|  |
| --- |
|  |
| The New Style of Leadership |
| Megan Vasquez  MGMT 500 – Organizational Behavior & Human Resource Management |
| October 4, 2012  Dr. Whitney Stevens  Southwestern College Professional Studies |

The New Style of Leadership

The study of leadership can be dated back to ancient scholars who theorized leadership is undoubtedly related to human behavior (Ciulla, 2003). While theorist such as Douglas McGregor, Frederick Herzberg, and Elton Mayo are still respected in their field, cultural and global changes have demanded an evolution in the way we lead our organizations. The latest research, theories, and teachings of Jim Kouzes, Barry Posner, and Robert House prove that leadership development is vital to effective production, employee retention, and job satisfaction. Their findings are further explored by comparing both the similarities and differences to classical theories by Rensis Likert, Robert House, T.R. Mitchell, Victor Vroom, and Philip Yetton.

**The Five Practices of Exemplary Leadership® Model**

Jim Kouzes and Barry Posner started their leadership research in 1982 surveying 75,000 individuals over two decades using their Leadership Participation Inventory (Kouzes, Posner 2012). This research was used to find the most important qualities in leaders. Their findings theorize that employees most would “willingly follow” leaders that value honesty, forward looking, and competent leaders (Straker, 2002, p.1). Today, over three million people have taken the survey. Its consistent results helped to develop and validate The Five Practices of Exemplary Leadership® Model (Kouzes, Posner 2012).

The Leadership and Participation Inventory proved that any willing individual can develop into a trusted and effective leader by applying The Five Practices of Exemplary Leadership® Model. The first of these practices expect a leader to “Model the Way.” This model theorizes that by setting quality standards of goals and expectations of themselves, Leaders set the example for their followers. They establish measurable and achievable objectives in which enables opportunities for success (Kouzes, Posner 2012).

The second aspect of The Five Practices of Exemplary Leadership ®is “Inspiring a Shared Vision.” Leaders must passionately believe in not only the goal they are trying to achieve but also the means to end results (Kouzes, Posner 2012, p.4). One of the largest problems with retention is because people “cannot connect with larger goals of their organization” (Skapinker 2012, p.4). They must inspire their followers to see their vision and believe that their results will improve the organization.

The third of the Five Practices of Exemplary Leadership® insist leaders “Challenge the Process.” In order to improve the organization, the process, and the work life of the employees, Leaders must invent creative solutions, venture new risks, and experiment with new ideas. Followers expect Leaders to pioneer positive changes and overcome obstacles. Kouzes and Posners expect Leaders to “know that risk taking involves mistakes and failures, [and] accept the inevitable disappointments as learning opportunities” (Kouzes, Posner 2012, p.5).

The Fourth Practice challenges leaders to “Enable Others to Act.” This practice theorizes that in order to create an environment of trust and dignity, effective leaders must capitalize on strengths of followers. Allowing them to be an active member of the team without micro-management demonstrates equal engagement respect. In order to sustain involvement and retain quality followers, leaders must enable followers to succeed (Kouzes, Posner 2012).

Finally, the last of the Five Practices of Exemplary Leadership® is to “encourage the heart.” Each member of a team or department has ideas to strengthen and improve their work life. This model theorizes that “to keep hope and determination alive, leaders recognize contributions that individuals make” (Kouzes, Posner 2012, p.7). Actively showing consideration for effort and sharing in rewards makes people feel not like followers but a part of successful team.

**Project GLOBE**

The theories and teachings of Robert House have further expanded over the last three decades. As cultures of organizations have changed and developed, so have the leadership methods of thought. The positive global leadership research project GLOBE, investigates “the inter-relationships between societal culture, organizational culture, and organizational leadership” (Dorfman, 2012, p.1). Over the past 11 years, 61 countries have been studied to find that universally there are twenty-two qualities that contribute to effective leadership including, “trustworthy,” “motivating,” and, “excellence oriented” (Grove, 2007, p.5a) Also, there are eight traits universally viewed as inhibiting to effective business leadership including “irritable” and “dictatorial” (Grove, 2007, p.5b). While the project is on-going, Robert House’s organization hopes to “develop an empirically based theory to describe, understand, and predict the impact of cultural variables on leadership and organizational processes and the effectiveness of these processes.” (Dorfman, p.1).

**Comparisons to Established Theories**

Many leadership theories conclude similar findings to The Five Practices of Exemplary Leadership®. For example, Likert’s Management system suggests that employee-centered supervisors have higher production levels than those that are job centered (Hersey, 2008). In addition, Likert concludes that, “general, rather than close, supervision tend[s] to be associated with high productivity” (Hersey, p. 83). Kouzes and Posner theorize the same in the fourth practice “enable others to act” (Kouzes, Posner 2012). Both System Four of Likert’s theory (Hersey, p. 84) and the Five Practices of Exemplary Leadership® advise leaders to trust team members to find creative solutions and make decisions. These two theories parallel in the value of mutual respect and believe people are motivated by equal participation.

The Five Practices of Exemplary Leadership does not, however, specifically focus on situational leadership thus is differs greatly from that of the House-Mitchell Path-Goal Theory (Hersey, p. 97). The Path-Goal Theory suggests “the need to diagnose a situation before attempting a leadership intervention,” (Hersey, p. 100) while the Five Practices find their core teachings “ are positively related to both the effectiveness of leaders and the level of commitment, engagement, and satisfaction of those that follow” (Kouzes, Posner, 2012, p.2)

Robert House’s GLOBE is undoubtedly focus on situational leadership and can easily be compared to the Vroom-Yetton Contingency Model (Hersey, p. 100). Both theories suggest that the situation of the leader, in addition to other factors, contribute to their behavior. In the study of multi-cultural companies, leaders must adapt the ever-changing needs and demands of the specific situation. What may be acceptable to one culture may be offensive to another. Using the Vroom-Yetton Decision Model (Hersey, p.102) might help a leader be most effective with their followers and their organization.

Conclusion

The study of leadership is an evolving demand to ensure business retain their human resources and job satisfaction. The current research of Jim Kouzes, Barry Posner, and GLOBE are revolutionizing our approach to leadership development. Global demands and cultural changes have proven how vital leadership growth is to our businesses. By expanding on the teaching of benchmark theorists, leaders in today’s organizations can easier adapt to our changing world.

**References:**

Ciulla, Joanne (2003). *Ethics and Leadership Effectiveness*. page 302-327

http://www.ila-net.org/Members/Directory/DownloadS/Antonakis-Ciulla-13.pdf

Dorfman, Peter. (2012). GLOBE Project. Retrieved from

<http://business.nmsu.edu/programs-centers/globe/>

Dickson, M., Dorfman, P., Hanges, P., House, R., Javidan, M., Ruiz-Quintanilla, S. Cultural

Influences on Leadership and Organizations: Project GLOBE. Retrieved from:https://docs.google.com/viewer?a=v&q=cache:0rhEDCzuWZUJ:leadership.wharton.upenn.edu/l\_change/publications/House/Cultural%2520Influences%2520on%2520Leadership%2520-%2520House%2520.doc+goals+of+Project+GLOBE+Robert+House&hl=en&gl=us&pid=bl&srcid=ADGEESjShGVX2k\_Yr\_bMZkJ9hg4g5pDZlsIw4zL9GcyaVRTjKdkZktUgMZ\_uXn4wPKhTqg\_0yr2zZObm6-Jd6\_XZD8Q0P1GpDhyGBJfRAyuL4ixYrTSqEmpogEQSvS34lfEHZbBzWJRV&sig=AHIEtbQxp2jNRB-cemGeLj7ezdnGcZwJGw

Grove, C. (2007). The GLOBE Project: A 1000-Word Precis. Retrieved from

<http://www.grovewell.com/pub-GLOBE-precis.html>

Hersey, P., Blanchard, K., and Johnson, D. (2008). Management of Organizational Behavior: *Leading*

*Human Resources.* New Jersey: Pearson Prentice Hall.

Kouzes, J., Posner B. (2012). The Leadership Challenge: *Leadership Practices Inventory (LPI).*

Retrieved from:

<http://www.leadershipchallenge.com/professionals-section-lpi.aspx>

Kouzes, J., Posner, B. (2012). The Leadership Challenge: *The Five Practices of Exemplary Leadership®*

*Model*.

Retrieved from: <http://www.leadershipchallenge.com/About-section-Our-Approach.aspx>

Straker, David. (2002). Changing Minds: *The Leadership Challenge*. Retrieved from:

<http://changingminds.org/books/book_reviews/kouzes_posner.htm>

Skapinker, Lisa. (2012, June 15). Thought Leadership: The Real Reason Top Talent Leave Their Jobs.

[Leadership blog]. Retrieved from:<http://work.com/blog/2012/06/the-real-reason-top-talent-leave-their-jobs/>