

# Handbook of Research on Applied Social Psychology in Multiculturalism

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# Chapter 3

## Managing Individuals and Organizations Through Leadership: Diversity Consciousness Roadmap


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### **ABSTRACT**

*This chapter attempts to examine the complex relationship between leadership, individuals, and organizations carefully. Individuals who retaliate may have more social and cognitive factors that are motivating through an inner sense of power and resource dependency. Based on knowledge from the broader literature on management and social psychological research, the authors have drawn fundamental perspectives of power and resource dependency from organizations to persons and circumstances that affect their motivations, attitudes, and behaviors. Therefore, this study provides researchers in organizational learning and individuals' roles as leaders with a preliminary map.*

### **INTRODUCTION**

Given the considerable diminution of traditional performance management systems, businesses must establish a competence-based success definition and the organization's achievement of success (Busco, Giovannoni, & Scapens, 2008; Garavan, Carbery, & Rock, 2012; Michalski, 2006). Leadership con-

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cepts passed through management's history due to their universal appeal and cognitive functions for organizational success (Alon & Higgins, 2005; Byrne & Mo, 2015; Silva & Coelho, 2019). Studies on cognitive and organizational research have introduced hybrid models to set up collective coherent ideas. The study design included creating a competency-based system for superior accomplishment and creating critical concepts to be studied further. Leaders employ situational analysis and action-centered leadership dynamic management; the combination for managing individuals and organizations has been argued theoretically. We also discussed the contemporary leadership theories related to action-centered and situation leaders' role strength, a comprehensive framework of function, and a reasonable say about history. Thus, empirical studies' apparent inconsistency, overlapping of theories, and restricted models are often used as ineffective research (Crotty, 1998). Such replications are argued as limited scope research; therefore, the importance of rigor, novelty, and paradox allows compelling researchers to produce innovative ideas (Scott, 2003).

The present study contributes to overcoming the gaps from the viewpoint, taking employees as individuals and leaders as members and organizations collectively in the quest of interlinking organizational management and leadership theories.

## **BACKGROUND OF THE STUDY**

Leadership implies the opportunity to encourage and direct others in the creation and execution of a shared vision. In addition to developing economic globalization and cultural diversity, leadership has become an essential competitive source, and the growth of leadership is becoming a vital source of organizational competitiveness and a key topic of research (Abbas, Ekowati, & Suhariadi, 2021). Diversity management refers to the specific programs, policies, and practices that organizations have developed and implemented to effectively manage a diverse workforce and promote organizational equality (Nkomo & Hoobler, 2014). Therefore, it might be necessary to understand the theoretical context of diversity management research, individuals, and organizations' value of operational productivity. These ideas are recently illustrated, and the researchers stressed the importance of organizational effectiveness (Dai & Li, 2016; Shet, Patil, & Chandawarkar, 2019). The theoretical history and contemporary developments, and definitions of leadership and individuals' and organizations' roles are discussed.

### **The Focus of the Study**

Inequity theory, topics of equal opportunities, fairness, equality, justice, social justice, inclusion, and prejudice, both direct and indirect, must be taken into consideration when considering workforce diversity management (Kim & Park, 2017) and leadership (Morrison, 1992). Equity Theory states that the employees perceive what they get from a job situation (outcomes) about what they put into it (inputs) and then compare their inputs- outputs ratio with others' inputs- outcomes ratios. In addition to the knowledge on leadership and individuals, social justice is based on the principle that all are equal, regardless of gender, race, faith, religious beliefs, cultural background but between equal opportunities and equal outcomes; there is an important distinction that is related to distinct characteristics individuals have naturally. Therefore, this research analyzes diversity and leadership issues from the lens of individual differences in organizations.

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### **Purpose of the Study**

For organizational studies, and management styles, which have continuous interaction with human resources, term diversity became incredibly influential and attractive. In this case, distinct leadership and management skills to deal with different and related concerns, creativity and suddenness, depression and happiness, privilege, and lack, community, faith, justice, empathy, hate, and hostility are everyday challenges and opportunities management concerns. This study discussed a framework that addresses individual differences, situational challenges, and leadership positions to overcome situations.

### **Justification of the Study**

Diversity involves analyzing others' beliefs and values and learning how to communicate with people with entirely different beliefs and values. Diversity is a part of life, and it is expected as well as inevitable; and its tolerance is a requirement of existence for a world to work effectively. Our lives have become more attractive, desirable, and less monotonous through compatibility with others all the time, while it also made our lives more difficult, volatile, and complicated at the same time. The framework discusses these complex issues, with an appealing reason for combining two leadership styles using human resources' social-psychological aspects (Mujtaba & Sungkhawan, 2009).

### **Significance of the Study**

The theory of equality ensures that the process runs equally and plans the competition; its background and outcomes are also comparable. In the extant literature, it has not been helpful to look at diversity understanding where it has been restricted to gender or race alone as accounted for diversity explanation. However, 'Management' and 'Leadership' as key terminology for managing human differences in changing situations for future studies have been presented, and the framework supported the comparative approach of practical administration.

### **Research Questions**

The apparent fairness approach makes it possible to draw general, understandable, dimensionally defined judgments and assess relationships in multiple conceptual frameworks to a wide range of outcome measures (Carrell & Dittrich, 1978). Considering diversity, which has various definitions, the study focuses on individual differences from an individualistic social perspective (Mujtaba, 2007) and generates the following questions:

1. Based on the literature review, within leadership ability to manage diverse human resources, which style is better for performance in diversity?
2. Research analysis of multidimensional equality should help in learning about effective management style in a different situation?
3. Researchers can measure leadership, character, or leadership performance in particular circumstances?
4. What are the strengths and weaknesses of leadership behavior in different situations?

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### **Research Objectives**

The main goal of this research study emphasizes the importance of distinctive individual variations. An individual has a compendium of inner psychology, past experiences, social, cultural, emotional, and psychological factors that allow them to decide if they want to be leaders or followers and determine their career and the opting path. The research shows an insightful view on how leaders opt for strategies or styles during the changing situation and how to manage their teams and create an internal climate combating both internal and external factors for gaining and supporting long-term success.

### **Research Methodology**

Snyder (2019) contended insightfully upon research methods based on a literature review. Snyder explained that systematic literature review is not the only strategy research should opt for, and there are other ways to improve its standards and further improve practical and theoretical significance. Notably, for research that has a broader subject and conceptualization ingraining various disciplines. Thus, it is necessary to first consider specific propositions from the outset and determine the importance of arriving at conclusions. Such studies are rare, but very desired well-executed literature review may offer novel hypothesis or a robust framework for analysis so another researcher may use to advance the phenomena (Boyd & Solarino, 2016; Rodell, Breitsohl, Schröder, & Keating, 2016).

Theoretical research first brought about a substantial transformation in leadership development. Experts believed leadership was historically essential but were later inclined toward leadership promotion and transformation influence. Centered on leadership, the behavioral school has beneficial behavioral patterns by developing effective strategies (Abbas, Saud, Ekowati, Usman, & Suhariadi, 2021). The leadership model refers to the good conduct, management, and environmental criteria that are important in achieving the specified strategic goals and supporting organizational growth. The leadership model incorporates leaders' strengths, talents, roles, and behaviors and brings together collective and effective leadership. These leadership practices have been linked to success and have been put on the management skills model. Leadership for successful management can be strengthened using throughfall vision, combining theories, using positive influence and transformation to achieve expected outcomes (Abbas, Saud, Suhariadi, Usman, & Ekowati, 2020).

### **LITERATURE REVIEW**

Literature guides us to delve into diverse human management's key element through leadership and its ability to explore the degree to which style is best fitted for best performance in diversity. Most of the empirical research center on constructs leadership trait. An analysis of the literature on leadership indicates that a variety of ideas from the "Great Man Theory" to "Transformational Leadership" appears to concentrate on human traits and behaviors to explain and realize the role of leaders and their context (Adair, 1973; Belbin, 1993; Blake & Mouton, 1964; Covey, 1992; Fiedler, 1964; Fisher, Hunter, & Macrosson, 1998; Greenleaf, 1970; Hersey & Blanchard, 1969; McGregor, 1960; Rodgers, Frearson, Holden, & Gold, 2003; Schmidt & Tannenbaum, 1960; Stogdill, 1974).

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The integrated approach to essential characteristics of a leader traditionally came into the philosophical discussion from the idea of the “established Great Man” theory that universally acknowledges prominent leaders’ core values. The critical issue with the pragmatic approach to this specific form of leadership idea is that many attributes are defined in completed studies. It became clear that no features could be found after many years of research. While many comparative studies have positively found such unique characteristics, the consistent findings remained inconclusive. Some individuals may have possessed those characteristics, which present themselves as a person but not as a leader.

Stogdill (1974) rectified numerous feature studies that were not consistent enough, and some features seemed more common than others, including technological capacity, genuine friendliness, determination of the task, job performance, community work support, relational ability, emotional management, managerial competence, general intelligence, and charm. Among them, “charisma” was the most frequently discussed. Since McGregor’s 1960 influential book, *The Human Side of Enterprise* was published, the exclusive focus was diverted to “stimulus control ideas.” McGregor remains a successful coach, leading scholar, and organizational consultant whose work efficiently was “the latest ineffective management.” He undoubtedly encouraged all cognitive theories that stress enough interpersonal interactions, considerable success, and production (McGregor, 1960).

Blake and Mouton (1964) created the Management Grid, which focuses on the orientation of managers’ tasks (production) and employees (people). Unit management is the most successful leadership form showing a significant concern for staff’s development. The model owned a combination of situations between the two extremes comprising a grid concerned with the horizontal axis output and the vertical axis and drew five basic leadership types. The first is the challenge positioning of a leader and production; the second is the focus on individuals and workers (Blake & Mouton, 1964).

Although behavior theories may encourage managers to cultivate distinctive leadership habits, they offer no instruction about what constitutes successful leadership in multiple contexts. Most scholars today concluded that under no condition is a leadership style suitable for any boss. Instead, contingency theories have been developed to show the form to be used based on factors, such as circumstance, individuals, mission, organization, and others. Fiedler’s contingency theory of leadership suggests administrators cannot lead the right way. Settings prove the manager’s contrasting style of leadership. The response to a management problem depends on the conditions that influence the situation. For example, a guiding leadership style may contribute to better results in a predictable (mechanistic) setting where mundane activities are the standard, but a more smooth-in-action participatory type may be needed in a dynamic context (Fiedler, 1964). Fiedler’s model was based on a leader’s member relation, task structure, and power position to manage processes.

The leadership style of Hersey-Blanchard also takes a conditional view of management. This model helps decide which leadership style (leader behaviors) better fit so that subordinates to the leadership have the most significant degree of growth. Their philosophy relies on the amount of guidance and social reinforcement the leader must show in high-pressure situations and the extent of maturity of the followers (relationship behavior) (Hersey & Blanchard, 1969). The autocratic and democratic styles or task-driven styles and relationships they represent are severe, but somewhere between the two will be business leaders’ behavior. Contingency theorists Tannenbaum and Schmidt proposed that leadership alters over time and that the level of subordinate involvement and engagement in decision-making arises from the autocratic maximum. They also indicated that structured institutions seldom discover leadership styles represented by the democratic side of the spectrum (Schmidt & Tannenbaum, 1960; Tannenbaum & Schmidt, 2009).

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In leadership, Adair (1973, 2007) supports an extensive and distinguished history. The Adair paradigm is that the leader in motion is achieved by the job squad and interactions with fellow administrators and employees. He explained that an action-centered leader must focus on the following:

- Directing the work (structuring of tasks)
- Helping and verifying persons
- Organizing and supporting the whole working party

From Adair's work, leadership studies' attention has been diverted to influence individuals, processes, and organizational functions. These models discussed so far have dwelled on the leader as a frontal figure who is somehow separate from the others and "leading" the rest of the people. The discourse presently leads to the acceptance that a leader's relationship with their followers is critical and interdependent. The hero or solo leader is no longer the leader of the unit only. Not to be a boss forever, but the leadership focus is infused toward the servant, not the master (Greenleaf, 1970). Belbin (1993) also made a distinction between the "solo" and the head of the "group." He states that "leaders are unwilling or inappropriate to identify their vulnerabilities and focusing on behaving as though they are successful. Many considered it extremely known picture of the leader—one leading a team of followers always willing to take on any position and take on any responsibility—is one focused on our experience and values from the past." Belbin defined leaders as "Solo leaders," and in the workplace, such actions can retain tremendous benefits since inner obstacles can be resolved, and immediate decisions can be taken.

Burns (1978) draws attention to 'transforming management' by suggesting that the transforming leadership forms, changes, and elevates the followers' motivations, principles, and priorities bring about a meaningful process change. Burns indicated that the extraordinary power to turn leadership into 'principles' could transform leaders and supporters into citizens who conform to the model. Burns envisions leadership as more extraordinary and distinct from inspirational leadership, which it describes as "heroic" leadership and leadership in executives and companies. He further suggested that the unique power to turn leadership with 'principles' could transform leaders and supporters into citizens who conform to the model.

Bass (1985) takes Burns' idea of transforming leadership into leading and performing beyond expectations, where the leader turns followers—Bass's impact path is, therefore, one way, as opposed to Burns, who considers it theoretically a two-way path. But Bass deals with the transformational leadership style that integrates social change, a dimension that was not included in Burns' work. According to Bass, transformational leaders should:

- Expand the focus on the followers' needs.
- To change the self-interest of a follower (finding their talents and willingness)
- Boost followers' faith (in organizations, leaders, and themselves)
- Increase the aspirations of followers (motivational stimuli)
- Increase the benefit for the followers of the leader's shared way (career paths/development)
- Encourage improvement in actions (performing tasks, team membership)
- Inspire others to do more (self-actualization of Maslow's hierarchy of needs) (invisible factors)

Heifetz (1994) distinguishes between leadership exercise and authority exercise, dissociating leadership from structured organizational positions, while Raelin (2011) talks about promoting 'leading' organizations through competition, collaboration, and compassionate leadership.



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Bass and Avolio (1994a) associated five initiative-taking but essential transformational styles in leadership behavior. Including leadership, moral conduct, motivating, and intellectually stimulating others for developing and showing trust, respect, and faithfulness. Transformative management is a mechanism in which leaders make their partners more responsive about what is correct and significant, increase their associates' motivational maturity, and propel their associates beyond their interests to benefit their community, society, or the company. In many different and memorable ways, transformational leaders are constructive, strategic, and use positive psychology (Abbas et al., 2021; Abbas et al., 2020; Carleton, Barling, & Trivisonno, 2018; Murphy, Louis, & Smylie, 2017; Park, Kim, Yoon, & Joo, 2017; Yavuz, 2020).

These leaders are trying to perfect growth and develop the ability, inspiration, attitudes, and values of followers and subordinates. Such leaders want to increase the level of maturity of employees' needs (from protection to self-developmental needs). They persuade their associates to aim for higher achievement, higher integrity and morality standards, and process influence (Bass & Avolio, 1994b; Yukl, 1981). They also maximize their organization's growth through the development of their employees.

High-performance collaborators build organizations with high performance. These leaders give their associates a sense of making life meaningful by conveying a mission that goes beyond a mere encouragement return for their efforts. Sanchez-Burks and Huy (2009) proposed that collective emotions can be accurately identified and contributes to a leader's ability to manage emotionally turbulent situations that characterize strategic changes. Strategic transition is a temporary change in a mechanism that interrupts rivals' organizational inertia, which results in routine adjustments, core competencies, and strategic direction. Use of emotional intelligence as mental skills (or collection of cognitive abilities) that enable identification, understanding, memorizing, and reasoning of a specific type, such as verbal knowledge or action (Goleman, Boyatzis, & McKee, 2013; Mayer, Roberts, & Barsade, 2008)

DePree (1993), in his leadership quest, discussed the importance of what we should measure. DePree explained that 'ensuring what to measure in certain places and how to quantify it is enormously helpful for leaders and culture' (Den Hartog, Van Muijen, & Koopman, 1996). The link is explicitly evident in past literature; however, a few questions are emerging about researchers—either that they are aware of what factors are being focused on in research. If so, are they able to measure leadership, character, or leadership performance in particular circumstances? What are the strengths and weaknesses of leadership behavior? (Behrendt, Matz, & Göritz, 2017). It is no wonder that corporations' strategic focus is on improving employees' capacity to reach mutual goals by enhancing their skills. Leadership is to achieve a high degree of employee satisfaction and inspire innovation to take risks often beyond the current position's limits.

The business also focuses on leadership and management skills to ensure excellent job stability (Wang, Tsui, & Xin, 2011). In this respect, leaders will draw on their expertise in domains that matter to bring cohesive understanding, recognition, and share facts about leadership strategies in the workplace. Van Knippenberg and Sitkin (2013) found that the present strategic leadership undermines several earlier studies, including the absence of distinct concepts that led to significant overlaps between ideas and the lack of reliable causal models, including skills and knowledge followers that mediate and regulate. Some profound leaps to articulate new philosophies of a mindful leader are needed, which will help understand the discovery, management, and mission of crucial personnel for the next-generation leadership models. A conscious mind can visualize its relevance and contend for it, but it is not the only key factor with critical leaders and prospects in the future. The person in charge of learning, respecting, and promoting imaginative individuals in life goes to be a leader.

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If the organization’s core focuses on innovative work, it will become possible to prepare future leaders. Yet leaders ought to be intimate and sensitive and much closer to other individuals. Successful leaders can transform skilled individuals’ by finding their qualities; they steer their organizations and employees to new learning and success standards for a future goal. Leadership then becomes a continuum of understanding, challenge, and individual life transformation. Everyone has unique talents to contribute to an organization. Individuals become more successful as capable leaders help them to reach new peaks.

Adair (2007) noted that leadership qualities are universally accepted as an essential management aspect—some would support the most critical element. A good boss is a leader likewise; a good chef is a manager too nowadays. The action-centered framework is based on the theory of action that successful leadership, both the individual and the team, involves core components generated by critical processes. A leader’s personality and inherited characteristics cannot be left behind in counting the essential aspects. The attributes are desirable or necessary for the working group, shown, and even personalized or owned naturally. Such characteristics have to do with the case, while others—such as passion, intellectual bravery, and perseverance—are in wide-ranging leadership circumstances. Leadership effectiveness in organizational management and its theories have long been extensively researched.

Ideas about leadership in this article discuss some of the historical leadership concepts passed through the history of management and its functions. Management and leadership will be targeted, and the parallels and deviations of the two approaches. **1)** Situational leadership theory (Hersey & Blanchard, 1969); and **2)** Action-centered leadership (Adair, 2007).

Situational leadership focused on developing employees through support and direction, while action-centered leadership has complex leadership collaboration circles balancing all three areas perpetually. The difference between situational leadership and action-centered leadership is flux behaviors vs. constant responsibility. The situational leadership model has four stages, as Table 1 has shown, while action-centered leadership has three integral components for leadership focus. We argued that situational leadership and action-oriented leadership might help strategic leaders identify the change in individuals’ behavior, whether visible or invisible, and determine their role as leaders or followers. Strategic management, however, manages the individual, cultural, psychological, social, and emotional differences as hidden factors influencing individual cognition or other demographic factors, such as age, gender, and education to manage organizations effectively through building strategies and consciousness (Abbas et al., 2021).

*Table 1. Comparison between situation vs. action-centered leadership model*

Situational Leadership Model II		Action Centered Leadership	
Has four development levels	Different Level, Different Behavior	Has three levels	Constant Responsibility and Dedication
Low competence and high commitment Directing: high directive but low supportive behavior		Tasks: action to accomplish the goals	
Low to competence and low commitment Coaching: high directive and high supportive behavior		Teams: effective and cohesive teams	
Moderate to high competence and variable commitment Supporting: highly supportive, but low directive behavior		Action: to individual needs	
High competence and high commitment Delegating: low supportive and low directive behavior			

Source: (Adair, 2007; Hersey & Blanchard, 1969)

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The fairness model proposes the ability to present, relate to, or compare equity theory standards to manage human differences as an alternative measure of equity/inequity (Adams, 1965). Adams contended that the exchange mechanism in human interactions is almost continuous, and it has unique features which can create an effect, motivation, and behavior, which cannot be predicted without an understanding of the processes of exchanges. Including many demographic and psychological factors influence the attitudes and relationships of people with others. These differences are expected and commonly being ignored as an account of considering diversity which may or may not is used for benefits of organization and human resource management; these discussions of difference as added value and those challenging intergroup practices in diversity research if intended to transcend the limits and behaviors that value differences within identical circumstances, and, the role of power in creating contrast and in managing its use must be dealt with critically (Zanoni & Janssens, 2004).

Keeping human desire of being treated equally, “fairness” of interaction by balancing its inputs and results with an internal norm allows the presumed equity of the overall system to consider in deciding associations with others (Carrell & Dittrich, 1978). Organizational culture knowledge can be deemed sufficient to represent an evolution from no learning to full-scale learning; without being marred by rigidities, discourteous approaches, or continuous exchange of perceptions and facts. However, comprehensive learning correctly is a constant function of freedom, versatility, and adaptability to developing circumstances or interactions. Multiple powers or creative processes are prominently involved in the sustainable development of learning organizations. Organizational learning is an ongoing process that, thanks to organized interventions, causes perpetual changes in many sectors.

Three primary sub-systems are part of organizational learning: first, new stimuli are learned and evaluated. Any improvements in the corporate structure or infrastructure should be included in the latest inputs. This point marks an innovation in the enterprise. The second sub-system includes retaining the newly acquired information and preserving it, relying to a considerable degree on further information effectiveness with current processes. This sub-system can be described as the stage of organizational learning execution. The third framework consists of stabilizing and utilizing newly obtained inputs in an organization’s routine operation.

Organizational learning ensures that a company can develop its learning skills. Proposed framework reform entails potential and implicitly normative decisions (i.e., directly representing moral status). As envisaged here, purposeful transformation implies social systems, institutions, and processes that promote life in all its conceptions. This purposive transition can be coordinated for all, including nonhuman beings, in well-being and dignity. The transformation will underline the aspirations of productive citizens, cities, and environments by combating deprivation, poverty, and climate change. In other words, this purposive transformation is aimed at the well-being of all concerned.

### **a. Individuals vs. Individuals**

Most large organizations are not provided the freedom to create and execute effective change management techniques. Most agree that strategic reform is not a temporary problem but an ongoing process. However, few entities tend to be able to incorporate successful reforms (Bui, 2020). In addition to the importance of the ability to answer changes, scholars argued that an organization and people within it are essential aspects of competitive success to respond to continuous changes. In this regard, the essence and role of leadership are also illustrated to what extent “traditional” competence structures can help create robust oversight to make an organization a “prosperous future.” Critical skills are linked to help

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concentrate individual attention on organizational mindset, promote and plan execution, and develop the capacity to explore human resources' role in improvement (Ulrich, Brockbank, & Yeung, 1989).

Marcus and Pringle (1995) found that effective change management required personal mastery to manage resistance and create a learning appetite in organizational members without direct influence or authority. This means that intelligence propositions are vital for inculcating change and developing a learning appetite among individuals in leadership. In this quest, a leader is supposed to influence individuals through cognitive appeal. Leaders as individuals are cognitive agents vs. other individuals or employees to manage change and motivating them for best performance. The leader must be responsive and affect fundamental workforce changes, articulate the priorities and paths that can be done, to make the changes more flexible. Conflicts may occur in these circumstances because of risk-taking, so team formation or networking is essential to provide uncertainty tolerance. Leaders also need to develop communication skills, organizational ability, and personal passion for inspiring others and selling strategies and proposals to improve and negotiate with others and critical stakeholders (Higgs & Rowland, 2000).

Hersey, Blanchard, and Natemeyer (1979) used a situational leadership context that explains that the leader who follows the influence process has two inseparable principles. First, a leader cannot control other people automatically; control based on fear is coercive, which means they must use power or authority or take advantage of intellectual superiority. A variety of power bases have been described as the ability to control other people's behavior. A coercive leader is known as guiding people to comply, and failure to comply leads to punishments, such as unfavorable jobs, reprimands, dismissal, or positive psychology, where intellectual stimuli as emotional expertise focuses on experience and cognitive ability. A highly qualified leader holds the skills to promote other people's professional behavior. The leaders' intellectual skills give them the upper hand to use either information or moral legitimacy to get the desired information. The level of maturity of people or groups seems to be intricately linked to the sort's power base with a high likelihood of compliance. A mature perspective considers the individuals' or groups' capacity and ability to take care of their behavior. Thus, a task-specific term relies on what the leader wants to achieve. People with proficiency in a particular field can perform similar activities. The will of a person refers to the motivation of an individual. People who are ready to do a job think it is necessary to do it and are optimistic about their abilities.

On the other hand, the action-centered leadership idea that working groups develop a personality, like an individual, is unique and conditional to the situation was coined by (Adair 1973). However, with communities having such shared "needs," much like distinct individuals parallelly continued, clear roles and obligations are proved and encourage freedom, ownership, and transparency. The responsibility is being introduced and reenacted within organizations by creating interlocking routines, reinforcing meanings and communication patterns. When persons depend on what they manage and what they do not, they can take full awareness of what they expect. Out of the sense of ownership, tasks and duties encourage dedication (Weick, 1995).

In such working groups or teams, Adair identified three areas of need. Two of these are traits related to the whole group; the need to conduct the collective mission and establish a united social unity (or team). The third region is an amalgam of each team member's individual needs, as defined by Abraham Maslow (Maslow & Stephens, 2000). Maslow's hierarchy proposes some of the critical needs which can be fulfilled by engaging in working teams, in whole or in part by individual human beings (appearance, respect, self-realization). Leaders personify or show the characteristics of their working groups that are desired or needed.

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### **b. Leadership vs. Individuals**

It is common to build certain beliefs in employees' environments by offering high support, even when the guidelines are limited. In a manager's connections with individuals, nothing without assistance or direction. The effective use of social help and practical advice in the effective management of others naturally implies management expertise in the simultaneous fulfillment of individual needs and organizational goals. The proof of a model of situational leadership (before it was the researcher's job to arrange those pieces to build a broader picture) lay in the fact that different elements are ideal for showing an understanding of what is happening in the interactions between the workers and the manager (Blanchard, Zigarmi, & Nelson, 1993). The situational leadership theory of Hersey and Blanchard makes marginal contributions to the literature on leadership. The most important thing is to reflect on the actual situation of leadership and understand that the leader needs flexibility (Yukl, 1981); however, widespread acceptance and use of situational leadership theory indicates it deserves more empirical attention (Blank, Green, & Weitzel, 1990). For the following reasons, we think that attention to situational processes is significant. First, a sense of leadership mechanism will explain the shortcomings of established theory and help build a more systematic leadership research agenda in the new millennium that is specifically applicable to its practice (Langley, Smallman, Tsoukas, & Van de Ven, 2013). For instance, future research needs to build integrative perspectives on how diverse leadership theories contribute to the development of management phenomena of work simultaneously (Dinh et al., 2014). It is crucial for dynamic leadership phenomenon, involving various mediation and moderation variables through multiple layers of consideration and taking place over significant periods (Cho & Dansereau, 2010; Helminiak, 2016; Wang & Howell, 2010) because of the effect on individual and community results due to leadership influence. Leaders who aim to manage change formulate a compelling vision of the future, inspire followers mentally, acknowledge the differences, and encourage followers to improve their strengths (Bass, 1985; Bass & Avolio, 1994b). Leaders inspire their followers in two ways, reflecting power at the individual's level (personal inspiration) and building community (or group cohesion). On these ideas, person-oriented behavior is characterized as behavior aimed at improving one's abilities, skills, self-efficiency, and self-esteem through following. The leader affects followers by being concerned about them as people; identifying talents and desires for career excellence ignites attention for personalized mentoring and coaching (Day & Sin, 2011; Derue, Nahrgang, Wellman, & Humphrey, 2011). However, it is crucial to learn individual behaviors in the same situation, teams, tasks, and the organizational environment in becoming a leader or subordinate. Leadership dynamics require several levels and can yield emergent findings at high and lower analytical levels, both top-down and bottom-up. Leaders may establish ethical norms that guide individuals or organizations' moral (or immoral) actions in a top-down direction in organizational climates and cultures (Azzopardi & McNeill, 2016; Howarth & Andreouli, 2016). At the same time, leaders may speak directly to individuals by bringing the principles and personalities of the company into line with those of theirs, including the adoption of a code of ethics or the formulation of ethical (or unethical) behavior (Brown & Treviño, 2009; Tyler & Blader, 2005). Self-complexity and meta-cognitive processes explain how dynamic interpersonal can interact over time, allowing individuals to respond more to actions in response to various circumstances (Dinh et al., 2014; Hannah, Woolfolk, & Lord, 2009). The theory of leadership that is narrow to a single level of analysis supplies are limited and static understanding of leaders' phenomenon as individuals vs. individuals.

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### **c. Individuals vs. Organizations**

Over 100 years of corporate research have shown that a company's performance depends on its employees. Consequently, what constitutes efficient worker performance has been the focus of a large part of academic study. In this research area, the attributes separating excellent persons from their average colleagues are proven, helping them achieve superior financial objectives, contributing to followers' satisfaction, and securing external resources. Researchers agreed upon the phenomenon of leadership behavior as a critical contributor to organizational success (Avolio, 2007; Van Knippenberg & Sitkin, 2013; Yukl & Becker, 2006).

In either of the leadership of the employee role, individual characteristics participate in organizational developments; most workers build on a psychological pattern of expectations as to what an organization can deliver and what it is dedicated to offering a productive and lasting psychology connection with their organization (Anderson & Schalk, 1998). Whatever the cause, this may lead to intense emotionalism, unable or reluctance to fulfill specific standards or obligations. Mutual responsibilities are fundamental in the relationship between employer and employee, either as a leader or individual. These reciprocal obligations are partly recorded in a written formal employment contract but are mostly tacit, invisible, and rarely addressed in the research.

Argyris (1960) first realized and used the psychological contract definition. In the background of interviews with staff and managers, he examined the situation of two firms. He defined the ties of workers in one factory using the term 'psychological work contract' and that he believed this phenomenon governed it: since the foreman knows that the employees in this framework prefer to output in an optimum way under the passive leadership, and for the workers agree, a relationship can be hypothesized to establish. If the managers guarantee and fulfill the expectations of the informal culture of employee work (i.e., allow the workers to be alone, ensure they have sufficient salaries and have healthy jobs), they can maintain high output, common complaints (Anderson & Schalk, 1998).

Jost and Banaji (1994) concluded that individuals are constantly driven to defend themselves from dangers, which they see as real and overwhelming, and that they have, for example, a positive sense of self. Individuals' motivation to retaliate may have more social and cognitive factors motivating them through an inner sense of power and resource dependency. Based on our knowledge of the broader literature on management and social psychological research, we can draw on these fundamental perspectives of power and resource dependency from organizations to persons and circumstances that affect the motivations, attitudes, and behaviors (Jost, Banaji, & Nosek, 2004). Therefore, focus on microlevel reasons for the remaining things, including moral emotions and moral disengagement, as primary drivers of repression for individuals.

Organizations as a system vs. individual rationale help us better understand why individuals' cognitive and affective processes may be triggered and strengthened. Regarding emotional phenomena, different words are the most general. Popular affectation, mood, and emotion; affect is the most common term in a subjective sense and can range from diffused spirits, such as joy or sadness, to particular and intense emotions, such as happiness or anger. Emotions and moods are usually known to be subtypes of impact. Meanwhile, the word effect is used to refer to stable individual dispositions. They vary in how much they are guided toward a particular stimulus—whether it is an individual, an entity, or an event.

Emotions tend to be related to anything, or more usually to someone, such as a colleague, a client, a supervisor, or a working environment, though the mood is not directly oriented toward something. Emotions are often short-lived and severe, while attitudes are typically more constant and milder. Fur-

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thermore, emotional perceptions and various physiological responses, gestures, and behavioral tendencies indicate different moods. Studies about the role of emotions are increasing in organizations; few studies have dealt with the interpersonal effects of emotional gestures at the workplace, while there is a lack of studies measuring workplace effects on individual emotions (Van Kleef, Homan, & Cheshin, 2012).

Human careers are psychologically saturated, and their work is no exception. Emotions can emerge from different events, including success/failure assessment of job outcomes, disruptive customer experiences, workplace congeals, bullying behavior by coworkers, lack of social support, stressful circumstances, such as meeting deadlines, opposition against organizational changes, and positive/non-fair treatment by supervisors. Such “affective activities” influence the mental condition of members of the organization. An emphasis on personal effects has characterized the impact of emotions on the job; in other words, the emotional status of an organization member affects behaviors, cognitions and affect productivity, satisfaction, level of commitment with the workplace, decision-making abilities, turnover intentions, innovative and organizational citizenship behavior (Baas, De Dreu, & Nijstad, 2008; Brief, Butcher, & Roberson, 1995; Cropanzano, James, & Konovsky, 1993; Forgas, 1995; George & Brief, 1992; Pelled, Eisenhardt, & Xin, 1999).

Due to the utmost importance of interpersonal effects, organizational studies cannot negate the counting factors of individual differences to achieve excellence, productivity, and sustainability. The way emotions affect the feelings, attitudes, thoughts, and actions of one or more staff a thorough understanding of how emotions from the organization’s behavior, task performance, situation, and team formation. However, attitudinal aspects of sustainable development and organizational efficacy cannot lower the research scope of individual vs. organizational context studies.

#### **d. Strategic Leadership: a Rational Choice to Deal With Organizations and Individuals**

Leadership and autonomy, which means “self-rule,” define a desire to feel that they choose the behavior, willingness, and self-direction. According to the self-determination theory, the most autonomous regulative action is inherently driven, meaning that it is spontaneously enforced when people can pursue their inner desires and behave naturally (Aron et al., 2004). Governing interventions can also be independent if an individual’s inner self is guided to act on their behalf in a specific way. Leadership is usually defined as a process of interpersonal control (strategy) by oneself (as an individual). For instance, Yukl and Becker (2006) refer to leadership as “a process in which inner-self or others deliberately influence an individual to direct, structure, and promote group/organization activities and relationships.” Conceptually, relationships are fundamental elements of the conventional focus of leadership studies either with followers on a personal level or influencing the community, group, or organization; therefore, its importance remains utmost in every aspect of human social life (Bird, Wang, Watson, & Murray, 2009; Stogdill, 1959).

Importance of leadership followers’ relationships quest leads researchers to know what process followers may help leaders influence individuals’ lives. Therefore, there is a growing interest in the concept of positive leadership influence as investigating phenomena (Carsten, Uhl-Bien, West, Patera, & McGregor, 2010). Shamir, House, and Arthur (1993) linked the leadership charisma and philosophy of transformative influence by suggesting that leaders influence individuals to connect leaders-followers association of self-concept and realization of common goals can be achieved through this. The authors thus offered an inclusive insight into theories of visionary leadership, functional integration as unified leadership containing three essential leadership functions: image building (among individuals, and

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public), relationship building among individuals, groups, teams, and stakeholders for development, and resource implementation in an organization (Chemers, 2000).

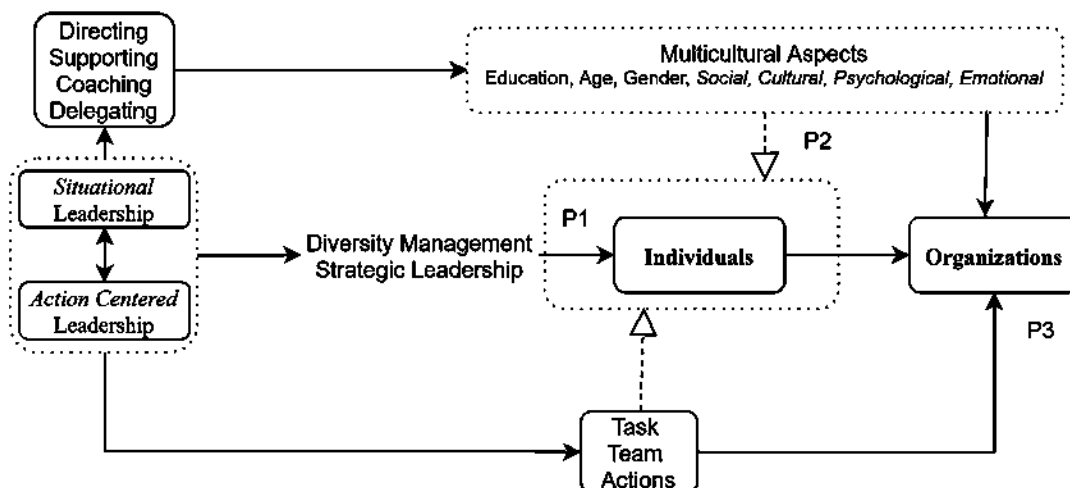
This leadership behavior is expected in all leadership theories and philosophies, either from the leaders' behavior perspective or is expected of them. Derue et al. (2011) explained a conceptual structure as a detailed traits-leadership model incorporating leader personality theories from leading behavior. These examples of inclusive leadership research provide a framework for understanding the parallels between leadership theories. However, most of these hypotheses are based on fundamental principles, such as psychology, from mainstream disciplines.

In addition to indicating the importance of capacity to address change, planning is required for a company and people as essential factors of competitive success in responding to continuous change (Ulrich et al., 1989). They argued organizations should look from two viewpoints at transition and its related management: 1) Fundamental change; the shift in culture or identity, 2) Building a change capacity that emphasizes the speed of both excellence in response and execution. The "traditional" skills framework can provide a robust ground for leadership growth that will bring an organization into a prosperous future.

Marcus and Pringle (1995) described competencies for managing change resistance, invisible psychological change in individuals. It also pedals (individual desire as leaders or followers), and nonauthoritative influence (leadership strategies) ensures empowerment; communicate those goals achievable; individual sensitivity and tolerance will be managed according to personal needs and motivational stimuli to boost path goals awareness achievement. Effective change management was challenging to research and collected but more significant to make it possible (Higgs & Rowland, 2000). The following propositions have been achieved in the line above to set the framework provided in Figure 1.

The general leadership studies' key emphasis is on diversity management practices and not how managers successfully implement those strategies in action. The growing interpretive/critical literature focuses on the concept of diversity management through people's understandings but stifles managers' perceptions of their knowledge in practice. In combination with psychological facts, the framework provides a practice perspective as a systematic approach for studying how managers should manage disparities in practice within a business. These findings show that managers' diversity management strategies consist of three distinct and increasingly systematic ways to handle different forms of diversity: identity and

Figure 1. Proposed framework (self-concept)





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*Table 2. Proposed model and development of propositions*

Proposition	Variables	Heavily Depending Upon	Endogenous Factors	Exogenous Factors	Path Goals
1	Individual	Differences	Psychological Factors	Personal Experiences, social, Emotional, and Cultural incompatibilities	Performance, Commitment, Career Excellence, chooses to be a leader or follower in different situations
2	Leader	Communication/Strategies/ Self-motivation/ action oriented	Rationale/ Positive psychology/ Inner beliefs/ Individual Differences	Experience	Effective management/ Personal and organization excellence
3	Organizations	Individuals/leaders/Teams	Internal climate/ Culture	Competitors / External Change Factors	Success/ Profitability/ Holding Key individuals/ Maintaining a competitive edge
Diversity Consciousness		Strategic leadership for planning effective management			Effective Organizational Management

Source (self-concept)

coordinate diversity activities between individuals, leaders, and organizations. This practice-theoretical account transcends current documentation, modeling limitations by providing a modern and substantial, more comprehensive, and more precise concept of seeing employees, individuals, and organizational, managerial diversity management strategies.

**Proposition 1:** Individuals depend upon their unique differences having a compendium of inner psychology and personal past experiences, social, cultural, emotional, and psychological factors which allows them to decide if they want to be leaders or followers and helps them determine their career, as well as achieve.

However, individuals are influenced by leadership styles and strategies as antecedents of organizational culture and internal climate.

**Proposition 2:** Leaders opt for strategies or style-driven through inner psychology as an individual or a rational choice for personal and organizational effectiveness /excellence.

However, psychological factors and past experiences become antecedents of planning, organizational success, holding key employees, and maintaining a competitive edge /achieving corporate objectives.

**Proposition 3:** Organizations require individuals (as followers/or leaders) for teams and create an internal climate combating both internal and external factors for gaining and maintaining long-term success.

However, individuals and leaders in the role of leadership or follower can make them successful.

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### **DISCUSSION**

Much of the structure is theory-building solid blocks, and simple, concise words stand for the cornerstone of sturdy frames. Constructs are not a substitution for theory. However, it can be considered a necessary step in strong design philosophy in short words. The structures are, therefore, suitable but inadequate for the approach alone. Leadership models are based on overlap or disagreement in the behavioral category, the principal risks in internal consistency. There are four essential elements of conceptual character. Firstly, too much is borrowed from definitions. The simple language structure requires the capacity to differentiate between ideas in a precise and parsimonious manner persuasively. Secondly, the specific terms of reach or the textual conditions a framework may or may not apply.

Third, the researchers should have specific philosophical variations and explain their semantic perspectives to the other associated edifices. Finally, concerning the general theoretical claim, the theorist can prove a degree of coherence or logical continuity of the framework (Aarons et al., 2016; Suddaby, 2010). Cognitive scientists of organizational researchers' have introduced mixed models to prove collective coherent ideas (Boisgontier & Cheval, 2016; Gifford, Graham, Ehrhart, Davies, & Aarons, 2017; Hult, 2011; Serban & Roberts, 2016). The inconsistency of empirical studies, overlapping theories, and restricted models are often considered weak research. Such replications are argued as limited scope research (Suddaby, 2010); therefore, the importance of rigor, novelty, and paradox has compelling researchers to bring innovative ideas (Poole & Van de Ven, 1989).

### **SOLUTIONS AND RECOMMENDATIONS**

The present study indicates that to strengthen the atmosphere of the environment and inside the organization. A strong and dedicated leadership character is required, supporting developing a conducive relationship between employees and leaders. It attempts to examine the relationship between leadership, individuals, and organizations. It further highlights the employee's role as an individual and factors that influence the organization's particular character; however, there is a need to work on the individuals rather than the employees.

### **FUTURE RESEARCH DIRECTIONS**

Furthermore, the present research highlights the critical importance of leadership implies the opportunity to encourage and develop the creative nature of vision. More focus on individuals in the organizations could be a better option for promoting knowledge and management. As we know, individuals have a compendium of inner psychology, past experiences, social, cultural, emotional, and psychological factors that allow them to decide if they want to be leaders or followers and determine their career and the opting path.

### **CONCLUSION**

Existing management challenges are developmental and organizational effectiveness in leadership. Researchers are required to continue through and thoughtful research on contemplative scenarios (McCleskey,

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2014). Theoretical hybrid designs and follower-centered approaches (Bligh, 2011; Gronn et al., 2011) for transformation will occur as contemporary leadership building toward creative individuals who are considerate, responsive, and adaptive according to situations and actions.

Four conduct factors that are found in transition leaders have been identified by (Avolio, Bass, & Jung, 1999) and explained: (A) charisma that integrates excitement, strength, trust, and ethics and focuses on a shared mission; (B) intellectual stimulation incorporating behavior, such as the suggestion of new perspectives or review of assumptions (in the role as a leader or follower), that promotes innovation and creativity (at the workplace); (C) consideration of individuals that involves listening, cultivating, and delegating behavior (as situational factors); and (d) contingent rewards that include behaviors which appreciate and encourage contributions by individuals. But although each of the three expectations of leadership behavior forecasts good leadership, there are two significant issues.

First, perceptions of human actions vary from person to person and require considerable development, activities, and research. Embracing and transforming conduct, for instance, requires both rewarding and moral empathy. Second, the expectations of behavior are perplexed by the results of leadership. For example, charisma is characterized by the leader's motivational influence on subordinates, who view the leader as an enthusiastic, influential, trustworthy, and ethical role model. The behavior that results in this charismatic effect, however, remains unknown. However, to address this challenge, Behrendt et al. (2017) proposed the IMoLB integrative management model by developing an integrated structure covering critical aspects of leadership, which focused upon behavior categories for improving understanding between groups and individuals, cultivating motivation. Inspiring culture and three relation-oriented behavior categories encouraging collaboration, direct stimulation, and engaging human resources, some of which are further defined by a variety of different behaviors; however, there have been critical voices that suggest that grand theories are too large and superficial to add real value to leadership effectiveness discussions.

Many investigators accept that today's significant hypotheses have not met their needs. The proposed model's benefit is comprehensive and detailed, thus counteracting influential theories' critique as too narrow for empirical testing. It offers precise and particular characteristics in all sub-levels since it is based on current psychological theory and uses various established conduct research theories. Although we retain a well-established perception of leadership behavior, it also provides multiple "sub-theories" on critical theory levels. The framework advocates direct and offers promotion of leadership actions by utilizing situations before independent study groups and disciplines instead of a growing number of new theories and devised / or more semantic hypotheses.

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### **KEY TERMS AND DEFINITIONS**

**Action Centered:** A blueprint for control and management of team, group, or organization.

**Diversity:** Understanding others' social, psychological, gender, ethnic, or cultural differences working for shared objectives or under the same management.

**Framework:** A particular set of hypothetical factors with a predictive outcome.

**Leadership:** The art of motivating individuals and groups towards a shared aim and common goal. Leaders in a business setting direct subordinates through the strategy to achieve the desired outcomes.

**Organization:** A purposeful structure of business setup.

**Situation:** This is a set of circumstances or relationships to events happening around.

**Situational Leader:** An adaptive style of management of governing people, teams, or organizations.