

## A NEW APPROACH TO THE PHENOMENON OF LEADERSHIP: THE EQUILIBRATOR CONCEPT AND APPLIED ANALYSIS

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### **Abstract**

This article analyzes the role of a leader in maintaining systemic balance through the concept of the "Equilibrator-leader." The manifestation of management styles within a student environment was investigated using a 15-indicator survey. The results demonstrate a strong commitment to democratic principles among respondents (90%), while simultaneously identifying a high demand for strict directive control (80%) regarding quality and discipline. The study concludes by proposing a situational management model aimed at preserving internal systemic harmony.

### **Keywords**

Equilibrator-leader, balance, democratic style, directive control, situational leadership, student environment.

In the contemporary management landscape, leadership has evolved far beyond the mere issuance of commands or the distribution of tasks. Historically, management was predominantly characterized by a vertical structure: the superior issues directives, and the subordinate executes them. However, in today's complex, volatile, and hyper-competitive environment, such an approach proves insufficient. The modern leader acts not only as a guide but as a pivotal figure maintaining equilibrium among all forces, interests, and resources within a system[1].

From this perspective, a leader can be interpreted as an "Equilibrator"—a stabilizer of balance. Just as an equilibrator serves as a fundamental element of stability in mechanics, in management, it governs the delicate balance between people, ideas, and processes. A leader identifies the optimal ratio between conflicting factors—such as innovation and stability, or discipline and creativity—by relying on decision-making flexibility[2]. Rather than suppressing conflicts, the Equilibrator-leader utilizes high emotional intelligence and systems thinking to transform them into sources of development. This type of leader governs not

through coercion, but by fostering conscious harmony, fulfilling the following core functions:

1. **Strategic Filtration:** The leader filters out information noise from the external environment to identify critical trends. This shields the team from distractions and allows resources to be channeled toward precise strategic objectives.

2. **Energy Transformation:** During periods of change, the leader converts emotional energies—such as fear and resistance—into constructive action. By fostering an environment of trust, individual motives are aligned with collective goals[3].

3. **Dynamic Equilibrium:** This is not a static state but a constantly evolving optimal ratio between short-term results and long-term sustainability. During crises, the leader manages the system through conscious coordination rather than rigid control, ensuring emotional stability.

4. **Directional Vector Function:** Beyond merely maintaining balance, the Equilibrator-leader provides the system with a trajectory. By defining a common goal, the leader aligns the actions of every member with this vector, ensuring organizational integrity and long-term competitiveness[4].

The Equilibrator-leader employs various management styles to fulfill the balancing function, selecting the appropriate approach based on situational complexity, risk levels, and the team's current state:

- **Autocratic (Directive) Style:** In times of crisis, high risk, or extreme time pressure, the system requires swift and decisive action. In such scenarios, the Equilibrator centralizes decision-making, relying on discipline and speed to prevent systemic fragmentation and restore stability[5].

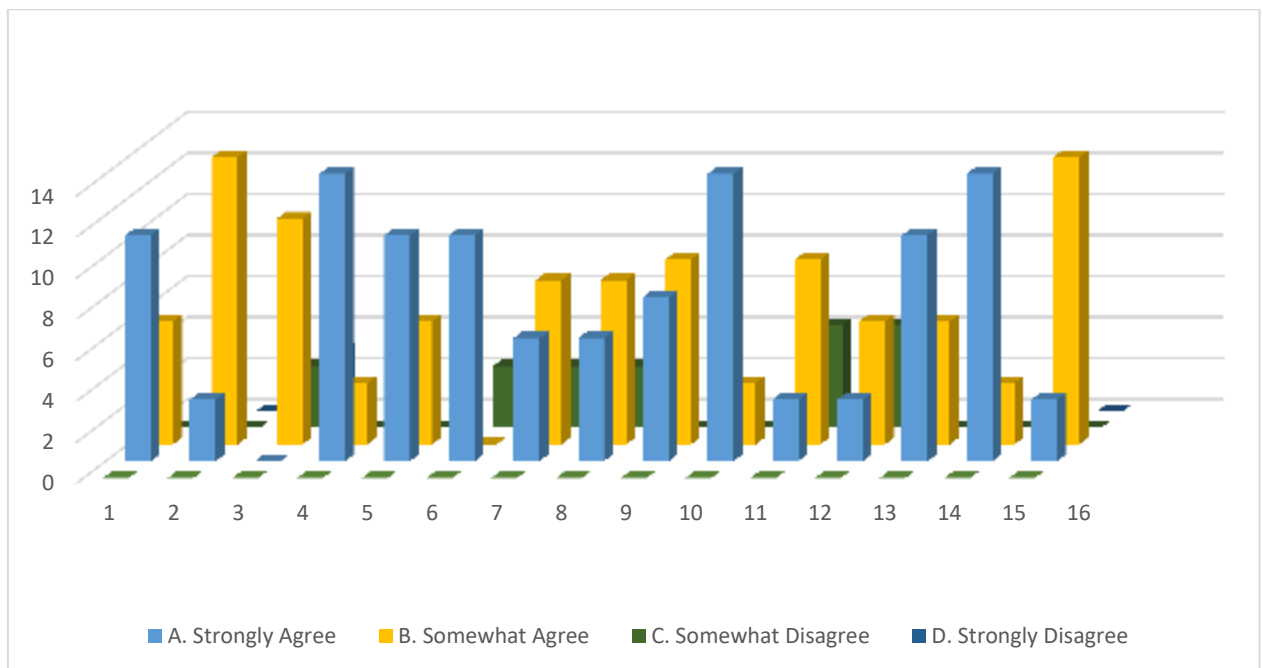
- **Democratic Style:** During phases of stability or growth, involving the team in the decision-making process is an effective way to maintain balance. The leader encourages a diversity of opinions and distributes responsibility, turning each member into a foundational pillar of the system. This collective intelligence ensures long-term sustainability.

- **Laissez-Faire (Liberal) and Adaptive Style:** Certain situations require a hybrid adaptation of autocratic and democratic styles. Here, the Equilibrator analyzes the context—centralizing authority when necessary and delegating when possible—to maintain a dynamic equilibrium[6].

Thus, the management style is not a fixed attribute but an adaptive response to the situation, while the ultimate goal remains constant: moving in a strategic direction while preserving internal systemic harmony[7].

To investigate how these processes manifest within a student environment, an electronic survey <sup>28</sup>was conducted involving 17 respondents. The survey consisted of 15 indicators designed to identify preferences across the three primary management styles. The results are summarized in the following diagram (Diagram 1).

**Diagram 1. Priority Levels and Response Dynamics of Management Styles in the Student Environment<sup>29</sup>**



This diagram reflects the attitude of respondents toward each question of the survey. The colored columns represent the level of students' perspectives regarding leadership styles (through variants A, B, C, and D).

The results primarily highlight a strong inclination toward Democratic principles (Questions 1, 2, 5, 9, and 13). Nearly 90 percent of respondents confirm how much "collective intelligence" and open communication are valued in a group. This signifies that young people prefer horizontal collaboration over vertical command-and-control.

However, the most interesting point of the analysis relates to Discipline and Control (Questions 4, 10, and 14). It is noteworthy that the blue columns (level of full agreement) reach their peak precisely in these questions. This means that for a modern student, democracy is not disorder. On the contrary, they consider strict rules and quality control as necessary conditions for achieving results.

The predominance of yellow columns (partial agreement) regarding the Liberal approach (Questions 3, 7, 11, and 15) indicates caution. Students want freedom, but they fear the system being left uncontrolled. The diversity of opinions

<sup>28</sup> <https://forms.gle/XxJLTQy6xxhxYFcZ9>

<sup>29</sup> Author's own elaboration

observed in Question 12 shows that the era of the leader's "absolute word" is passing; now the leader must justify their opinion and be open to dialogue.

Based on these results, the main focus in training future managers should be on "soft skills" and digital management tools. To ensure the balance between the democratic environment and strict discipline that respondents strive for, it is strategically important to include more emotional intelligence and situational management simulations in the educational process. At the same time, developing the skill to perform the control function – demanded by 80 percent of participants – not through personal pressure, but through digital systems (CRM/ERP), serves to maintain the "equilibrium" between the leader and the employee[8].

In the process of generational change, integrating the new approach of young leaders with the stability model of experienced specialists through "reverse mentoring" creates a new management culture in the economy that is based on cooperation but has high discipline[9].

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