

Literature Review on Leadership Development in New Era

Dejian Chen

Azusa Pacific University

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A leader with competence of “Inspiring Developer” can design meaningful learning experiences and environments, create empowering conversations and offer meaningful input to foster mutual learning and action-oriented outcomes. Twelve (12) peer-reviewed journal articles were studied for this mini literature review about Leadership Development in this new era.

In new millennium, Leadership Development needs to evolve with the changes happening in this age. According to Beerel (1997), to be an effective leader, he or she needs to understand the desires of those who follow, inspire them and wake them up like a prophet, and guide them through a series of training and practice. By using scenario planning, developing competence list and gathering 360 degree feedbacks, the Leadership Development can be a very useful tool to develop leaders (Harris, Kuhnert, 2008).

Freed, Baumgartner (2010) used the case study of Leadership Development in Andrews University to explain how to build the learner-centered, contextual learning based Leadership Development program.

Leadership Development is not only the self-development of a leader, but also the development of the whole organization, including: developing leadership with self, developing leadership with others, developing leadership through organizations (Freed, Baumgartner, 2010).

To develop a good leadership training program, it is critical to consider the factors of an individual’s creativity and innovation, so idle creative potential can be released and overall organizational effectiveness can be improved (Houghton, DiLiello, 2010).

Collard (2007) also pointed out that globalization increased the importance of being culture sensitive while Leadership Development program is designed and implemented. In a study of 600 non-traditional graduate students from various countries and backgrounds, Russette, Scully

and Preziosi (2008) stated that Leadership Substitutes Model is important to maintain competitive advantage in a culturally mixed worker environment, but is successful only when cultural issues are considered.

#### How to design an effective Leadership Development Program

Houghton and DiLiello (2010) did a research with 693 individuals at Department of Defense (DoD), they found that adult leadership development activities appear to magnify the effects of perceived organizational support for creativity on perceptions of opportunities to actually practice creativity. And unlock creative potential will maximize organizational effectiveness in today's turbulent and highly competitive environments (Houghton, DiLiello, 2010).

Beerel (1997) also stated the importance on how to find their needs and develop this new generation: "In the face of the new millennium, the strategic planner will have to play a far more proactive and pervasive role. The strategic planner, previously notoriously poor in people skills, now has to excel in dealing with people; energizing them, mobilizing them, holding them, stretching them, and providing the tensions and slack needed to get the difficult job of making and owning those plans done."

To make Leadership Development successful, having the right people was so critical. "The people you surround yourself with determine the success of the organization. Having the right people involved in leadership development and leadership positions will affect the direction of the organization and ability to create a culture of growth and development" (Aguilera, 2006, p. 42.)

### Weakness of the Leadership Development Program

As a senior pastor, Aguilera (2006) noticed that “leadership development rarely happens in a church. The pastor and others in leadership positions are driven by immediate needs and never seem to have the time to put into it. There is always the next sermon to prepare, hospital visits to make, Bible studies to give, phone calls to return, counsel to give, conflicts to resolve, etc. Leadership in local churches may not have learned to effectively communicate the vision God has placed in their hearts with those they lead.” (p. 41). But later he used his own examples to explain the importance of leadership development in the church. Similar situations happen not only in churches, but also in many other organizations.

Most young people do not want to work in a hierarchical organization, and they don't want to worship in one either. Professor Gary Hamel described a new organizational structure which is low control and high accountability. In these new structures, employees are held accountable to their own mission by their peers. So it is important for church leaders to get leadership training and understand what these younger generations are thinking, and what is the best way to lead them? (Baumgartner, 2011)

These studies show that turning Leadership Development theory into practice is not easy. It is even more challenging to measure the result of leadership effectiveness after the leadership training is finished, due to the complexity of organizational success indicators.

Harris, Kuhnert (2008) used 360-degree feedback to measure leadership effectiveness while they did the study on leaders with different Leadership Development Level (LDL). They found that “LDL significantly predicted effectiveness related to managing performance, leading change, catalyzing teams, cultivating talent, inspiring commitment, creating vision, contextual grounding, and personal grounding. A strong positive relationship exists not only between LDL

and overall leadership effectiveness ratings, but also between LDL and effectiveness as rated by specific rater sources, including superior, peer, and subordinate” (Harris, Kuhnert, 2008).

### Implication for Application

Culture and generation differences can bring huge impact to the organization, especially on leadership development, because the leaders are always evaluated by their followers using their lens of culture and lens of value system of their own generations.

Research by Selvarajah and Meyer (2008) showed “the cultural, political and economic changes that China has endured have resulted in small but significant generational differences. The oldest managers revere leadership more than other managers in terms of organizational demands, personal qualities and managerial behavior. The structural model confirmed that managerial behavior was the most important construct determining leadership in China and that even with the changes in the political and social systems in the last 60 years, the Chinese belief in Confucianism is highly valued” (p. 359).

In a study to 600 students from various countries and background, Russette, Scully, Preziosi (2008) stated that “evidence was found that ranking by ethnicity and age group do show significant differences across the 18 energizing leadership behaviors. Leaders differ across cultures in their views of rules and procedures, deference to authority, levels of dependence and independence, use of objectivity versus intuition, willingness to compromise, and other interpersonal tactics. According to this research, of the various cultural segmentations (country of origin, age group, worker classification), age related issues have the most consistently ranked significance in today’s organizations.”

A study by Resick and colleagues (2011) found that “In the PRC (Peoples’ Republic of China), managers endorsed charismatic/values-based, team-oriented, and humane-oriented leadership which is consistent with the Chinese emphasis on cultural dimensions such as In-Group Collectivism, Institutional Collectivism, Power Distance, and Humane Orientation. In the PRC, there is an emphasis on building interpersonal ties. A preference exists for leaders to use indirect communication to avoid damaging group harmony, to maintain positive relationships, and to be viewed as a supporter of their employees. Conversely, leaders who focus on their own interests and damage group harmony are viewed less favorably.” The culture differences really have great influences on leadership and leadership development especially for China and Asian countries.

When studied the generational differences of lead pastors and younger associate pastors, Douglas (2013) stated that “Millennials do have more in common with Generation-X in terms of leadership development perception. These intergenerational partnerships show that it is possible for different age-groups to come together behind a common goal.”

Collard (2007) also mentioned in his article, “cultures are in constant states of change and adaptation! Generalizations which ignore this complexity are unhelpful to researchers and leadership practitioners. Traditional Chinese leaders are endorsed with official power and authority. They are often autocratic and patriarchal. Their will and decisions are usually imposed on the organizational members through the strict hierarchical structure. Leaders working in diverse cultural landscapes need sophisticated understandings of the concept of culture as a learned and adaptive response to contextual needs. They need to see that manifest levels such as roles, rituals, regulations and policies are frequently based on inheritances that may be explicit or assumptive.

Therefore, Collard (2007) suggested that “Leaders are also required to become transformative cultural agents working to create reflexive institutions and systems. There are times when they need to unfreeze established traditions and contest unexamined assumptions. They have a duty to mediate between groups, to help them discern the social and even transcendental good which bridges divisive difference, to be advocates for new cultural norms that accommodate diversity and redress disempowerment.”

A study did by Freed and Baumgartner (2010) at the Andrews University Leadership Program showed another way to integrate leadership development to “attract a whole new audience - fully-employed leaders in churches, schools, hospitals and businesses who typically would not be able to leave their jobs and homes for traditional campus-based graduate work.”

They found this program being very successful, “Several features immediately set the Leadership Program apart from traditional graduate programs and created a sustained interest in the program: the job-embedded nature of the program that allows participants to utilize their professional experiences in the academic setting; the opportunity for individual development of ‘competency’ in a variety of leadership areas, rather than a focus on a pre-determined set of class requirements; the development of an individualized plan of study; the portfolio assessment of competency; the use of study groups; and the Roundtable, an annual face-to-face conference” (Freed and Baumgartner, 2010, p. 30).

### Delimitations

This review was delimited along the following parameters:

1. Case studies reviewed mainly covered American organizations.

2. Most of the Leadership Development methods were only referring to the leadership concepts & styles of western culture.
3. Twelve (12) articles were chosen because of the limited research time in the class.



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