The Three Hallmarks of Excellence in High Performing Organizations: Accessible Leadership, Effective Communication and Empowerment

Steve Kung'u Fr.
St. John Fisher College

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The Three Hallmarks of Excellence in High Performing Organizations: Accessible Leadership, Effective Communication and Empowerment

Abstract
Many organizations desire to become High Performing Organizations (HPOs) but are unable to do so. The commitment to be an HPO requires imagination and long term strategic interventions. These interventions range from a concern with productivity and people's satisfaction to organization revitalizations. This process of becoming an HPO requires a fundamental change in an organization's culture and values. HPOs can be viewed as the integration of people, product/services, and resources. To have a balanced combination, the above basic elements must be in place. Similarly, an organization is supported by other fundamental elements consisting of accessible leadership, effective communication, and empowerment. This literature review provides background research on this tripod and how they interact to create high performing organizations.

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Seth Silver

Second Supervisor
Tim Franz

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Fr. Steve Kung'u

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Abstract

Many organizations desire to become High Performing Organizations (HPOs) but are unable to do so. The commitment to be an HPO requires imagination and long term strategic interventions. These interventions range from a concern with productivity and people’s satisfaction to organization revitalizations. This process of becoming an HPO requires a fundamental change in an organization’s culture and values.

HPOs can be viewed as the integration of people, product/services, and resources. To have a balanced combination, the above basic elements must be in place. Similarly, an organization is supported by other fundamental elements consisting of accessible leadership, effective communication, and empowerment. This literature review provides background research on this tripod and how they interact to create high performing organizations.
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We approve this paper of **Fr. Steven kung’u**

Seth Silver, Ed. D.  
Assistant Professor of  
Human Resource Development  
St. John Fisher College

Tim Franz, Ph. D.  
Professor of psychology  
St. John Fisher College

Don Lococo, Ph. D.  
Professor of Biology  
St. John Fisher College
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Chapter One

Introduction

Research Issue Overview

Why do some organizations do better than others in the levels of production and performance? What “magic” is used in some organizations to make them achieve more than others? These questions are the road map which this research paper will explore in detail. These findings will be useful and valuable to all senior managers to underline the importance of the coherent interrelationship of leadership, communication and empowerment. Effective leadership, communication, and empowerment are today’s foundation pillars and competitive advantages for all HPOs.

The contemporary economic “hustles and bustles” are thrusting many organizations into confusion and instability. They would like to stay competitive, meet their customers’ demands and make a profit. However, many are fighting a losing battle. The question in the minds of managers of these organizations is, “is there any hope of survival in the future?” “Which strategies are effective to embark on, in order to stay competitive in business and meet customers’ demands over a long time? These inquiries underscore the need for organization to understand the preliminary causes and how to become more effective. This paper seeks to integrate three separate but related parts of research.

1) Accessible leadership

2) Effective communication
3) Empowerment.

**Problem Statement**

“We are what we repeatedly do; excellence then is not an act but a habit” Aristotle.

This quotation suggests that habits underlie the end result of excellence, whether as an individual or an organization. The problem of cause and effect of an organization’s commitment to greater productivity is the underlying inquiry of this research. Hence, there is a need for a study that examines the triad of accessible leadership, effective communication, and empowerment as the key ingredients in creating a high performing organization (HPO).

**Purpose of the study**

The purpose of this paper is to critically analyze distinctive marks of excellence that makes an organization a HPO. This research paper will show that accessible leadership, effective communication, and empowerment, are the three foundation pillars for organization development (OD). Specifically, these pages will investigate accessible leadership, effective communication, and empowerment, and later their inter-relationship and how they can contribute to creating a HPO.

**Significance of Study**

This research will enable human resource development practitioners to understand more fully the distinctive characteristics of HPOs. It is also significant to human resource
researchers to discover the best balance of leadership, communication, and empowerment functions in HPOs. Organizations will be remarkably effective if the three interventions are put in place. The perfect combination of this triad can truly create a competitive advantage for any organization. The application of these interventions in the Archdiocese of Nairobi will be a great contribution to its strategic planning and design in the future.

Research Questions

The topic explores three fundamental research questions:

- What are the distinctive features that characterize high performing organizations (HPO)?
- How do accessible leadership, effective communication and empowerment interact and help create a HPO?
- How do these factors fit in my present and future workplace in the Archdiocese of Nairobi?

Methodology

This research paper is exclusively a literature review. Books and articles from various magazines and websites are the main sources of data from 1970 to 2003. Why this period? This is the era of great technological and global changes that have forced many organizations to make significant changes to adapt, survive, and succeed. These changes have affected attitudes, beliefs and cultures leaving indelible marks on organizations (Weisbord, 1987). But, many organizations have been caught unaware, finding themselves out of business, and (or) subjected to management crisis, low
performance, financial crisis, high employee turnover, and unfriendly workplaces (Weisbord, 1987). Furthermore, it is in this same period where there have been many company acquisitions and mergers (Armstrong and Kotler, 2000).

Organization of the Paper

The paper is divided into four chapters. The first chapter provides an introduction and a synopsis of the whole research. The second chapter attempts to answer the first question about the distinctive features that characterize high performing organizations (HPOs). The third chapter critically explores how accessible leadership, effective communication, and empowerment interact and help create a HPO. From the organizational perceptive, the fourth chapter evaluates and shows how the three hallmarks are practical in the Archdiocese of Nairobi, my present workplace.

Definition of Terms

High Performing Organization

A high performing organization (HPO) refer to a social unit or structure whose vision, mission, values and strategies are highly integrated to accomplish the desired results. It also balances people, product and profit (PPP) achieving desirable business goals and objectives. A HPO can be a human service agency such as a church, a college, or a hospital, and profit making organizations, such as industries, companies, firms and entrepreneurship. A HPO includes not only meeting corporate goals and values but also contributing to the welfare of the workers to find meaning, dignity, and community (Weisbord, 1987)
Accessible Leadership

An accessible leader is one who is available to oneself, employees and organization. The leader skillfully integrates strengths and competencies with vision, mission, values, goals and strategies of the organization with the help of other team members to deliver desired results (Covey, 1992).

Effective communication

It is an effectual exchange of information within the organization using all available channels in a manner that desired goals and objectives are reached by all interested parties (Brody, 2000).

Empowerment

Empowerment is a feeling of ownership, autonomy and freedom to make independent decisions and choices in order to give people the opportunity to achieve meaning, dignity and community in the workplace (Weisbord, 1987).
Chapter Two

Distinctive Features of HPOs

This chapter provides an overview and critically analyzes three distinctive features of HPOs. These distinctive issues include:-

♦ Corporate values
♦ Mission statements
♦ Quality improvements

Brief Overview

Every active organization has the capacity to perform and deliver the desired output but with differing results. What makes some organizations perform better than others? What competitive advantage do they have over others? Before embarking on the distinctive marks of HPO, a road map is important for a leader to understand the nature and the mind of the organization (Geoffrey and Sathe, 1997). The nature of the organization is characterized by its culture, its mission statement (Miller, 1999), and commitment to quality improvement (Drucker, 1990). The mind of the organization is represented by the collective ambition of its members. Collective ambitions refer to the common understanding which the organization’s members have as to why the organization exists (Sen, 2003), motivation members share with the organization and with one another (Geoffrey and Sathe, 1997). Furthermore, it also includes overall goals and how the group plans to achieve them.
Distinctive indicators of HPO are diverse and of course, differ from one organization to another. However, there are common factors that are general to all of them such as principle-centeredness, purpose, people and customer focus, process excellence, learning, empowerment, and leadership (Hoerr, 1999). Examples of highly performing organization include such companies as Wegmans Food Markets, Wal-Mart, GM, Bausch and Lomb, and such human service agencies, as the American Red Cross, Salvation Army, and some local Churches and Jewish community centers.

The first distinctive mark is characterized by the nature of the organization which makes it to be what it is, why it exists, and for what purpose. The second is the operational and managerial organization characterized by three hallmarks: accessible leadership, effective communication, and empowerment. These form the triad that holds firm any HPO.

Corporate Values

It is not uncommon to hear accounts of significant organizational change in response to a crisis that threatens the survival of the organization. When these stories are examined, the underlying problems are attributed to issues of leadership, corporate values, and mission (Scheiner, 1996). All organizations operate according to overall values, or priorities in the nature of how they carry out their activities. These values are the personality or culture of the organization (Burke, 1992). A Nepalese Buddhist Mantra said, “open your arms to change, but don’t let go of your values.” This gives an idea about how values as guiding principles are held dear in the organization and also in people’s hearts. Covey (1992) makes the distinction between personal values, which are intrinsic and corporate values and cultures which he regards as extrinsic guiding
principles for behavior throughout the organization. Corporate cultures are changing very fast, adapting new beliefs and styles. This requires an open-door focus that will make organizational learning a fundamental requirement for understanding the complexity of modern organizational life ((Marquardt, 1999).

Organization culture makes a great deal of difference to the effectiveness of organizational initiatives. Corporate culture refers to shared values, attitudes, standards, codes, and behaviors (Scheiner, 1996). They are rooted in organizational goals, strategies, and structures (Schein, 1985). Furthermore, they are influenced by organizational history processes, market conditions, and adaptation. Adaptation must take place as a foundation of change in the organization. Enhancing change means attitudes, and values must change. This flexibility must exist on both the personal and organization levels to scan the needs of the situation. Individuals shape and are shaped by the organization they work for. Why is this? Hofstede (1990) gives three reasons:

- Corporate culture helps determine an organization's effectiveness from a business point of view
- Employees are motivated or disillusioned depending on the prevailing corporate culture.
- General pattern of power structure, interpersonal relationship, and human-centered processes are reflected in the culture.

It should be noted that not all corporate cultures improve performance. Continuous improvement is aimed at achieving gradual, positive changes in performance. The following table 1 depicts appropriate corporate beliefs that boost performance in organizations. Hofstede (1990) pinpoints six dimensions that characterize a HPO.
<table>
<thead>
<tr>
<th></th>
<th>Six Cultural Dimensions that Characterize a HPO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Results oriented</td>
</tr>
<tr>
<td>2.</td>
<td>Employee oriented</td>
</tr>
<tr>
<td>3.</td>
<td>Professional culture</td>
</tr>
<tr>
<td>4.</td>
<td>Open systems</td>
</tr>
<tr>
<td>5.</td>
<td>Tight control</td>
</tr>
<tr>
<td>6.</td>
<td>Pragmatic oriented</td>
</tr>
</tbody>
</table>

Peters and Waterman (1982) argue that valued traits increase the possibility of high achievement in many organizations in the following ways:

- encouraging entrepreneurship within the organizations;
- fostering close customer relationship;
- recognizing and treating employees as important assets;
- maintaining high rates of innovations;
- opening communications;
• rapidity in decision-making.

Effective leaders are the role models for corporate values. Bennis and Goldsmith (1997) point out that "leaders walk their talk" in true leadership when they minimize the gap between theories they espouse and their practice. Employees need evidence from their management that the organization takes its values seriously. For instance, if management states that one of the corporate values is fairness to all employees and then terminates several employees without good reason, the remaining employees would become very cynical about management's real commitment to the organizational values.

It is important to note that workers have skills and personal values which should be aligned with corporate ones. It is the function of the Human resource person to try to ascertain if a job candidate's values fit comfortably with organizational values. This is not an easy intervention to do but those who succeed open a door for greater productivity in the organization.

HPOs must communicate to all stakeholders their values and beliefs using various methods. Bankston (1997) suggested the Bay groups' managing values systems model is particularly effective. This managing values system model was developed in 1990 to help organizations to clarify their values. This model has five steps:-

• corporate values and principles are clarified by all top managers who then explain to the employees and any other interested party,

• corporate values and principles are communicated to all using all and creative means,

• organization designs systems to support these values and principles,
- organization applies these values and principles to decision-making at entry level. In the application step, they may be further audited, investigated, and clarified,

- from time to time these values and principles are renewed in order to fit at all times and spaces.

Table 2 presents this model to enable an organization to go from one step to another, in their clarifications, communication and application of their values and principles. This communication and sharing information with employees will not only make them have the knowledge of the corporate values but also help them to understand their roles in implementation (Michlitsch, 2000). Consequently, there are many examples of companies who have achieved long-term results above industrial averages, such as Lexus, MBNA Bank, South West Airlines, Dell Computers, Starbucks Coffee and Federal Express due to improved communication (Fortune Magazine, Jan.2004)
Table 2
Managing Values System

Corporate Values

Clarify values and principles

Communicate values and principles

Design systems to support values

Apply values and decisions at entry level

Renew values and principles

The Bay Group Managing Values System (Bankston, 1997)
Mission Statement

There must be a reason for a corporation’s existence. Every organization must have an original purpose that brought it to its existence. A common maxim says “If you don’t know where you are going, any road will get you there. That road may lead you to disaster rather than to success”. A mission statement makes all the difference in leading to success or failures. Mission statements help to define an organization’s high purpose for existence (Geoffrey and Sathe, 1997). Armstrong and Kotler (2000) suggest that when management embarks on writing a mission statement, the following question must be answered: “What is our business?” “Who is our customer?” “What do our consumers value?” “What should our business be?” “A good mission statement should be lofty and inspiring, concise and capable of being easily understood and remembered. It should reflect the organization’s fundamental purpose and should indicate what the organization wants to accomplish in relation to the beneficiaries of its work” (Brody, 2002, 47). How do different levels of people view the mission statement? The answer to this question will cause an organization to refine its statement so that it will fit and fulfill the expectations of various individuals. For instance, mission statements provide:-

- customers with buying confidence,
- employees with a sense of direction,
- management with challenges to meet expectations, and
- stakeholders with strategic focus.

Armstrong and Kotler (2000) uphold that the mission statement must be dynamic, practical, and achievable and market oriented. Furthermore, Drucker (1990) suggested that “the mission is something that transcends today, but guides today and informs today”
(p, 141). The following table 3 shows examples of mission statements from several organizations.

**Table 3**

Examples of Mission Statements

<table>
<thead>
<tr>
<th>High Performing Organizations</th>
<th>Mission statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disney</td>
<td>We provide fantasies and entertainment- a place where America still works the way it's supposed to</td>
</tr>
<tr>
<td>Xerox</td>
<td>We make businesses more productive by helping them scan, store, retrieve, revise, distribute, print and publish</td>
</tr>
<tr>
<td>Home Depot</td>
<td>We provide advice and solutions that transform ham-handed homeowners into Mr. and Ms fix it</td>
</tr>
<tr>
<td>Ritz–Carlton</td>
<td>We create memorable experiences</td>
</tr>
<tr>
<td>Catholic diocese of Rochester</td>
<td>We joyfully embrace our baptismal call to worship God, preach the good news of Christ and serve those in need</td>
</tr>
</tbody>
</table>

Having clarity of purpose alone is not enough; the organization must also be energized to move forward. This power to move on is ignited by collective motivation from employers and employees for greater performance and productivity (Geoffrey and Sathe, 1997). Most importantly, the mission statement should be used as a guide to organizational decision making, to add or diminish functions within the departmental parameters or in the organization in general (Brody, 2002). Covey (1991) insisted that effective mission statements should at least contain elements:

- must have both ends and means in it,
- must include all stakeholders,
must deal with four fundamental needs: economical, social, psychological, and spiritual,
• it is developed and well understood by employees, and
• it is used as a constitution or a policy.

Quality Improvement

Quality improvement has been characterized by organizational analysts (Burke, 1994, Schein, 1995, and Drucker, 1990) as a modern distinctive component of HPOs. Sen, (2003) explains that quality has two dimensions: - customer based and multiple dimension. The multi-dimensional definition of quality includes not only the customers but also the suppliers, producers, shareholders, organization, and society. Quality is meeting and exceeding customer expectations (Walton, 1991). Quality in multiple dimensions means features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs (International Organization for Standardization – ISO-9000; American National Standards Institute-ANSI, 1994; and the American Society for Quality Control, ASQC, 1994) (Feigenbaum, 1991). Furthermore, quality characteristics are expanded to include some technological conformance and specifications, economic (value –worth and returns), and social aspects (Sen, 2003).

From another point of view quality in business is never an accident. It is the direct result of positive intentions, ethical values, sincere effort and committed leadership. HPOs to be effective, must maintain quality by obtaining desired results, and doing the right things; and efficient by obtaining certain output with a minimum input (Drucker, 1990). Total quality improvement helps the organization to develop values,
satisfy needs and succeed in its lifespan (Sen, 2003). The four fundamental principles of Feigenbaum (1991) theory on total improvement outline the true meaning and nature of quality as following:

- Total quality is a continuous work process, starting with customers requirements and ending with customer satisfaction.
- Documentation allows visualization and communication of work assignments.
- The quality system provides for greater flexibility because of greater use of alternatives provided.
- Systematic reengineering of major quality activities leads to greater levels of continuous performance improvement

Another quality improvement expert, Saylor (1992), asserts that organization has to change the mode of operation and adapt a system that is characterized by total quality management. The following table 4 distinguishes traditional managerial outlook from high performing total quality management.
Table 4

Traditional Managerial Outlook and HPO Total Quality Management

<table>
<thead>
<tr>
<th>Traditional managerial outlook</th>
<th>HPO total quality management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looks for &quot;quick fix&quot;</td>
<td>Adapts a new management philosophy</td>
</tr>
<tr>
<td>Fire-fights</td>
<td>Uses structured, disciplined operating method</td>
</tr>
<tr>
<td>Operates the same old way</td>
<td>Advocates breakthrough thinking using small innovators</td>
</tr>
<tr>
<td>Randomly adopts improvement efforts</td>
<td>&quot;Sets the example&quot; through leadership</td>
</tr>
<tr>
<td>Focuses on short term</td>
<td>Stresses long-term continuous improvement</td>
</tr>
<tr>
<td>Inspects for errors</td>
<td>Prevents errors and emphasizes quality of design</td>
</tr>
<tr>
<td>Decides using opinions</td>
<td>Decides using facts</td>
</tr>
<tr>
<td>Throws resources at a task</td>
<td>Uses people as a primary means to add value</td>
</tr>
<tr>
<td>Motivated by profit</td>
<td>Focus on customer satisfaction</td>
</tr>
<tr>
<td>Relies on programs</td>
<td>Is a new way of life</td>
</tr>
</tbody>
</table>

The corporate culture created by an organization has psychological effects on the clients and also the employees who transact and work with the organization. While this organizational attitude is important, it cannot stand by itself. It has to be effectively and efficiently applied and supported by top management. Accomplishing true breakthrough efforts that accomplish radical performance changes demand that an organization undergo dramatic changes and continuous improvement (Roberts and Hacker, 2002). Steering the unfolding of such change demands extrinsic features such as, strong visionary leadership, effective communication and empowerment. These hallmarks of
excellence in any high performing organization will be discussed in detail in the next chapter.
Chapter Three

Three Hallmarks of Excellence

This chapter examines and explores inherent characteristics and behavior of an accessible leader, effective communication, and analyzes the definition and effects of empowerment in HPOs. Accessible leadership, effective communication, and empowerment give distinctive character to every organization. The right blend of these three elements is the magic that brings an organization to high performance. They are indeed the principle ingredients in all HPOs.

Accessible leadership is the result or effect of other preliminary features that this paper will examine closely. The word “accessible” goes beyond the concept of being available. It is a true picture of self as a starting point in the interrelationship with others. This paper will examine accessibility from three key aspects:

- accessibility to self,
- accessibility to employees and other stakeholders, and
- accessibility to the organization.

Old and New Leadership Paradigm

According to Covey (1992), the old bureaucratic approach to leadership is outdated and ought to be replaced with a new leadership paradigm. This new leadership model consists of four principles:

- Personal trustworthiness—cultivation of self-worth through self-development;
- Interpersonal commitment—sharing of values and beliefs with others;
- Managerial empowerment—sharing and delegating of power to others; and
Organizational alignment- matching leaders’ and groups’ knowledge, skills and abilities with organizational values and beliefs.

This new paradigm will not be effective if it is not imbued with the new culture of the organization. Therefore there must be effective communication within all parameters and a need for empowerment in employees so that the organization may change from the old bureaucratic spectrum of control to a more civilized culture of mutual trust, meaning, dignity and community (Weisbord, 1987). Trust, meaning, dignity, and community are the distinctive marks of the new leadership paradigm in contemporary times.

Brief Overview

From 1970 to 2003 there have been major changes in the history of many organizations. These changes were effected by technological advancements, stiff competition, customers' changes in style and taste, and a large number of generation X employees in the labor market (Armstrong and Kotler, 2000). Mergers and acquisitions became the panacea of many organizations. These technological, economical, and social shifts necessitated new paradigms in leadership. Why in leadership and not in management? Hacker and Roberts (2002) contend that in HPOs the difference between leadership and management is evident. Leaders have vision and motivate others to achieve that vision. They move the organization forward. By contrast, managers organize current resources and align them with values and objectives of the organization to achieve productive results. Leadership can be described as establishing direction, aligning people, motivating and inspiring, whereas management focuses on planning, budgeting,
organizing, staffing, controlling, and problem solving (Covey, 1992). Covey summarizes that managers handle “things” whereas leaders “directs people.” Similarly Weiss (2004) points out that the difference between a typical manager and a true leader relies on three areas: responsibilities, goal-setting, and getting results.

Though every organization tailors its leadership according to size, performance, production, and culture, nevertheless effective and accessible leadership has become a common denominator in all high performing organizations. Maxwell (1993) argues that an accessible leader has to pass through five stages:

1. position,
2. permission / relationship,
3. production/ results,
4. people development/ reproduction,
5. personhood / respect.

In the first stage, “position”, a person is in control because of the very title the leader assumes. This is the first influence a leader has over others. However, the temptation leaders often succumb to is simply to become a “boss” over the others, while a true leader should embark on the direction for the people.

The following table 5 illustrates the difference between a boss and a leader (Maxwell, 1993).
Table 5

A Boss versus a Leader

<table>
<thead>
<tr>
<th>A Boss</th>
<th>A Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drives the workers</td>
<td>Coaches the workers</td>
</tr>
<tr>
<td>Depends on the authority</td>
<td>Depends on the good will</td>
</tr>
<tr>
<td>Inspires fear in others</td>
<td>Inspires enthusiasm in others</td>
</tr>
<tr>
<td>The boss says “I”</td>
<td>The leader says “we”</td>
</tr>
<tr>
<td>Fixes the blame for the problem</td>
<td>Fixes the problem</td>
</tr>
<tr>
<td>Knows how the job was done</td>
<td>Shows how the job is done</td>
</tr>
<tr>
<td>Says “go”</td>
<td>Says “let us go”</td>
</tr>
<tr>
<td>Lead by intimidation</td>
<td>Lead by persuasion</td>
</tr>
</tbody>
</table>

The second level is characterized by the factor of interrelationship. The leader recognizes the existence of others as companions and partners with whom she must relate. On this level the leader applies abilities, knowledge and communication skills (KAS) to win employees and convince them to walk together to meet the organization’s objectives and goals.

Next is the level of action, productivity, performance, and results. The leader becomes task-oriented and a change-agent. At this stage the most important elements are profit, performance, productivity and outcome. However, in many cases dignity, meaning and community (Weisbord, 1987) are sacrificed on the altar of production and profit.

The next level is more humane because the focus is not on the results but on the people, as the most valuable focus of interest. The leader gives people the chance to develop their careers so that they may become more empowered and feel more stable and
secure in the workplace. Leaders who are people-oriented achieve a great deal for the organization because performance and the working environment are improved. However, the weakness of this type of leadership is that he/she may spend too much time developing others and forgets his/her own self-improvement. Generally in the long, the payoffs for the organization are far much better than in the other steps.

The last step is reserved for those leaders who have spent years developing people and organizations. Leadership in the “personhood” is deeper, more profound, and more solid than in all other steps. People follow these leaders for what they are and what they represent. They are accessible and available to the people.

The findings of this research suggest that for a leader to be effective there are prerequisites that must be put in place. One key area is effectiveness. Effectiveness is the “effect” of something that has been done before. The question that should follow is, “What is the cause of this effectiveness?” The top 10 performing organizations, J. M. Smucker, Alston & Bird, Container Store, Edward Jones, Republic Bancorp, Adobe Systems, TDIndustries, SAS Institute, Wegmans Food Markets, Xilinx (Fortune magazine, Jan. 12, 2004) all high performing organizations have one thing in common—they have examined deeply what causes leaders to be effective. However, effective leadership spans a continuum of various behavioral improvements and developmental changes that a leader has gone through in the course of life (Silver and Mindszenthy, 2001). This chapter will investigate some of these underlying developmental processes: accessibility to self, development of interpersonal skills to all stakeholders, and alignment of individual and teams efforts with corporate values and beliefs.
Accessibility to Self

The pressures of globalization, soaring markets, service requirements, technology shifts, and the changing character of the workforce require that for a leader to be effective, they must be in touch with the individual inner “person”. This is where qualities of leadership are developed and committed (Hacker, and Roberts 2002). Indeed, HPOs are committed to building “the inner person” so that leaders may know themselves better and become more effective. That “unique person” is the source, and the energy that drives the leader to perform and behave in certain ways that help the organization to benefit (Bryon, 2003). Many organizations have discovered and approved the philosophical truth: “One cannot give what one does not have”. Due to this fact, most high performing organizations have introduced leadership development programs (LDPs) to improve the skills, competencies, behavior and strengths of supervisors, managers, and executives (Pernick, 2002). Although costly, Pernick suggests that LDP is a wise investment and for this a number of reasons well-led organizations tend to: a) improve work quality b) improve employees' satisfaction c) incur less turnover, d) produce loyal and trustful leaders e) yield desirable financial returns, and f) cause leaders to discover hidden traits important in character building. These programs help organizations to critically identify leadership competencies that correlate with organizational effectiveness. For example, moral leadership competencies- compassion, willingness to help others, truthfulness, fairness, and tolerance, will be improved through development. Other programs include individual development plans (IDP) that capture leaders’ specific strengths and areas of needed improvement, such as technical, conceptual, and
interpersonal traits (Maxwell, 1993). Technical training enhances the skills needed to perform tasks and oversee the work of others. Conceptual strengths are used to assess of creativity, strategic thinking and decisiveness. Finally, interpersonal competency is the ability to work effectively with other people, an essential key to leadership success.

Other organizations have adapted assessment centers to give their leaders a multifaceted portrait of their leadership style and to discover hidden strengths and personality traits. These centers put candidates through two or more days of intensive activities to evaluate their planning, organizing, decision-making, and leadership abilities (Blanchard and Muchnick, 2003). Trained observers rate performance on simulations and exercises. Thus, assessment centers provide a valid measure of leadership (Pernick, 2002). Still other organizations use performance appraisals (Brody, 2000), 360- degree leadership surveys (Pernick, 2002), leadership profile survey that measures whether a leader is transactional or transformational (Rosenbach and Taylor, 2001). Furthermore, Rosenbach and Sashkin (2002) stress the leadership profile as a measurement of individual leadership style. In this profile, an individual leader takes self-assessment and correlates it with an observer’s assessment. The results of leadership profiles can be used to analyze leadership behavior, to further develop those personal characteristics associated with effective transformational leadership, and to improve transactional (managerial) leadership. Lastly, but not the least is the contribution of Myers-Briggs, who developed a personality type measure that examines different ways in which leaders understand the world around them and how they use their minds, specifically the way they make judgments (Engleberg and Wynn, 2003).
All these measurements improve and develop leaders' competencies, talents (Rothwell and Kazanas, 2003) and skills to enable them to interrelate better with others. Moreover, they will increase leader's performances, and command trustfulness and respect from other stakeholders (Covey, 1992). McConkey (1975) listed "eight selves" that the leader should individual examine for continuous improvement as a starting point: 1. self-commitment, 2. self-motivation, 3. self-planning, 4. self-supervision, 5. self discipline, 6. self-management, 7. self-development, and 8. self-reward (see appendix--). Depree (1989) believes that leadership improvement plans make leaders possess a certain maturity. "Maturity in a sense of self-worth, a sense of belonging, a sense of expectancy, a sense of responsibility, a sense of accountability, and a sense of equality" (p.15-16) Sashkin & Rosenbach (2003) conclude that leadership development assumes three key fundamental areas of personal growth: self-confidence (internal control), inner personal power, and vision. These three elements are the corner stones of an effective leader and a back-up in the interrelationship with employees and others stake holders. This culture of self improvement has led many HPOS to maintain high productivity and high morale. Leadership development has become a big business. Business Week magazine estimates that in 1993 companies spent $ 17 billion on leadership development programs (Rothwell & Kazanas, H. (2003).

Accessibility to Employees and Other Stake Holders

The ability to work effectively with employees and other stakeholders is an essential determinant of leadership success. Leadership is not something done for the people but something done with them (Blanchard, & Muchnick, 2003). Furthermore,
leadership does not mean getting people merely to do their job but getting people do their best.

Guided by organizational values and the mission statement, an effective leader must know the best ways to communicate to all stakeholders. This is not an easy job. This task needs a collaborative effort by all. Many HPOs have seen the value of creating work teams and adopting new leadership paradigms to effect change and improve performance. To accomplish this, leaders have adopted three general principles, according to Sashkin & Rosenbach (2003):

1. A clear value-based philosophy and a statement of organizational purpose or mission that all stakeholders will understand.
2. A clear definition of organizational policies and the development of programs based on values and beliefs contained in the philosophy.
3. Leaders must instill values and beliefs through their personal practices and communicate them to capture their interpersonal trust and confidence.

Most HPOs achieve this goal by cultivating a “win-win” principle (Blanchard, & Muchnick, 2003). Basically, this principle means that leaders have to sacrifice something for the sake of the other stakeholders and vice-versa, so that eventually both parties will emerge as winners. It is for this reason that Depree (1989) defines a leader as “a servant and a debtor”. Thus a leader owes a covenant to the institution and to all stakeholders. A covenant binds people together and enables them to meet their corporate needs and the needs of one another. In this way, work becomes meaningful and fulfilling. The new leadership paradigm gives people space, space in the sense of freedom, fulfillment and development (Depree 1989). Workers and
other stakeholders have their rights and they feel that these should be fulfilled by leaders in the organization. These intrinsic rights according to (Depree, 1989; Maxwell, 1999; Covey, 1992) include:

- The right to be needed-- they want to be acknowledged, so that they have a meaningful personal relationship with their leaders.
- The right to be involved-- a feeling of being engaged and included in the privileges of ownership and risk-taking decisions so that they may contribute and take actions.
- The right to understand-- to have the information shared in order to have appropriate knowledge about their mission, personal career path, competition, role, and value in the organization.
- The right to be accountable and responsible -- to have the ability to react to their responses, have the opportunity to share in the ownership in the gains and pains of the organization.
- The right to make a commitment by being provided with a desirable working environment.

This new paradigm is clear evidence that the long-lasting bureaucratic structures and comfort zones are slowly phasing out. Strauss and Harris (2002) advocate that leaders today are confronted with a world of uncertainties, rapid changes, constant reorganizations, and higher demands for performance. This work situation needs a collaborative culture. Effective collaboration necessitates stakeholders who know how to collaborate and an environment that supports this changing effort. Collaborative efforts create team players, who, according to Strauss and Harris (2002), Blanchard, and
Muchnick (2003), Covey (1992) and Sashkin and Rosenbach (2003) are condensed into five fundamental principles as illustrated in the following table 6.

**Table 6**

Five Principles of Collaborative Culture

<table>
<thead>
<tr>
<th>Principles</th>
<th>Descriptions</th>
</tr>
</thead>
</table>
| 1. involve the relevant stakeholders    | - build ownership for the change efforts at all levels  
                                          - form work teams with steering committee  
                                          - empower teams to make decisions at all levels  
                                          - mission and values should be clear                                                                                                               |
| 2. build consensus phase by phase        | - people must understand the process and systems  
                                          - provide open-discussions  
                                          - link vision with strategy  
                                          - determine results-more productive, profitable, competitive and successful                                                                 |
| 3. design a process map                  | - balance short-term and long-term issues  
                                          - determine the variables and deliverables of culture, eg. strategy, structure, skills, training programs, rewards, and communication tools |
| 4. design process facilitators           | - encourage meetings, encounters, mentoring, coaching, and facilitations  
                                          - balance results, process and relationship (benchmarking and outsourcing consultation)                                                                 |
| 5. leader becomes a facilitative person  | - this change effort require an accessible leadership  
                                          - supportive top managers and line managers  
                                          - celebrate successive results                                                                                                                                 |
HPOs have seen the need to create teams in order to build a strong and lasting collaborative culture. These teams should be involved, trusted and provided with skills, tools, and information. Barker (1999) asserts that leaders must promote greater participation and involvement in team building so that work becomes more meaningful and enriched. These teams must be empowered so that they develop strategy, coordinate functions, and make decisions (Rosenbach & Sashkin, 2002). But this process is not possible without the locus of control from the supervisors to the workers and consequently with costs and consequences.

The new leadership paradigm studies of Blanchard & Muchnick (2003) on interpersonal relationship between the leader and the stakeholders count on three fundamental areas: integrity, partnership and affirmation. They called this combination the “leadership pill”. The following is a synopsis of each component.

**Integrity**

Integrity is the state of being complete and creating a set of operating values and then living true to them, matching words and deeds (Maxwell, 1993). Integrity is not so much what leaders do so much as who they are. Integrity lays the foundation for trust and respect. It is an infrastructure of respect and trust (Blanchard and Muchnick 2003). When leaders personify organizational values, the result is a creation of value-driven culture and influence. Respect involves the recognition of other people’s decisions, worth, and output in the work process. Leaders show respect to others when they take time to listen to their opinions and upholding the golden rule “Do unto others what you want others do to you” (Covey, 1992). To earn this respect
from the stakeholders, leaders should live by giving example and being consistent with their behavior and values. In other words, becoming what one would like others to be.

Another constituent of integrity is trust. Trust happens when values and behavior match (Wills, 2003). Leaders should live their story now, today, tomorrow, and forever. This is the only way to develop culture of trust within the organization. People want to see that what leaders say and what they do are one and the same. Trust is a contagious virtue, starting with leaders, it moves to all other stakeholders (Covey 1992). Many HPOs like Dell, Container Store, Edward Jones, and Republic Bancorp have used some of these principles and have improved their work relationship tremendously.

Partnership

Partnership is a joint venture where leaders learn, work and grow together with the people in unity. It is an opening and discovering of unique hidden potentials in all people for mutual cooperation and trust. The key to effective leadership success is the relationship built by and with teams, customers, suppliers, and the community (Kerfoot, 2004). To make partnership last, the sharing of information is vital. The leader should articulate appropriate information to create a culture of ownership with all stakeholders. Sharing of the big picture will put everyone in the team on the same page. This intimate relationship is only in place when employees are fully empowered and delegated with responsibilities. When they win, a leader also wins and conversely when employees loose the leader loses. All should share the gains and pains. Secrecy
paralyzes performance and transparency (Wills, 2003). Good partnership has many benefits: improvement in the morale of work, customer service, profitability, motivation, integrity, and fewer turnovers.

Partnership is also a process of getting everyone in their proper places and thinking how the organization may benefit from their skills and competencies. Leaders encourage the culture of partnership by establishing a collaborative learning process. The leader initiates and promotes career development, so that employees may enjoy the security and stability of their jobs. To make partnerships and alliances succeed today, however, exploitative mindsets will not work. Instead trust and values must be effectively communicated, so that the formula, \( R = T + V + D \), or Relationship equals Trust plus Value plus Dialogue may work in the organization (Masciarelli, 1998)

**Affirmation**

Affirmation is a statement of appreciation of other people’s worth and values. The organization should design high standards of mutual affirmation. Many HPOs, such as, GM, Wal-Mart, and Wegmans Food Markets, have adopted the culture of giving gifts, presents, certificates, promotion and a raise as a token of appreciation. Praise is the easiest way to show others’ appreciation (Maxwell 1993). People should be thanked for good things they have done. Blanchard, Carew, and Parisi-Carew (1990) contend that the praise model must be immediate (on the spot) and specific (precise). Praise cultures stir each person in the organization to recognize the goodness and good will in others. Consequently, employees will be more supportive,
collaborative and caring to one another, because the success of one is the success for all (Barker, 1999).

Accessibility to Organization

The leader who is accessible to self and to other stakeholders will find it easier to be available in the organization. An organization is dormant without a good leader. It cannot develop properly without an accessible leader. Most high performing leaders cannot succeed without the participation and insights of other people across the board. An accessible leader, like the captain of a ship puts the organization in the right direction.

An accessible leader synthesizes shareholders with an organization by adhering to a shared understanding, common orientation, common values, and shared priorities (Kerfoot, 2004). It is the task of a leader to make sure the employees understand the link between their tasks and the organization’s strategic plans and goals. Organizational guiding principles, policies, goals, and mission statements must be communicated and explained to the teams (Strauss & Harris, 2002). What are teams? And why teams? Katzenbach & Smith (2002) advocate that, “teams are groups of people with complementary skills who are committed to a common purpose, performance goals, and an approach for which they hold themselves mutually accountable” (p.45). The leader must not only work hand-in-hand with teams by communicating, having clear and compelling purpose, providing safe but also creating supportive work environment as well (Quigley, 2003). Furthermore, a leader must convey high but attainable expectation to the teams (Maxwell, 1993). All
HPOs have seen the need to work with teams because they sustain high performance, bring together complimentary skills, and establish communications that support real-time problem solving. Teams also provide a social dimension that enhances the economic and administrative aspects of work, and most of all, becomes a channel of having fun. ((Fortune Magazine, Jan. 12, 2004). Gill (2003) urges that it is the task of an accessible leader to create a successful and sustainable workplace, good corporate citizens, and at the same time make a profitable and productive organization.

Effective leaders need to understand all the components of the organization and unify them using all the available resources. Which are these parts? Paschale and Athos (1978) diagnosed an organization into seven distinctive parts or 7S- Strategy, Structure, System, Staff, Style, Skills, and Super-ordinate goals. These parts express the operational, strategic and administrative roles of the leader in any high performing organization. The leader should have the knowledge of what is going on in the teams in all departments. The following table 7 illustrates what is contained in every part.
### Table 7

**Paschale and Athos’s Seven Ss, Profile**

<table>
<thead>
<tr>
<th>Seven Ss</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. strategy</td>
<td>A plan or course of action leading to the allocation of resources over time to reach identified goals in the future</td>
</tr>
<tr>
<td>2. structure</td>
<td>A characterization of the organizational chart: functional, centralization, decentralization, span of control, and chain of command</td>
</tr>
<tr>
<td>3. system</td>
<td>Formalized reports and routine processes such as meeting formats</td>
</tr>
<tr>
<td>4. staff</td>
<td>A demographic description of important personnel categories with the organization such as clerical staff, technicians managerial staff and others</td>
</tr>
<tr>
<td>5. style</td>
<td>A characterization of how key managers behave in the achieving of the organizational goals and also the cultural style of the organization</td>
</tr>
<tr>
<td>6. skills</td>
<td>Distinctive capabilities and competencies of key personnel of the organization as a whole</td>
</tr>
<tr>
<td>7. super ordinate goals</td>
<td>The significant meanings, mission statements, and guiding principles that an organization instills in its employees and other stakeholders.</td>
</tr>
</tbody>
</table>
The study also discovered that a leader must lead and understand the customer (Yearout, 1996). Top performing organizations tend to have a clear understanding of their customer’s needs and desires. Through surveys and interviews the organization should be able to capture the voice of its customers especially in the manufacturing, sales, and in the distribution and other service- providing processes (Blanchard and Muchnick, 2003). Using customers’ feedback they are able to improve the way work is performed. The latter suggests that feedback is indeed the “breakfast for champions”

The above research has identified and elucidated the acceptable behavior and task of an accessible leadership. For an organization to perform highly, the leader has to effectively communicate information to all stakeholders within and without the organization. The next body of research will critically examine the effective tools of communication and how they are a competitive advantage.

Effective Communication

This section will explain different communication styles, four elements that make communication effective, communication barriers and solutions, and lastly, the importance and results of effective communication.

Effective communication is the central lifeline of HPOs. It is the vehicle for bringing change, shaping expectations, and rallying workers around a core purpose (Tracy, 1998). The research conducted by a human resource consultant (retrieved from website: www.Ruznheimer.com) suggested that the average manager spends 80% communicating in one form or another. The breakdown is: 10% writing, 15% reading, 25% listening, and 30% speaking. This
evidence shows that organizational communication must be effective and efficient if the organization is to improve on its performance.

Organizational Communication

Organization communication is described as the process by which information is exchanged and understood by all stakeholders, such as workers, managers, producers, marketers, suppliers, salespersons, and customers with an intent to motivate or influence behavior (Draft, 1997). This explanation stresses a purpose that goes beyond just transferring information. The sender has the intent to influence the receiver to do what the sender wants.

Schneider (1998), on the other hand, contends that organizational communication should take a holistic approach. It should focus on the behaviors and processes needed to create an effective communication culture. An effective culture ensures the proactive exchange of knowledge, options and ideas by everyone in the organization. HPOs which have incorporated organization communication (OC) into their business strategical plans, such as General Motors, Wegmans, and others, find it easier to motivate and empower people. Obviously, this intervention is more easily done because executive management, human resource and other communication functions do give maximum support. Nothing can take effect in the organization without top management support.

Tracy (2002) argues that in most HPOs, managing communication is a significant factor in creating competitive advantage and a long-time investor value. Effective communication opens an environment of openness, trust and teamwork. This healthy atmosphere affects and helps the organization to attract and retain employee motivation, while customer satisfaction and
profitability increase. These three features are indeed the main business ingredients for high organizational performance.

A Model for Effective Communication

Francis (1989) presents a model for effective communication in organizations by identifying four purposes, each of which has four components. Many HPOs use these purposes to stress the importance of communication which must be actively pursued by all stakeholders. The following are the four purposes and their components.

1. Sharing the competitive vision. HPOs leaders must communicate a compelling vision with clear goals. They should be sensitive to the external environment, requiring alertness so that opportunities and threats can be foreseen.

2. Integrated effort. Leaders must communicate corporate unity so that various parts of the organization work in a coordinated way, potential difference caused by local geography are minimized, and all subunits know the part they play in the whole system.

3. Healthy community. Communication depends on “perception”, that is, how people observe the organization and its leaders’ motives and intentions. To sustain dignity, meaning, and community in communication, the leader is required to maintain credibility, trust and integrity (Weisbord, 1987).

IV) Making intelligent decisions. The leaders must exercise communication skills, by empowering individuals so that they feel trusted to handle data and offer effective feedback.
Communication Styles

Leaders and managers must understand the best style of communicating in order to create a good and lasting impression on others. Although Francis (1989) maintains that there is neither a single preferred communication style nor the use of one specific channel, every HPO, however, must choose the most appropriate style, especially for important or complicated messages. In fact, the choice of channels depends on four criteria (Draft, 1997):

- **Amount of information required**—different communication styles convey different kinds of information. For instance, face to face communication in meetings and visits is the richest medium because it offers a variety of cues, including verbal and written words, tone of voice, facial expression, and body language.

- **Instant information required**—For instance, for immediate information, the most accessible and prompt transmitted media are telephone, fax or email.

- **Effective communication required**—Effective communication refers to the accuracy of the information transmitted. In this case, therefore, face to face communication is the most preferred because there are more chances for the receiver to clarify meanings reducing misinterpretations and misunderstanding.

- **Efficient communication**—Efficient communication refers to the speed and quality of transmission of messages. Meetings and visits should be the most efficient way to communicate when the parties are in close proximity. At a distance, teleconferencing is the next most appropriate style.
Four Elements of Effective Communication

According to Kelly (2000) effective communication presumes two fundamental issues. One is that effective communication is a matter of delivering information accurately and not misrepresenting or altering others’ views and attitudes. The other assumption is that effective communication is a matter of getting the mechanics right and improving the way information is sent and received.

When is effective communication complete? There are four attributes which organizations should always keep on improving from time to time. It is only when these features are working harmoniously that an organization can claim a competitive advantage. These elements are: sender or encoder, information or message, channel or instruments, receivers or decoder (Kelly, 2000).

Encoder/Sender

The information source, hereinafter referred to as a “sender” is a person or a group of people with a purpose for communication. They may be leaders, managers, workers, suppliers, or salespersons in the organization. Tracey (1998) asserts that generally the personality of the leader determines the quality of communication. She maintains that a passive leader communicates passively, while an aggressive leader communicates aggressively and assertive leader communicates assertively (see Appendix I). Also the ability to communicate effectively is closely related to one’s capacity to perform effectively. The greatest resource of a leader is to communicate effectively. Most HPOs emphasize that their leaders should give instructions clearly. The questions of how, when, and what standard of communication should be provided are fundamental problems to be clarified before information is given out. Tracy emphasizes
listening skills as important quality to all communicators. A leader must listen patiently, quietly, and completely focusing attention on the other person (Draft, 1997).

Kerry (2000) insists that leaders in the HPOs must develop assertive communication skills because in most cases they are the primary sources of organization values and beliefs. They should be careful not to codify and communicate their own personal values and express them as visions for the organizations. Such confusions in communications can lead to the most disastrous of consequences. So many crises in many organizations are triggered by a simple misunderstanding of values and mission. These confusions can be avoided by communicating values and beliefs assertively and correctly.

Kouzes and Posner (1995) maintain that it is important for leaders to know their constituents and speak their language. It is only through the “knowledge of their dreams, their hopes, their aspirations, their vision, their values can a leaders solicit support” (p.11). Those leaders who ignore this political climate may find it hard to penetrate the social fiber of the organization. This knowledge is beneficial to team building and social interaction. For instance, the employees know each other so well that they know who to fit where and why. The leader must try to solicit this information from them in order to understand the working environment.

This literature reiterates the attention to moral behavior as central to effective communication. These traits include honesty, trust and love as the highest in the leadership characteristics. Followers look for evidences in every leader’s behavior. When the employees perceive their leader to be credible, honest, and consistent with organizational values and beliefs, they are bound to give maximum cooperation (Kouzes and Posner, 1995). Leaders’ credibility will minimize those defensive mechanisms which employees express whenever information of change is communicated. The leader knows if the message is well received if the receivers are
proactive and effective feedback is provided in return. Effective feedback is absolutely essential to organization communication (see Appendix II).

**Message/ Information**

The information communicated must inform people about the importance of and the appropriate means to obtain organizational goals and values. Kelly (2000) stresses that leaders in all organizations must understand that successful articulation of information relies on using languages and symbols to create a new and special meaning for organizational members. Many HPOs give advice to their leaders to be “expressive, use vivid language to connote enthusiasm, positive energy, confidence and personal conviction” (p. 136). When the people are clear about their values, their leader’s values, and their organization’s values, they will know what is expected of them. Effective communication begins not with the sender but with the receiver (people). It is complete only when the message has been mutually and accurately understood and later acted upon. Horan (1976) argues that effective communication is required at every step in organizational process, from mutual recognition and understanding of the topic or problem that triggered the communication in the first place to its final resolution. To Horan, communication is the act of understanding the facts or data, as well as being understood. So the message must be Specific, Measurable, Accurate, Reliable and Timely (SMART).

**Channel/ Instruments**

Without formal communication channels it is difficult to get the message from employees to managers or from managers to employees or from one subunit to another or from supplier to customers. Therefore, HPOs have taken advantage of the modern technologies to improve their
information technologies in order to transmit information in the most efficient way about their performance, goals and achievements, procedures and policies (Kelly, 2000). He also advocated that most HPOs have developed three ways to improve organization communication (OC), as illustrated in the following table 8:

**Table 8**

<table>
<thead>
<tr>
<th>Styles</th>
<th>Communication tools used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upward communication</td>
<td>Suggestion systems, performance reports, attitude surveys</td>
</tr>
<tr>
<td>downward communication</td>
<td>Videos, newsletters, briefs, magazines, meetings, visits</td>
</tr>
<tr>
<td>horizontal communication</td>
<td>Telephones, faxes, emails, teleconferences, and intranets</td>
</tr>
</tbody>
</table>

Other informal channels of communication should also be considered, such as symbols, artifacts and ritual which are visible reminders of key organizational values (Kouzes and Posner, 1995). The benefit for using these informal channels is that they communicate even when the leader is absent.

*Decoder/Audience/Receivers*

Effective communication is never complete without the receiver appropriately and accurately getting the message and proactively working on it. But the most important element in communication is to bring employees and managers together. Kelly (2000) argues that this interaction is the key element, regardless of what mechanism is chosen to deliver information. Siemens, for example, has implemented a new high-tech tool designed to allow busy executives to get their company communications online, at their convenience. But the larger goal for the
tool is to create an ongoing dialogue between those executives and other Siemens employees so that communications continually cascade throughout the company.

Most importantly, leaders must not only be aware of which vehicles of communication employees find most effective, but also which management finds most effective. Any tool used to communicate information must satisfy two essential aspects; members' satisfaction with what is being communicated and positive communication climate within the organization (Smidts & Pruyn & Riel 2001).

With respect to information about personal roles in an organization, Schonfelder (1998) proposes that receiving useful and sufficient information about what is expected of employees in their work and their contributions will increase their understanding of the norms and values of the organization. Such information will not only provide a basis for self-empowerment but will also enhance employees' sense of ownership, and involvement and hence strengthen their identification with the organization.

**Communication Barrier**

This research has identified two kinds of barriers; organizational barriers and interpersonal barriers (Kelly, 2000). Organizational barriers are those which come from an organization's structures, systems and processes. According to Tracy (1998), organization barriers include physical distractions, information overload, status and power differences, and differences among departments, inappropriate communication channels, and time pressures. Interpersonal barriers come from individual characteristics and differences, such as perception and perceptual selection processes, poor communication channels, semantics (meaning of words and symbols), and inconsistent cues between verbal and non verbal communication.
Kelly (2000) suggests that these barriers can be minimized by cultivation of individual skills, active listening, selection of appropriate structures and communication channels, with leaders and employees making an effort to understand each other perspectives, and managers practicing the model Management by Wandering around (MBWA).

The Importance and Results of Effective Communication

HPOs that have imbued effective communication into their culture open an opportunity for their leaders to influence, facilitate, coach and mentor in a way that will inspire passion, motivation, commitment and empowerment among their stakeholders. Employees do not want to view their work as merely a "job", characterized by spirit-numbing, meaningless tasks and mindless routine (Smidts, Pruyn & Riel, 2001. This means that the first task of the leader must be to inspire people towards a worthy goal. The general communication style of the manager will determine the motivational level of staff members. Individuals are certainly not motivated by cold, disinterested or faceless managers who use inappropriate tool as their preferred medium of communication or give terse instructions and orders. All leaders, to communicate effectively must not only focus on results but also winning the respect and dignity from all stakeholders.

Communication must be managed in a business-like way: set objectives, define the audience, and select the key message, tactics and tools. This means that it must be aligned with other elements in the business strategy, such as human resource, finance, marketing, and information technology. There is no doubt effective communication improves employees' commitment, satisfaction, identification and retention (Draft, 1997). Similarly, it reinforces
values, beliefs, and establishes a favorable forum for effective decision-making and problem-solving.

Remarkably, this research ascertains that effective communication is not static but rather a dynamic process that needs to be updated and restructured from time to time to meet contemporary challenges.

Empowerment

In section the research is a discussion of the concept of empowerment as the third essential triad that makes organizations perform highly. Some of the empowerment items for discussion are: the concept overview; meaning; the leader’s role; the employee perspective; organization’s role; benefits; barriers; and results. The chapter will conclude with a deliberation on how leadership, effective communication and empowerment are related to one another. Their harmonious interrelationship is the greatest competitive advantage an organization can have over others.

The Concept Overview

Empowerment is a contemporary multi-dimensional concept that is effective in business and service organizations. Writers explain this notion by using different words to describe similar approaches (Honold, 1997). Prior to 1990 empowerment could only be assessed by consulting articles that discuss such topics as participative management, total quality control, individual development, and strategic planning (Sullivan, 1994). More recently, it appears frequently in human resource and business and management literature. HPOs business gurus and CEOs alike have taken the term to heart reviewing it
as the new savior of organizations that are experiencing problems or desiring to achieve greater success (Honold, 1997). Research suggests that empowerment involves how leaders lead, how individuals react, how peers interact, and how work-related processes are structured.

Paradigms have become ways of identifying realities that need possible change. Willis (1997) explains that “changing patterns in business means creating awareness and understanding of the paradigm and benefits in changing it, providing hope through vision for the future, directing and encouraging those affected by the change and communicating in a way that stimulates and motivates people to action” (p. 76).

Empowerment is implemented in two dimensions: job content and job context. Ford and Fottler (1995) explain job content as task and procedures necessary for carrying out a particular job. Job context is the reason an organization needs that job done and includes both how it fits into the overall organizational mission, goals and objectives. So job context is much broader because it includes how employees interact with others to meet the challenges in their workplaces. Empowerment implementation focuses on decisions related to job content by gradually moving through various decision-making stages from problem identification to performance.

Oudtshoorn and Thomas (1995) point out that there are two aspects of being empowered: first, objective empowerment – authority or permission to work and make independent decision in workplaces, and second, subjective empowerment— inherent feelings of energy, ability, and power. According to Oudtshoorn and Thomas, empowerment refers to the objective limits within which individuals are authorized to exercise power and also to the subjective sense of individuals’ own power and strength.
Empowerment is also characterized into two general instruments, organizational and psychological empowerment. HPOs must balance the two dimensions to provide full empowerment to the employee. Organizational empowerment encompasses key ideas that give employees satisfaction in the workplace: sharing information, stating clear boundaries, and developing self-managed teams (Randolph, 2000). Organizational empowerment is geared to improve performance and working conditions. Thomas and Velthouse (1990) explain psychological empowerment as intrinsic motivation manifested in four cognitions, reflecting an individual’s orientation to the job context: meaning, competence, self-determination, and impact. Definitions follow:

- **Meaning**—harmony between one’s work role and beliefs, values and behaviors;
- **Competence**—self-belief in one’s capability to perform work activities with skills;
- **Self-determination**—sense of choice in initiating and regulating one’s actions, such as making decisions about work methods, pace and effort; and
- **Impact**—degree in which an individual can influence strategic, administrative, or operating outcomes at work.

These four dimensions reflect an active rather than a passive orientation to one’s work role. In other words, empowered individuals do not see work as a “given” but rather something that is able to be shaped by their actions (Spreitzer, 1992). The psychological empowerment provides employees with an interior life that includes a general sense of self-efficacy, feelings of competence, motivation to do some tasks more than others, and a view of the world and how it works (Forrester, 2000).

These two dimensions of empowerment are equated by Rothwell (1997) with the full force of empowerment. Less than this is partial empowerment, but this generates only
partial commitment and partial success. The full empowerment model must be used by HPOs to achieve overall organization objectives.

**Meaning of Empowerment**

Empowerment has been described as a means to enable employees to make decisions (Bowen and Lawler, 1992) and as a personal phenomenon where individuals take responsibility for their own actions (Pastor, 1996). The first explanation denotes how management facilitates and implements the culture of empowerment. The second description emphasizes the importance of the individual in the truly successful application of empowerment. Blanchard, Carlos & Randolph (1996) define empowerment as having the freedom to act but also the responsibility for getting results. They believed this freedom can be achieved by leadership sharing information with everyone, creating autonomy through setting down boundaries, and replacing hierarchies with self-managed teams. To empower, McLagan and Nel (1997) suggested that certain information must be available:

- on the objectives of the business, departments within it, and work groups;
- on what empowerment is, why it is necessary and ways in which senior management hope it will be achieved;
- on individual and group performance;
- in an understandable form on which the individual/group can act; and
- that allows workers to empower themselves.
Ford and Fottler (1995) explain empowerment as sharing with employees this information and knowledge to enable them to understand and contribute to organization performance, rewarding them accordingly, and giving them authority to make decisions that influence organizational outcome. In this explanation, empowerment is broader than traditional concepts of delegation, decentralization, and participatory management.

Whatever explanation of empowerment is used, the end goal is to develop the performance and potential of the individual as well as that of the organization. Therefore empowerment is not something which can be passed over from management to employees, as a pen is handed from one person to another. It is a complex process that requires a clear vision, a learning environment both for management and employees, and participation tools and techniques in order to be successful (Erstad, 1997).

**Essential Conditions for Empowerment**

HPOs have laid down conditions which favor for proper empowerment implementation and acquire appropriate results. Ward (1993) determined that employees' empowerment has three critical requirements:

- clarity and consistence of the organization's overall production, development goals, and alignment of all systems and management and employees levels toward those goals,
- ongoing evaluation of the development needs of the employees with preparation for a greater sense of process and ownership and accountability,
- an assurance of congruence between corporate goals, management goals and goals of the organization's employees (p. 4).
Business gurus such as Blanchard, Carlos & Randolph (1996) advocated that for HPOs to benefit fully from empowerment, the following essential conditions must be in place:

- employees who are properly trained,
- the need for shared vision,
- the need for a set of shared values,
- the need to share gains and pains,
- the need for managers to have faith and trust in employees, and
- an overall culture which supports risk taking.

*Leaders' Role in Empowerment*

According to Randolph (1995), empowerment involves a high form of leadership. Studies done by Randolph on several high performing organizations suggest that three elements are essential if empowerment is to be effective and successful: information sharing, autonomy through boundaries and self-managed teams. This means leaders must change their paradigms in order to embrace the new organizational strategy. Also they should be ready to acquire certain fundamental skills and characteristics, such as credibility, dedication and ability to achieve the right talent (Thompson, 1990). Leaders should assume the role of a teacher, facilitator, and a coach in this new management style (Pamela, 1994).

How do leaders inspire their followers? Spreitzer, De Janasz & Quinn, (1999) suggest that they are three ways to do this:

- leaders must have a conviction of their ‘moral righteousness’ or a clear sense of their own value system,
leaders must radiate a sense of self-confidence in their competence in implementing the vision, and
leaders must be interested in and willing to exert influence and personal control without being dictatorial.

In order for leaders to create a culture of empowerment in any HPOs they need to be trained on how to empower people. Howard (1996) advocated that leaders must learn to change not only their mental self images but their behavior. This is best accomplished through learning development programs that emphasize empowering concepts and personal development. Leadership training should start at the top. If leaders at the top become pace-setting role models of empowering leadership, then those lower in the organization will be properly guided in the empowerment implementation. Leaders will benefit from the training if it is preceded by a powerful diagnostic process that can assess their strengths and uncover development requirements.

Vogt and Murrell (1990) suggested that interventions provided by leaders to achieve empowerment should be systematic, structural, and programmatic.

- Systematic -- creating a shared vision, providing a clear top-management support, and use of team and temporary group models.
- Structural -- developing a strategy for continually scanning the environment, redesigning work to reflect collaborative norms, and use of job enrichment.
- Programmatic—creative use of sponsorship role models, peer alliances, coaching and mentoring, and development of reward systems that build “win-win” attitudes.
Simmons (1996) emphasizes the need for leaders to build a partnership with workers and management as a new strategy so that all may feel involved in every aspect of the organization. If the workers are not involved, they do not show any commitment. By creating "an inclusive organization" everyone is brought in touch with every aspect of the task. Employees who are unable to develop and use their full potential are likely to inhibit the achievement of organizational objectives. Building an inclusive organization involves bringing people in and involving them in thinking about and contributing their talents and skills in the organization. Leaders must therefore enable others to play their part for they know that they do not have a complete picture of the organization without everyone on board. Giving the workers an opportunity to make decisions is an act of empowerment. It enables them to think big and for the long term, and focus on how the organization works as a system, and not simply on the achievement of results.

Simmons (1996) also stressed making workers see themselves as leaders, though there are people appointed to formal leadership. The main task of these leaders is to win the energy and commitment of workers at all levels to improve the performance of the organization. To achieve desired results, leaders must:

- Release the intelligence, creativity and initiative of people throughout the organization; and
- Integrate initiatives toward an agreed vision of the future and solve the problems encountered on the way.

Lastly CEOs and their teams in HPOs must show that they are putting people at the center, and develop policies and practices for involving them at all levels. Howard, 1996) pinpoints three fundamental payoffs for high involvement leadership: greater
commitment to the organization, more job satisfaction, and clarity about what they are supposed to do. Top management has to know what is going on in the organization, what people think, have greater expectations of them, cherish their contribution, and develop their self-confidence and abilities (Pastor, 1996).

**Employees and Empowerment**

However, empowerment is not merely about restructuring and redesigning jobs and tasks so that people take responsibility for their actions and those of others in their work group. While the "giving of power" is important, so too is the ability to take an empowered role. In many instances, employees have to 'empower' themselves. They have to take the role of maintaining, updating, enhancing, and developing new skills (Blanchard, Carlos & Randolph, 1996). To do so, a leader is required to make them to feel capable of developing those skills and competences and then applying them in an effective way (Honold, 1997). Empowerment is not something to be given, fed or manipulated to the employees by management. Management should only nurture the environment so that it can blossom. According to Beach (1996) empowerment involves an ongoing awareness of employees’ potential and of many ways in which organization can support that potential to grow. Beach also maintains that the primary function of employees is to assume within the organization the 'role' and not the 'position.' The Webster dictionary refers to 'position' as the way in which a person is placed or arranged and also connotes restrictions. Written role descriptions help to clarify primary activities and responsibilities without creating a sense of immobility. This is what was referred to "job content" in the beginning of this empowerment section. One of the functions of
HPOs is to encourage employees to stretch beyond their roles and contribute to the overall success. Empowerment begins when employees accept the responsibility for the definition of the context of their jobs and the quality of their work (Erstad, 1997). This incremental approach to empowerment focuses first on job content and later on job context permitting management to learn the extent to which employees are ready, willing and able to become empowered. Then, too, empowerment implementation has to go hand in hand with training and development. Although training should be tailored according to organizational needs and resources, Pastor (1996) nevertheless maintains that the empowerment training model should have at least five distinctive levels of stages of autonomy. The following table 9 illustrates the synopsis of the five levels as follows:

**Table 9**  
Five Levels of Empowerment Training Model

<table>
<thead>
<tr>
<th>Levels</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage One</td>
<td>The manager makes the decision and informs the team</td>
</tr>
<tr>
<td>Stage Two</td>
<td>Manager asks the team for suggestions makes the decision based on those proposals and informs the team.</td>
</tr>
<tr>
<td>Stage Three</td>
<td>The team discusses the debate; the manager asks for a proposal and input from the team, makes the decision and informs the team.</td>
</tr>
<tr>
<td>Stage Four</td>
<td>Both the team and management discuss the topic and make the decision together</td>
</tr>
<tr>
<td>Stage Five</td>
<td>The manager delegates and empowers the team to make decision</td>
</tr>
</tbody>
</table>

From another perspective, Thomas and Velthouse (1985) believed that empowerment relates to the very basis of human existence and occurs as "cognitive
variables.' The key variables are the environment, tasks, behavior of the leader, the individual’s interpretative styles, and the impact and the meaningfulness of the task.

Generally, employees should be treated as business partners in the running of the organization and empowered to take responsibilities. When HPOs provide this chance to employees’ two things happen: employee and organizational performance is improved, and employees reach certain personal goals. Savery and Laks (2001) argue that empowerment can positively influence employee self esteem in competence and security, giving employees a clear sense of the contributions they can make to the company, directly leading to increases in productivity.

Conclusively, empowerment means creating an environment in which employees receive more authority for the accomplishment of their work tasks in exchange for work outcomes. Block (1988) contends that empowerment is causally linked to organizational effectiveness. These empowered workers are more likely to be committed to HPOs and have lower absenteeism when they perceive that the organization values are part of their contributions.

*The Role of Organization in Empowerment*

Organizational culture plays a vital role in the promulgation of empowerment to all stakeholders. An organization culture is that distinctive constellation of beliefs, values, work styles, and relationships that distinguishes one organization from another (Oudtshoorn, & Thomas, 1995). The structuring of every high performing organization needs to be seen from the standpoint of encouraging rather than controlling the activities of the workplace. Flexible structuring which supports individual decision making and the
exercising of choice within appropriate work group is a culture that is definitely empowering. But restructuring from tight controlling to empowering by itself, as Vogt & Murrell (1990) advocate, is not enough without addressing what support systems are available and how employees are to take new roles and responsibilities. Erstad (1997) states that the commitment and participation of top management are necessary for a truly comprehensive culture of empowerment to exist. This culture should be clarified and stipulated in all specific areas in the organization; otherwise a gap may arise between the espoused culture, values and beliefs of leaders and their actual behavior (Bruce, 1994). This gap may be confusing and a threat to the employees who are ready to embrace change. Therefore Nixon (1994) advocated that an appropriate culture should be developed whereby employees should work as individuals by:

- establishing a vision,
- prioritizing and acting only where most impact is possible,
- developing strong relationship with colleagues,
- expanding networks, and
- using internal and external support groups.

The empowerment paradigm requires new management skills to maximize employee potential. These skills relate to coordination, facilitation, commitment and trust, communication, and promoting learning and employee ownership identification with organizational values, competence building, employee self esteem, delegation, and coaching as fundamental qualities for employee participation (Erstad, 1997). The management function in the new empowering and commitment-seeking organization
provides broad guidelines and establishes the limits of employee’s empowerment by sharing the appropriate information for the achievement of personal and organizational goals (Oudtshoorn, & Thomas, 1995).

*Barriers to Empowerment*

Though empowerment yields rich results in HPOs there are barriers which need to be reduced if desired results are to be achieved. Erstad (1997) maintains that some of the minor barriers employees found in empowerment are related to communication difficulties, unclear work practices, higher levels of pressure on staff, and increased competition among employees. These are manageable and easily solved by the leaders within a given time. However, Balkema and Molleman (1999) maintain that there are three delicate ones that the whole organization has to minimize, lest they jeopardize the whole empowering system in the organization. These are:

1. Middle managers and supervisors tend to view announcements of impending empowered work systems with suspicion, uncertainty, and resistance, some view the change as a threat leading to loss of power, influence, and importance, over which they have minimal control. When they come to understand that their repertoire of management skills, often developed from years of experience and struggle, will become at least in part obsolete, they worry that they will not successfully master new coaching and facilitating skills.
2. As the operational issues are handled directly by those involved, managers become less involved. The focus shifts to the broader issues - the logistics of the manufacturing process, vendor management, materials issues, and corporate issues. The management view becomes broader, and there is more space and time to stand back from the business and take a fresh overview of what is happening and how to improve it. This also means that managers develop cross-functional careers, as the old career ladders have been eroded or dismantled altogether.

3. The third barrier is related to the employee's psychologically differing needs, skills, and learning abilities. Some employees may like challenging jobs and therefore would favor autonomous decision making and variety while others are mainly extrinsically motivated through financial rewards. Manz and Sims (1987) indicate that there are at least two important sets of abilities; technical skills related to work performance; and social abilities related to managerial tasks. These two sets of abilities may be lacking in the empowered teams. A deficiency of these two sorts of abilities may limit the performance in any HPOs.

Empowerments Benefits

How do employees, managers and leaders, customers, and organization benefit from this intervention? A primary outcome of empowerment is increased employee self-efficacy because they have more responsibility in how their jobs are performed (Conger and Kanungo, 1988). They also increase discretion and flexibility, an experience that makes them feel better about their jobs, reduce the stress, increase confidence in performing job-related tasks and enables them to adapt to changing condition. More
than this they find meaning, dignity and community as they feel respected, recognized, and trusted by management (Weisbord, 1987). Managers and leaders increase greater commitment to the organization, and job satisfaction, and job designs become clear about what they are supposed to do (Howard, 1996). Also managers demonstrate a concern for people and their individual ideas, initiatives and innovations and create cultural norms of learning and personal developments (Conger and Kanungo, 1988).

The customers recognize empowerment through the way they are treated in the course of doing business with the organization. Cook (1997) notes that customers benefit from empowered organization through employees’ positive and proactive attitudes, such as:

- the ability of employees to provide information and make decisions;
- the speed of problem resolution;
- increase in creative new ideas and improvements;
- standards are set and maintained by self-discipline, not by centralized enforcements;
- staff actively listen and show willingness to understand their point of view;
- greeted with enthusiasm and positive attitude by employees; and
- seeing evidence of teamwork and willingness of staff members to support each other to serve the customer.

HPOs benefit differently, depending on the managerial meaning, level, and the motives of empowerment they have adopted in their implementations. Erstad (1993)
hypothesizes that organizations move through the “hierarchy of empowerment,” from suggestion involvement (using quality circles which make little change to jobs) through job involvement (job design and team working) to high involvement (involvement in all aspects of the organization’s performance). This also includes ways in which it is communicated and “sold” to managers and employees and how they, in turn, perceive it and decide the level of commitment to give. But generally, HPOs improve their productivity and customer focus; build trust and promote effective communication; increase commitment and a sense of belonging across all units in the organization (Bowen and Lawler, 1992).

Importance of “Triad” for HPOs

Accessible leadership, effective communication, and empowerment are an important triad in any high performing organization. This review has touched on most of the elements found in each triad. The next part explores the interrelationship of the three elements and how they as a unit contribute to high performance in the organization.

Leadership and Communication with Teams

Many organizations are undergoing enormous and rapid changes, so that many leaders are reinventing their profession as they go along. Faced with an extraordinary level of complexity and interdependency, they watch traditional sources of power erode and the old traditional tools lose their magic. Now management has an opportunity to abandon control and empower their workers (Pamela, 1994). At the heart of this new management style or paradigm is the changing of management philosophy and
organizational structure. This change of mindset is characterized by much more cross-functional and participative organization, where team orientation and empowerment strategies are common issues, supported by accessible leadership and effective communication. Taborda (1999) maintains that HPOs must be supported by leadership that inspires and by leaders who act as coaches, facilitators, mentors, and teachers rather than controllers. The following table 10 elucidates this new managerial paradigm from traditional management to leadership towards 2000.

**Table 10**

Traditional management versus leadership toward 2000

<table>
<thead>
<tr>
<th>Style</th>
<th>Traditional</th>
<th>Leadership 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>Hierarchy</td>
<td>Organizational commitment</td>
</tr>
<tr>
<td>Discipline</td>
<td>Imposed</td>
<td>Self-discipline</td>
</tr>
<tr>
<td>Problem-solving</td>
<td>Mechanistic</td>
<td>Empowered teams</td>
</tr>
<tr>
<td>Decision-makers</td>
<td>Managers</td>
<td>Collaborative</td>
</tr>
<tr>
<td>Task management</td>
<td>Command and control</td>
<td>Assignments and delegation</td>
</tr>
<tr>
<td>Function</td>
<td>Specialists-group</td>
<td>Teamwork</td>
</tr>
<tr>
<td>Emphasis</td>
<td>Goal – seeking</td>
<td>Empowerment</td>
</tr>
</tbody>
</table>

This new way of doing business will demand new forms of managerial work. Taborda (1999) predicts that the new paradigm will require effective teamwork, a leadership with communicating skills and empowerment strategies. Furthermore, employees must be viewed as customers of each other services; this results in an emphasis on the level and quality of services. As explored above, the leader must command the dignity and respect
from employees and other stakeholders. Partnership, integrity and trust must form the core of contemporary leadership. Moreover, leaders must influence the whole person—the way people think about the conventional ways of functioning (Pamela, 1994).

It is not enough to feel the need to transform and to identify a coherent and attractive organizational vision; these goals must be effectively communicated and embodied in the culture of the organization. Communication of values and sharing of information with all stakeholders are especially important and should be done through leaders acting as personifications of their visions. There would be no point in communicating a vision or mission statements of an effective organization if a bureaucracy resistant to change is left intact or if leaders do not demonstrate commitment to values by their behavior and by the way they reinforce their behavior of others. Leaders of this kind express contradictory values and undermine the trust and confidence of their followers. Manz and Sims (1987) advocate that the new managerial paradigm require leaders to handle the complex, ambiguous, and enjoy leading the change process.

They must ensure that people within the organization are motivated, developed and rewarded in order to produce outstanding performance. These are highly-demanding skills that require commitment, investment and willingness to learn. This kind of leadership contributes to teamwork and empowerment, which will accomplish organizational success.

Peters (1989) voices the opinion that an organization to be competitive must work and organize around teams. The new managerial paradigm involves teams and holds the individuals within them accountable and responsible for achieving organizational goals.
Moreover, teams must have a sense of purpose and feel the need to be united. Taborda (1999) contends that there is a difference between groups and teams in the level of achieving end results. Group members do not take responsibility for results other than their own. Teams differ fundamentally from groups in the sense that the individual and group as a unit are accountable. The following table 11 gives a synopsis of other differences in view.

**Table 11**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly focused leader</td>
<td>Shared leadership roles</td>
</tr>
<tr>
<td>Individual accountability</td>
<td>Individual and mutual accountability</td>
</tr>
<tr>
<td>Purpose—organizational mission</td>
<td>Specific team purpose</td>
</tr>
<tr>
<td>Individual work products</td>
<td>Collective work products</td>
</tr>
<tr>
<td>Runs efficient meetings</td>
<td>Encourage open-ended discussion and active problem-solving</td>
</tr>
<tr>
<td>Discusses, decides and delegates</td>
<td>Discusses, decides and work together</td>
</tr>
</tbody>
</table>

*Empowerment in HPOs*

HPOs benefit from empowerment intervention depending on how leaders interpret and communicate it to themselves and to all stakeholders. This research has mentioned three levels of empowerment: suggestion involvement; job involvement; and
high involvement (Erstad, 1997). But organizations need to give up close control procedures exerted by managers in favor of greater employee empowerment. Full empowerment will give employees greater sense of personal power and control over their work and responsibility for making their own decisions. In this case, the role of the manager is as a facilitator and coach and not of controller and inspector. The leaders have to cultivate appropriate communication skills such as assertiveness, listening, and attentiveness minimizing barriers that block avenues of information sharing. The employees must be given empowerment training programs to develop their full potential. This should be enhanced by truly open communication. In this way, empowerment will unlock the energy and talents that reside within an organization and make it competitive. Empowerment is a process and not a destination, and so the leaders must be involved in continuous unlocking the potential capabilities of employees by promoting and updating empowering initiatives from time to time (Honold, 1997).

Leadership, effective communication and empowerment are indeed hallmarks of any high performing organization. All functions that perform in the organization involve these three elements in lesser or greater degrees. Any organization that harmoniously improves on these elements is fit for the term “HPO.”
Chapter Four

Research Relevance

In this chapter the following questions will be considered: how is research applicable to Human Resource Development (HRD) Professionals, Practitioners, and Consultants? How is it relevant in my workplace now and in the future?

HRD Professionals and Consultants

Human Resource Development Professionals and Consultants ensure that knowledge, abilities, skills (KAS), and performance in the workplace meet current and future organizational and individual needs (SHRM, vol. 3, 2003). These needs emanate from the harmonious interaction of effective leadership, communication, and empowerment. Organization of all types and industries realize that, to compete in their marketplace they must have a competent and motivated workforce.

Given the rapid pace of change in today’s business environment, it is apparent that leaders must face the challenge of continual improvement through leadership development programs. Also organizations must adopt new paradigms to solve their current problems. Albert Einstein said that “the significant problems we face cannot be solved in the same level of thinking we were at when we created them.” Modern problems can only be solved not in the same level in which they were created but only by new practices within the contemporary environment. Victor Hilgo, a socialist also said, “There is nothing as powerful as an idea whose time has come”. The time has come for the organization to balance the triads of leadership, communication and empowerment for
greater improvement in performance at all levels. Empowering employees is much broader than the traditional concepts of delegation, decentralization, and participatory management. The new paradigm culture is one of sharing information and knowledge to employees to enable them to understand and contribute to organization performance and giving them authority to make decisions that influence organizational outcome. The above implementations lie in three constituents of human resource development (HRD) professionals and consultants: Training and Development (T &D), Organizational Development (OD), and Employee Career Development (ECD).

Successful HRD Professionals and Consultants must acquire necessary human and management competencies and skills to perform these tasks of training leaders and employees, forming appropriate organizational structures and designs, and strategic implementations (SHRM, 2003). The most significant role of HRD Professional and Consultants is to synthesize their tasks within the whole context of the organization. For instance, leadership training should be done not as a separate entity but within the whole organizational framework. In this respect, this research has identified one organizational model appropriate for HRD Professional and Consultants to apply the triads of leadership, communication and empowerment. This model that meets this criterion was developed by Weisbord (1978). In this model organization is exemplified in six boxes: purpose, structure, rewards/results, helpful mechanisms, relationships, and leadership. I selected this particular model for a number of reasons:

- The model provides a synopsis of this research,
- all principal parts are applicable to all types of organization,
- the model is dynamic and open to all change drives, and
its frame work is applicable now and in future paradigms.

Weisbord provided key diagnostic questions for each of the boxes. I shall highlight some of key questions for each box.

- **Purpose** – What makes an organization to be what it is? Which are goals, values, and objectives? Which distinctive marks characterize the organization?

- **Structure** -- How does the purpose fit in the organizational structure? If there is a gap, how is that gap narrowed down? Is this structure open to new paradigms? What are the strengths, weaknesses, opportunities, and threats (SWOT)?

- **Relationship**--What is the relationship between top management and employees, employees and customers, and different departments? What is the relationship among job designs, technologies, and people’s abilities?

- **Rewards/results**—Are employees satisfied with their jobs? Do jobs fit employees’ careers? Are employees compensated justly? How do compensation system/reprimands affect performance and productivity?

- **Helpful mechanisms**—Weisbord refers to this box as “the cement that binds an organization together to make it more a collection of individuals with separate needs” (p.443). Which are these elements? Do these mechanisms empower employees to become creative, innovative, and vision-oriented?

- **Leadership**—Weisbord places this box at the center to show the importance of leadership in the organization. He sees organization as synonymous with leadership. How does leadership harmonize all other boxes? What kind of leadership fits in the organization? Weisbord was not ignorant of the importance of external environment. Though he never developed this factor, however, its
importance is not at all down played. The following table 11 illustrates the six
boxes in their different constituents.

**Table 11**

Weisbord's Six-Box Organizational Model

- **Purpose:** What business are we in?
- **Structure:** How do we divide up and share the work?
- **Leadership:** Does someone keep the boxes in balance?
- **Helpful Mechanisms:** How do we coordinate ourselves and with modern technologies?
- **Rewards/Results:** Do all tasks have incentives and are all people empowered?

*Environment*
Archdiocese of Nairobi

Background

The Archdiocese of Nairobi (ADN) is one of the four principal dioceses in Kenya. It covers three political districts: Nairobi, Kiambu, and Thika. It covers an area of 3,721 square kilometers and is divided into eleven deaneries. There are 90 parishes with over 3,800 Small Christian Communities. It serves an estimated population of 3.4 million people of which 0.8 million are Catholics. This population is highly cosmopolitan due to the fact that Nairobi is the capital city with people from all communities in Kenya and immigrants. According to the survey conducted in 2001, the ADN is headed by an Archbishop, with two auxiliary bishops, 113 priests, and 180 nuns, 173 major seminarians, and 272 extra-ordinary ministers.

This research has stressed three fundamental essentials that characterize a high performing organization: mission statements, corporate values, and product quality. These elements are the basic foundation pillars on which every organization is built. These three factors have to be understood by and explained to all stake holders in the Archdiocese of Nairobi if it is to be classified as a HPO. What does this mean? It means that this institution has to change its old paradigm and embrace a current mind set of leadership, communication, and empowerment. These triads will effectively and efficiently improve ADN provision of services to all its stakeholders.
Mission Statement

The mission statement of ADN is “to fulfill the mission of Christ through evangelization and promotion of integral human development.” According to Covey (1991), for a mission statement to be effective it has to fulfill five conditions. These are: 1) must have both ends and means (vision and value), 2) deal with and embrace all shareholders, 3) must address five human needs; economic, social, psychological, and spiritual, 4) all stakeholders must be trained and involved in it in order to understand it and apply it, and 5) must be used as a constitution or policy. It is doubtful if the above mission statement fulfills all these conditions. Therefore I recommend that all members of the clergy and faith communities must be trained and be involved in its meaning and implementation so that it may deal with their economic, social, psychological and spiritual needs. Together as a team and partners, they will visualize and refine the values and mission. This commitment will make ADN formulate clear road map and discover proper methods, and instruments for its strategic implementations.

Corporate Values

ADN 2001 Strategic Planning selected five core values or guiding principles:

- Christian witness is to be manifested in deed, love and openness to serve all people.
- Employ integrated development projects to enhance self-reliance and sustainability as key values in all community development interventions.
- The parish to be the focal point of evangelization
- Promote and sustain high levels of integrity and responsibility.
• To make work attain meaning, dignity and community

These values are great if they are implemented, but they have remained in locked cabinets. Bankston (1997) advocates if values and beliefs are not communicated to the stakeholders, they are utterly worthless and they serve no purpose. I recommend the ADN to make use of Bankston’s model in the clarification of these values to all stakeholders in five steps:

• values and principle are clarified by all clergy (including the bishops) who then explain to the faith communities and other interested parties,

• values and principles are communicated to all, using all and creative means,

• ADN design systems to support these values and principles,

• ADN to apply these values to decision-making at entry level and then are further audited, investigated and clarified in the evaluation level, and

• from time to time these values and principles are renewed in order to fit all times and spaces.

Service Quality

Service quality is an element that should be introduced and emphasized in the Archdiocese of Nairobi. For ADN to be effective, it must maintain service quality by obtaining desired results and doing the right things and achieve efficiency by obtaining certain output with minimum input (Drucker, 1990). Service quality will help the diocese to develop values, satisfy faith community needs, and succeed in its lifespan. This commitment to improve its standards will not only maintain the loyal faith communities but also will attract the support of young professionals outside the church.
Relevance of "Triads" to ADN

When the mission statement, values, and quality are in place in the ADN as its foundation pillars, it will be easier to install appropriate operational and management personnel and systems. Covey (1991) argued that if old systems are replaced with new paradigms, personal trustworthiness, interpersonal commitment, managerial empowerment and organizational alignment will be evident in the organization.

Accessible Leadership

In the Archdiocese of Nairobi at present, leadership is burdened with bureaucracy which is the bottleneck to organizational change. A rigid hierarchy, complicated chains of command, and autocratic leadership behavior are barriers to the improvement and implementation of accessible leadership. However, leadership development programs suggested in the ADN strategic planning 2001 provide a timely opportunity for all leaders in parishes and departments to improve the skills, competencies and behavior to match with new paradigms. The new practices will make them interrelate better and in a humane manner with all stakeholders. Moreover, spiritual leaders will better their performance and command trustfulness and respect from the faith community. Furthermore, they will find out that they cannot succeed without the participation and insights of other people across the board. This leadership maturity will give growth to integrity, partnership, and affirmation (Blanchard & Muchnick, 2003). This "leadership pill" will cure the contagious pneumonia of extreme bureaucracy and hierarchical infections that are killing effective leadership in the church today.
Effective Communication

Effective communication is the vehicle which leaders drive to communicate mission statements, values and objectives, and share appropriate information on the best direction to influence the participation of all stakeholders. It opens an environment of openness, trust and teamwork. This new healthy atmosphere in the Archdiocese of Nairobi will not only affect and help the diocese to attract and retain loyal faith community but also motivate its workforce to deliver quality services within and outside Archdiocesan departments. I recommend that the ADN choose the most appropriate style of communication, depending on the amount of information and effective, efficient communications required.

Empowerment

For the faith community to benefit from the third triad, they should get full dose of empowerment, because partial empowerment generates only partial commitment and partial success. Full empowerment encompasses organizational and psychological empowerments. The Archdiocese of Nairobi should give its employees satisfaction and motivation through sharing information, stating clear boundaries, and developing self-managed teams and doing away with non-committal committees. Organization empowerment will improve performance and working conditions. Psychological empowerment, on the other hand, will provide all stakeholders interior life including a general sense of self-worth, self-respect, self esteem, and a feeling of motivation. I recommend that all parties involved in the running of the archdiocese should be trained in empowerment programs, so that all may have the ability to take empowered tasks. After
training is done, job designs should be adapted to involve an on-going awareness of employees’ potential, so that they may be ready and willing to assume responsibilities. I believe this culture of empowerment will make leaders in parishes and departments treat stakeholders as business partners. As a result, performance will improve, and employees will reach certain personal goals.

Final Remarks

This paper has explored two fundamental characteristics that form all organizations: intrinsic and extrinsic. Intrinsic features consist of those underlying principles that make an organization to be what it is, why it exists, and for what purpose. The features include mission statements, corporate values, and quality improvement. Extrinsic features refer to operational and managerial organization such as leadership, communication instruments, and empowered teams. These tasks cause the organization to be innovative and creative in order to meet its objectives. Generally, all business and service organizations maintain the same principles, but what is different is their practice and their end results. Business organizations emphasize customer satisfaction and profit, while service organization focus on the provision of appropriate services to boost customer satisfaction.

Again from 1970-2003, research was limited to a particular time frame. This means that one generation is already over. Organizations are changing everyday. After this time, the present generation may discover other new distinctive marks that may bring new paradigms. For this reason, I recommend Human Resource Development
Professionals and Consultants to update continually their organization portfolio because of contemporary technological advancement.

Lastly, this research has found that organization development is dynamic and not just a destination. Moreover, it is dictated by customers' changing needs and wants. I recommend a further research to discover more about customers' needs and wants, especially those which might affect intrinsic and extrinsic features in the organization.
References


## Appendix I

### COMMUNICATION STYLES

<table>
<thead>
<tr>
<th></th>
<th>Passive</th>
<th>Assertive</th>
<th>Aggressive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Communication style in which you put the rights of others before your own, minimizing your own self worth</td>
<td>Communication style in which you stand up for your rights while maintaining respect for the rights of others</td>
<td>Communication style in which you stand up for your rights but you violate the rights of others</td>
</tr>
<tr>
<td><strong>Implications to Others</strong></td>
<td>my feelings are not important</td>
<td>we are both important</td>
<td>your feelings are not important</td>
</tr>
<tr>
<td></td>
<td>I don't matter</td>
<td>we both matter</td>
<td>you don't matter</td>
</tr>
<tr>
<td></td>
<td>I think I'm inferior</td>
<td>I think we are equal</td>
<td>I think I'm superior</td>
</tr>
<tr>
<td><strong>Verbal Styles</strong></td>
<td>Apologetic</td>
<td>I statements</td>
<td>you statements</td>
</tr>
<tr>
<td></td>
<td>overly soft or tentative voice</td>
<td>firm voice</td>
<td>loud voice</td>
</tr>
<tr>
<td><strong>Non-Verbal Styles</strong></td>
<td>looking down or away</td>
<td>looking direct</td>
<td>staring, narrow eyes</td>
</tr>
<tr>
<td></td>
<td>stooped posture, excessive head nodding</td>
<td>relaxed posture, smooth and relaxed movements</td>
<td>tense, clenched fists, rigid posture, pointing fingers</td>
</tr>
<tr>
<td><strong>Potential Consequences</strong></td>
<td>lowered self esteem</td>
<td>higher self esteem</td>
<td>guilt</td>
</tr>
<tr>
<td></td>
<td>anger at self</td>
<td>self respect</td>
<td>anger from others</td>
</tr>
<tr>
<td></td>
<td>false feelings of inferiority</td>
<td>respect from others</td>
<td>lowered self esteem</td>
</tr>
<tr>
<td></td>
<td>disrespect from others</td>
<td>respect of others</td>
<td>disrespect from others</td>
</tr>
<tr>
<td></td>
<td>pitied by others</td>
<td></td>
<td>feared by others</td>
</tr>
</tbody>
</table>

(Retrieved March 22\textsuperscript{nd} from http://web.cba.neu.edu.)
Appendix II

Characteristics of Effective Feedback

Effective Feedback has most of the following characteristics:

- Descriptive (not evaluative) (avoids defensiveness.) By describing one's own reactions, it leaves the individual free to use it or not to use it as he sees fit.
- Avoid accusations; present data if necessary
- Describe your own reactions or feelings; describe objective consequences that have or will occur; focus on behavior and your own reaction, not on other individual or his or her attributes
- Suggest more acceptable alternative; be prepared to discuss additional alternatives; focus on alternatives
- Specific rather than general.
- Focused on behavior not the person. It is important that we refer to what a person does rather than to what we think he is. Thus we might say that a person "talked more than anyone else in this meeting" rather than that he is a "loud-mouth."
- It takes into account the needs of both the receiver and giver of feedback. It should be given to help, not to hurt. We too often give feedback because it makes us feel better or gives us a psychological advantage.
- It is directed toward behavior which the receiver can do something about. A person gets frustrated when reminded of some shortcoming over which he has no control.
- It is solicited rather than imposed. Feedback is most useful when the receiver himself has formulated the kind of question which those observing him can answer or when he actively seeks feedback.

- Feedback is useful when well-timed (soon after the behavior-depending, of course, on the person's readiness to hear it, support available from others, and so forth). Excellent feedback presented at an inappropriate time may do more harm than good.

- Sharing of information, rather than giving advice allows a person to decide for himself, in accordance with his own goals and needs. When we give advice we tell him what to do, and to some degree take away his freedom to do decide for himself.

(Retrieved March 22nd from http://web.cba.neu.edu.)