

REVIEW ARTICLE

## The Complexity Approach to New Leadership Phenomenon

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### Abstract

Current new leadership theory is far different from the early leadership theories. Number of scholars focus leadership on opportunity, performing actions, and taking responsibility as the way to effective leadership. Others point to the different mind-sets a leader requires to lead successfully. Yet others argue the need for attributes like vision, discipline, and passion, the need to master capabilities such as sense-making, relating, visioning, and inventing, or the need to mix personal humility with professional will. However, dissentient state that leaders' images of themselves are social constructions and the development of a leadership is coupled to the interaction between leaders and followers. Firstly, the task of the article is to present analysis using a domains perspective (i.e. leader, follower, relationship) to develop new approach to leadership paradigm. Secondly, new leadership is to be discussed as relationship-based approach and directions for practical implication are to be suggested.

**Keywords:** *Leadership development, Leadership effectiveness, New leadership paradigm, Relationship-based leadership.*

### Introduction

Like all terms in social science, the concept of leadership is obviously arbitrary and subjective. However, an observation by Bennis in his writing in 1959 is as true today as it was many years ago: "... the concept of leadership eludes us or turns up in another form to taunt us again with its slipperiness and complexity. So, we have invented an endless proliferation of terms to deal with it ... and still the concept is not sufficiently defined" [12]. Scholars like Drucker [33] focus leadership on opportunity, performing actions, and taking responsibility as the way to effective leadership. Others, e.g. Gosling and Mintzberg [36], point to the different mind-sets a leader requires to lead successfully. Yet others argue the need for attributes like vision, discipline, and passion [25], the need to master capabilities such as sense-making, relating, visioning, and inventing [73], or the need to mix personal humility with professional will [23]. However, Karp and Helgø [52] argue that such traditional ways of leadership grow out of a view of organizations as equilibrium-seeking systems where the future is knowable and anticipated by leaders who plan interventions and control behaviors. Therefore leadership is better understood as identity construction. This is because leadership emerges in the interaction between people as the act of recognizing and being recognized. Leaders' images

of themselves are therefore social constructions and the development of a leadership is coupled to the interaction between leaders and followers [52]. In these turbulent times when the very foundations of organizations and societies are being shaken, leaders need to move beyond the pessimistic predictions, the trendy fads, and the simplistic solutions. They need to turn to what is real and what is proven, both to understand and to match up to what the evidence tells about how exemplary leaders get extraordinary things done in present business environment. Examination of the theory of new leadership raises many unique and important issues and questions, the answers to which will likely advance modified perception about new leadership paradigm. Firstly, the task of the paper is to present analysis using a domains perspective to develop a new approach to leadership paradigm, and the new leadership is to be discussed within the systematics as a relationship-based approach. Secondly, common questions and issues concerning new leadership paradigm are to be addressed, and directions for practical implication are to be suggested [4, 6, 19, 26, 29, 31, 52, 82]. In order to do this, the author will first attempt to explain an overall systematics of new leadership approaches. The systematics is to be generated by a consideration of levels issues and will classify leadership

theories according to the domain addressed by the three facets of leadership, e.g. leader, follower, relationship. Since leadership involves all three of these domains, studies of new leadership would address each domain singularly, e.g., models that focus on the leader such as trait or behavioral approaches; models that focus on the follower such as empowerment approaches; or models that focus on the relationship, or multiple domains in combination, e.g. situational approaches that address the leader, the follower, and the relationship in combination [4, 6, 19, 26, 29, 31, 52, 82]. The purpose of this article is twofold. First, to overview scientists' as well as practitioners' approach of how the characteristics of leader, follower, and relationship interact with each other to influence leadership outcomes. Second, to propose research-based practical applications for improving leadership in organizations. As it is presumable, each of the domains, i.e. leader, follower, and relationship should be considered in combination with the others. Analysis at this level would have to examine combined and interactive effects of the variables generated by each domain to obtain a more complete picture of the new leadership process as well as assumptions of its implementation.

### **Leadership Conceptions in Academic Literature**

Most of leadership conceptions predominately reflect the assumption that it involves a process whereby intentional influence is exerted by an appointed person over other people (followers) to facilitate activities in a group of people or in an organisation. A large body of academic literature conceptualizes the above by identifying what leadership is and what makes successful leaders. Much of this work prescribes the characteristics of leaders and the styles to be applied in different situations [82]. This literature likely suggests that the leader is able to sit outside the organisation as an objective individual, design and apply deliberate interventions to move the organisation or group of people forward. However, otherwise-minded scholars argue that it is often not possible to identify the preferred leadership attributes of the "ideal leader" and then conclude that a person with the requisite attributes will perform effectively as a leader and move the organisation forward. This is because how the leader performs will depend just as much on the kind of recognition and the kinds of responses of others as it does on personal attributes [4, 6, 19, 26, 29, 31, 52, 82]. Some researchers claim that many leadership choices are value-based [61]. Various researchers have therefore asserted that the values held by leaders are related to their

behavior [76] and regulate behavior [51]. Also, building on the concept of value-driven or ethical leadership [82], scholars propose that it is relevant for leaders to become aware of what their values are and how these values influence their choices, decisions, and behaviors. The simplest way for leaders to commit to any type of purpose is to assume some kind of responsibility – for their organisation, for their team, for their role in society, for achieving results and, perhaps most importantly, for themselves. Alexander [3] defines commitment to purpose as the determination, dedication, and energy to make something become reality as being central to the acts of leadership. Drucker [32] has stated that leadership is responsibility. A leader's commitment to any kind of purpose is an act of taking responsibility. Taking responsibility is a difficult emotional and cognitive psychological challenge and hence a complex, subtle human activity. It might be difficult to grasp what taking responsibility actually means leadership-wise, as the term "responsibility" is not easy to define. However, one way to approach this issue is for a leader to take responsibility by committing to a purpose. Such commitment is often based on a conviction [3] and is most critical when conditions are tough. This is when leaders persist by having the motivation to create action and movement. A consequence of commitment to purpose is hence a leader's motivational influence on others [3]. This is thus the ability to communicate purpose to followers or other shareholders. Many researchers basically state that leadership is intentionality in the form of direction. Behling and Rauch [11] claim that leadership is the process of influencing a group towards goal achievement. Richards and Engle [70] say that leadership is about articulating visions, and Jacobs and Jaques [45] define leadership as the process of giving meaningful direction. Karp and Helgø [52] propose that leadership is identity construction emerging in human interaction. Our images of our self are a time circular construction – being constantly created and re-created. The development of a self is linked to human interaction. Leaders create their identities as their individual and personal way to leadership. A growing body of research [27, 29, 28, 56] suggests that we need to understand better the coupling between identity and leadership, and how this affects people's development and behaviors as leaders. The scholars also suggest that leadership is perhaps better understood as who you are towards other people in challenging situations.

### **Overview of Relationship-based Leadership Approaches**

Mackenzie and Barnes [57] analyzed eleven leadership approaches and showed that most of them lack comprehensiveness. In order to see to what extent they could successfully convey aspects of ethical theories Dion [31] selects eight leadership approaches. Many other leadership approaches could be added, however, the eight approaches selected represent a large spectrum of leadership approaches that could integrate ethical theories. Those approaches tend to make connections between the leader's self and the followers. Some of them focus much more on relationships with followers, while other approaches emphasize the leader's self.

### **Directive Leadership**

Flamholz [35] defined the basic types of directive leadership: i.e. Autocratic ("I decide"); Benevolent-autocratic ("I take care of you, because I know what is best for you"); Consultative ("I decide, but I will consult you"); Participative ("We decide, but my vote is more decisive than the others"); Consensual ("We reach a consensus before going ahead with any project"). The way authority as well as leadership is understood as culturally (and sometimes religiously, or spiritually) induced. Any form of directive leadership then depend on the cultural, religious or spiritual context in which it is perceived and developed. For instance, in China, social harmony is closely linked with Confucianism, while in Japan it follows from Buddhist beliefs and values. In Indonesia, social harmony is part of the Islamic value systems.

### **Self Leadership**

Yun *et al.* [83] defined self-leadership as both thoughts and actions that people use to influence themselves. It implies that individuals will receive their motivation and control from their inner self. The basic objective of self-leadership strategies is to enhance the perception of self-efficacy. However, cross-cultural and international aspects of self-leadership have not been comprehensively explored in the leadership literature.

### **Authentic Leadership**

Most of the time, the authentic leadership approach does not define authenticity itself. According to Duignan and Bhindi [34] authentic leaders get the allegiance of others by building trusting relationships. Authors believed that authentic leaders are aware of their limitations and tolerant of imperfection in others. Authentic leadership seems to be deeply concerned with ethics. Jensen and Luthans [47] defined authentic

leaders as leaders who are perceived as striving to create a transparent, future-oriented, and associate-building organization. Zhu *et al.* [84] said that to be authentic, leaders must transcend their own interest and focus on the common good. Authors revealed that authentic leaders must behave consistently with their moral principles and respect the rights of both followers and shareholders. Authenticity seems to be closely linked with truth and transparency. But again, the notion of authenticity remains unclear. Number of scholars rightly say that authenticity should never be confused with the will to do whatever we want to do. The basic notion of authenticity refers to the need to be sincere, that is, to know what it means to be, "for me". The basic weakness of the authentic leadership approach is its inability to unveil the meaning of authenticity itself. Various cultures, religions or spirituality could interpret authenticity in a very different way. Sincerity is a basic Confucian value. It has an important place in Buddhist ethics, but for different reasons. Unlike Buddhism, Confucianism acknowledges the existence of the (independent) self. Such belief can make the notion of sincerity qualitatively different [31].

### **Transactional Leadership**

Transactional leadership is based on the leader-member exchange leadership theory. Pastor and Mayo [64] said that transactional leadership is characterized by leader-follower exchange. It implies that rewards and incentives are provided when followers make the required effort and comply with the organizational norms and objectives. Odom and Green [62] mentioned that transactional leadership is focused on the bottom-line. In other words, transactional leaders put the emphasis on achieving results through organizational processes, including reward practices and implementation of organizational policies and procedures [72, 31].

### **Shared Leadership**

Lee-Davies *et al.* [55] said that shared leadership implies helping others to achieve their potential and that trust is found in collaborative engagement. According to Bligh *et al.* [13], shared leadership implies that behaviors are enacted by multiple individuals, regardless of their hierarchical position. Authors asserted that shared leadership put the emphasis on the capacity to connect with others where we are achieving group objectives. Shared leadership could give birth to "temporary leaders", i.e. everybody is choosing the leadership tasks for

which he (she) feels ready to accomplish. Authors conclude that the greater the complexity of the task, the greater the importance of shared leadership. According to Waldersee and Eagleson [80], one of the reasons why shared leadership is so popular is that shared leadership may allow compensate for weaknesses in their leadership capabilities. As it was the case with self-leadership there needs to be cross-cultural and international aspects of shared leadership, in order to see to what extent its characteristics could be culturally, religiously or spiritually induced [31].

### **Servant Leadership**

Han *et al.* [38] have defined the basic dimensions of servant leadership in North American literature. The authors are thus quite aware that servant leadership could be interpreted very differently in Confucian, Buddhist or Muslim countries. They identified the most important dimensions of servant leadership in China: putting people first, ethical behavior, moral love, conceptual skills, building relationships, being dutiful, devotion to Party policies and state laws, and listening. According to Stone *et al.* [74], the main difference between servant leadership and transformational leadership is the focus of the leader. Servant leaders focus on service to their followers (concern for people), while transformational leaders tend to get followers supporting organizational objectives (emphasis on production). Servant leaders rely on service, while transformational leaders rely on their charismatic abilities [31].

### **Charismatic Leadership**

Number of scholars state that charismatic leaders provide the vision and energy for knowledge sharing within the organization. However, Jayakody [46] mentioned that some conditions, such as a crisis, could cause charisma to emerge. However, Politis suggested that the surrounding culture should be taken into account. Politis stated that In Sri Lanka the attitude of caring is an integral part of daily life, so that no leader could become a hero because of his (her) sensitivity to the organizational members. It would be different in individualistic societies, such as the USA. In the study of Taiwanese companies, Huang *et al.* [42] found that charismatic leadership actually has significant impact on employee outcomes. What is at stake is the difference between effects following from various cultural conditionings. Aaltio-Marjosola and Takala [1] looked at charismatic leadership as a species of transformational leadership. Moreover, they believed that ethics play a

“guardian's role” in evaluating the outcomes of the charismatic leadership processes. They put the emphasis on the need to take the various cultural contexts into account [31].

### **Transformational Leadership**

Most of the time, authors [10, 8] refer to the four “Is” of transformational leadership: idealized influence (i.e. charisma), inspiration, intellectual stimulation, and individualized consideration. Pastor and Mayo [64] believed that transformational leaders exert strong influence on followers by giving them individualized consideration, discussing about possibilities in the future, and acting with self-sacrifice. Transformational leaders help their followers to perform beyond organizational expectations [72]. According to Odom and Green [62], transformational leadership focuses on the moral development of followers [31]. Some of those eight leadership approaches put the emphasis on the moral issue, thus unveiling the basic link between a given leadership style and what could be considered as “ethical leadership”. Moreover, each of those eight leadership approaches could be perceived very differently in various cultures. Cheung and Chan [22] showed how Confucianism and Daoism could influence the way leadership is understood and applied in China. Even in quite similar countries (Ireland, USA), there could be important variations in the components of leadership that are actually emphasized [53]. In given countries, immigrants could have a very different view on leadership and share expectations that do not reflect social expectations about leadership [67]. As Hofstede [41] said, a key to leadership is the kind of subordinate expectations we actually find in given countries. So, in one way or another, each of those eight leadership approaches reveals the need to be connected with ethical questioning and cultural conditionings [31]. Fig.1 defines particular critical view on ethical leadership perspective.

### **Necessity of Right Kind Leadership Development in Competitive Environment**

Organizations of all sizes are engaged in a competitive environment and hence need the right kind of leadership to survive and to be in further progress. Organizations with effective leaders tend to innovate, respond to changes in markets and environments, creatively address challenges, and sustain high performance [79]. While there are several definitions of leadership, in essence leadership is an act of motivating people to act by non-coercive means [68]. Alas *et al.* [2] view leadership in terms of individual traits, leader behavior, interaction patterns, role relationships, follower perceptions, influence over followers,

influence on task goals, and influence on organizational culture. Vardiman *et al.* [79] and Yukl [82] describe leadership as a process of influence toward the accomplishment of objectives. This view of leadership generally focuses on the dyadic relationships between a leader and follower, but not on what conditions need to be in place for effective leaders to emerge or to be developed [79, 6]. McCauley, Douglas [59] state that it is important that all employees be equipped with leadership skills, because leadership roles and processes are critical in setting direction, creating alignment, and nurturing commitment in groups of people [48]. According to Morrison *et al.* [60], the essence of leadership traditionally has been the ability to first understand the theories and concepts of leadership and then to apply them in real life scenarios. The absence of effective leadership has had a significant impact on the ability of organizations to implement and sustain strategic change initiatives [6]. Reinertsen *et al.* [69] suggest that leadership skills should include such elements as envisioning the future, establishing goals, communicating, rallying support for the vision, planning for its implementation and putting the plans in place. Degeling and Carr [30] add that leader development is built on a foundation of cognitive, socio-emotional, and behavioral skills. These skills, supported by leader attributes such as self-awareness, openness, trust, creativity, and practical, social and general intelligence, provide the basis for leadership. Thus, it is important that organizations pay special attention to development of future leaders in order to sustain long-term effective leadership practices and high organizational performance [6]. Institutional leadership development can be defined as planned and systematic efforts to improve the quality of leadership [37]. The widespread flattening of organizational structures and significant changes in work arrangements has required that organizations rethink how potential managers attain the necessary developmental experiences for senior leadership. The rapid changes in business, technology, political and social factors have called for the development of effective leadership skills [18]. Consequently, leadership development programs have become an increasing priority for business and government organizations. Highly successful organizations focus on creating a comprehensive set of assessment and leadership development practices that support the wide range of talents across the organization [37, 20]. The key elements that contribute to a successful leadership experience include changing mindsets, a global focus, personnel development and improved business

and leadership skills. Critical to the success of any leadership development process is the ability to encourage participants to reflect on learning experiences in order to promote the transfer of knowledge and skills to work contexts. The concept of a leadership development culture is similar to the idea of a learning organization [79, 73]. A learning organization facilitates change, empowers organizational members, encourages collaboration and sharing of information, creates opportunities for learning, and promotes leadership development. According to Allio [5], the primary goal of a good leader is to reinforce values and purpose, develop vision and strategy, build continuity, and initiate appropriate organizational change. Allio [5] adds that it is important that leadership developers first establish a metric for assessing leadership effectiveness, and then design experiments that can establish a causal or statistically significant relationship between training initiatives and leadership competency. It is also necessary to develop a better understanding of the conditions or contextual factors needed to enable the development of effective leaders. With such an understanding, senior management can develop the conditions necessary to facilitate the growth of future leaders. Successful leadership development process also depends on the ability to encourage participants to reflect on learning experiences in order to promote transfer of knowledge and skills to work contexts. It is essential that leaders be given opportunities to practice new skills and knowledge in real work settings [6]. Since leadership development entails both the understanding of concepts and the ability to practice them, it is important that business educators draw from a broad spectrum of pedagogical tools to align theory with application [60]. In addition to covering technical job skills, such programs should focus on self-awareness, changing attitudes, building teams and improving interpersonal interactions. These competencies are believed to be instrumental keys to organizational performance and productivity [17]. Popper and Lipshitz [68] indicate three components to a successful leadership development program. The first is developing self-efficacy in the domain of leadership. Self-efficacy is the extent to which a person believes he can perform well in a specific domain. The second is developing awareness of modes of motivating others. Different models of leadership are based on different models of motivation. Thus, developing different types of leaders requires enhancing awareness of different modes of motivation. The third component is developing specific leadership skills. Leadership skills are skills that leaders use in their interactions with



followers. They include oral and written presentation, conducting group meetings, interviewing, giving feedback, etc. An improving leadership skill tends to increase the effectiveness of the interpersonal processes between leaders and followers, and consequently increases followers' motivation [6].

### **Number of approaches to relationship-based leadership development**

Having analyzed research-based academic literature number of approaches towards relationship-based leadership development could be summarized in Fig. 2.

### **Measuring Leadership Development and Effectiveness**

A major goal of all leadership development programs is to increase leadership effectiveness in guiding organizations through periods of uncertainty and change. Leadership effectiveness refers to a leader's success in influencing followers towards achieving organizational objectives [79, 15]. Leadership effectiveness is an evolutionary process of interconnected events and responses to events. Effective leadership is often viewed as the foundation for organizational performance and growth. In fact, effective leadership is a source of competitive advantage for organizations, and the foundation for organizational performance and growth [54]. Leader effectiveness can also be evaluated by reference to follower attitudes, behavior, satisfaction, and followers' acceptance of the leader. Svensson and Wood [75] suggest that organizational achievements can be explained by the suggestion that there is a direct relationship and correlation with the effectiveness of organizational leadership. This explanation is based on the contingency leadership model, which sees leadership effectiveness as dynamic and continuous in nature. This dynamism and continuity depends on two contextual parameters, namely contextual precision and timely precision. Contextual precision refers to the leadership's contextual perception in global perspective, while timely precision refers to the leadership's timely perception in business and societal environments at a particular point in time. The contingency model may be used as a framework to examine and evaluate leadership effectiveness over time. It may also be used to identify specific events that have led to successful and/or unsuccessful organizational achievements [6]. Chen and Silverthorne [21] propose a situational approach to leadership effectiveness, which allows managers to use the style of leadership that best matches the readiness, ability and willingness of

subordinates. The situational approach posits that a good match between leadership style and subordinate readiness leads to a higher level of subordinate satisfaction and performance. As the level of follower readiness increases, effective leader behavior will involve less structure (task orientation) and less socio-emotional support (relationship orientation). At the lower levels of readiness, the leader needs to provide direction. However, with higher levels of readiness, followers become responsible for task direction [40]. If an organization has developed leadership at all levels, then its people would act more like owners and entrepreneurs than just hired employees; they would take initiative to solve problems, acting with a sense of urgency and a willingness to experiment; they would willingly accept accountability for meeting commitments and they would share a common philosophy and language of leadership. In addition, they would further create, maintain and adhere to systems and processes designed to measure and reward these distributed leadership behaviors [78, 58, 63, 26]. The scholars propose the following list features a number of items that can be used to determine whether an organization develops leadership at all levels:

- The organization has a steady focus on developing leaders at all levels.
- The organization has a culture that values leadership behavior at all levels.
- The organization has explicitly stated values and principles concerning leadership behavior.
- Leadership behavior is encouraged and rewarded at all levels.
- Structures facilitate leadership behavior at all levels.
- Line managers are personally committed to developing other leaders.
- Line managers actively put time into developing other leaders through training, coaching, and mentoring.
- Leadership development is a priority of strategic importance.
- Opportunities are offered to exercise leadership at all levels.
- Teaching is hard-wired into everything people do.
- Desired leadership behaviors are explicit to everyone in the organization.
- Training for developing leadership skills is systematic.

Leadership development should be comprehensive and systematically integrated into the organizational culture in order to produce leaders who can deal adequately with organizational

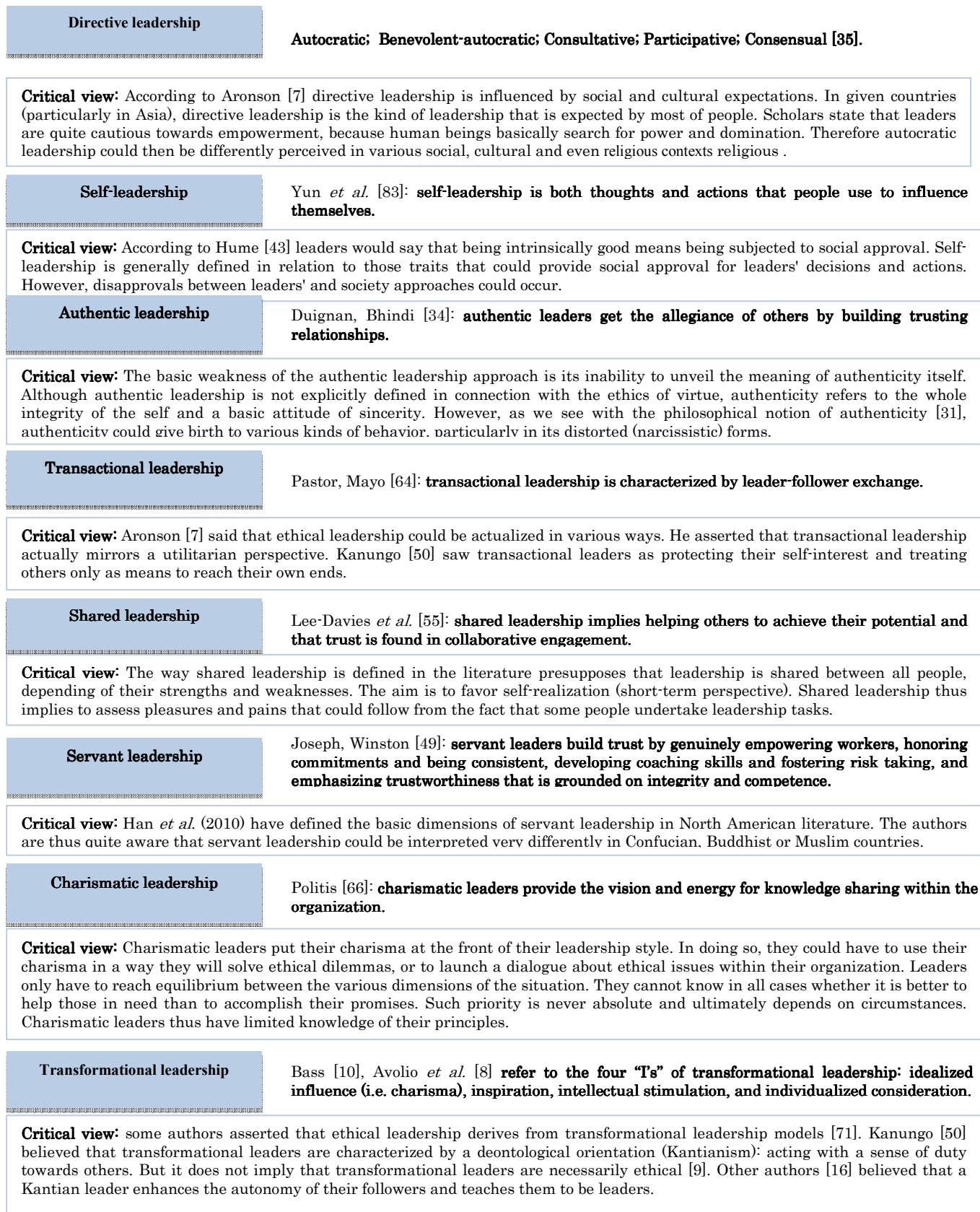


Fig. 1: A critical view on ethical leadership perspective (Source: Dion 2012)

challenges. Number of scholars state that organizations and leadership developers should use a systemic approach in order to address the current leadership crisis, i.e. emphasize a global perspective and an organizational commitment to

leadership development. It is suggested that organizations should have a long-term focus towards realizing the benefits from investments into leadership development programs. All organizations face the problem of developing good leaders therefore numbers of scholars' research-

**Integrated-solution approach**

**The integrated-solution approach to leadership development is sustainable because it takes a long-term perspective. It takes the view that leadership development is an iterative process that needs constant attention, focus, and resources.**

According to Weiss, Molinaro [81] the eight steps in the integrated-solution approach to leadership development are as follows: develop a comprehensive strategy for integrated leadership development; connect leadership development to the organization's environmental challenges; use the leadership story to set the context for development; balance global enterprise-wide needs with local individual needs; employ emergent design and implementation; ensure that development options fit the culture; focus on critical moments of the leadership lifecycle; apply a blended methodology.

**Experience-based approach**

**Experience-based leadership development consists of three major processes: preparing, developing, and preserving leadership skills. These processes together produce skills needed by leaders at all levels, as well as a concept of leadership practice that encourages lifelong learning.**

The experience-based approach to leadership development was proposed by Thomas and Cheese [77] and represents a comprehensive way that knits together on-the-job experience, life experience, and specific skill development. The goal of experience-based leadership development is to equip employees to continuously tap into their experiences for insight into what it takes to lead, what it takes to grow as a leader, and what it takes to develop as an effective leader.

**Formal mentoring**

**Mentoring is a development relationship between a more experienced or skilled mentor and a less experienced or skilled protégé, whereby both mentor and protégé benefit from the relationship. Formal mentoring is a leadership development initiative, which includes learning goal orientation, mentoring functions, and leadership competencies.**

According to McCauley and Douglas [59] formal mentoring programs are beneficial in two ways: first, they are very flexible by allowing for one-on-one mentoring, peer mentoring, or mentoring in groups, depending on the availability of mentors and the specific needs of potential leaders, second, the team-based work in formal mentoring requires an immediate response from the leaders in setting direction, and leaders' commitment to teamwork.

**The leadership life style**

**Block and Manning [14] discussed the leadership life cycle, which highlights the core elements needed to build an effective leadership development system. This approach consists of six steps.**

When the six components are integrated within an organization, they represent best practice in leadership development and act as a guidepost for realizing leadership excellence. The first step begins with a process for the identification of leadership needs. Second, education content and learning processes are designed to address identified knowledge and skill gaps. The third step is action learning, whereby opportunities are created for engagement, during which new skills and knowledge can be practiced in real work settings. Fourth, workplace supports (such as mentoring) must also be put in place to ensure that the developing leader is receiving ongoing guidance and quality feedback. Fifth, there should be recognition strategies to acknowledge the developing leader's commitment and contribution to the organization. Sixth, it is necessary to establish renewal processes in order to ensure that the leader's development path is meaningful as well as aligned with the strategic goals of the organization.

**Miscellaneous approaches**

**There are a myriad of other approaches to developing leaders, including leadership development through teaching. This includes teaching classes and facilitating workshops on a series of leadership development topics.**

Conger [24], Allen and Hartman [4] suggest four themes in leadership developments: Personal growth (experiences include reflection on behaviors, personal values, and desires); Conceptual understanding (focuses on improving the individual's knowledge through exposure to the topic of leadership); Feedback (helps the leader to learn about certain strengths and weaknesses in a number of leadership skills); Skill building (demands that leadership abilities be broken down into actual mechanical processes that can be ordinarily performed).

Groves [37] suggests six leadership pipelines in order to develop effective leaders in organizations: Develop the organizations' mentor network by fully engaging all managers in mentoring relationship; Ensure active manager participation in the organization's method of identifying and codifying high potential employees; Fully engage managers at all levels in leadership development activities for high potentials; Ensure a flexible and fluid succession planning process by avoiding heir apparent designations, frequently updating lists of high potentials based on project-based performance, and basing succession decisions on a diverse pool of candidates; Establish a supportive organizational culture through active senior management participation in developmental programs and performance appraisal and reward systems that reinforce managerial engagement; Evaluate the effectiveness of leadership development practices through empirical studies that model program theory and assess knowledge, behavior, and results outcomes.

**Fig. 2: Summary of number of approaches to relationship-based leadership development (Source: Amagoh 2009)**

based papers tend to clarify some approaches to leadership development that will enhance leadership effectiveness and organizational performance:

- Followers' perceptions of specific leadership statements are influenced by the way the statements are combined. Followers' perceptions

of leadership are important in their own right because perceptions are what followers respond to and act on [44]. Furthermore, perceptions of leadership are vital for a complete

understanding of the effects that leadership behaviors have on organizational functioning [65].



- An important factor for leaders to bear in mind is how to combine various behaviors. It is probably the case that people in leadership positions enact leadership behaviors without considering how best to configure the various behaviors. Some leaders might have a natural ability based on perceptivity of cues from their followers (e.g. emotional and social intelligence) with regard to how best to combine various leadership behaviors. Other leaders may not possess such high levels of social skill and thus they may undermine themselves unwittingly [19].

## Conclusion

Leaders achieve their effects through the interpretations that followers and others derive from their behaviors [39]. Behaviors and hence shapes perceptions of and reactions to the leader. This view is based on two assumptions. First, followers receive and perceive leadership behaviors as holistic clusters rather than as disconnected separate events. Second, the patterning of their elements influences the perception of clusters of leadership behaviors [19, 6]. A well-structured and integrated leadership development program can facilitate organizational capacity to deal with the demands of global change. An understanding of the various leadership development practices can offer organizations different perspectives on how to respond to diverse organizational problems [6]. Complete reliance on internal personnel for a leadership development program may create an insular mindset that limits the creativity and diversity of leadership development best practices [37, 75]. While leaders have an understanding of their own organizations, their competencies, strengths and weaknesses, and cultural biases, they should also possess knowledge and understanding of the industry, the market, and the economy within which the organization operates. In this age of globalization, systematic and sustainable leadership development has implications for understanding how to respond to the complexities and intricacies of contemporary

organizations. This requires organizational commitment to leadership development programs, and an established framework that focuses on the sustainability components of the processes of organizational management and business practices [6]. Organizations should also consider the circumstances under which skills and knowledge transfer may be optimized. Relevant issues include the degree of post-course follow-up needed to reinforce skills transfer, the competence of the program to provide relevant and focused learning, and the congruence between what was learnt and the skills requirements of the work environment [17]. For leadership developers it is important to have a multilevel approach that incorporates feedback from managers and participants when assessing the impact of a leadership development strategy. Such assessments and feedback can offer organizational and personal perspectives on leadership development programs. Additionally, participants must recognize value in developing their leadership potential, while managers must see value to the organization in order to continue supporting their staff to participate in leadership programs [14]. The review of number of scholars researches calls for an integration of leadership development and succession planning processes through a supportive organizational culture. Organizations must be willing to make significant and long-term investments in building leadership capability, and should have a long-term focus on realizing the benefits from investments in leadership development. The major challenge here is finding innovative ways to demonstrate that sustainable benefits can be achieved through investments in leadership development activities. Scholars' studies state that most organizations fail to empirically assess the outcomes of their leadership development programs, and thus are deprived of the opportunity to diagnose problem areas or initiate needed programmatic changes, therefore organizations should constantly empirically evaluate the effectiveness of their knowledge management practices.

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