**Need for Developing Leaders**

Robert Forto

School of Business, Liberty University

**Authors Note**

Correspondence concerning this article should be addressed to Robert Forto. Email: rforto@liberty.edu

By submitting this assignment, I attest this submission represents my own work and not that of another student, scholar, or internet source. I understand I am responsible for knowing and correctly utilizing referencing and bibliographical guidelines.

**Need for Developing Leaders**

The purpose of this paper is to examine the current scholarly and biblical literature to scrutinize whether the premise exists that practical leaders need to develop other leaders in their Overall strategy to support optimal organizational performance. Further, do leaders need support from other decision-makers in the organizations to determine if leaders need to train or enlist others to become tomorrow's leaders? Hughes (2022) maintains that leadership is a process in which leaders and followers interact in an environment. This give-and-take association can produce a symbiotic relationship, but what happens when new leadership needs to emerge?

Strategically, organizations must be equipped with a process to train developing leaders. This paper will examine the importance of innovative programs that teach leadership to understand this need better. Examples of this are collaborative training platforms that can teach leadership development through experiential learning, interactivity, and group participation. This need for training allows today's leaders to better understand the changing nature of leader-follower relations and equip tomorrow's leaders with the skills to advance an organization into the future (Hughes, 2022).

It is still valid; however, good leadership makes a difference and can be enhanced by greater awareness of the critical factors influencing the leadership process (Hughes, 2022). Following the advice offered in Scripture will allow savvy Christian leaders to discover their team's uniqueness and provide opportunities to advance tomorrow's leaders (Glanz, 2021). Furthermore, there is a tremendous need for developing leaders. A firm or organization that can create a nurturing, empathetic, servant-focused leadership model will do more for training tomorrow's leaders than anything else (Glanz, 2021).

**Process**

Hughes (2022) examines several examples to show that leadership is a process. For example, leadership is directing and coordinating group members' work, interpersonal relationships, a method of influencing a group to attain goals, and actions that focus resources to create desirable opportunities. In short, a leader creates conditions for a team to be effective. Moreover, leadership has been defined as a process in the scholarly literature for the last several decades. Northouse, Schneider and Sommers, argue that this has made it easier and more effective for leaders and implementers to relate to each other as circumstances change and become more complex (Northouse, 2010; Schneider & Sommers, 2006; Vecchiotti, 2018).

This author agrees with the definitions in Hughes (2022) and Vecchiotti (2018) and would contend that leadership development occurs throughout life. Scholars and business leaders often advance that inspiration and direction are fundamental tenets of this process (Hughes, 2022). This author postulates that it is a social influence process. Leadership may not be learned through hard knocks, as Hughes (2022) describes, but leaders are developed through life experiences. The very best leaders use what they have known and developed through experience over time and use that knowledge to promote the most significant impact on those they serve while striving for mutually cooperative performance from all stakeholders.

**Need**

There must be a reason why fast-food workers get more direct and ongoing training in their fields than many top business leaders. This author returned to university at the age of 44 to study leadership. He finished his bachelor's at the local university and continued for his master's and doctorate at Liberty. In his search, he could only find two schools at the time that offered a Doctor of Strategic Leadership degree. There were plenty of Ph.D. programs, but at the age of 49

and as a successful business owner, he knew his efforts were to become the best leader and manager for his family firm rather than advancing the field by doing research.

Throughout his tenure in the D.S.L. program, he has repeatedly found that the field of family business leadership is probably the most under-researched in all studies of leadership (Rovelli et al., 2021). Since this was in his wheelhouse, he recognized the need to do as much as he could to understand this field better and train himself to become a better leader by using his family business as a case study for many of the research papers.

**Support**

Companies spend heavily on executive education but often get a meager return on their investment (Starkey et al., 2019). Moldoveanu and Narayandas (2019) argue that it is because business schools and other traditional educators are not adept at teaching soft skills vital for success today. Skills such as active listening, emotional intelligence, communication, and respect are just a few. In addition, research shows that even with expensive corporate training, people do not always stay with the organizations that have paid for their education, and learners often can not apply classroom lessons to their jobs (Moldoveanu & Narayandas 2019).

This author is attempting to change that, at least in Alaska. Recently he and a few of his colleagues have started an organizational development and training business called Peak Experience. His business model is different from the typical corporate training classroom setting. His business comprises experts in outdoor leadership, business development, coaching, and recreation therapy. It makes it easy and affordable for local businesses to get personalized, socialized, contextualized, and trackable learning experiences (Moldoveanu & Narayandas 2019).

The way forward is to provide interactive training that can teach leadership development through experiential learning, interactivity, and group participation (Fromm et al., 2021). This author argues that if you can make leadership development fun and highly sought after, rather than the typical, stagnating classroom learning environment, it may support and positively affect the training of future leaders. Partner that type of program with the ability to track future leaders over time, support them exactly when they need it, and help them navigate challenges they have never confronted before and it can lead to a process for the development of future leaders.

**Biblical Principles**

This author owns a successful family business and a new start-up organizational development company. Both companies rely on a solid value-centric business model. Scripture advises, "The simple believes everything, but the prudent gives thought to his steps" (*New International Version*, 2011, Proverbs 15:22). Astrachan et al. (2020) advance this parable by suggesting that value-driven family firms provide ample room for biblical principles to affect family, business, and individual decisions. This influence will allow leaders of the family firm to inspire value formation and preservation. In addition, this value-driven and faith-led decision-making is a perfect incubator for training future leaders for the organization.

Lastly, Proverbs 16:9 establishes, "The heart of man plans his way, but the Lord establishes his steps" (*New International Version*, 2011, Prov. 16:9). When a savvy Christian leader can discover the uniqueness of each family member, teammate, or friend, listening, validating, and being honest and truthful in appropriate and timely ways are highly relational and an excellent way to advance tomorrow's leaders (Glanz, 2021). This is how people grow. In our hyper-focused, look-at-me, social media-driven society, we need to go back to the roots of leadership as a process and create a deeper understanding of the relationship methods offered

through Scripture and put aside our assumptions. Creating a nurturing, serve others first

leadership model will do more for training tomorrow's leaders than anything else (Glanz, 2021).

**References**

Astrachan, J. H., Binz Astrachan, C., Campopiano, G., & Baù, M. (2020). Values, spirituality, and religion: Family business and the roots of sustainable, ethical behavior. *Journal of Business Ethics*, *163*(4), 637-645.

Fromm, J., Radianti, J., Wehking, C., Stieglitz, S., Majchrzak, T. A., & vom Brocke, J. (2021). More than experience?-On the unique opportunities of virtual reality to afford a holistic experiential learning cycle. *The Internet and Higher Education*, *50*, 100804.

Glanz, J. L. (2021). Book Review: Shrinking the Integrity Gap: Between What Leaders Preach and Live by Jeff Mattson and Terra A. Mattson.

Hughes, R., Ginnett, R., & Curphy, G. (2022). *Leadership: Enhancing the lessons of experience*. 10th ed., McGraw Hill. ISBN: 9781260682977.

Moldoveanu, M., & Narayandas, D. (2019). The future of leadership development. *Harvard business review*, *97*(2), 40-48.

*New International Version Bible*. (1978; 2011). The N.I.V. Bible. https://www.thenivbible.com (Original work published 1978).

Rovelli, P., Ferasso, M., De Massis, A., & Kraus, S. (2021). Thirty years of research in family business journals: Status quo and future directions. *Journal of Family Business Strategy*, 100422.

Starkey, K., Tempest, S., & Cinque, S. (2019). Management education and the theatre of the absurd. *Management Learning*, *50*(5), 591-606.

Vecchiotti, R. (2018). Contemporary leadership: The perspective of a practitioner. *Journal of Leadership Studies*, *12*(2), 40-45.