

## **Understanding the Dynamism of Leadership Behavior, Style and Traits.**

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### **Abstract**

This study explores the dynamics of leadership by analyzing three key models- Stogdill (1974), Derue et al. (2011), and Gutterman (2023). These models provide complementary perspectives on leadership traits, behaviors, and emotional intelligence. Universal attributes like self-confidence and persistence intersect with adaptive behaviors and relational skills, emphasizing leadership's multidimensional nature. Emotional intelligence is highlighted as vital for addressing modern organizational challenges. Through a comparative analysis, this study synthesizes theoretical and practical insights, identifying overlaps and distinctions. The findings offer a comprehensive understanding of leadership and a foundation for future research in diverse organizational contexts.

**Keywords:** Leadership Style, Leadership Traits, Models, Leadership Dynamism

### **Introduction**

The study of organizational culture and leadership has been a focal point in management research for decades. Organizational culture, first conceptualized in the 1970s, gained prominence through the works of scholars like Edgar Schein and Geert Hofstede in the 1980s. These researchers highlighted the profound impact of shared values, beliefs, and assumptions on organizational behavior and performance. Leadership, as a field of study, has an even longer history, dating back to the early 20th century with trait theories and evolving through behavioral and situational approaches. The intersection of leadership and organizational culture became a significant area of interest in the late 1980s and early 1990s, as researchers began to explore how leaders shape and are shaped by their organizational contexts. The relevance of this topic in today's rapidly changing business environment cannot be overstated. As organizations face unprecedented challenges such as globalization, technological disruption, and shifting workforce demographics, understanding the dynamics between leadership and organizational culture becomes crucial for sustainable success. Effective leaders must not only navigate but also actively shape organizational culture to foster innovation, adaptability, and employee engagement. This study aims to conduct a comprehensive literature review on the dynamics of organizational culture and leadership style and traits. By examining existing research, we seek to synthesize current knowledge, identify gaps, and provide a foundation for future empirical investigations. This review will explore various theoretical frameworks, empirical findings, and practical implications related to how leadership styles and traits interact with and influence organizational culture, and vice versa. Through this literature review, we aim to contribute to the ongoing academic discourse and provide valuable insights for practitioners seeking to leverage the power of leadership and culture in driving organizational performance and success.

### **Literature Review**

Leadership research initially focused on identifying universal traits associated with effective leaders. Stogdill's (1948) seminal work emphasized characteristics such as adaptability, ambition, and decisiveness. Later iterations (Stogdill, 1974)

expanded these to include both traits (e.g., self-confidence and persistence) and skills (e.g., intelligence and social skills). These early frameworks provided foundational insights into the qualities that leaders possess but were criticized for their lack of situational context. However, trait theory faced criticism for its static nature, lacking the ability to account for situational dynamics. This limitation spurred the development of behavioural and contingency approaches, which addressed the role of context in leadership effectiveness. Despite its critiques, trait theory remains relevant, particularly when integrated with other frameworks to provide a holistic view of leadership. Behavioural approaches, as developed through studies at Ohio State and Michigan, shifted focus from inherent traits to observable actions. Key behavioural dimensions included task-oriented behaviours (e.g., initiating structure) and relational behaviours (e.g., consideration for others). These models highlighted the importance of flexibility, as leaders often adjusted their behaviour to match the needs of their team and organization (Fiedler, 1981). Building on behavioural theories, situational and contingency models emphasized the contextual nature of leadership. Fiedler’s Contingency Model (1967) posited that leadership effectiveness depends on the fit between the leader’s style and situational variables such as task structure and leader-member relations. This paved the way for more dynamic models, such as Hersey and Blanchard’s Situational Leadership Theory (1977), which argued that leaders must adapt their styles—ranging from directive to participative—based on their followers’ readiness and capabilities.

In recent decades, leadership research has focused on integrating traits, behaviours, and emotional intelligence (EI) to provide a more comprehensive understanding of leadership dynamics. Derue et al. (2011) synthesized trait and behavioural theories, categorizing leadership into task-oriented, relational-oriented, change-oriented, and passive dimensions. Their framework highlighted the situational application of traits and behaviours, emphasizing leadership as a dynamic, context-sensitive process. While behavioural theories provide actionable insights for leadership development, they also highlight the limitations of a one-size-fits-all approach. Leaders must possess the ability to adapt their behaviours based on situational variables, underscoring the need for contingency-based frameworks.

In contemporary leadership studies, emotional intelligence (EI) has emerged as a critical construct for understanding leadership effectiveness. Goleman (1995) popularized the concept, highlighting core components such as self-awareness, self-regulation, social awareness, and relationship management. Leaders with high EI are better equipped to navigate complex social dynamics, foster collaboration, and manage conflicts constructively.

Gutterman’s (2023) model built upon these insights by incorporating emotional and social intelligence as critical components of leadership success. Traits such as self-awareness, empathy, and conflict resolution were underscored as essential for navigating modern organizational challenges. This perspective aligns with research suggesting that emotionally intelligent leaders foster higher levels of employee engagement, trust, and collaboration (Yukl, 2012). Empirical studies confirm that organizations that integrate these perspectives into their leadership practices experience enhanced performance, innovation, and employee well-being (Hughes et al., 2018; Inceoglu et al., 2018).

**Discussion**

The decision to focus on the leadership models proposed by Stogdill (1974), Derue et al. (2011), and Gutterman (2023) stems from their distinct yet complementary perspectives on leadership traits, behaviours, and emotional intelligence. Each of these models represents a critical evolution in leadership theory and collectively provides a comprehensive lens for examining leadership dynamics. Summary of these models, as presented in Table 1, involved categorizing traits, behaviours, and attributes under broader elements like self-management, cognitive ability, and social skills. The comparative analysis in Table 2 highlights intersections and unique features, showcasing how these models align and diverge in focus, scope, and application. This systematic summarization and comparison not only organize complex theoretical concepts but also provide clarity on how different elements of leadership theory can be applied in diverse organizational contexts.

**Table 1:** Compilation of Leadership Traits & Skills (Stogdill, 1974), Behavioural Dimensions of Leadership (Derue et al., 2011) & Leadership Traits and Attributes (Gutterman, 2023)

Leadership Traits & Skills (Stogdill (1974))	
Traits	Skills
Adaptable to situations	Clever (intelligent)
Alert to the social environment	Conceptually skilled

Ambitious and achievement-oriented Assertive Cooperative Decisive Dependable Dominant (desire to influence others) Energetic (high activity level) Persistent Self-confident Tolerant of stress Willing to assume responsibility	Creative Diplomatic and tactful Fluent in speaking Knowledgeable about group task Organised (administrative ability) Persuasive Socially skilled
<b>Behavioural dimensions of leadership (Derue et al., 2011)</b>	
<b>Task-oriented</b>	<b>Relational-oriented</b>
Initiating structure Contingent reward Management by exception-active Boundary spanning Directive	Consideration Empowerment Participative Developing Enabling Servant leadership
<b>Change-oriented</b>	<b>Passive Leadership</b>
Transformational Charismatic Inspirational	Management by exception-passive Laissez-faire
<b>Leadership Traits and Attributes (Guterman, 2023)</b>	
<b>Self-Awareness</b>	<b>Self-Management</b>
Emotional self-awareness accurate self-assessment self-confidence	Self-control credibility trustworthiness conscientiousness adaptability
<b>Drive</b>	<b>Leadership Motivation and Effective Use of Power</b>
Achievement orientation Initiative ambition regarding work and career high levels of energy and stamina tenacity and persistence	Strong desire to influence and lead others willingness to assume responsibility willingness to exercise his or her power over subordinates issue directions to subordinates make appropriate use of positive and negative sanctions make appropriate use of positive and negative sanctions resolution of conflicts in a constructive manner effective use of role modelling in influencing others
<b>Social Awareness</b>	<b>Social Skill</b>
Empathy organizational awareness selective demonstration of weaknesses vulnerability to reveal approachability and humanity ability to recognize and meet customers' needs	Visionary leadership developing others communication change catalyst conflict management building bonds

	teamwork and collaboration
<b>Cognitive Ability</b>	<b>Knowledge of Business</b>
Requisite level of relevant “cognitive ability”	task-related knowledge about the company, industry and technical matters

The above Table 1, summarizes all the three models of leadership style, traits & skills by Stogdill (1974), Derue et al., (2011) & Gutterman (2023). Now we were interested to know the intersection among these three models, so we thoroughly analysed the models and compared each model with another in the below Table 2.

Table 2 collate and contrast the three models on the basis of certain broader elements such as Focus and Scope of the models, Trait and Behaviour Alignment, Emotional and Relational Intelligence & lastly Theoretical and Practical Application. By comparing these models, we uncover overlaps that reflect universal leadership traits (e.g., self-confidence, persistence) and unique dimensions (e.g., task-oriented behaviours vs. emotional intelligence).

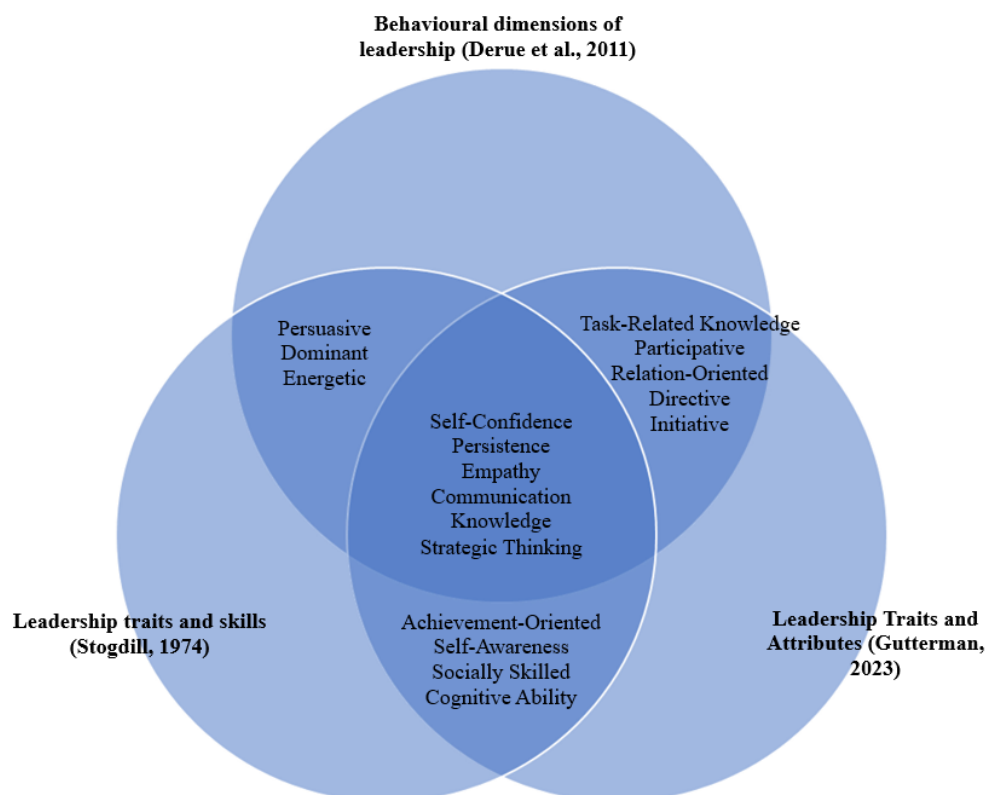
**Table 2:** Comparison of Leadership Traits & Skills (Stogdill, 1974), Behavioural Dimensions of Leadership (Derue et al., 2011) & Leadership Traits and Attributes (Gutterman, 2023)

Key Elements	Leadership Traits & Skills (Stogdill (1974)	Behavioural dimensions of leadership (Derue et al., 2011)	Leadership Traits and Attributes (Gutterman, 2023)
<b>Focus</b>	Personality traits, personal attributes, and inherent leadership qualities.	Leadership behaviours and styles observed in practice.	Emotional intelligence, motivation, and cognitive attributes.
<b>Scope</b>	Broader traits that are seen as timeless essentials for leaders.	Observable and actionable behaviours, with emphasis on situational effectiveness.	Focus on internal traits and social intelligence linked to leadership success.
<b>Trait and Behaviour Alignment</b>			
<b>Self-Management</b>	Assertive, decisive, dependable, self-confident Sel-awareness.	Task-oriented, initiating structure.	Self-control, conscientiousness, adaptability, self-confidence.
<b>Social Skills</b>	Diplomatic, cooperative, persuasive, socially skilled.	Relational-oriented, participative, empowering.	Empathy, building bonds, communication, teamwork.
<b>Cognitive Ability</b>	Clever, conceptually skilled, knowledgeable.	Boundary spanning, task-related knowledge.	Cognitive ability, task-related expertise.
<b>Leadership Motivation</b>	Ambitious, persistent, dominant.	Directive, contingent reward.	Motivation to lead, willingness to assume responsibility.
<b>Emotional and Relational Intelligence</b>			
<b>Emotional Intelligence</b>	Implied but not explicitly discussed.	Relational behaviours such as consideration, empowerment.	Explicitly emphasized (self-awareness, empathy, adaptability).
<b>Conflict Management</b>	Not explicitly addressed.	Servant leadership, relational-oriented.	Conflict resolution, constructive approaches to disagreements.

<b>Ambition and Energy</b>	Energetic, achievement-oriented, persistent.	Task-oriented, management by exception-active.	High energy, stamina, tenacity, achievement orientation.
<b>Initiative</b>	Implied (assertiveness, persistence).	Initiating structure, boundary spanning	Initiative, drive, leadership motivation.
<b>Practical Application vs. Theory</b>			
<b>Theoretical Focus</b>	Core traits leaders tend to embody	How leaders behave in practice.	How internal traits manifest in leadership.
<b>Practical Relevance</b>	Guides leader selection and evaluation.	Offers actionable behaviours for leadership development.	Emphasizes self-awareness and social skill-building for effective leadership.

The above table 2 made it clear that there is a similarity among all three models. Like Self-Confidence, Persistence, Empathy, Communication, Knowledge, Strategic Thinking. And there are certain intersections between one another, which is made clear in the below Figure 1.

**Figure 1:** Venn Diagram of Leadership Traits & Skills (Stogdill, 1974), Behavioural Dimensions of Leadership (Derue et al., 2011) & Leadership Traits and Attributes (Gutterman, 2023)



The above figure shows all the intersection between all the three models. We can see that Persuasiveness, Dominance, Energetic Traits are common between Leadership Traits & Skills (Stogdill, 1974) and Behavioural Dimensions of Leadership (Derue et al., 2011). Where, Task- Related Knowledge, Participative, Relation-Oriented, Directive & Initiative falls under the intersection between Behavioural Dimensions of Leadership (Derue et al., 2011) & Leadership Traits and Attributes (Gutterman, 2023). Whereas, Achievement-Oriented, Self-Awareness, Socially Skilled & Cognitive Ability are the recurrent traits in Leadership Traits & Skills (Stogdill, 1974) & Leadership Traits and Attributes (Gutterman, 2023)

### **Conclusion**

The comparative analysis of leadership models by Stogdill (1974), Derue et al. (2011), and Gutterman (2023) highlights the evolving understanding of leadership as a multidimensional construct shaped by traits, behaviours, and situational contexts. Despite differences in focus, scope, and emphasis, the three models converge on several core attributes essential for effective leadership, such as self-confidence, persistence, empathy, communication, cognitive ability, and strategic thinking. Stogdill's framework emphasizes foundational traits and skills, providing a timeless view of inherent qualities leaders often possess. Derue et al.'s behavioural dimensions focus on observable actions and situational adaptability, offering a practical lens to evaluate leadership effectiveness in dynamic environments. Gutterman extends these perspectives by highlighting the role of emotional intelligence, motivation, and cognitive attributes as critical factors driving modern leadership success. The intersections among the models underscore the importance of integrating personality traits, relational behaviours, and emotional intelligence to understand and develop leadership comprehensively. Attributes such as persuasiveness, achievement orientation, and self-awareness are recurrent across the models, emphasizing their universality in leadership theory and practice.

This study reinforces the need for organizations to recognize and cultivate a combination of traits, behaviours, and emotional intelligence in leaders to foster an adaptive and innovative organizational culture. Future research should explore how these models interact within specific cultural and industrial contexts, offering empirical insights to bridge theoretical frameworks with real-world applications. By leveraging these integrated perspectives, leaders can better navigate the complexities of contemporary organizational challenges, driving sustainable success and growth.

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