting others to perform at more elevated levels and advancing the significance of organisational and interpersonal citizenship practices". In a similar vein, Ogbah (2013) sees leadership "as how the leader implements and rouses its subordinates towards achieving the organisational objectives". Armstrong, Taylor (2014) avers that leadership is the act of "rousing followers to do their best to accomplish the ideal outcome". His definition considers the development and effective communication of a vision that is futuristic, encourages people and secures their commitment.

Leadership can also be described as the development of a future vision, alongside the motivation of members to achieve the visions set aside which ultimately determine the performance of the organisation (Schiuma, Schettini, Santarsiero, Carlucci, 2022). The various definitions imply that one of the roles of leadership is to establish clear goals for a group of people and harness the contribution of those members to achieve those pre-determined goals. In other words, leadership is defined as a recognisable activity or set of activities that occurs in a group and this involves a leader and followers who enthusiastically buy into common goals and work together to achieve them. This leads to the unending debate on the distinction between leadership and management.

3. THE DISTINCTION BETWEEN LEADERSHIP AND MANAGEMENT IN ORGANISATIONS

The distinction between Leadership and Management in organisations has been a long-standing debate in the literature, although several scholars (Northouse, 2021; Evans, 2022) have contributed to the debate, by comparing and contrasting them. This debate ranges from the inextricability of Leadership from Management, the interchangeability of both concepts and the difference between them. Despite these attempts, there seems to be an urgent need to further demystify both concepts (that is leadership and management). Although, the majority of the scholars agree with the similarities and differences between them. This section aims to present the distinction between leadership and management.

For Dalglish, Miller (2010) "management is an explicit set of tools and techniques, based on reasoning and testing, which can be used in a variety of situations. It involves specific skills like planning and budgeting. Leadership involves having a vision of what the organisation can become, creating a different future, and having the strategy to get

there." In more precise terms, this dichotomy suggests that individuals in management roles excel at executing tasks efficiently. At the same time, those in leadership positions prioritise making strategic decisions aligned with the overarching goals and values of the organisation (Khan, Rehman, Javaid, 2022). Managers focus on implementing the status quo (achieving vision strictly) while leaders are vision creators, innovative, and flexible as well as provide the strategy needed for goal attainment in an organisation (Ogona, Ololube, 2022).

Although leadership and managerial roles differ, that does not mean that one is superior to the other; just that they are unique. Their disparities, truth be told, can be very helpful, since organisations commonly require both functions performed well in other to be useful (Murphy, 2020). This suggests that leadership and management go hand in hand; both are necessary for the achievement of the organisation's goals and objectives, and both include influence, collaboration, and working toward common goals (Alblooshi, Shamsuzzaman, Haridy, 2021). Leadership and management, on the other hand, are thought to be completely separate fields (Gardner, Karam, Alvesson, Einola, 2021).

Beauchamp, Hulme, Clarke, Hamilton, Harvey (2021) asserts that leadership involves having a vision and anticipating how the organisation might develop. In contrast to leadership, management is a more organised and rigorous practise. It relies on abilities that are broadly relevant, such budgeting, planning strategically, and managing projects. A tangible set of methods and instruments that are flexible to different situations and are based on experimentation and logic make up management. An alternate formulation of leadership calls for the development of cooperation and collaboration among a large group of people and the upkeep of key players' motivation through a variety of persuasion strategies (Platt, 2020). Roberson, Perry (2022) provide another major distinction between management and leadership, broadening on this viewpoint. They go on to say that a leader's primary responsibility is to create the organization's vision (mission or agenda), which should include both lofty goals and a plan of action for achieving them.

The manager's primary duty, in contrast to the leader's, is to carry out the predetermined vision. Therefore, it is up to the management and their team to decide on the strategies to carry out the goals the leader has set forth. This concept is best expressed by Northouse (2021), who claims that while there are distinctions between the leadership and managerial roles, these differences do not indicate that one is superior to the other but rather that they are separate. Given that organisations often require both responsibilities to be completed properly in order to achieve success, such distinctions can prove to be very beneficial. The conclusion is that management and leadership work in tandem and are both essential to an organization's success (Northouse, 2021).

The findings from the distinction between leadership and management showed that they are both distinct, although, with some similarities in dealing with people, which is vital in achieving organisational goals, they both employ the use of influence and inspiration as a strategy to get their followers/subordinate to work in line with the desired targets specified by their organisation.

4. THEORIES OF LEADERSHIP

Leadership theories encompass a wide range of opinions, they are categorised as follows: Great Man Theory, Trait Theory, Behavioural Theory, Contingency Theory, Situational Theory and Full Range Leadership Development Theory. These theories

explain why leaders behave in specific ways in an attempt to accomplish specific tasks or goals (Samimi, Cortes, Anderson, Herrmann, 2022).

a. Great Man Theory of Leadership

The term Great Man Theory was promoted by the nineteenth-century Scottish historian Carlyle Thomas (1993) who stated that "The history of the world is but the biography of great men". He further expressed that heroes shape history through the vision of their brains, the excellence of their speciality, the ability of their leadership and in particular, their celestial motivation. This proposes that research on leadership depended on the investigation of individuals who were at that point, incredible leaders.

According to Peretomode (2021), the theory believes that people are born to leadership. For instance, members of royalty, high-ranking military officers and industry heads. What it emphasises is on "Leaders are born and not made". The theory also assumes that the capability and ability rest within a leader which re-emphasises that great leaders are born, not made. Buttressing further on the major tenets of the great man theory, Day, Riggio, Tan, Conger (2021) asserts that the Great Man Theory posits that exceptional leaders possess inherent qualities from birth, setting them apart from non-leaders. This theory highlights figures such as Napoleon, Churchill, Mao, and Mahatma Gandhi, attributing their leadership prowess to innate traits.

According to this perspective, leadership is intrinsic rather than learned, emphasising the importance of selecting individuals with natural leadership abilities rather than investing in their development through personnel programmes. From this, the theory is centred on whether someone is a natural-born leader, or not. The focus of the theory was to look at people who were already successful leaders (Haraida, Blass, 2020).

b. Trait Theory of Leadership

The trait theory of leadership was developed in the early 1900s, with a slight difference from the postulations of the Great Man theory. One of the researchers of trait theory argues that irrespective of leaders being born or made, they are different from other people (Coopasamy, Botha, 2022). The Great Man Theory suggests that specific traits, qualities, or characteristics differentiate leaders from non-leaders (Kalish, Luria, 2021). Likewise, according to Fiolleau, Libby, Thorne (2020), the theory posits that leaders must possess the "right stuff", a set of qualities or attributes not universally present in all individuals. Identifying this elusive combination of traits could aid in identifying individuals with the potential for leadership roles.

However, some shortcomings were discovered in the theory. Evaluators of the theory have found that there is a lot of inconsistency in their findings (Cai, Liu, Tang, Bo, 2023). Based on the shortcomings, researchers moved away from this school of thought that believes and assesses leaders regarding traits, to the actions of leaders that contribute to the success or failure of leadership.

c. Behavioural Theories of Leadership

The behavioural leadership theory emerged during the late 1940s and extended into the early 1960s. This theory focuses primarily on examining leaders' actions, leadership styles, and behaviours. (Dinibutun, 2020). One of the significant assumptions of this theory is that it goes beyond the reason for choosing the correct individuals for leadership and assumes that people can be prepared to be leaders (By, 2021). Several studies were conducted to

identify leadership behaviour, which ranges from the Iowa Studies, Ohio State Studies, University of Michigan Studies, and the Managerial Grid Model.

The Iowa Studies

The Iowa studies were conducted and influenced by Lewin, Lippit, White (1939) in an attempt to identify diverse styles of leadership and their effectiveness. Three styles of leadership were explored namely the autocratic, democratic and laissez-faire style and their effects on the performance of groups in a boy's camp (Lewin, Lippit, 1938; Lewin, 1939; Lippitt, 1940). Robbins, DeCenzo, Coulter, Langton (2008) describe the leadership styles thus: the autocratic style portrayed a leader who ordinarily would unify authority, dictates direct work strategies, settle on one-sided choices, and limit employee involvement. The democratic style depicted a leader who would in general include employees in decision-making, assign authority and encourage and empower interest in choosing work techniques and objectives, and use criticism as an open door for tutoring employees. Finally, laissez-faire style leaders by and large gave the group total liberty to settle on choices and complete the work in the manner in which it saw fit.

The outcome of their studies revealed mixed results as it pertained to the most effective leadership style when democratic and authoritarian styles were compared. That is, in some instances, the democratic style sometimes created higher performance levels than the autocratic style, however, in different circumstances, it delivered lower or equal performance levels. Also, when a measure of subordinate preference was sought, they preferred the democratic style over other styles (autocratic and laissez-faire style) of leadership. Nevertheless, the laissez-faire leadership style was least preferred (Perpék, Győri, Lengyel, 2021).

The Ohio State Studies

The investigation into a leader's behaviour was the focus of the study done at The Ohio State University. The investigations aimed to pinpoint the various facets of a leader's conduct (Stogdill, Coons, 1957). The Leader Behaviour Description Questionnaire (LBDQ) was developed by the researchers to achieve this goal. It was used to examine the leadership behaviours of a variety of people in positions such as Commanders and Crew Members of Bomber Crews in the Department of the Air Force, Commissioned Officers, Non-Commissioned Personnel, and Civilian Administrators in the Department of the Navy, Foremen in a manufacturing plant, Executives in regional cooperative associations, College Administrators, School Superintendents, Principals, Teachers, as well as leaders in diverse student and civilian groups and organizations (Hemphill, Coons, 1957).

After extensive studies were carried out, two main types of behaviour were found to be exhibited by leaders. The first was called Initiating Structure, which refers to the degree to which a leader's activities are said to be task-oriented and direct subordinates' work activities towards goal achievement. Thus, it is merely the relationship between the leader and his subordinates. The second one was called Consideration, which refers to leader behaviour that is characterised by the extent to which the leader is thoughtful towards subordinates, respects their notions and feelings and establishes mutual trust (Abdulfatai, 2021).

University of Michigan Studies

The Michigan leadership studies were conducted by researchers led by Rensis Likert around a similar time to the Ohio State University leadership studies with similar

objectives: to recognise behavioural attributes of leaders that seemed related to performance effectiveness (Saltik, 2023). The findings of the studies revealed two measurements of leadership behaviour namely: employee-oriented behaviour and production-oriented behaviour. Van Quaquebeke, Vogt (2022) describe the two dimensions of leadership behaviour as follows: The employee-oriented leader places importance on interpersonal relationships by showing individual interest in the needs of employees and accepting differences among them. The production-oriented leader prioritises the technical or task-related aspects of the job, focusing on achieving group tasks efficiently.

They further noted that these measurements are similar to the Ohio State Studies measurements in that both studies indicated two essential measurements of leader behaviour: a work measurement (Production-Centred) and the people measurement (Employee-Centred). Therefore, employee-oriented leadership is alike to consideration, and production-centred leadership, which is also identical to initiating structure and a great number of leadership researchers used the term interchangeably (Mbivya, 2023).

However, the distinction between production-centred and employee-oriented leaders is that the former type of leader's behaviour emphasises subordinates paying high attention to the task to be performed, while the latter focuses on the development of effective work groups or the human sides of their subordinates.

The Managerial Grid

The Managerial Grid, also known as the Leadership Grid was advanced by Blake, Mouton (1984) to identify and classify various leadership styles. They described five unique categories of leadership founded on a concern for production (task orientation) and a concern for people (people orientation/relationship). Each of these concerns varies in degrees which ranges from low 1 to high 9. Explaining further about these concerns, Tran (2021) succinctly highlighted that "concern for" reflects how managers prioritise production or people. "Concern for production" encompasses a supervisor's focus on various factors, including policy decisions, strategies, innovation, quality of services, work efficiency, and productivity volume. On the other hand, "concern for people" involves aspects such as fostering individual commitment to goal attainment, enhancing workers' self-esteem, providing favourable working conditions, and nurturing positive interpersonal relationships.

Managers are expected to express their care in terms of their level of concern for either the workforce or for output. "Concern for production" includes a supervisor's qualities towards a wide range of components, such as the nature of strategy decisions, strategies and procedures, the creativeness of research, the administration of employees, work productivity, and output volume. "Concern for people" includes elements like the degree of individual dedication to goal attainment, fostering worker confidence, setting up good working circumstances, and maintaining meaningful interpersonal relationships. It is the combination of these two concerns that gives birth to the following five leadership styles (Polinaidu, 2011) described below:

Style 1,1 Impoverished Management: Under this style, the leaders exert a minimum exertion to complete the required work, and this is sufficient to continue organisational membership. This represents a low-task and low-people-oriented style.

Style 1,9 Country Club Management: In this situation, the leader has either a little worry about production or is disturbed about the requirements of individuals for satisfying

relationships which prompts an agreeable, benevolent organisational climate and work tempo. This is a low task and high people orientation style.

Style 9,1 Task Management: This is also known as Authority-Obedience Management. This style of leadership concentrates on task efficiency which is a function of masterminding states of work so that human components meddle to the slightest degree but exhibit little concern for the development of subordinates and their morale. This is a high-task and low-people orientation style.

Style 5,5 Middle of The Road Management: The term 'Middle of The Road Management' is usually used interchangeably with Organisational Man Management. This leadership style implies that adequate organisational performance is conceivable through adjusting the need to get exercise while keeping up the assurance of individuals at an acceptable level. This is a compromise between the two orientations.

Style 9,9 Team Management: This style of leadership entails that committed people's interdependence accomplishes work through a shared stake in the organisation's purpose which leads to relationships of conviction and reverence. This is a high emphasis on both task orientation and people orientation style. Below is the managerial grid as depicted by Blake, Mouton (1984).
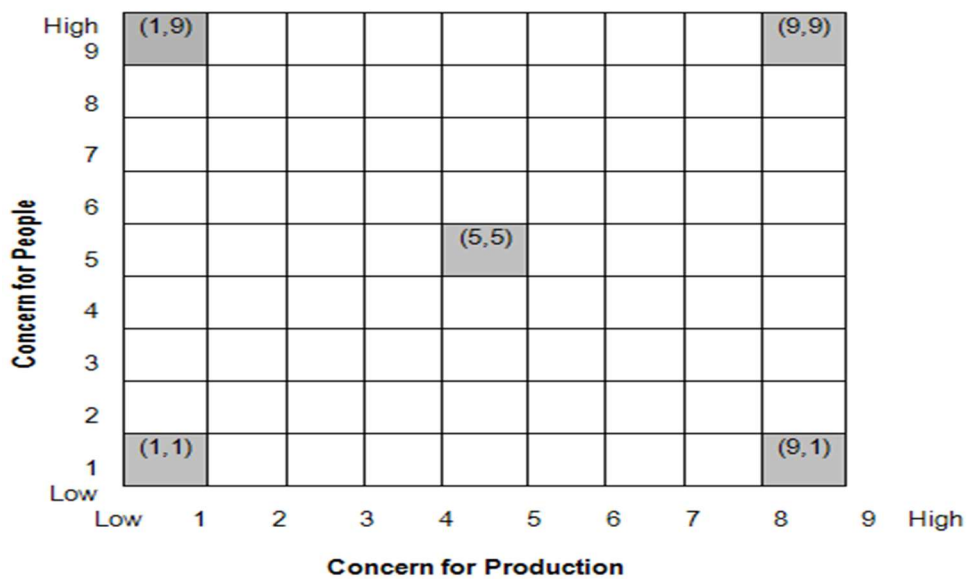

Figure 1. The Managerial Grid

Source: (Blake, Mouton, 1984).

d. Situational (Contingency) Theories of Leadership

The main focus of this theory was on how leadership changes from circumstance to circumstance. As indicated by these theories, effective leaders analyse the circumstance, isolate the leadership style that will be most beneficial, and afterwards decide if they can apply the required style (Husk, Blockley, Lovell, Bethel, Lang, Byng, Garside, 2020). Notably among these theories are Fielder's Contingency Theory of Leadership, Path-Goal Theory of Leadership, Hersey and Blanchard's Life-Cycle Theory and the Leader-Member

Exchange (LMX) Theory. These theories of leadership came to fruition with the mindset of building upon and improving the trait and behavioural slants of leadership. In other words, situations or circumstances are the dominant feature that determines how effective a leader is (Shaw, 2023).

e. Fiedler's Contingency Theory of Leadership

The proposition of Fiedler's (1967) Contingency theory of leadership is that "successful group execution relies upon the best possible match between the leader's style and the how much the circumstance gives the leader control" (Robbins, Judge, Vohra, 2012). Fiedler (1967) also suggested three major contingency or situational dimensions or variables that define or regulate the suitable style of leadership for a given situation:

1. Leader-member relations: The extent to which a leader is personally attractive to his group members and is respected by them.
2. Task structure: The extent to which the task is defined and structured in terms of goals to be achieved and means for achieving goals.
3. Position power: The extent of power and authority that the leader's position provides (Reward and Punishment) (Cole, 2002; Robbins, Judge, Vohra, 2012).

f. House's Path-Goal Theory of Leadership

This theory was propounded by Robert J. House in 1971, noting that the term path-goal was gotten from the conviction that a leader will effectively clarify the path to assist his or her followers get from where they are to the accomplishment of their work objectives, and ensures that the journey along the path is made stress-free by decreasing stumbling blocks and drawbacks that could impede their performance (House, Mitchell, 1974; House, 1996). Overall, Sapru (2011) summarises that path-goal theory indicates that leaders display four types of behaviour:

1. Directive behaviour: Under this behaviour, a leader guides the followers and shows them how to do it. The leader indicates what must be done to achieve them.
2. Supportive behaviour: The leader is friendly and shows enthusiasm for followers as human beings. Through steady conduct, the leader shows thoughtfulness to the individual needs of the followers.
3. Participative behaviour: This behaviour is aimed at eliciting proposals from followers regarding business activities to the degree that followers are engaged in settling on important organisational choices.
4. Achievement-oriented behaviour: This behaviour is intended at developing challenging objectives for followers to reach, and communicating and exhibiting confidence that will measure up to the task (Sapru, 2011).

g. Hersey and Blanchard's Situational Theory of Leadership

This situational leadership theory was advocated by Hersey, Blanchard (1969) and is otherwise termed the life cycle theory of leadership. The theory is focused on followers and subordinates. In essence, this framework encompasses four leadership styles: "telling" (directive), "selling" (consultative), "participative" and "delegating". The choice among these styles depends on the followers' or subordinates' readiness (ability, education, experience) and maturity (willingness, self-esteem, motivation) (Bachkirova, Jackson, 2024). This means that leadership is said to be successful when appropriate leadership style(s) is selected in accomplishing a specific task that is dependent upon the level of subordinate readiness and maturity. According to this theory, readiness is characterised as

"the capacity and certainty to complete an errand" (Gill, 2012). This readiness can be categorised into four:

R1: People are both unfit and reluctant to assume responsibility for accomplishing something. They are neither competent nor confident.

R2: People are incapable but ready to do vital job assignments. They are interested but presently do not have the suitable abilities.

R3: People are capable yet reluctant to do what the leader needs.

R4: People are both capable and willing to do what is asked of them (Robbins, DeCenzo, Coulter, 2008).

Hersey, Blanchard (1969) in explaining this theory using the life cycle model also aligned with Fiedler's task and relationship type of leadership behaviours but classified this brand of leadership behaviour to be either high or low when combined with the four specific leadership styles proposed (directive, consultative, participative and delegating).

Building upon these insights, there are four functional leadership styles with the utmost focus on the conduct of leaders, their group members (followers) and different circumstances. Thus, leadership effectiveness is a function of the actions of his or her follower's level of readiness or maturity and where the levels of availability and maturity are not the appreciable training of individuals that fall within this spectrum in adapting to the styles of leader behaviour to different situations becomes pertinent.

h. Leader Member Exchange (LMX) Theory of Leadership

This theory is also referred to as the Vertical Dyad Exchange Model. The theory is attributed to George Graen and his followers who believe that followers form connections of fluctuating intensity and quality with their leader (Graen, Cashman, 1975) and that leader's relationship among followers differs from person to person; and followers within-group status will have considerable performance ratings, participating in more activities at work, and will be satisfied with their superiors (Ilies, Nahrgang, Morgeson, 2007; Kusmargono, Jaya, Hadna, Sumaryono, 2023). Similarly, according to Helmy (2024), leaders do not treat all followers equally; instead, they form close relationships with subordinates perceived as belonging to the in-group. Similarly, Avery (2004) states that "leaders do not treat all followers equally, but establish close relationships with subordinates regarded as part of the in-group."

However, many factors have been given to be the reason for in-group types of relationships. According to Ashkanasy, Weierter (1996), they identified similarities in value between the leader and followers, demographic characteristics and followers' competence as the cause of the diverse type of relationship that subsists between the leader and followers. Also, Robbins, Judge, Vohra (2012) believe that it is "because of time pressures, leaders establish a special relationship with a small group of their followers."

5. STYLES OF LEADERSHIP

Indeed, the leadership literature encompasses various leadership styles, including autocratic, democratic, laissez-faire, transformational, and transactional leadership, among others. Leadership style pertains to the demeanour of a leader in terms of their actions or behaviours. It can also be understood as the strategies employed to motivate followers (Fischer, Sitkin, 2023). They further assert that leadership styles vary and the application should be based on what fits the organisation, in a particular situation and with specific groups or individuals. Leadership style is also seen as the particular pattern of behaviour

applied by a leader when relating to employees in an organisation (Hancock, Gellatly, Walsh, Arnold, Connelly, 2023). In line with the imperative of leadership style in assisting to improve both the employees and organisational performance, it becomes expedient to examine various styles of leadership.

a. Authentic Leadership Style

This style of leadership is said to have gained popularity due to the corruption evident in corporate settings among Chief Executive Officers (Kiersch, Byrne, 2015). Authentic leadership is gotten from the idea of authenticity, which signifies "one acts as per the genuine self, expressing oneself in a manner that is unswerving with internal contemplations and emotions" (Harter, 2002). Authentic leadership is a process that draws from positive mental abilities and exceedingly developed organisational settings, which results in both more prominent mindfulness and self-directed positive practices concerning leaders and partners, encouraging positive self-advancement (Kelemen, Matthews, Matthews, Henry, 2023). Iqbal, Ali, Zafar, Hassan, Rukh (2020) additionally characterised authentic leadership as an exemplary demonstration of leadership that integrates and promotes positive mental capabilities and a supportive moral climate involves a leader who consistently encourages mindfulness, fosters an internalised moral compass, engages in balanced information processing, and maintains transparent relationships with followers. Through these actions, the leader nurtures an environment conducive to positive self-improvement among themselves and their team members.

Accordingly, this type of leadership has similar traits associated with other leadership styles such as transformational, charismatic, servant, and spiritual, which are different from each other (Subhaktiyasa, Andriana, Sintari, Wati, Sumaryani, Lede, 2023) and are manifested in the leaders' mindfulness of his/her qualities and shortcomings and the influences of their behaviour on their followers, their ability to welcome ideas from their followers, that is followers are encouraged to voice out their opinion, and it is integrated into the decision-making process, which makes for objectivity and well-informed decisions, thereby leading to balanced processing before making decisions. Information is shared openly, that is transparent which expresses their exact thoughts and feelings, and their quest of initiating ethical conduct with high standards of morals (Asim, Turi, Shahab, Rubab, 2023). However, Gardner, Karam, Alvesson, Einola (2021) underscore two crucial points regarding authentic leadership: Firstly, the literature on authentic leadership emphasises that authenticity is not simply an individual's inherent trait. Secondly, more than merely observing leaders in isolation is required to determine their authenticity. Authenticity only becomes discernible over time through ongoing relationships, perceptions, and evaluations by others. These points highlight the importance of external perspectives in assessing authenticity, as others ultimately define and recognise it based on their understanding of authentic behaviour.

Given the descriptions mentioned above, the authentic leadership style focuses on promoting morality and transparency. It is also seen as those inherent characteristics displayed by leaders whose action depicts their inner values, which are exemplary and, in most cases, cause followers to emulate the values and attitudes of their leaders by internalising them into their lifestyle (Shaw, 2023). These inner values are integrity, confidence, hope, optimism, resilience, trustworthiness, honesty, display of moral courage and independent-mindedness irrespective of what the leader's values and behaviours would cost them personally or professionally when faced with situations that contradict their value system (Raj, Singh, Kumar, Bhatt, 2023).

b. Autocratic Leadership Style

This style of leadership is otherwise called authoritarian leadership style. It is characterised by the leader wielding much power and decision-making authority. This is manifested by the leader's non-involvement or consultation with the employees in the decision-making process. Employees are expected to obey orders without receiving any explanations and not having the right to question those orders issued by their leaders (Konovsky, 2000; Khan, Khan, Qureshi, Ismail, Rauf, Latif, Tahir, 2015). Autocratic leaders are also seen as been domineering and distant from their employees or subordinate (Gastil, 1994).

Also, Beggan, Allison, Goethals (2023) note that an authoritarian leader hastily reinforces established procedures by emphasising hierarchical differences between themselves and their subordinates. This is often achieved through revising definitions and frequently bestowing titles. Those who apply this style of leadership desires to consciously institute the status quo and maintain control, which tends to lead to the use of supervisory techniques that is termed offensive (Saher, Masih, Raju, 2021). This category of leadership style is frequently manifested in the form of threats and punishment to subordinate, which has a negative consequence in organisations. Corroborating the aforementioned, Salem, Van Quaquebeke, Besiou (2022) noted that in an autocratic leadership style, leaders are acutely conscious of their authority. They have little faith or trust in their subordinates, viewing "pay" as the sole incentive for work. An autocratic leader issues commands and expects strict compliance without room for questions or explanations. Group members shirk responsibility for performance and follow orders. As a result, productivity is high when the leader is present but declines in their absence.

The above implies that the autocratic leadership style is that in which the leader is full of himself/herself, does not allow any form of questioning from employees or subordinates as the case may be, decision-making role is his/her prerogative and neither requires the participation nor consults with staff in the process and lacks trust and faith in his/her employees. In line with the foregoing insights of this style of leadership, the likely adverse effects it has on subordinates/employees are instability, uneasiness, vulnerability, and general distress, since followers' impression of such leadership behaviours is that they stand a high level of peril that the leader can abuse the power reliance irregularity in etiquettes that are risky to followers (Akdeniz, Kalem, 2020). Furthermore, followers/subordinates end up hypocritical in the services they render. It incites retaliatory expectations and additional activities from subordinates, which can be intended at the leader or the organisation the leader represents (Bell, 2020).

c. Bureaucratic Leadership Style

This style of leadership is that which relies on organisational procedures and rules in carrying out its functions. It is also known as the routine style of leadership (Tolstikov--Mast, Murnane-Rainey, 2021). Besides, this style of leadership is linked with the notion or phrase "by the book", which implies that leaders manage employees by the rules and regulations laid down by an organisation and ensure strict compliance. Leaders who exhibit this style of leadership rely on the supervisor for guidance when the existing laws and regulations do not envisage any new situation (Zaidi, Jamshed, 2023).

The following are some of the unique qualities of this style of leadership: the leader displays an impersonal relationship with his or her organisational members, which strictly focuses on work environment status and benefits and is not viewed as autonomously oriented (Em, 2023). Communication between the leader and his or her followers is when

the followers use hierarchical structures to pass on any issues request to the leader, and in this manner, the leader is required to give policy-based solutions to their followers (Rickley, Stackhouse, 2022), stick to the principles thoroughly, and ensure that their staff also follow processes completely (Akbari, Pratomo, 2023).

However, there have also been various views about this style of leadership. For instance, this leadership style is associated with new or insecure project managers who are scared of failing in their given task, due to deviation from the organisation's guidelines and regulations (Çoban, 2022). Hodgkinson further opined that this style of leadership mostly hinders the team more than helps it and can be helpful in a government or regulatory department. On their part, Leroy, Anisman-Razin, Avolio, Bresman, Stuart Bunderson, Burris, Claeys, Detert, Dragoni, Giessner, Kniffin, Kolditz, Petriglieri, Pettit, Sitkin, Quaquebeke, Vongswasdi (2022) stated that in this style of leadership, leaders disregard the characteristics and qualities of the general population they lead in their group and are worried to the degree that their subordinates are adhering to set down guidelines.

Abdullahi, Baba, Umar, Maishanu (2022) opine that for an organisation that employs this style of leadership, it is the policies that drive execution, strategy, objectives and outcomes in the organisation. He further stated that the implication of adopting this style of leadership is that leaders often lose touch with realities and are highly averse to change because they rely on procedures and processes instead of employees. Swarup (2013) argues on the effectiveness and non-effectiveness of bureaucratic leadership style. To him, this style of leadership can be operative when workers are executing the same tasks recurrently; workers need to recognise specific standards or procedures that accompany certain tasks. Where employees are managing perilous or fragile equipment that includes spelt out methods to perform, where safety or security training is being directed and when employees are carrying out responsibilities bordering on money dealing with similar strategies and guidelines are likewise being maintained. This style of leadership can be unproductive when work habit methods are hard to do away with, especially when the employees are no longer useful to the organisation and when the employees become dissatisfied with their jobs and their co-workers, which tends to make them unmindful of organisational policies and processes.

The general consequence of the bureaucratic style of leadership in an organisation is that: it undermines the assistance of the leader to influence and improve employees since the set strategies are lacking in the assignment of spurring and building up employees' commitment in the working environment. Though policies are not destructive in themselves, any policy that is not futuristic, negligently created and aimlessly executed can dispirit employees and disappoint wanted results. This, to a large extent, may hinder the desired employee and organisational performance and instigate employee turnover in the organisation (Amanchukwu, Stanley, Ololube, 2015).

d. Democratic Leadership Style

The democratic leadership style is otherwise called a participative leadership style. This is because leaders that exhibit this style of leadership encourage shared responsibilities and also take into consideration subordinate inputs (Abdulfatai, 2021). This is the opposite of the authoritarian leadership style, the attributes of the democratic leadership style are as follows: employees are permitted to be part of decision-making processes and share in critical thinking and problem-solving responsibilities, creates plans to enable employees to assess their performance, enables employees to set objectives, urges employees to grow on the job and be advanced, recognises and energises accomplishment (Amina, 2022).

The advantages of this style of leadership are: it fosters cooperation between the leader and the employees, it encourages team spirit, it increases the morale of the employees and thereby making them highly motivated, varied ideas are harnessed, there is an element of trust and confidence of the group members, equal right is enshrined. On the other hand, the disadvantages of this style of leadership comprise time-consuming for the leader; especially in making final decisions, difficult for the leader and very dependent upon age (Dastane, 2020).

The above implies that a democratic leadership style tends to impact employee job satisfaction, and leads to productivity due to employee's involvement in daily activities; it has the capacity of enhancing employees' skills and it helps their perception of belongingness in an organisation. However, the other side of the democratic leadership style is that it slows down decision making especially when timeliness is demanded. Another demerit is that it requires highly knowledgeable employees if quality input for decision-making is needed (Javed, Jamal, 2022).

e. Distributed Leadership Style

This style of leadership is characterised as the apportioning of common leadership responsibilities to sway resource accessibility, decision making and goal-setting inside an organisation (Aypay, Akyürek, 2021). They further noted that this style of leadership had the ability for profound organisational change as another more coordinated work, advancing division of work at the core of organisational activities. This is to ensure that acceptable accomplishment of optional undertakings inferable to the job performed by majorities of codependent organisational members with leadership and encouragement comprising a bit of that labour inside those organised relationships are realised.

In addition, this style of leadership is credited for the receptiveness of limits and its capacity to energise the improvement of systems as opposed to depending on customary hierarchically organised policymaking and communication concept (Jambo, Hongde, 2020). This implies that distributed leadership is seen as disassembling the oppression of organisation (Fitzgerald, 2009), which empowers all to work, learn and display creative thoughts further than bureaucratic enclosures (Freeth, Akpan, Sonday, 2023).

Alkrdem (2020) asserts that distributed leadership is concerned in a general sense with the co-execution of leadership and the corresponding interdependencies amongst employees in an organisation which shapes leadership practice and achieves organisational effectiveness. That is, it involves an essential change in the way leaders appreciate their practice and decipher the leadership role they find themselves. It avoids a focus on the formal position of the leader and instead looks out for avenues to co-opt other individuals to accept one responsibility or the other to effectively promote organisational goals and objectives (Rehbock, 2020).

In all, Mohamed, Ibrahim, Silong, Abdullah, 2016) summarises the universal principles of distributed leadership to include the following:
- Multiple dimensions of inclusion in decision-making,
- It centers around enhancing practice or instruction,
- It includes both formal and informal leaders,
- It joins vertical and lateral leadership structures,
- It is adaptable and flexible,
- It is fluid and substitutable.

In addressing the strength of this leadership style, Modeste (2022) argue that distributed leadership can support the joint action of numerous persons in either formal (teams or committees) or through special arrangements in accomplishing set goals. They additionally see distributed leadership as giving a chance to engage a variety of know-how that cuts across several individuals, with the idea of achieving dynamic outcomes which speak to more than individual results. However, distributed leadership style is not devoid of disparagements. Scholars have raised doubt about the motivation of those upholding distributed leadership, especially those taking a normative stance (Traver-Marti, Ballesteros-Velazquez, Beldarrain, Maiquez, 2023). In their collective view, they opined that distributed leadership is minimally more than an attractive method for urging naïve workers to accomplish more work, a way of fortifying institutionalised and strengthening the status quo. Rather than being a more equitable type of leadership, Liu (2020) cautioned that distributed leadership could essentially be another superficially appealing instrument for conveying top-down policies. These are critical notes of caution and are not to be taken lightly (Traver-Marti, Ballesteros-Velazquez, Beldarrain, Maiquez, 2023).

Other opponents make note of the potential for persons in positions of authority to egregiously misinterpret or distort distributed leadership (Ibrahim, 2022). The proponents of distributed leadership are fully aware of this critique and have unquestionably provided examples to support it. For instance, Harris (2013) provides a few examples of distributed leadership where some in organisations with more authority and knowledge have abused it for hindering, destructive, and harmful goals. These simulations demonstrate how distributed leadership can go wrong and how it ultimately hurt individuals who had formal leadership responsibilities. Though only when the right circumstances are present, practical evidence suggests that distributed leadership can be a cause for good organisational change (Harris, Jones, Ismail, 2022). The evidence supports that different types of leadership distribution have different effects and haven't produced the results that were widely anticipated (Hallinger, 2023).

f. E-Leadership Style

This style of leadership is frequently alluded to as virtual leadership and is simply that style of leadership that is characterised by the employment of electronic media in the communication and coordination of teams that are not necessarily on one spot (Torre, Sarti, 2020). According to Berkovich, Hassan (2022), e-Leadership is the capacity of an individual to affect the conduct of others in a computerised technology-interceded environment. While Rybnikova, Juknevičienė, Toleikienė, Leach, Āboliņa, Reinholde, Sillamäe (2022) see e-leadership is a social impact process occurring in immediate and remote environments mediated by advanced information technologies (AITs), resulting in changes in attitudes, emotions, cognition, behaviour, and performance.

Also, it has to do with leadership of projects involving virtual or dispersed teams (Morrison-Smith, Ruiz, 2020). More clearly, Elyousfi, Anand, Dalmasso (2021) aver that e-leadership refers to a set of innovative processes facilitated by technology to transform attitudes, emotions, cognition, behaviour, and performance within organisations.

The definitions imply that e-leadership is that style of leadership that employs the use of information technologies in influencing followers within the organisation, which alters their behaviour, changes their mental dispositions and the entire way they go about their tasks (Rademaker, Klingenberg, Süß, 2023). Regarding the efficacy of e-leadership, the essential capabilities include electronic communication, electronic social skills, electronic change skills, electronic team skills, electronic tech-savvy, and electronic trustworthiness

(Soon, Salamzadeh, 2021). However, e-leadership is often challenged in communication, which frequently hinders fundamental leadership functions such as communicating, influencing, decision-making, and managing (Bans-Akutey, Ebem, 2022).

g. Inclusive Leadership Style

The term 'inclusive leadership style' is not new to the strands of leadership embedded in leadership literature. This style of leadership is simply relationship driven and values the differences of personnel in organisations. This leadership style was originally associated with Nembhard, Edmondson (2006) as a relationship style that accommodates the unique contrasts of different individuals in an organisation at all times. The scholars assert that when the various members of an organisation have the perception that their leaders seek their opinion, it breeds a form of belongingness and "psychological safety is aroused in them" (Hasan, Kashif, 2021). This psychological safety aroused in employees makes them be at ease to express their thoughts without fear (Wu, Li, 2023).

Likewise, Shafaei, Nejati, Omari, Sharafizad (2024) defined inclusive leadership as a style of relational leadership in which leaders focus on listening and are attentive to their followers' needs. He further explains that this idea is a paradigm shift from the dependents on the leader's characteristics to focusing on followers' needs and the way they perceive things. He sees inclusive leadership to be concerned primarily with the involvement of followers in the scheme of things rather than their manipulation. The following features (respect, recognition, responsiveness and responsibility) were also seen as imperative for the successful execution of inclusive leadership (Ashikali, 2023).

Additionally, according to Anane-Simon, Atiku (2023), inclusive leadership is present when a leader demonstrates discernible quality, transparency, and openness in their interactions with their followers. According to Edmondson, Kramer, Cook (2004) and Nembhard, Edmondson (2006), leader inclusivity refers to efforts made by leaders to include others in discussions and decisions where those individuals' voices and opinions may have been absent in some way. It has been noticed that this leadership style shares characteristics with other leadership philosophies such as ethical leadership, transformational leadership, and servant leadership. For example, Choi, Tran, Kang, Malik, Suleman, Ali, Arshad (2017) and Malik, Suleman, Ali, Arshad (2017) all mention the importance of having an open, accessible, and available leadership style.

This leadership style is said to be advantageous to both employees and organisations. The reason for this assumption is premised on the leader's behaviour that often tries to bridge the gap between followers, thereby removing every form of discrimination that is caused by diversity in social class, race, ethnicity, gender, religion and ability (Kuknor, Bhattacharya, 2022).

h. Lassiez-Faire Leadership Style

This style of leadership is characterised by its physical presence but absent in leadership (Busse, Weidner, 2020). It is characterised by incapacity or indication of a broad lack of capability to assume responsibility for supervising and organising tasks, revealing leaders who refrain from making decisions, procrastinate action and are absent when needed in crucial situations (Henriksen, Lundby, 2021). Similarly, Puni, Hilton, Quao (2021) characterise this leadership style where leaders refrain from making decisions, hesitate to act, and are absent when needed. Moreover, it involves the leader's hands-off approach to employees' decision-making processes, allowing them the freedom to achieve organisational goals (Bwalya, 2023). Likewise, Arikan, (2020) observe that laissez-faire

leadership entails a non-interference strategy, providing complete autonomy to all workers and lacking a specific method for goal attainment. There is no form of communication, commitment, feedback, involvement and rewards in this leadership style (Polat, Turhaner, 2024).

Additionally, the characteristics of this type of leadership was further highlighted by Marliza (2022) as that behaviour possessed by a leader that shows non-confidence in his/her leadership ability, does not dictate the goals that will be achieved by the group (employees/subordinates) for the organisation and decision making is left to be performed by whoever in the group that is willing to accept and take that responsibility. Lassiez-Faire style of leadership is not concerned with the processes involved in an organisation, because leaders shy away from their responsibilities, avoid making decisions or being part of decision-making processes and they do not monitor and interfere in the activities of their employees/subordinates. However, this leadership style has been noted for its advantages and disadvantages.

According to Robert, Vandenberghe (2021) laissez-faire leadership style has been noted to decrease the satisfaction of subordinate and leader effectiveness. On the contrary, Hajiali, Kessi, Budiandriani, Prihatin, Sufri (2022) argue that this leadership approach can boost job satisfaction and enhance productivity. However, it could also pose challenges if team members need help with time management or lack the necessary knowledge, skills, abilities, or motivation to perform effectively. This means that the merits or demerits of this leadership style are relative. Implying that, it depends on the way such style is perceived by individuals.

i. Servant Leadership Style

Robert Greenleaf, who is credited with popularising this leadership ethos, is recognised by the name "servant leader." He claims that the idea of "Servant Leadership Style" emphasises the responsibility of the leader to help those who are under him or her (Greenleaf, 1970) and is modelled after an arrangement to lead and develop others (Khan, Chaudhry, 2023), with the ultimate goal of achieving a more advanced purpose or objective that will be advantageous to people, organisations, and societies (Van Dienendonck, 2011). Greenleaf (1970, p. 27) outlined the noteworthy highlights of servant leadership in a brief manner. He claims that servant leadership begins with the inherent desire to serve and prioritise service above all else. Then, a deliberate choice leads one to aspire to lead. This is markedly different from someone who assumes leadership primarily to fulfil a power drive or acquire material possessions. For them, serving comes as a secondary consideration after establishing leadership. The leader-first and servant-first approaches represent two distinct types. However, within this spectrum, shades and blends reflect the infinite diversity of human nature.

On the other hand, Wheaton (2022) added that this style of leadership energises joint effort, trust, foresight, listening, and the proper utilisation of power and empowerment. This infers that this style of leadership tends to ingrain in their followers a pressing need to serve others (Sharpley, 2024). Several researchers in this field have convincingly contended that servant leaders represent a good solid example that impacts the followers through learning processes and experiences thereby leading to better service delivery (Liden, Panaccio, Hu, Meuser, 2014; Brown, Bryant, 2015; Huang, Qian, Jin, Wang, 2017).

j. Transformational Leadership Style

This leadership style encourages employees to put the needs of the business ahead of their own interests and go above and beyond what is expected of them. Their perception, behaviours, morality, ideas, interests, and values are altered to achieve this (Bass, 1985). It is crucial to remember that Burns (1978) offered this idea first, and other scholars such as Bass, Avolio (1990), Bass, Avolio, Jung, Berson (2003), and Antonakis, Avolio, Sivasubramaniam (2003) further developed it. According to Burns (1978), transformational leadership is defined as the process of achieving a shared objective through a reciprocal relationship between leaders and followers that is geared towards a higher level of morale and motivation that results in the desired change in an organisation. In the same vein, Bass, Riggio (2006) defined transformational leaders as individuals who have a habit of energising and motivating their subordinates to achieve ground-breaking results while simultaneously strengthening their own leadership capabilities.

This suggests that transformational leadership is change-driven, particularly in relation to how and in what manner objectives are attained. These managers care about developing the capacity of their staff members or subordinates as well as achieving organisational goals that go above and beyond the expectations that have been set forth. According to Bass, Avolio (1997), the five distinguishing characteristics of a transformational leadership style are idealised attributes, idealised influence, inspirational motivation, individualised consideration, and intellectual stimulation (Bass, Avolio, 1997). Idealised Attribute is characterised in terms of the qualities of a leader that are valued, including charisma, self-assurance, ethics, idealism, and dependability. extends beyond the subordinate recognising the characteristics of the leader that are deemed significant to the actual behaviour or actions taken by them to the actual dispositions of the leaders, particularly in the leader's ability to articulate the organization's vision to the followers clearly and motivate them to accept and internalise the vision (Bass, 1999).

According to Avolio, Bass (2004), the traits of the transformational leadership style make the leader charismatic and a role model for their followers. Inspirational motivation is the leader's capacity to push their followers by giving them self-assurance and a feeling of purpose, helping the organisation achieve its goals (Yukl, 2013). This suggests that the leader has a high level of zeal, good faith, and offers both purpose and test to the work activities intended to strengthen their adherence to the organization's goals and shared vision. The leader's attitude as a mentor and coach is characterised by Individualised Consideration. When the followers accomplish the organization's common goals, the leader exhibits happiness and demonstrates respect for each follower by paying attention to their needs (Kumar, Dhiman, 2020). According to Wamalwa (2023) a leader's intellectual stimulation is measured by how much they take chances, challenge conventional wisdom, and are receptive to fresh ideas from their followers without passing judgement.

k. Transactional Leadership Style

Transactional leadership is distinguished by an exchange relationship based on mutual benefits between the leader and followers (Young, Glerum, Joseph, McCord, 2021). This style of leadership is characterised by the use of the carrot and stick strategy to achieve organisational objectives (Frangieh, Rusu, 2021). According to this, workers are rewarded for completing their jobs, and in order to avoid being punished, they make sure that the leader's demands are likewise met (Frimayasa, Windayanti, Fathiani, Rahmat, Febrian, 2021) because of what the leader expects (the achievement of organisational goals), transactional leaders are more concerned with providing what the followers need

(Abdelwahed, Soomro, Shah, 2023). Transactional leadership, according to Avolio, Bass (2004), consists of three elements: contingent reward, active management by exception, and passive management by exception.

While Aljumah (2023) assert that contingent rewards involve the leader setting goals and performance standards for his or her followers and using incentives and promotions as an incentive to persuade them to meet those goals. According to Oswald, Lingard, Zhang (2022), active management by exception refers to the leader actively watching over subordinates to make sure that tasks are completed, issues are identified and fixed, and policies are reinforced. This suggests that the leader is keeping an eye on what their followers are doing. Leaders that are overly sensitive and only react to issues as they arise exhibit passive management by exception. Before acting, these leaders wait for issues to arise (Richards, 2020).

6. CONCLUSION

This paper explained the concept of leadership, examined the distinction between leadership and management, identify and discusses the major theories of leadership. The various leadership styles applied in an organisation were also presented. It is imperative to state that leadership is the art of motivating a group of people to work together to achieve a common goal. Meaning that there are certain attributes like being motivational, inspirational, vision-driven and so on that are attached to leadership. Based on the distinction between leadership and management in an organisation, they are both distinct in the way they are defined, the functions they entail, and the behaviours they utilise to accomplish their respective jobs. All these can be seen from the assumptions of the theories of leadership explicated and the styles of leadership adopted in an organisation.

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