

"Advancing Knowledge on Managerial Training and Leadership Styles: Systematic Review Using the TCCM Framework"

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Abstract:

Purpose: This study focuses on the managerial training and managerial leadership relationship in order to build an understanding of the relation between the two, explaining conceptual connections and outlining the research direction. It responds to the lack of literature on the impact of managerial training on the leadership practices at the industry or cultural level by adopting a systematic review method, which incorporates the following elements: Theory (T), Context (C), Characteristics (CM) and Methodology (M).

Design/Methodology/Approach: The bibliometric and systematic literature review method was used to search for relevant literature published in the last 10 years (2015-2025) and themed according to the TCCM framework. The review was centered on the peer-reviewed journal articles that were of high quality and relevant to the topic. The methodology involves categorizing the empirical and non-empirical studies using quantitative, qualitative and mixed methods in different research designs.

Findings: The managerial training facilitates the emergence and growth of various leadership styles like transformational leadership, transactional leadership, authentic leadership, ethical leadership and servant leadership. Research indicates that training interventions improve skills needed for effective leadership. The styles of leadership are dynamic and affected by training; each style needs a different approach to developing. Individual, team, and organizational leadership outcomes and mediating and moderating factors of leadership effectiveness are highlighted.

Practical Implications: The results support practitioners in designing targeted managerial training programs in accordance with desired leadership styles and the organizational priorities. It is recommended that leadership development be continuous, experiential and feedback focused. The study will be supportive to the adaptation of training to the sectoral and cultural context for improved leadership outcomes.

Originality/Value: This review combines the concepts of managerial training and leadership in a multi-disciplinary perspective, which is not explored in the literature together. It provides a full picture of the theoretical and methodological developments and identifies key research gaps, thus setting the agenda for future research to build the knowledge base of leadership development.

Keywords: Managerial Training, Leadership Styles, Systematic Literature Review, Transformational Leadership, Authentic Leadership, Servant Leadership, TCCM Framework, Leadership Development, Organization Outcomes, Leadership Competencies.

Type of Paper: Review Paper

1. Introduction:

From the perspective of contemporary management studies, managerial training and leadership styles are known to be interrelated constructs, which are of central importance in the context of leadership development and organizational functioning. Managerial training involves learning and developing leadership skills, communication skills, and decision-making skills needed for managing as well as the technical skills being learnt. Leadership styles such as transformational, transactional, authentic, servant and ethical leadership offer explanations of how managers influence, direct and inspire people and teams (Piwowar-Sulej & Iqbal, 2023). The literature indicates that leadership styles are not static traits of a leader but rather a style of leadership that can change and be developed through training and experience. Systematic reviews prioritize the different styles used in practice and they also show how leadership traits, skills, and competencies are involved in directing managerial behavior (Furterer et

al., 2025). For example, authentic and ethical leadership has been paired with transformational and transactional approaches, as leadership theory has grown in response to current leadership challenges in management (Borde et al., 2024). Meanwhile, managerial training is one of the factors that have an impact on leadership development. Empirical studies have demonstrated that formalized management education and training leads managers to adopt certain leadership styles and to develop their leadership skills (Goodall, 2006). This implies that managerial training is a basis from which leadership styles can be nurtured, further developed and maintained. While there is existing research to draw on, there are important gaps. Researchers in the field of managerial training and leadership have largely addressed the topic of managerial training and the styles of managerial leadership as distinct fields of study, with little consideration for the impact of managerial training on the approaches to managerial leadership in different sectors and cultures.

The objective of this investigation was to overcome with a theory development, context, characteristics, and methodology (TCCM) framework (Paul & Rosado-Serrano, 2019; Rosado-Serrano, Paul, & Dikova, 2018; Singh & Dhir, 2019) the weaknesses of previous investigations, which evaluated literature between 2015 and 2025. But it was a most effective tool (Aaltonen, 2020) and it was used for internationalization reviews (Hao, Paul, Trott, Guo, & Wu, 2019; Paul & Rosado-Serrano, 2019) that gave us a multidisciplinary perspective on our understanding (Dabić et al., 2020; Gupta, Chauhan, Paul, & Jaiswal, 2020; Singh, Akbani, & Dhir, 2020).

2. Background and Literature Review

In modern organizational research and management, study and application of managerial training and leadership styles are significant. In the last few decades, training for managers has focused on cognitive development, social skills, and adaptive skills—skills that resonate with the broader cognitive, social, and emotional aspects of leadership (Day, 2001; Day et al., 2014).

One major theme in the literature is the classification of leadership styles and the differential consequences of these styles for training design. One of the most widely researched approaches is transformational leadership, which correlates with employee engagement, innovation, and team learning (Avolio & Bass, 1995; Judge & Piccolo, 2004) via meta-analytic and review evidence and is related to four transformational behaviors: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Complementary strands such as servant leadership, authentic leadership, ethical leadership, and domain-specific (safety) transformational leadership have become more relevant, focusing on follower development, ethic, and on context-specific outcomes, such as safety behaviour (Meuser et al., 2023; Fischer, 2023; Ghasemi et al., 2025).

Although transformational leadership is a style that has been well studied and acknowledged as one of the most effective leadership styles, empirical evidence is not unanimously supportive of this style. Servant leadership also focuses on employee wellbeing and on the ethical conduct of employees, but it does not necessarily guarantee immediate performance improvement, especially in organizations that are focused on results or performance (Eva et al., 2019). Furthermore, the depth of personal development and support needed to adopt values based leadership styles (such as authentic and ethical leadership) may mean that these styles are less likely to be responsive to short-term training interventions than behaviourally oriented styles such as transformational leadership. These discrepancies point to a context-specific effect of leadership styles, indicating that training design requirements are context dependent and must align with organizational goals and context.

There are methodological trends that show improvement as well as some consistent areas of concern. Although there is an increase in multi-level and mixed-method designs, many primary studies continue to use cross-sectional survey data and self-reported learning outcomes. In order to strengthen the causal inference, reviews recommend the use of randomized or quasi-experimental designs, multiple measurements over time, subordinate-rated and/or observer-rated behavioral outcomes, and objective performance measures (Day et al., 2014; Restivo et al., 2022).

Finally, managerial training as evidenced by the data in Scopus has proven to be a mediator in the relationship between managerial training and organizational outcomes, namely self-efficacy and team learning. The level of change is a function of program design, HR-fit (alignment and climate), and the fit of the tried and tested leadership style with organizational priorities. Further research should focus

on establishing the cumulative body of knowledge, with thorough, multi-level, and longitudinal studies, of the shapes, contexts, and components of training that are effective.

Research Questions:

RQ 1. Which leadership theories (e.g., transformational, servant, authentic) are most frequently connected with managerial training interventions?

RQ 2. What are the new research streams addressed in these articles?

RQ 3. What outcomes (individual, team, organizational) are associated with the intersection of managerial training and leadership styles?

RQ 4. What research designs (quantitative, qualitative, mixed-methods) are commonly used in managerial training and leadership style studies?

Methodology

We created the descriptive statistics for the current research by defining exact inclusion and exclusion criteria and listing the keywords to search in the most reputable databases in order to examine Research Question 1 (RQ1) regarding the leadership theories (such as transformational, servant, and authentic) that are most commonly associated with managerial training interventions.

In order to investigate Research Question 2 (RQ2) on the novel research streams included in these papers, we arranged the shortlisted studies according to themes identified from the content analysis results. We identify micro, meso, and macro-level (individual, team, and organizational) outcomes related to the confluence of leadership styles and managerial training for Research Question 3 (RQ3), finally, regarding RQ 4. We distinguish between empirical and non-empirical approaches in study designs (qualitative, mixed-methods, and quantitative) frequently employed in studies of leadership styles and managerial training.

Stage 1 – Planning of Review

A review protocol was created to provide an open, methodical, and repeatable procedure. Our research focused on how managerial training affects leadership styles. Articles unconnected to HRM and those that only addressed domain-specific problems in business, management, and social science were thus disqualified from the study. Furthermore, since peer-reviewed journals are considered the finest verified knowledge source, only full-length publications published in these journals were included in our review. Conference proceedings, book chapters, and editorials were not taken into account. Furthermore, stricter selection criteria were used, and only credible peer-reviewed journals with an ABDC 2022 ranking of B or higher were chosen.

Stage 2 - Conducting the review

The work employs the methodical search strategy described in particular review papers (Canabal & White III, 2008; Paul, Hermel et al., 2017; Tung & Stahl, 2018; Singh & Dhir, 2019; Singh et al., 2020). While internet databases like Google Scholar, SCOPUS, and Web of Science (WoS) were searched for pertinent material, the paper's primary database source was SCOPUS because it has 20% more articles indexed than WoS. All of the papers having the following terms in their titles, abstracts, or keywords have been shortlisted: "Management development" OR "leadership development" OR "managerial training" OR "management training" OR "executive training" The terms "leadership style" OR "leadership styles" were then added as a necessary condition to the title, abstract, or keywords. To get the original list of 270 articles, the other time periods and journal selection criteria listed in the preceding phase were also used.

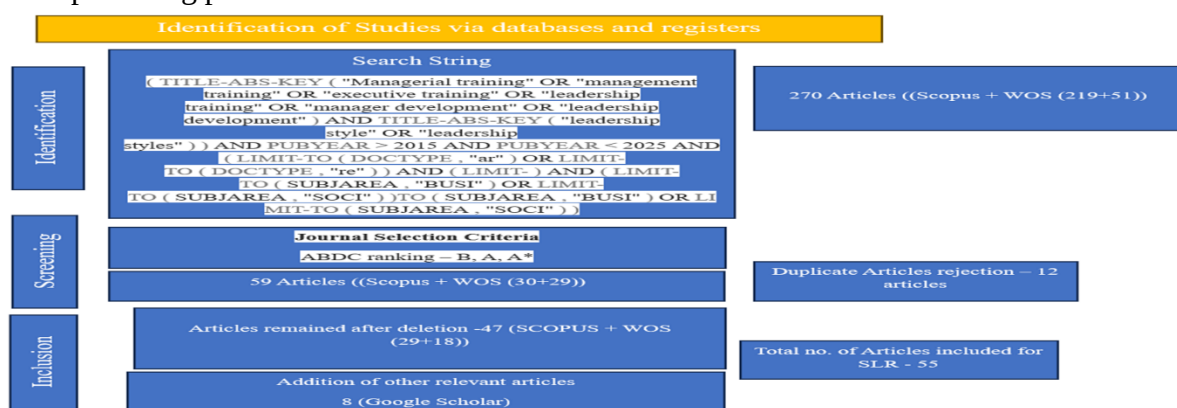


Figure 1: Prisma Model

Source: Author's own creation

Stage 3: Analysis:

Our structural assessment included a thorough objective synthesis across several dimensions, including scoped context, variables, data, statistical methods, focal area, and theoretical framework (Canabal & White III, 2008; Keupp & Gassmann, 2009). The development of the subject of study is frequently overlooked in literature reviews as a crucial synthesis theme. We have taken a moderate approach, conducting subjective synthesis on a carefully chosen collection of publications and insights for further study, motivated by adherence to an appropriate TCCM framework (Paul, Parthasarathy, & Gupta, 2017).

We conducted a keyword analysis using the Vos viewer software, and the results allowed us to group the papers into three clusters according to leadership. The clusters' themes were "Leadership and management for Organizational Performance," "Leadership styles: behavioral and perceptual outcome," and "Leadership development and organizational behavior." To find research gaps and create ideas for future studies, these clusters were further examined using the TCCM framework (Paul & Rosado-Serrano, 2019).

Stage 4: Building propositions for future research

We found several gaps in the knowledge clusters about the theoretical frameworks, standard techniques, and research contexts after using TCCM analysis. At this point, the analysis was expanded to generate hypotheses centered on the level 1 and 2 thematic knowledge clusters to establish significant research goals.

Research agenda

As Paul and Rosado-Serrano (2019) recommended, we structured the knowledge gaps using the TCCM framework. In order to discover research gaps, this methodical approach divides the topic of study into four dimensions: theory development, context, characteristics, and technique. Each of these dimensions is then further examined based on an evaluation of the literature.

Theory (T):

This below table presents a consolidated overview of recent leadership research, examining the impact of various leadership theories—transformational, servant, situational, and emotional intelligence—on critical outcomes like motivation, job satisfaction, sustainability initiatives, and pro-environmental behaviors.

Table 2: Summary of the Theories used in the papers

Name of Theory	Independent Variable	Dependent Variable	Mediator/Moderator	Findings	Authors
Transformational Leadership Theory	Leadership dimension (inspirational motivation or intellectual stimulation)	Team task performance (objective) and team creativity (idea generation)	Overall team communication and trust in teammates (sequential mediators)	Different TL dimensions affect different outcomes: inspirational motivation is better for task performance, while intellectual stimulation is better for creativity. Effects occur via improved team communication and trust.	Boies, K., et al. (2015)
	Transformational Leadership Effectiveness	Emotional Intelligence (EI)	EI measurement approaches (moderator)	Most studies support the TL link, though results vary because of inconsistent EI measures; EI generally enhances TL behaviors.	Kim, H., & Kim, T. (2017)
	Internal audit effectiveness	Mergers & Acquisition (M&A) integration and	Organizational context (moderator)	CAE leadership style significantly influenced internal audit effectiveness;	Dal Mas, L. O., & Barac, K. (2018)

		performance, including employee satisfaction, engagement, Top Management Team (TMT) turnover, and objective/subjective performance measures		transformational and transactional styles were more effective than laissez-faire.	
	Socially dynamic work environment	Leadership behaviors of female managers	Cultural and gender norms	Qatari women leaders show transformational behaviors but sometimes adopt an assertive/autocratic style because of a male-dominated context.	Sharif, K. (2019)
	Leadership style—transformational: charisma, recognition and stimulation; transactional: rewards and management-by-exception	Employee job satisfaction, affective commitment, and organizational citizenship behavior (OCB)	Transformational Leadership Dimensions—Personal recognition	Only personal recognition (transformational) positively affected job satisfaction, commitment and OCB; other dimensions showed no effect.	Hassi, A. (2019)
	Leadership style	Environmental Transformational Leadership (ETFL) training intervention	Gender—tested but non-significant	Servant leadership was positively linked to mentoring; transformational and transactional leadership were not significant, and gender was not a factor.	Ndunese okwu, C. K., & Harder, M. K. (2023)
	School performance and work alienation	Transformational leadership	Employee trust and relational coordination (mediators)	Transformational leadership improved school performance; relational coordination mediated the relationship, but employee trust did not mediate work alienation.	Fahy, A., et al. (2024)
	Transformational leadership	Food safety behavior of employees—safer food-handling practices	Intrinsic motivation and employee commitment (dual mediators);	Transformational leadership positively affects food safety behavior directly and indirectly through intrinsic motivation and commitment.	Liu, C., et al. (2024)

			Leader Food Safety Orientation (LFSO) as moderator		
	Leadership style and leader traits	Sustainability outcomes in tourism and hospitality	Organizational culture and stakeholder engagement	Leadership styles strongly influence the adoption of sustainability initiatives; gaps remain in customer-related outcomes and leader-demographics research.	Mahran, K., et al. (2025)
Servant Leadership Theory	Servant Leadership	Shared Leadership Development	Organizational factors (control variables)	Servant leadership explained significant variance in shared leadership development in Sport for Development organizations.	Svensson, P. G., et al. (2021)
	Servant leadership behaviors/components and participation in a development program	Employee outcomes—well-being, trust and team functioning—and organizational outcomes—performance and community value	Psychological processes: reciprocity/social exchange, role modelling/social learning, social identity and self-confidence	Servant leadership has broad positive impacts on employees and organizations. Leaders least enact the community-focused component; the authors offer practical implementation steps and development suggestions.	Meuser, J. D., & Smallfield, J. (2023)
	Leadership style and leader traits	Sustainability outcomes in tourism and hospitality	Organizational culture and stakeholder engagement	Leadership styles strongly influence the adoption of sustainability initiatives; gaps remain in customer-related outcomes and leader-demographics research.	Mahran, K., et al. (2025)
Emotional Intelligence Theory	Emotional Intelligence Abilities and Leadership Style	Leadership Effectiveness and Organizational Outcomes	Emotional Intelligence	Emotional intelligence strengthens the effectiveness of transformational, visionary and participative leadership styles and is linked to job satisfaction and organizational growth.	Băeșu, C., & Bejinaru, R. (2015)
	Leader EQ	Leader outcomes—style, well-being and performance	Stress and relational/emotional processes	Leader EQ is associated with positive leadership behaviors, effectiveness and well-being; a potential	Gerhardt, K., et al. (2025)

				dark side is noted, along with the need for coherent frameworks.	
Self-Determination Theory	Transformational Leadership	Innovative Work Behavior (IWB)	Basic Psychological Needs Satisfaction — autonomy, competence and relatedness	Transformational leadership positively influenced autonomy and competence needs; competence fully mediated the relationship between transformational leadership and IWB.	Messmann, G., et al. (2021)
	Leaders' ETFL behaviors, subordinates' autonomous motivation and subordinates' pro-environmental behavior	Environmental Transformational Leadership (ETFL) training intervention	Autonomous motivation as the underlying mechanism linking ETFL and PEBs	Significantly more ETFL behaviors were observed after the intervention. Following training, autonomous motivation increased and pro-environmental behaviors significantly improved.	Ndunese okwu, C. K., & Harder, M. K. (2023)
	Leader attributes—values, demographics and leadership style	Organizational environmental-sustainability outcomes—green innovation, employee behavior and strategy	Motivations—intrinsic and extrinsic—and leadership style as mediators	Leadership significantly impacts environmental sustainability; leader motivations drive engagement in green practices. Differences were noted between individual-leader and collective-leadership effects.	Yang, D., et al. (2025)
Authentic Leadership Theory	Turnover intention	Authentic leadership	Organizational commitment (mediator)	Authentic leadership enhanced organizational commitment, which reduced turnover intention among hospitality employees.	Ausar, K., et al. (2016)
	Intentions to change leadership behavior	Wilderness experiences	Developmental readiness (moderator)	Peak wilderness experiences fostered self-awareness, core values and transparency, leading to intentions aligned with authentic leadership.	Van Droffelaar, B., & Jacobs, M. (2017)
Transactional Leadership Theory	Transformational, Transactional and Laissez-faire	Employee Attitude and Performance Outcomes	None specified	Transformational leadership strongly predicts employee performance and satisfaction; laissez-faire leadership has adverse effects, while	Asrar-ul-Haq, M., et al. (2016)

	leadership styles			transactional leadership is sometimes linked to job satisfaction and identification.	
	Leadership Behavior	Personal characteristics—gender, risk-taking propensity, proactiveness and social skill—and career context—job level, number of subordinates, time spent with others and job demand/time pressure	Not explicitly tested, but job conditions may influence leadership type	Both personal characteristics and career context predict leadership; proactiveness, risk-taking and social skills are key traits. Gender shows no major effect, while directive leadership aligns with career-contextual variables and egalitarian leadership stems from personality traits.	Clark, K. D., & Waldron, T. (2016)
	Leadership Styles—Transformational, Exchange, Corrective, etc.	Employee Well-Being and Project Success	Innovation Climate, Self-Efficacy and Contextual Factors	Constructive leadership enhanced innovation and well-being; leadership styles influenced project success and employee resilience depending on the context.	Cheung, C., et al. (2023)
Social Constructivist Theory and Systemic Theory	Participation in leadership development program	Subjective experiences—knowledge, self-awareness, EI and leadership skills	Community of learning, interaction and experiential learning	Leadership development enhanced knowledge, reflection, emotional intelligence and team-building.	Abdulla, A., et al. (2023)
Social Exchange Theory (SET)	Leader attributes/styles—people-focused, collaboration-driven, future-oriented, integrity and vision	Perceived leader effectiveness; agency adaptability and creativity—practitioner-evaluated outcomes	Cultural cluster—Anglo—context as background moderator; soft skills emphasized as core across regions	Integrity, vision and inspiration were the top attributes. Collaborative and performance-oriented styles were considered most effective; findings were consistent across the US, UK and Australia, with some nuanced differences.	Patwardhan, P., et al. (2021)
	Servant Leadership and Transformational Leadership	Work Engagement	Two-way Communication (mediator)	Both servant and transformational leadership enhance engagement; two-way communication mediates the servant leadership–engagement link but not the	Rabiul, M. K., et al. (2022)

				transformational leadership—engagement link.	
	Crisis context—COVID-19 and work-from-home	Leadership practices and expectations	Followers’ sensemaking and cultural orientations	Post-pandemic leadership in Germany is more humane-oriented and empathetic, with the emergence of the “coaching leader”; subjective perceptions lag behind objective practices.	Mahadevan, J., et al. (2025)
Role Congruity Theory and Gynandrous Leadership	Social context, personal behaviors and leadership styles	Career success of female CEOs	Self-acceptance, self-development and self-management	Female CEOs succeed by actively shaping their careers, embracing feminine and masculine traits—gynandrous leadership—overcoming stereotypes and developing authentic styles.	Athanasopoulou, A., et al. (2018)
Complete Range Leadership Model, Leader–Member Exchange (LMX) Theory and Perceived Organizational Support (POS) Theory	Transformational and Instrumental Leadership	Employee Performance and Company Performance	None, but psychological traits and context were discussed	Transformational leadership strongly affects employee performance; instrumental leadership is also significant when considered alone. Both leadership types are less significant for financial/company outcomes in start-ups.	Chammas, C. B., et al. (2019)
	Leadership Styles—Transformational, Transactional and Avoidant	Respect, Proactivity and Innovative Work Behavior (IWB)	Respect and Proactivity (mediators)	Transformational leadership positively influences respect, proactivity and IWB; respect and proactivity mediate these relationships.	Martens, R. (2020)
	Leadership Style—Authoritarian versus Participative—and Diversity Management	Employee Health, Job Satisfaction and Retention	Leader–Member Exchange Quality and Diversity Management (moderator)	Low-quality leader–member exchange and poor diversity management harm health, satisfaction and retention during organizational change.	Vito, R., & Sethi, B. (2020)
	Performance and Job Satisfaction	Developmental Leadership and Instrumental Leadership	Individual leadership profiles (moderator)	Developmental leadership is strongly linked to job satisfaction and instrumental leadership.	Börjesson, M., et al. (2025)

Situational Leadership Theory—Hersey and Blanchard	Managerial Leadership Styles—Directive, Persuasive, etc.	Organizational Performance—manager/employee outcome	Manager biographical traits—education, experience and field of study	No difference in style was found based on gender; education, experience and field of study moderate the use/effectiveness of specific styles.	Afshari, J., et al. (2017)
	Leadership effectiveness	Leadership style—directive versus supportive			

Source: Author’s own creation

Context(C):

A co-occurrence and keyword analysis was conducted using VOS viewer, which facilitated the construction of a network and overlay visualization. This analysis revealed three distinct clusters representing key research themes. The first cluster, denoted in red, comprised five items: authentic leadership, behavior, job satisfaction, leadership development, and outcomes. This cluster was conceptualized under the “Leadership Development and Organizational Behavior.” The second cluster, shown in green, included behavior, perceptions, transactional leadership, and transformational leadership, reflecting the theme “Leadership Styles: Behavioral and Perceptual Outcomes.” The third cluster, highlighted in blue, consisted of leadership, management, performance, and work, encapsulating the theme “Leadership and Management for Organizational Performance.” Following this thematic categorization, the reviewed literature was systematically examined and mapped according to these clusters, thus identifying the principal research streams and their corresponding focal areas within the broader domain of leadership studies.

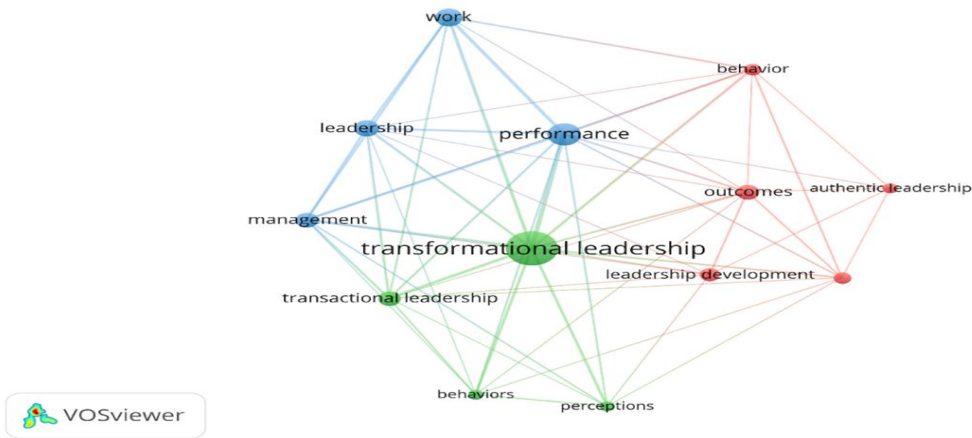


Figure 2: Network and overlay visualization of themes using VOS viewers

Source: Author’s own creation

Table 3: Research stream addressed in the papers

RESEARCH STREAM ADDRESSED	FOCUS / ISSUE ADDRESSED	AUTHOR'S NAME AND YEAR
LEADERSHIP DEVELOPMENT AND ORGANIZATIONAL BEHAVIOR	Female CEO career trajectories, self-acceptance, self-development, self-management, gendered barriers, implications for HR and leadership development	Athanasopoulou, A., et al. (2018)

	Characteristics and development of global university presidents, leadership preparation, leadership style, and executive team dynamics	Liu, L., et al. (2020)
	Impact of low-quality leader–member exchange and poor diversity management on job satisfaction and retention during organizational change.	R Vito, R., & Sethi, B. (2020).
	Leadership and employee well-being in the AEC industry, focusing on leadership behaviors, styles, and their impact on employee well-being and organizational performance.	Cheung, C., et al. (2023)
	Systematic development and pilot evaluation of an online career-oriented people management training program for line managers in healthcare.	van Leeuwen, et al. (2024)
	Systematic review of emotional intelligence and its relationship with leader outcomes (styles, behavior, well-being, performance)	Gerhardt, K., et al. (2025)
	Systematic review of leadership’s impact on environmental sustainability initiatives in tourism/hospitality; transformative, servant, ethical, authentic, spiritual, inclusive leadership; links to green outcomes and interventions.	Mahran, K., et al. (2025)
LEADERS' LEADERS: BEHAVIORAL-BEHAVIORAL AND PERCEPTUAL OUTCOME	Experimental effects of transformational leadership (inspirational motivation, intellectual stimulation) on team performance, communication, trust, and creativity.	Boies, K. et al. (2015)
	Identifying critical leadership styles (directive, relationship-oriented) in green building projects.	Zhao, X., et al. (2016)
	Systematic review of emotional intelligence and its relationship with transformational leadership, including measurement challenges and research debates.	Kim, H., & Kim, T. (2017).
	Moderating role of transformational leadership in mitigating workplace bullying,	Tuckey, M. R., et al. (2017)

	interaction with job autonomy, and emotional demands.	
	Effects of chief audit executives' transformational, transactional, and laissez-faire leadership on internal audit effectiveness.	Dal Mas, L. O., & Barac, K. (2018)
	Influence of transactional and transformational leadership styles on job satisfaction, affective commitment, and organizational citizenship behavior in Moroccan organizations.	Hassi, A. (2019)
	Impact of transformational and transactional leadership on proactive employee behavior and innovative work; mediation via respect and proactivity.	Martens, R. (2020)
	Impact of servant, transformational, transactional, and passive avoidant leadership styles on mentoring competencies and gender equity in academic leadership.	Sims, C., et al. (2021)
	Role of servant leadership in fostering shared leadership development in sport for development organizations.	Svensson, P. G., et al. (2021)
	Basic needs satisfaction as a mediator of transformational leadership's impact on innovative work behavior among teachers	Messmann, G., et al. (2022)
	Leader-facilitated emotion management and the moderating influence of leader gender and national culture on perceived effectiveness.	Richard, E. M., et al. (2023)
	Impact of servant and transformational leadership, and two-way communication, on employee engagement in the hospitality sector (Bangladesh)	Rabiul, M. K., et al. (2022)
	Brand-specific transformational leadership as a level for mergers & acquisitions performance and integration in emerging markets (China)	Mao, D., et al. (2024)
	Transformational leadership, intrinsic motivation, employee commitment, and	Liu, C. et al. (2024)

	food safety behavior in food services, focusing on the Chinese industry.	
LEADERSHIP AND MANAGEMENT FOR ORGANIZATIONAL PERFORMANCE	Analysis of effects of leadership styles (autocratic, democratic, delegating, situational) on government organizational performance.	Bhargavi, S. & Yaseen, A. (2016)
	Association between top management leadership styles (consideration, initiating structure) and business unit performance, organizational commitment, through controls (Australia).	Sophia Su & Kevin Baird, (2017)
	Influence of Chinese traditional philosophies (Confucianism, Taoism, Legalism) on expatriate leadership behavior and adaptation in an intercultural context	Lin, L., et al. (2018)
	Influence of Chinese traditional philosophies (Confucianism, Taoism, Legalism) on expatriate leadership behavior and adaptation in an intercultural context	Michel, J. W., et al. (2020)
	Modern leadership styles in Industry 4.0 and their organizational impact	Cinnioglu, H. (2020)
	Review of leadership and employee well-being in the architecture, engineering, and construction industry; impact on performance and innovative capacity	Cheung, C., et al. (2023)
	Thematic review on the impact of leaders and leadership (especially transformational and sustainable leadership) on organizational environmental sustainability, green innovation, and employee behavior.	Yang, D., et al. (2025)

Source: Author’s own creation

Characteristics:

Leadership research is categorized across four levels of study, each providing a unique perspective and focus. At the micro-level, research analyzes individuals and their leadership styles, traits, and psychological factors, exploring effectiveness and behavior in personal contexts (Popli, S., & Rizvi, I. A.,2017; Kim, H., & Kim, T.,2017; Afshari, J., et al., 2017; and Thompson, G., & Glasø, L. 2018).; Hassi, A., 2019. Al-Khasawneh et al., 2021; Messmann, G., et al., 2022; and Rabiul, M. K., et al., 2022). Meso-level studies expand scope to groups and organizations, focusing on how leadership interacts with team dynamics, organizational structures, and work environments, influencing outcomes such as performance, well-being, and trust (Băeșu, C., & Bejinaru, R.,2015; Boies, K., et al.,2015; Bhargavi, S. & Yaseen, A.,2016; Abdulla, A., et al, 2023, van Leeuwen et al.,2024). Macro-level studies further broaden the lens to organizational, industry-wide, or national phenomena, investigating the influence of leadership on large-scale concepts like sustainability, cultural legacies, and institutional characteristics (Cinnioglu, H.,2020; McCann, L., & Mollan,

S.,2022; Richard, E. M., et al,2023; Mao, D., et al, 2024; and Yang, D., et al,2025). Multi-level (cross-level) studies synthesize these approaches, examining the interplay and combined effects of leadership across individuals, groups, and organizational contexts—such as training, emotional intelligence, and community development (Asrar-ul-Haq, M., & Kuchinke, K. P., 2016; Sharif, K.,2019; Meuser, J. D., & Smallfield, J.,2023; Liu, C., et al.,2024 and Mahadevan, J., et al,2025). This comprehensive stratification allows researchers to understand how leadership operates and impacts outcomes from individual behavior to institutional and societal levels.

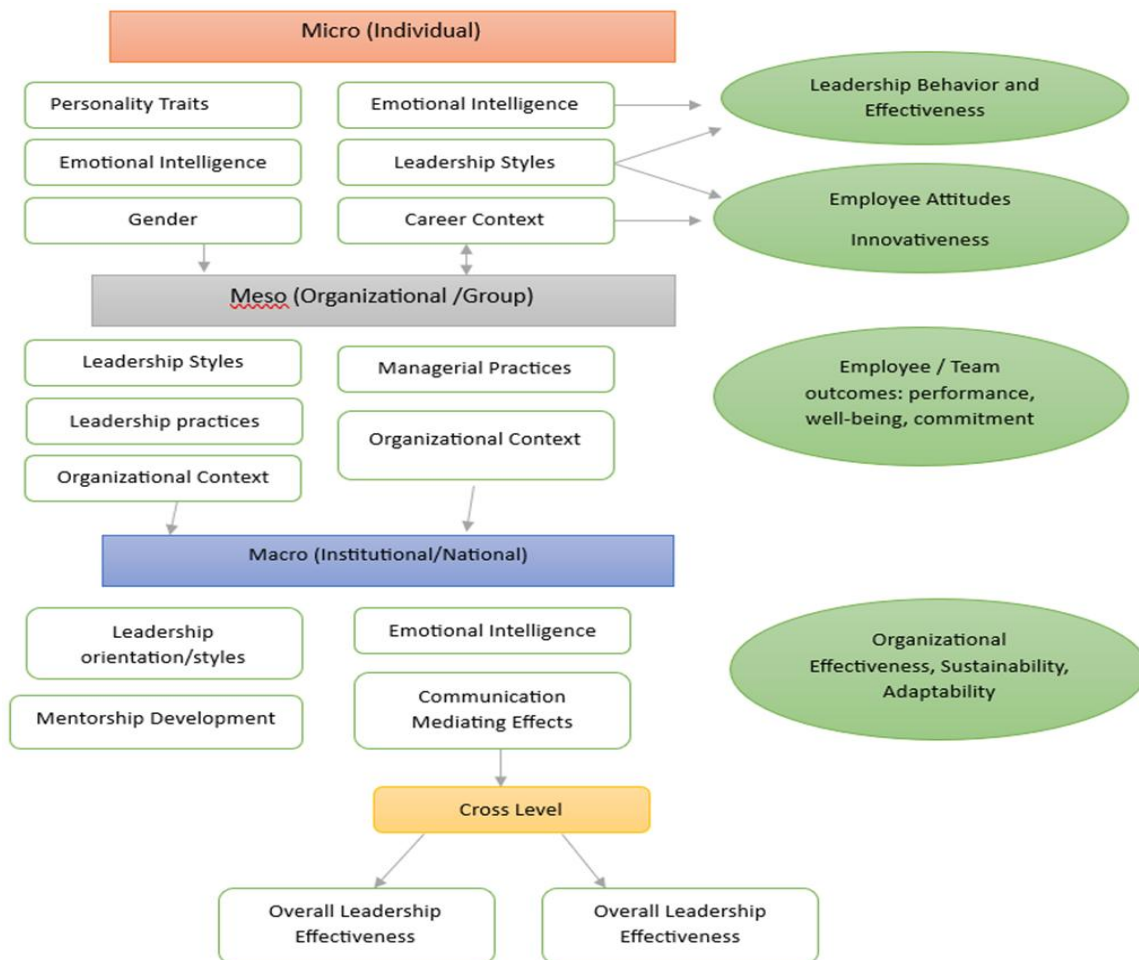


Figure 3: Diagrammatic Presentation of the Level of Studies

Source: Author's own creation

The above diagram presents a multi-level framework of leadership, organizing key variables across individual (micro), organizational (meso), and institutional/national (macro) levels, along with their cross-level interactions. Individual traits and contexts influence leadership behaviors and follower outcomes at the micro-level. The meso-level highlights how leadership styles and organizational context impact team performance and employee well-being. The macro-level focuses on broader cultural and institutional factors that shape organizational adaptability and sustainability. Arrows indicate directional influences within and between levels, illustrating how leadership effectiveness emerges from interconnected, dynamic relationships across them. This framework integrates diverse leadership research into a cohesive conceptual model.

Methodology (M)

The table in the document primarily categorizes research methodologies by approach, clearly distinguishing between empirical and non-empirical methods. Empirical studies frequently utilize quantitative techniques such as surveys, regression analysis, structural equation modeling (SEM), multilevel modeling, factor analysis, and experimental designs, including field experiments and pre-post interventions. Many entries also report using mixed-methods approaches, combining quantitative surveys with qualitative interviews, and advanced methods such as Partial Least Squares SEM (PLS-SEM), hierarchical linear modeling, and meta-analysis to synthesize data across multiple studies. Qualitative research approaches are represented through semi-structured interviews, thematic analysis, and collaborative qualitative studies, often analyzed using tools like NVivo or through conceptual and theoretical frameworks (Clark, K. D., & Waldron, T.,2016; Martens, R., 2020; Patwardhan, P. et

al.,2021; Sims, C., et al.,2021; Svensson, P.G. et al.,2021; Messmann, G., et al.,2022; Nduneseokwu, C. K., & Harder, M. K.,2023). Non-empirical contributions involve literature reviews, conceptual model discussion, theoretical analysis, and historical or archival document review, emphasizing knowledge

synthesis rather than direct data collection (Athanasopoulou, A. et al., 2018; Liu, L. et al., 2020; Cinnioğlu, H., 2020; van Leeuwen et al., 2024). The table demonstrates comprehensive coverage of methodological approaches, ranging from statistically oriented empirical designs to in-depth qualitative analyses and conceptual explorations in the literature.

Table 5: Approach /Methods used in the study

Approach	Key Authors
Empirical	Şeşu, C., & Bejinaru, R. (2015), Aguinis, H., & Culpepper, S. A. (2015), Boies, K., et al. (2015), Cho, Y., et al., 2016, Clark, K. D., & Waldron, T. (2016), Tuckey, M. R., et al., 2017; Guerrero, E. G., et al., 2018, Michelle R. Tuckey et al., 2017, Kim, H., & Kim, T. (2017), Popli, S., & Rizvi, I. A. (2017), Thompson, G., & Glasø, L. (2018), Dal Mas, L. O., & Barac, K. (2018), Hassi, A. (2019), Rabiul, M. K, et al. (2022)
Non-Empirical	Athanasopoulou et al., 2017, Cinnioğlu, H. (2020), Liu, L., et al., 2020, Liu, L., et al., 2020, van Leeuwen et al., 2024

Source: Author's own creation

Implications

The managerial trainings develop and shape various aspects of leadership styles such as Transformational, transactional, authentic, ethical, servant, and nuanced aspects thereof. The review, which was done following the TCCM framework (Theory, Context, Characteristics, Methodology), draws attention to the theoretical connections between training interventions and leadership outcomes, which are mediated by autonomous motivation and psychological empowerment, and moderated by contextual factors. There are several gaps in research identified, such as limited consideration of leadership traits; culture and leadership and limited consideration of the leadership orientation throughout the lifespan. With the COVID-19 pandemic we have experienced recently, there is a need for training interventions that equip individuals with emotional intelligence and adaptive leadership skills in crisis management. There is a need to further test and validate digital and hybrid training approaches with a potential for scalable leadership development.

Future Research Agenda

Theory, Context, Characteristics, Methodology (TCCM) is the framework used. The framework TCCM (Theory, Context, Characteristics, Methodology) offers a systematic way to expand the research agenda for managerial training and leadership styles in the future. The aim of this agenda is to promote the development of leadership theory, the incorporation of context-specific understandings, the improvement of the profile of training programs and the methodological rigor to fill the gaps in the leadership training research literature.

Theory Directions

The future research should go beyond transformational and transactional leadership model and explore emerging models with a depth of emotional intelligence, servant leadership, ethical leadership etc. In addition, researchers need to determine mediators (such as autonomous motivation, psychological empowerment) and moderators (such as cultural values, gender) that influence the outcomes of leadership, and investigate the longitudinal progression of leadership style, especially in the context of globalization and the digital workplace.

Contextual Expansion

Contextual research is a key priority with research required in diverse cultures, sectors and crises. This involves testing leadership training and leadership style theories in healthcare, hospitality, manufacturing, and education, as well as analysing how leadership training is accepted and implemented, and how the socio-cultural environment, policies, and norms influence the implementation and effectiveness of leadership training. Research also needs to center on how to develop leaders during times of change, including digital transformation, or a global crisis such as a pandemic. Training Program.

Characteristics

A Training Program Characteristics Research should systematically identify the program characteristic (Duration, Modality, Pedagogy) that best supports the development of specific leadership style. The impact of tailor-made training materials reflecting cultural preferences and organization-specific requirements should be assessed; the assessment of experiential learning, mentoring, and feedback loops in conventional and e-training contexts should be conducted as well.

Methodological

Advancements Longitudinal, experimental and multi-level studies should be encouraged for future research to adequately test the causal and dynamic interactions between leaders and followers. To improve reliability, researchers need to use mixed-methods designs, use multiple sources of data from self, followers, peers, and organizational characteristics, and use sophisticated analytic methods such as SEM and hierarchical modeling. Comprehensive evaluation of digital and hybrid leadership training platforms is required to assess their actual impact on behaviour change for sustainable change.

Conclusion

The systematic literature review reaffirms the critical importance of managing training programmes in relation to promoting adaptive, ethical and emotionally intelligent leadership across a variety of sectors. Organizational culture, experiential learning, and leader-follower interaction help make this impact and application more potent and more effective as mediators and moderators of these leadership styles. There are, however, still several areas that have not been studied in-depth enough: customer-related outcomes, long-term impact measurement, diverse contexts (including crises) and leader demographic variables. Theoretical frameworks, contextual diversity, and methodologies should be further extended in future research to yield practical suggestions for policy and practice to enhance leadership effectiveness and organizational resilience as proposed in the TCCM research agenda. This comprehensive analysis emphasizes the importance of nuanced, contextually informed leadership development programs, guided by ongoing research addressing theoretical, contextual, and methodological complexities.

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