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Leadership Mastery Model for High-Impact Leadership  
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## Leadership Mastery Model for High-Impact Leadership Development

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### ABSTRACT

**Purpose:** The purpose of this paper was to address the critical challenge corporate professionals face in practically applying the vast and often overwhelming body of leadership literature for leadership development. This paper aimed to synthesize key leadership concepts from scholarly sources and, through this synthesis, introduced a novel, integrated model of leadership development. The model that can serve as a clear, practical framework designed to enhance leadership development efforts for corporate professionals.

**Methodology:** A comprehensive literature review formed the foundation of this study. We systematically examined major leadership theories, including trait, behavioral, and contingency approaches, alongside key characteristics of contemporary leadership styles such as transformational, charismatic, authentic, servant, and Level 5 leadership. Moreover, components of toxic leadership and common leadership derailment behaviors were studied in detail. Insights gained from this rigorous review were then systematically synthesized to develop the model.

**Findings:** Our research culminated in the Leadership Mastery Model, designed to develop high-impact leaders. A high-impact leader, as defined in the paper, is the leader who embodies all the major qualities of leadership, alongside the core strengths of transformational, charismatic, authentic, servant, and Level 5 leadership, while consistently avoiding common leadership derailment behaviors. Starting from a clear understanding of the purpose of leadership, the Leadership Mastery Model outlined key leadership traits essential for effective leaders. Then, the model discussed various leadership behaviors and emphasized the importance of adaptability in these behaviors, as needed, according to the situation at hand for a leader. The model also guided leaders regarding common leadership derailment behaviors that must be avoided by high-impact leaders.

**Unique contribution to theory, practice and policy:** Our research has made a valuable contribution to leadership theory and practice by introducing the Leadership Mastery Model that integrated key leadership concepts from scholarly research into a single, practical framework, offering a clear roadmap for organizations and corporate professionals to develop high-impact leaders. Now, anyone can use this model to develop high-impact leaders without going through the maze of the overwhelming amount of scholarly leadership literature.

**Keywords:** *Leadership Mastery Model, high-impact leader, leadership traits, leadership behaviors, leadership derailment*

## **1. INTRODUCTION**

The success of any organization is significantly influenced by its leadership. Thus, cultivating effective leaders at all levels of the organizational hierarchy is crucial for achieving and maintaining superior performance of an organization. Therefore, organizations throughout the world spend heavy amounts on leadership development programs for their executives. Moreover, aspiring executives themselves spend time and money in an attempt to become effective leaders for their professional growth and advancement in the corporate world.

Business schools and management training organizations worldwide offer a wide variety of courses and training programs to guide people in developing their leadership skills, utilizing some well-known leadership theories. Moreover, leadership scholars throughout the world are also continually engaged in scholarly research, thus providing additional insights on the topic of leadership. This has resulted in a wide array of leadership topics in the leadership literature, each focusing on a particular aspect of leadership. For example, there is literature available on topics like the purpose of leadership, leadership traits, leadership behaviors, contingency theories, transformational leadership, leaders' sources of power, charismatic leadership, authentic leadership, servant leadership, toxic leadership, leadership derailment behaviors, and much more.

The presence of such a wide variety of diverse leadership literature may confuse a person in his or her journey of becoming an effective leader. Moreover, it is very difficult for anyone to apply even a significant portion of the leadership literature in the right sequence in order to improve one's leadership effectiveness. Hence, there was a need for a framework that connects important leadership concepts found in the scholarly leadership literature in order to provide a clear roadmap to corporate professionals who want to use leadership research to enhance their leadership skills. Considering this need, this paper has developed a Leadership Mastery Model that not only links important concepts from the leadership literature in a single framework but is practical enough to be applied by organizational executives at all levels.

This paper has first outlined the various elements included in the Leadership Mastery Model from the leadership literature, followed by the depiction and explanation of the model. Any corporate professional can easily use this model in his or her journey towards leadership excellence. Moreover, the model provides a clear roadmap to organizations worldwide in their effort to transform their managers into high-impact leaders.

## **2. LITERATURE REVIEW**

### **2.1 Meaning and Purpose of Leadership**

Leadership is defined in many ways by various leadership scholars. Each definition emphasized a certain aspect of the leadership phenomenon (Yukl, 1989). However, leadership is mostly viewed as an influencing process for the achievement of certain goals. For example, Robbins and Mary (2016) defined leadership as "a process of influencing a group to achieve goals" (p. 523). Weirich, Cannice, and Koontz (2008) defined leadership as "the art or process of influencing people so that

they will strive willingly and enthusiastically toward the achievement of group goals” (p. 347). Thus, the process of influencing and the achievement of goals is common among most definitions of leadership.

One of the discussions among leadership scholars is about the purpose of leadership in an organization. Most of the recent focus is on the view that the purpose of leadership is to enhance the organizational economic and technical performance. This implies that leaders should maximize an organization’s performance in terms of factors like productivity, efficiency, growth, and profitability. Other leadership scholars are of the view that meaning-making in the lives of people who are being led is also a significant purpose of leadership. This meaning-making aspect of leadership includes creating an environment in organizations where people develop a sense of purpose and meaning in their professional lives (Podolny, Khurana, & Besharov, 2010).

The meaning-making aspect of leadership was given significant importance by early leadership scholars, but with the passage of time, the economic and technical performance aspect was given more importance. One of the reasons for emphasizing more on the economic performance rather than the meaning-making aspect of leadership is the qualitative nature of meaning-making, which is hard to define and quantify. Nevertheless, both these objectives are important for a good leader (Podolny, Khurana, & Besharov, 2010).

Therefore, it is concluded that there are two major purposes of leadership: Firstly, enhancing the economic and technical performance of an organization, and secondly, meaning-making in the life of the people who are being led by the leader. Both these objectives are mutually related in some way. For example, if a leader is able to develop a sense of purpose in the lives of the followers and make them feel motivated to work for the organization, this results in further improvement of the economic and technical performance of the organization.

## **2.2 Trait Approach**

The topic of leadership attracted many scholars and researchers from various educational disciplines, including the discipline of organizational behavior. Three major approaches to study leadership in organizational behavior are the trait approach, the behavior approach, and the contingency approach (Glynn & DeJordy, 2010). The trait approach to leadership study was the earliest approach to understand the leadership phenomenon in the organizational behavior approach. Zaccaro (2007) defined leaders’ traits as “relatively coherent and integrated patterns of personal characteristics, reflecting a range of individual differences, that foster consistent leadership effectiveness across a variety of group and organizational situations” (p. 7).

The trait approach assumed that there are some common inherent qualities in leaders that distinguish them from non-leaders. As a result, many trait theories of leadership appeared that were earlier referred to as the Great Man theories of leadership. The leaders' inherent qualities that were initially studied in the trait approach were extraordinary personality attributes, abilities, skills, or physical characteristics (Glynn & DeJordy, 2010). The earliest trait theories that focused on the leader as a person were not so successful. Leaders' traits explored in the earlier studies in the 1920s



and 1930s were physical stature, appearance, social class, emotional stability, speech fluency, and social ability. However, later trait theories that focused on the leadership process rather than the person were more successful (Robbins & Mary, 2016). The trait approach to leadership is still applicable.

Kirkpatrick and Locke (1991) identified six major traits in a leader that made them different from non-leaders. The identified traits were drive (achievement, ambition, energy, tenacity, initiative), leadership motivation (desire to lead, personalized vs. socialized), honesty and integrity, self-confidence (including emotional stability), cognitive ability, and knowledge of the business. Their research also identified the additional traits of charisma, creativity/originality, and flexibility; however, these latter traits were comparatively found to be less significant for the leaders as compared to the six identified major traits.

The trait approach to leadership study was dominant in the early periods of leadership research. However, later the trait approach was disdained due to its inability to find common leadership traits and its inability to account for situational factors for leaders. Recently, there has been a re-emergence of the trait approach to leadership study driven by conceptual, methodological, and statistical sophistication in the field of research (Zaccaro, 2007). However, it is asserted that having some desirable traits alone is not enough for effective leadership. Traits can be considered as only a precondition for effective leadership. Other than traits, leaders need to apply appropriate behavior for their leadership effectiveness (Kirkpatrick & Locke, 1991).

### **2.3 Behavior Approach**

Lewin, Lippitt, and White (1939) were the pioneers of the behavior approach to leadership study, which focused on leaders' style of action (Glynn & DeJordy, 2010). They identified three leadership styles: autocratic style, democratic style, and laissez-faire style. In the autocratic style of leadership, a leader tends to dictate work methods, make unilateral decisions, and limit employee participation. In the democratic style of leadership, a leader tends to involve employees in decision making, delegates authority, and uses feedback as an opportunity for coaching employees. In the laissez-faire style, a leader generally lets the group make decisions and complete the work in whatever way it sees fit (Robbins & Mary, 2016).

Yukl, Gordon, and Taber (2002) asserted that early research on behavioral theories of leadership was mostly based on a two-factor model. These studies included Ohio State studies and University of Michigan studies on leadership behavior. Ohio State research identified two basic styles of leadership: initiating structure and consideration. In the initiating structure style, a leader defines and structures his or her role and the role of group members in search of goal attainment. In the consideration leadership style, a leader had job relationships characterized by mutual trust and respect for group members' ideas and feelings (Robbins & Mary, 2016).

University of Michigan research identified two leadership styles: production-oriented and employee-oriented. In the production-oriented style of leadership, a leader tends to emphasize the technical and task aspects of the job, is concerned mainly with the group's tasks, and regards group

members as the means to achieve goals. In the employee-oriented leadership style, a leader emphasizes interpersonal relationships and takes a personal interest in the needs of the followers (Robbins & Mary, 2016).

With the passage of time, leadership scholars became more interested in the way leaders initiate and implement change in organizations. The recent theories of transformational and charismatic leadership included change-oriented behaviors that are relevant to leadership effectiveness (Barrasa, 2003). Thus, Yukl, Gordon, and Taber (2002) developed a three-dimensional taxonomy of leadership behaviors that included the change behavior. They developed a taxonomy of three meta-categories of leaders' behavior that are task behavior, relations behavior, and change behavior. The meta-categories developed by Yukl, Gordon, and Taber (2002) seemed to be more comprehensive than the University of Michigan or Ohio State studies, as they included an important dimension of change, which is very relevant to studying leadership.

Task behavior meta-category included planning short-term activities, clarifying task objectives and role expectations, and monitoring operations and performance. Relations behavior meta-category included providing support and encouragement, providing recognition for achievements and contributions, developing member skills and confidence, consulting with members in decision-making, and empowering members to take initiative in problem-solving. The change behavior meta-category included monitoring the external environment, proposing an innovative strategy or new vision, encouraging innovative thinking, and taking risks to promote necessary changes (Yukl, Gordon, & Taber, 2002).

## **2.4 Contingency Approach**

Context is important for leadership studies, as a leadership style may vary significantly depending on the context in which the leader is operating. Thus, contingency leadership theories asserted that the effective leadership style varies according to the situation or the context. No one style is effective in all situations, therefore, a leader must apply a suitable behavior that is required by the situation. Thus, various contingency theories emerged with the passage of time. These contingency theories emphasized the context of the situation in terms of the favorableness of the environment for the leader, the complexity of the task, and the followers' expertise (Glynn & DeJordy, 2010). The contingency theories of leadership have tried to recommend suitable leadership styles for various situations and contexts.

The first comprehensive contingency model of leadership was developed by Fiedler, known as the Fiedler model. According to this model, effective group performance is dependent upon the match between the leader's style of interaction with his or her followers and the degree to which a leader is allowed by the situation to control and influence followers. The theory identified two leadership styles: task-oriented and relationship-oriented. The situational factors, according to the theory, are dependent upon leader-member relations, task structure, and the position power of the leader. With respect to these factors, the favorableness of the situation for the leader was categorized as highly favorable, moderately favorable, and highly unfavorable. According to Fiedler, task-oriented

behavior is effective in highly favorable and highly unfavorable situations for the leader. Whereas the relationship-oriented style is effective in moderately favorable situations for the leader (Robbins & Mary, 2016).

One of the well-known theories of contingency leadership is Hersey and Blanchard's situational leadership theory (Cîrstea & Constantinescu, 2012). Hersey and Blanchard argued that the best leadership style depends upon the readiness of the followers. The follower's readiness is to the extent to which they have the ability and willingness to accomplish a specific task. The theory identified four kinds of followers: people who are unable and unwilling to do tasks, people who are unable but willing to do necessary tasks, people who are able but unwilling to do the tasks, and people who are both able and willing to do the tasks. The theory defined four types of leadership styles: telling (high task – low relationship), selling (high task – high relationship), participating (low task – high relationship), and delegating (low task - low relationship). The theory then matched the four leadership styles with the four types of followers (Hersey & Blanchard, 1969).

## **2.5 Other Approaches to Leadership Study**

Certain other approaches have evolved to study leadership in the organizational behavior literature. These are related to change, influence, and charisma. These theories are mostly built on and are the extension of the previous works related to trait, behavior, and contingency approaches of leadership study (Glynn & DeJordy, 2010). Some specialized leadership approaches are also discussed in the leadership literature. Each of these approaches emphasizes certain qualities of leaders. A brief description of some such well-known leadership approaches that were studied during the development of the Leadership Mastery Model is included in this section. Important elements of these renowned leadership approaches were included in the model for high-impact leadership development.

### **2.5.1 Transformational Leadership**

Some newer theories of leadership have closely related leadership to the change process. They considered a leader a catalyst for change. The process of change by leadership is of two kinds: transactional or transformational (Glynn & DeJordy, 2010). Robbins and Mary (2016) defined transactional leaders as “leaders who lead primarily by using social exchanges (or transactions)” (p. 532). Whereas, they defined transformational leaders as “leaders who stimulate and inspire (transform) followers to achieve extraordinary outcomes” (p. 532). The two styles of leadership, however, should not be considered as mutually exclusive and opposite of each other. Leaders build transformational leadership on top of their transactional leadership.

Research has demonstrated the superiority of transformational leadership over transactional leadership. Transformational leaders enhance followers' performance by increasing their morale and motivation using a variety of mechanisms. These mechanisms include connecting the follower's sense of identity and self to the collective identity of the organization; becoming a role model for followers to inspire them; challenging followers to take greater ownership for their work; and understanding the strengths and weaknesses of followers (Odumeru & Ogbonna, 2013).

According to Bass and Avolio (1994), transformational leadership is composed of four components: inspirational motivation (articulating an appealing and/or evocative vision), intellectual stimulation (promoting creativity and innovation), idealized influence (charismatic role modeling), and individualized consideration (coaching and mentoring). Reza (2019) has identified the following important skills of a transformational leader: creativity, visionary, team-oriented, educating, caring for followers, a motivator, and showing appreciation.

Many scholars, including Goleman and Cherniss (2024), have highlighted a relationship between emotional intelligence and leadership, especially transformational leadership. For example, a study conducted by Barling, Slater, and Kelloway (2000) suggested a link between emotional intelligence (EQ) and transformational leadership. Thus, leaders with higher emotional intelligence are more likely to be effective leaders by exhibiting desired transformational leadership behaviors.

### **2.5.2 Charismatic Leadership**

Robbins and Mary (2016) defined a charismatic leader as “An enthusiastic, self-confident leader whose personality and actions influence people to behave in certain ways” (p. 533). Some people closely relate or even equate transformational leadership with charismatic leadership. However, these two concepts are related but are not identical. Transformational leadership is a broader concept, and charisma is a subcomponent of it (Antonakis, Fenley, & Liechti, 2011).

Leadership charisma is a source of soft power and is the emotional or magnetic quality of inherent attraction in a leader (Nye, 2010). Charismatic leaders are very good at both verbal and non-verbal communication skills. They can communicate in vivid and emotional ways that federate collective action around a vision. The influencing tactics used by charismatic leaders depend both on the verbal content and on the non-verbal delivery mode, like gestures, facial expressions, and an animated voice (Antonakis, Fenley, & Liechti, 2011).

### **2.5.3 Authentic Leadership**

There is a recent growth of scholarly articles related to the concept of authentic leadership. There are a variety of definitions presented in the leadership literature for authentic leaders. Various definitions of authentic leadership show that authentic leaders accept personal and organizational responsibility for actions, outcomes, and mistakes; do not manipulate subordinates; and believe in the salience of the self over their role requirement (Gardner W. L., et al., 2011). According to Whitehead (2009), an authentic leader is one who: “(1) is self-aware, humble, always seeking improvement, aware of those being led and looks out for the welfare of others; (2) fosters high degrees of trust by building an ethical and moral framework; and (3) is committed to organizational success within the construct of social values” (p. 850).

### **2.5.4 Servant Leadership**

Recently, there has been an emergence of considerable scholarly literature on the topic of servant leadership as well. The term servant leader was coined by Robert K. Greenleaf in his seminal 1970



essay *The Servant as Leader*. A servant leader is a type of leader who serves his followers first and does not lead first. Servant leaders go beyond self-interest and are genuinely concerned with serving followers. They make sure that the followers grow and achieve their personal well-being (Greenleaf, 2008). According to Rachmawati and Lantu (2014), some key characteristics of servant leaders are: empowering and developing people, humility, authenticity, interpersonal acceptance, providing direction, and stewardship.

Servant leadership shares many similarities with transformational leadership as both are people-oriented and follower-centered leadership styles. Nevertheless, the focus of transformational leaders is toward the organization and building commitment to organizational objectives through empowering followers, while servant leaders focus on the service itself. Thus, the overriding focus of the servant leader is upon service to followers (Gregory & Patterson, 2004). Servant leadership is a type of democratic leadership, as the followers participate in the decision-making process, and servant leaders prefer to give credit to their teams rather than themselves. As compared to democratic leadership, servant leaders, however, are more involved in the decision-making process but prefer to stay out of the limelight for their followers to receive the recognition for the hard work (Kim, 2016).

### **2.5.5 Level 5 Leadership**

Collins and his team (2001) studied the success factors of top leaders in organizations that displayed outstanding organizational growth. Such leaders, apart from providing a clear and compelling vision to the followers, possessed two main qualities: personal humility and professional will. These two additional qualities in a leader make him or her a highly effective leader. Collins referred to such leaders as the Level 5 leaders. Collins (2001) explained: “What catapults a company from merely good to truly great? A five-year research project searched for the answer to that question, and its discoveries ought to change the way we think about leadership. The most powerful transformative executives possess a paradoxical mixture of personal humility and professional will. They are timid and ferocious. Shy and fearless. They are rare and unstoppable” (p. 67).

### **2.6 Cultural Adaptability**

The effectiveness of a leadership style is also somewhat dependent on the cultural context in which the leader is operating. Thus, it is possible that a leader who is effective in one culture does not remain as effective when moved to another culture. Therefore, considering the culture in which a leader is operating is an important dimension to consider in leadership studies. A study examined and compared the perceived desirable leadership attributes for leaders working in American and Japanese cultures. It was found that for the American culture, leadership traits of intelligence, honesty, understanding, verbal skills, and determination were highly rated. Whereas, for Japanese culture, highly rated leadership attributes were fair, flexible, a good listener, outgoing, and responsible (Javidan, Dorfman, Howell, & Hanges, 2010). Thus, leaders should consider the

cultural context in which they are operating and should adjust their leadership style to enhance their leadership effectiveness.

There are two types of analysis for studying the effect of culture on leadership. First is the effect of organizational culture on leadership effectiveness, and the second is the effect of national culture on leadership effectiveness. Lorsch (2010) argues that effective leaders behave in the context of social systems around them that depend upon followers' expectations, organizational complexity, international differences, and the organization's task. Bass suggested that, unlike transactional leaders, transformational leaders are even able to influence and change the organizational culture (Javidan, Dorfman, Howell, & Hanges, 2010).

## **2.7 Leadership Derailment**

There are certain leadership styles and behaviors that must be avoided by a leader. One related topic in leadership literature that has grasped the attention of leadership scholars is the topic of toxic leadership. Apart from the various elements of toxic leadership, some researchers have identified some common leadership derailment behaviors that must be avoided by a leader. The elements of toxic leadership style, along with other common leadership derailment behaviors, are included in the Leadership Mastery Model discussed in this paper. The following text briefly delineates the topic of toxic leadership and common leadership derailment behaviors.

### **2.7.1 Toxic Leadership**

Mehta & Maheshwari (2014) defined toxic leadership as “a series of purposeful and deliberate behaviors and acts of a leader that disrupt the effective functioning of the organization and are intended to maneuver, deceive, intimidate, and humiliate others with the objective of personal gains” (p. 20). A toxic leader often yells, threatens, and bullies subordinates, and his mood swings determine the climate of the office on a workday. Toxic leadership style is a destructive, disturbing, and dysfunctional act of supervision by a leader that spreads among the workforce (Mehta & Maheshwari, 2014).

Three main components of the toxic leadership syndrome are: an apparent lack of concern for the well-being of subordinates, a personality type that negatively affects organizational climate, and a conviction by subordinates that the primary motivation of the leader is his self-interest (Reed, 2004). Schmidt (2008) developed and validated the toxic leadership scale to measure the toxicity of toxic leaders. The five dimensions of toxic leaders in his toxic leadership scale are: Abusive supervision, authoritarian leadership, narcissism, unpredictability, & self-promotion.

### **2.7.2 Other Leadership Derailment Behaviors**

Apart from negative behaviors identified under the topic of toxic leadership, there are other leadership derailment behaviors that can be present in a leader. Such negative behaviors should be well understood and subsequently avoided by the leaders. According to Vries and Engellau (2010), some common leadership derailment behaviors are; isolation from reality, conflict avoidance (all types of conflicts including necessary conflicts), abrasive behavior, paranoia, micromanagement,

feeling like an imposter due to unnecessary perception of personal incompetence, hypomanic behavior, and generational envy towards young members of the organization. Leaders must avoid all such derailment behaviors in order to remain effective leaders.

### 3. LEADERSHIP MASTERY MODEL

In this section, we have combined all the major themes of the leadership literature discussed earlier into a framework termed as Leadership Mastery Model. This model guides individuals as well as organizations by providing a clear roadmap to develop high-impact leaders. We have defined a high-impact leader as “an exceptionally effective leader who embodies the major qualities of leadership, alongside the core strengths of transformational, charismatic, authentic, servant, and Level 5 leadership, while consistently avoiding major leadership derailment behaviors.” The Leadership Mastery Model is depicted in Figure 1:



Figure 1: Leadership Mastery Model

The first step for becoming a high-impact leader is to know the purpose of leadership. The clarity of purpose provides a strong base for a leader's future actions and behaviors. The model depicts two major purposes of leadership as specified by Podolny, Khurana, and Besharov (2010). After having a clarity on purpose, a leader should develop essential leadership traits. The essential traits mentioned in the model include six major traits identified by Kirkpatrick and Locke (1991) that make leaders different from non-leaders. In addition to these six traits, the model includes the trait of communication skills, which is an important trait for a leader (Barrett, 2006; De Vries, Bakker-Pieper, & Oostenveld, 2010).

The list of seven essential traits mentioned in the model includes the traits of drive and self-confidence, which are important for transformational leaders and charismatic leaders (Robbins & Mary, 2016). The list includes honesty and integrity, which is an essential trait for an authentic leader (Whitehead, 2009). Communication skills mentioned in the list are important for any leader, especially for a charismatic leader who uses both verbal and non-verbal communication skills for their leadership effectiveness (Antonakis, Fenley, & Liechti, 2011).

Acquiring essential traits provides a solid foundation for high-impact leadership. However, traits alone are not enough, as leaders need to apply appropriate behavior for their leadership effectiveness (Kirkpatrick & Locke, 1991). Therefore, leaders must now cultivate adaptability in the leadership style as shown in the model. The model shows various leadership behaviors or styles, including autocratic, democratic, and laissez-faire leadership styles (Robbins & Mary, 2016). As per the contingency approach, a leader must be able to apply an appropriate leadership behavior or style as per the situation at hand, as no one behavior is suitable for all sorts of situations (Glynn & DeJordy, 2010).

The model also shows three meta-categories of leaders' behavior that are task behavior, relations behavior, and change behavior (Yukl, Gordon, & Taber, 2002). All these meta-categories of behaviors are important for a high-impact leader. For example, change behavior is very much important for transformational leaders (Bass & Avolio, 1994; Reza, 2019). Similarly, relations behavior is important for transformational leaders (Bass & Avolio, 1994; Reza, 2019), authentic leaders (Whitehead, 2009), and servant leaders (Rachmawati & Lantu, 2014). Similarly, other than relationship behavior, high task orientation is required in level-5 leaders (Collins, 2001).

After mastering adaptability in leadership style, a leader must expand his or her leadership repertoire by developing some additional leadership traits and skills in order to become a high-impact leader. The model mentions seven such leadership qualities that are: visionary, inspiring, emotionally intelligent, humble, caring, coach/mentor, and culturally adaptable. All these traits and skills are important for becoming a high-impact leader. Table 1 provides the logic of including these seven additional traits in the model, followed by a brief explanation.

Table 1: Importance of the seven additional leadership qualities mentioned in the model

| Leadership trait        | Importance for a high-impact leader   |
|-------------------------|---|
| Visionary               | A major quality of transformational, charismatic, servant, and level 5 leaders. |
| Inspiring               | A major quality of transformational, and charismatic leaders.                   |
| Emotionally intelligent | A major quality of transformational, charismatic, and servant leaders.          |
| Humble                  | A major quality of transformational, servant, and level 5 leaders.              |
| Caring                  | A major quality of authentic and servant leaders.                               |
| Coach/mentor            | A major quality of transformational and servant leaders.                        |
| Culturally adaptable    | Good quality of a leader especially who works in diverse cultures.              |

Being visionary is an important trait for transformational leaders (Reza, 2019), charismatic leaders (Antonakis, Fenley, & Liechti, 2011), servant leaders (Rachmawati & Lantu, 2014), and level 5 leaders (Collins, 2001). Similarly, being an inspiring leader is a major quality for transformational leaders (Odumeru & Ogbonna, 2013) and charismatic leaders (Antonakis, Fenley, & Liechti, 2011). Emotional intelligence is an important quality for transformational leaders (Barling, Slater, & Kelloway, 2000), charismatic leaders (Antonakis, Fenley, & Liechti, 2011), and servant leaders (Rachmawati & Lantu, 2014). Humility is an important quality of authentic leaders (Whitehead, 2009), servant leaders (Rachmawati & Lantu, 2014), and level 5 leaders (Collins, 2001). Being caring is an important quality of authentic leaders (Whitehead, 2009), and servant leaders (Greenleaf, 2008). Being a coach or mentor is an important quality of transformational leaders (Bass & Avolio, 1994) and servant leaders (Rachmawati & Lantu, 2014). Similarly, the adaptability of leadership behavior as per the cultural context is also a good quality of a leader (Lorsch, 2010).

As portrayed in the Leadership Mastery Model, avoiding leadership derailment behaviors is also important for a leader during his or her journey in becoming a high-impact leader. One area of it is to avoid behaviors of a toxic leader, that is, abusive supervision, authoritarian leadership, narcissism, unpredictability, and self-promotion (Schmidt, 2008). The second area it is to avoid other common leadership derailment behaviors. The model shows eight common leadership derailment behaviors identified by Vries and Engellau (2010).

#### 4. CONCLUSION

This paper introduced a Leadership Mastery Model that integrated key leadership concepts from scholarly research into a single, practical framework, that offers a clear roadmap for organizations and corporate professionals at all levels to become high-impact leaders. The model defined high-impact leaders as leaders who embody all the major qualities of leadership, alongside the core strengths of transformational, charismatic, authentic, servant, and Level 5 leadership, while consistently avoiding common leadership derailment behaviors. The model provided systematic guidance about the purpose of leadership, essential traits and behaviors of leaders, common leadership derailment behaviors, and much more in a journey to become a high-impact leader. Anyone can use this model to become a high-impact leader without going through the maze of the overwhelming amount of scholarly leadership literature. Moreover, organizations can use the Leadership Mastery Model to design effective leadership development programs for their employees to achieve maximum results in a short span of time.

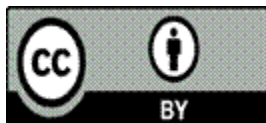
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