Complete Leadership Theory: Updating Situational Leadership Theory to the Complete Status and Proposing a New Theory

[1]Eshetu Degife Dana, [2]Abraham Demissie Chare,
[1]Masters in Health Care Administration (MHA) & Masters in International Relations (IR).
[2]MSc in Agronomy and MBA in International Business.

ABSTRACT

The overall aim of this study is to explore the completeness of the Situational Leadership Theory. The study relies on secondary data through review of literatures. Data collected from multiple sources were analyzed explanatively. Effectiveness of the Situational Leadership Theory is reviewed in relation to conceptual developments associated with the theory and published empirical work testing of the theory in different contexts. Findings from the study shows that the Situational Leadership is adoptable, applicable, and relevant even in today's dynamic working environment. However, the study concludes that the theory still needs modification regarding better empowering the follower; and ensuring continuity of the continuum of leadership styles. Therefore, the researchers recommend making the leadership styles cyclical to ensure uninterrupted communication between the leader and the follower while employing situation-oriented leadership. In addition, the researchers recommend extending the "Ss" from 4th to 5th level adding the term "fully authorizing" on component which can provide relatively better freedom for the follower to accommodate his/her leadership practices when power is delegated. Decentralize power as well as equality authorize others and see the change!

KEYWORDS: Complete Situational Leadership, Leadership theories, Situational Leadership, Equal Authorizing.

1. INTRODUCTION

Is there any leadership theory that works universally? If yes, why chaos, conflict, war, and other forms of evils are prevailing across the nations globally? Authors ask a question at this point: "Is it due to lack of an appropriate leadership theory that help leaders and followers meet their needs of leadership; or it is inappropriate implementation of the existing theories? Why some leaders authorize but others are reluctant to do so? This study strives to posit reliable responses to these questions in the interest of proposing appropriate intervention and treatment at the right time to improve problems related to the leadership failure in various parts of the geopolitical areas. Non-developed nations are our focus point; however, none is free from the problem. We have evidence to justify out position to propose a new leadership model or style. Authors learned about various leadership styles from the book: From colony to the superpower that the United States progressively moved winning several dangerous situations (Herring, 2008). Authors also asked to understand practice or theory comes first.

Leadership has been a subject of research from long time ago and conducted in various forms. Abundant explanations, classifications, theories, and definitions about leadership evolved, experimented, and implemented. None of these are worthless as one come into existence to complement the other or fill the gap one fails to be fully successful by itself. According to Nawaz and Nawaz (2016), researchers and practitioners agree that "The progression of thinking over the years has developed a belief that leadership is a flexible developmental process, with each new piece of research building on and seldom completely disregarding that which was derived before it" (p.1). Moreover, it is widely accepted that leadership approaches and styles have a significant impact on both the organization and subordinates (Yukl, 2001; Daft and Lane, 2007) as it can either create non conducive working environment or apply a belligerent behavior so that make followers feel guilty as explained in a legal terminology- "Men's rea and actus reus." (Schabas, 2012). For example, A attacks B and try to justify it in non-logical ways. Hence, it is quite acceptable to explore if the factors, such as negative leadership, and endless conflict have been attributed from wild animals to the human society in this movie

friendly generation who watches national geography and tragedy. Darwinism-the survival of the fittest became a burden due to artificial selection added on the natural ones and made the challenges doubled. Moreover, it depends on the cultural settings, economic development, societal status, religious beliefs, leadership styles, and other factors that create influence within the geopolitical arena. Leadership failure is the worst!

Leadership style has a great impact and influence on every aspect of living activities and process of each society. For example, as a political culture, Europeans stopped practicing capital punishment, but other developed nations still do it; some nations legalized abortion and prostitution; however, the supreme court of the United State overturned Roe v. Wade, 1973, and the Planned Parenthood v. Casey, 1992, in May 2022, which gained both support, opposition, and neutral opinion (Gerstein and Ward, 2022). This implies leadership related to policy changes with time and situations. Some are still in civil or regional war. It is a result of leadership style and majority opinion even to make a new law, or to overrule the existing one based on the authorized group's decision-making power, facilitating decision making and other factors. In this regard, the authors of this article have picked up the Situational Leadership Theory that combines strengths of some other theories and examined its incompleteness to make it compete in nature, continuous in flow, and clear to understand that implements virtuous cycle.

2. PROBLEM STATEMENT
The concept of leadership has been a center of research that focuses on recent times (Shonhiwa, 2016; Henkel and Bourdeau, 2018). In different organizations, varieties of leadership approaches and styles have been employed by the leaders. Situational leadership is among others that utilize such approaches what leaders commonly employ (Lussier, and Achua, 2016). The approach asserts that the appropriate leadership will be determined by the situations that arise (Humphreys et al, 2010; Daft, 2014).

Evidence from research conducted in search of the "best" leadership style in the field of management often indicated that there is no single appropriate leadership style that fit all (Hersey & Blanchard, 1988).

Irrespective of the fact that Situational Leadership, compared to other leadership theories, is claimed to have a greater relevance in today's organizations as it is "easy to understand, intuitively sensible, and easily applied in a variety of settings" (Shonhiwa, 2016), and thus it is "an appropriate style of leadership to be imbibed" (Oyelude, and Fadun, 2018), "its theoretical robustness and pragmatic utility are challenged because of logical and internal inconsistencies, conceptual ambiguity, incompleteness, and confusion associated with multiple versions of the model" (Graeff, 1997). Moreover, it is questioned why the leadership styles lack "continuity" as the SLII model illustrates only how directive and supportive leadership behaviors combine for each of the four different leadership styles. In other words, situations which demand authorizing the follower to execute tasks independently are missing and prerogative to only the top leaders. Since delegating keeps the leader involved in the decisions and problem-solving, the follower might not respond to the situation as needed due to deficit of authority to the extreme end. Mistrust is there among leaders, and it needs to be minimized or even avoided, if possible.

In this article, therefore, the researchers have looked for possibilities to highlight how the follower can be fully authorized to respond to the situation independently while the leader can still direct, assist or coach as demanded. Having focused on the political leadership situation in which the leaders seemed to apply this theory; the researchers presented how the theory would fill the gap it embodied. In this regard, the continuing problems that are argued to discredit the theoretical robustness of SLT and the defects that limit pragmatic utility of the theory were explored. Our departure point from the early revision of the SLT starts at the point where the cycle of the theory ends, without including the term- "authorizing". Now, this proposal came up with inclusion of what has been missing.

3. OBJECTIVE
The objective of this research is to explore the completeness of the Situational Leadership Theory.

4. LITERATURE REVIEW
Leadership theory evolved as a unidimensional, internal, and individualistic process in which only a leader's personality, traits, or behaviors were considered, but it changed to the multidimensional field in which interaction of the leader, subordinates, and the situation all became important in explaining leadership (King, 1990). The evolution began with the personality era with the Great Man Theory of late 1920s (Bowden, 1927). After few years, the situational leadership theory came into existence by combining the list of certain leadership

theories existed before. The theories combined to form a situational leadership were integrated to encompass the trait theories (1930s), the Great Man theory (1840s), the skills theory (1940s), and the styles theory (1950s) (Grint, 2011). Perhaps, several other leadership theories with zest also emerged after the situational leadership theory (see Table 1 below).

Table 1: Historical development of leadership theories

Leadership Theory	Time	Goal and Purpose	Developers	Remarks
The Great Man	1840s	The great leaders are born, but not educated.	Thomas Carlyle (Historian)	History is all about famous people
The Trait Theory	1930- 1940s	Ideal Characters of leaders (Cardinal, central, Secondary)	Gordon Allport (Psychologist)	Psychology
The Skills Theory	1940-1950s	Ideal or conceptual, technical, and interpersonal (Human) skills	Robert Katz	
The Styles Theory	1940s -1950s	Autocratic, democratic, Laissez fair Managerial grids	Blake and Mouton (Task vs People)	
Situational Theory	1960s	No Single- fits- all model. Situation matters	Paul Hersey and Kenneth Blanchard	
Contingency Theory	1960s	No Single -Fits-All Model. So, choose appropriate leader who is Contingent up on the Situation.	Fred Fiedler	
Transactional Leadership	1970s	Transactions (combination of incentives and punishment) make followers Quid Pro Quo	Bernard Bass (1981)	
Transformational	1970s	4Is Commitment	James MacGregor Burns	
Leader-Member -Exchange	1970s	Ingroups & Outgroups		
Servant leadership	1970s-1980s	Identifying needs of followers Serving others	Robert K. Greenleaf	Servants first

Source: Adapted from Northouse (2010)

Situational Leadership Theory in Brief

Incepted in 1969, the Situational Leadership Theory, also referred to as SLT, was first evolved as the Life Cycle of Leadership (Hersey & Blanchard, 1969).

This theory is often referred to as the Hersey-Blanchard Situational Leadership Theory, after its developers Paul Hershey and Kenneth Blanchard. According to this theory, the most effective leaders are those who can adapt their style to the situation and look at cues such as the type of task, the nature of the group, and other factors that might contribute to getting the job done (Graeff, 1997).

At the beginning, Hershey and Blanchard suggested four primary leadership styles, namely, telling, selling, participating, and delegating (Graeff, 1997). Telling (S1) style involves the leader telling people what to do and how to do it. Selling (S2) involves more back-and-forth between leaders and followers as leaders "sell" their ideas and message to get group members to buy into the process which has similarity with transaction. Participating (S3) is the approach in which the leaders offer less direction and allow members of the group to take a more active role in coming up with ideas and making decisions. Delegating (S4) style is characterized by a less involved, hands-off approach to leadership. When this style is applied, the group members tend to make most of the decisions and take most of the responsibility for what happens.
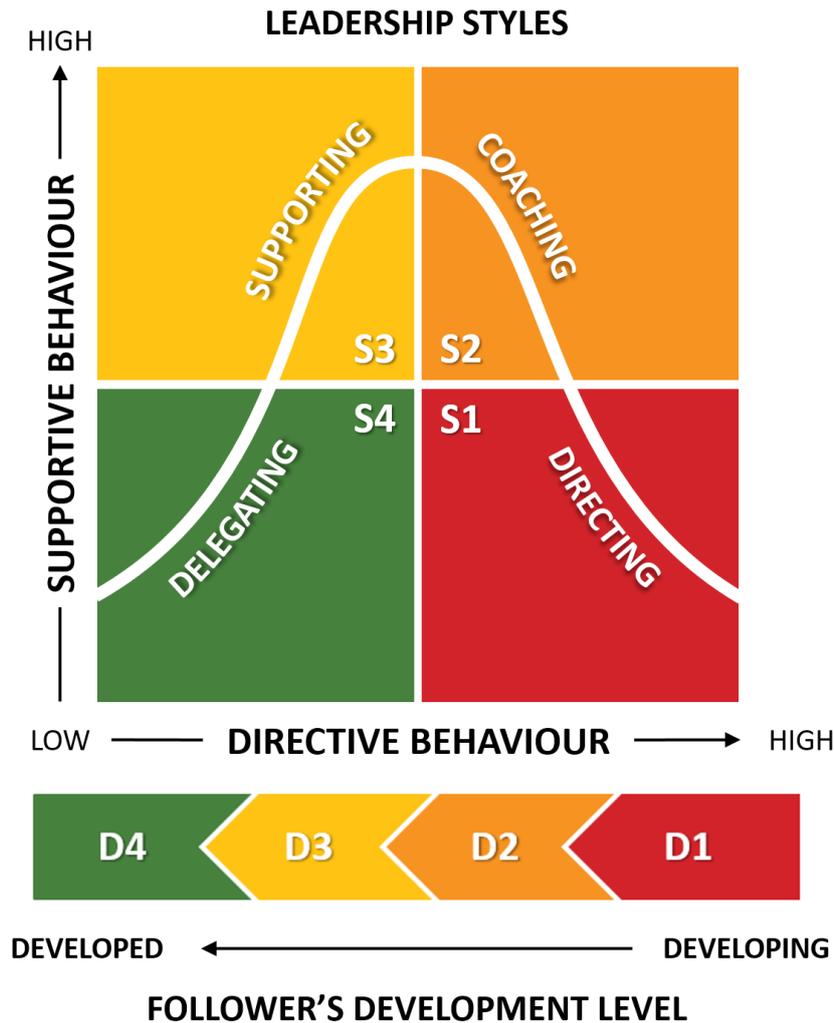
LEADERSHIP STYLES

Fig. 2. Adapted Ken Blanchard (2008)

Situational Leadership Theory (SLII) is based on two behavioral categories: task behavior and relational behavior (Rabarison, Ingram and Holsinger, 2013). Task behavior is "the extent to which the leader engages in spelling out the duties and responsibilities of an individual or group," while relational behavior is "the extent to which the leader engages in two-way or multi-way communication if there is more than one person" (Hersey, 1984). Thus, situational leadership provides a balance between these task behaviors, socio-emotional support, or relational behavior), and the readiness level followers exhibit for a specific task (Hersey, Blanchard, and Johnson, 2008).

In SLII, four leadership styles were identified (Hersey, 2008). The first style is directing (S1). Directing involves high on directing behaviors, low on supporting behaviors. The other is coaching (S2), which suggests high on both directing and supporting behaviors. Third, supporting (S3) indicates low on directing behavior and high on supporting behaviors. Finally, the fourth style, delegating (S4) incorporates low on both directing and supporting behaviors. However, freedom to the operational group, first responders, or lower-level leaders kept under limbo and enigmatized to see their duty, authority, energy, motivational level, responsiveness, inclusion, participation …etc. let's authorize all participants in the leadership cycle in fair manner. Let's solve the leadership issues, if that is the case, to solve intrenched local as well as global problems with the implementation of appropriate implementation of human resources exist at all levels. Let's learn to authorize others as far as the qualification level is tested, just like a pilot, or first responder in the infantry in the close-range combat. Situation matters!

5. RESEARCH METHODOLOGY

This is qualitative research which employs some inductive ways to deal with information building points toward producing meaning (Leavy, 2014). A theoretical research method is used in this research. According to Phanse (2016), a non-empirical, theoretical method can be used when the author supports his/her assertion without collecting and analyzing primary data. Thus, mainly findings from existing works were used to develop new ideas through analyzing existing theory and explanations. In this regard, extensive literature in areas of leadership styles implemented in various situations were analyzed and qualitative explanation was provided with special emphasis on existing problems leadership failures, and potential solutions to avoid the problems.

6. DISCUSSION

No theory in any field is free from critics. The case of Situational Leadership Theory is not different. While admitting each theory in the past has brought new insights to the field, however, the researchers stepped back to the situational leadership era to examine the exiting limitations and gaps and try out a new development.

Suggestion of the modification of SLT is based on two major grounds: critics of the theory established in literatures and analysis of elements of the leadership styles.

The major problem confronting SLT is the continued lack of a sound theoretical foundation of the hypothesized relationships among variables (Graeff, 1997; Rabarison, Ingram and Holsinger, 2013). To avoid this criticism, some of the proposers, such as Hersey and Blanchard (1993), and Hersey et al. (1996) declare that their Situational Leadership is not a theory, but a model (Shonhiwa, 2016).

As noted by Carew et al. (1986), SLII exhibited several logical inconsistencies. Moreover, every version of SLII contains internal inconsistencies in the form of contradictory statements within each model. For example, in the Blanchard et al. (1985) version of SLII, two dimensions of leadership behavior are identified, while three dimensions of leadership behavior are identified in the Carew et al. (1986) version of SLII.

Comparisons across models yielded conceptual contradictions (e.g., the hypothesized effects of follower involvement in decision-making on follower confidence), and ambiguity and incompleteness reflected due to the absence of theoretical explanation for how the components of development combine in the important middle range levels of development in the SLII.

The SLII Model appears incomplete in that it only discusses four of the possible nine combinations of commitment and competence (development levels) that can be generated from the three values assigned to both the commitment variable and the competence variable. Such an idea motivated us to propose the modification on the SLT to make it complete, repair its lame side, and without adjoining or transposing.

Modification of Situation Leadership Theory- Equal Authorizing Tail (EAT) in Place
In the fields of leadership and management, according to Graeff, (1997), the SLT is one of the most widely known (Vecchio, 1987), most widely used (Randolph & Blackburn, 1989), and most popular leadership model employed in various industries (Hersey, Angelini, & Carakushansky, 1982) over the past years.

Given the breadth of the situational approach, as Shonhiwa (2016) states, it is applicable in almost any type of organization, at any level, for nearly all types of tasks.

The public management industry is the one in which SLT has been used; however, some also pointed out different versions of the SL confuse when one attempts to apply the prescriptions of the theory even for essentially the same situation. For example, Randolph and Blackburn (1989) argue that the D1 level follower (low competence and high commitment) in SLII (1986) is essentially the reverse of the R2 follower (unable but willing) in SLT (1988), and this makes the use of this theory ambiguous.

Based on this theoretical background, the researchers inquired how the follower can exercise power in the situation he/she is not as equally empowered as the leader who gives order from the top is, and what is there between directing and delegating in the continuum of leadership 'readiness' when leadership style cannot be multidirectional.

To begin with the later, Hersey and Blanchard outlined the change of leadership styles from directing through coaching and supporting and ended with delegating. This is a one directional development which fails to employ

the directing style once the follower reaches the delegating stage. The authors, however, argue that even at this stage the follower might need direction from the delegating leader, and the leader, in the form demands and needs feedback during communication, can employ directing depending on the situation the follower is dealing with.

Besides, the researchers believe delegating does not sufficiently authorize the follower to use his power fully and independently, and to the extent the situation might require unless the delegate is as powerful and authorized as the leader is gilded with power. The restrictive nature of mere "delegating" does not guarantee the follower who faces the situational challenge to make swift decisions in urging situations and contingency which can put the follower at risk while waiting the leader to provide feedback. And no leadership theories empower all leadership members equally in the principle of egalitarianism.
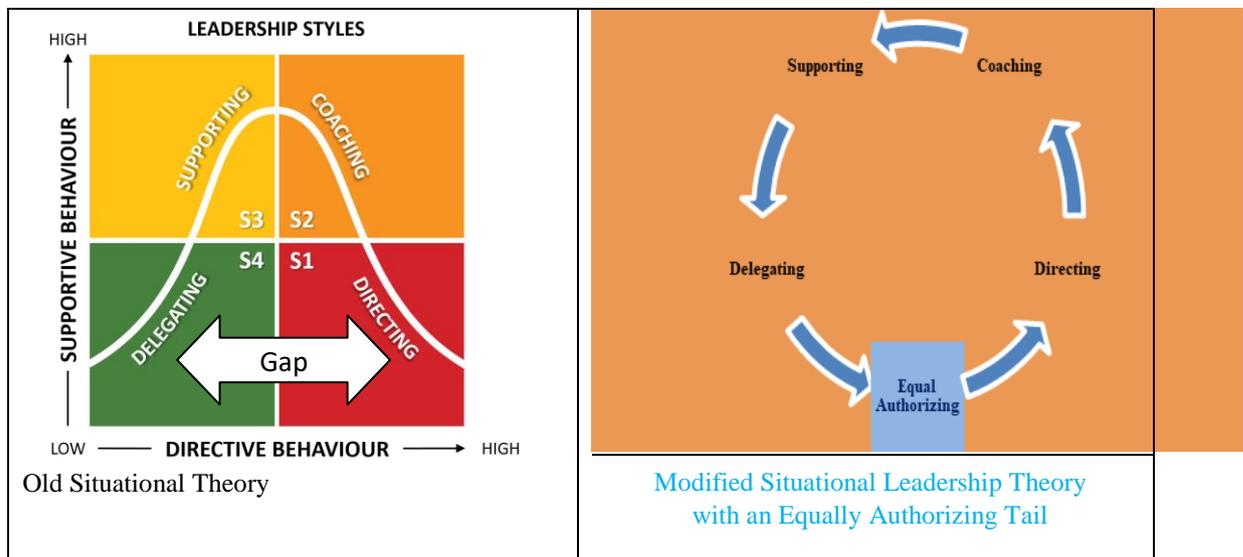

Fig 3. Equal Authorizing Tail (EAT) added to the old Situational Leadership Theory

Figure 3 portrays Hersey and Blanchard's Situational Leadership Theory its four leadership styles (left) along with the newly modified Situational Leadership Theory encompassing a new style that connect delegating with directing (right). As one can learn from the modified figure, the newly introduced complete Situational leadership Theory is an extended form of the existing situational leadership theory created by Paul Hersey and Ken Blanchard, everlasting since published. A new tail is added after S4, which incorporates, demands, and requires low or lesser amount of directing and supporting behaviors. On the other hand, it initiates the follower to show avidness related to a significant performing capacity to handle the task at or above expectation, in combination with a level of intrinsic motivation that drives his ongoing commitment to excellence, and with reliable bottom-up communication whenever needed if and only if freedom comes with authorization jolt the internal emotion (Lussier and Achua, 2016).). Well, this is a continuum in the leadership life cycle, but why does the cycle interrupt? This is an issue worth wondering and the authors' contemplation that became brimmed idea and concept which coined in the form of theory so that it ended up with proposing the project to the public.
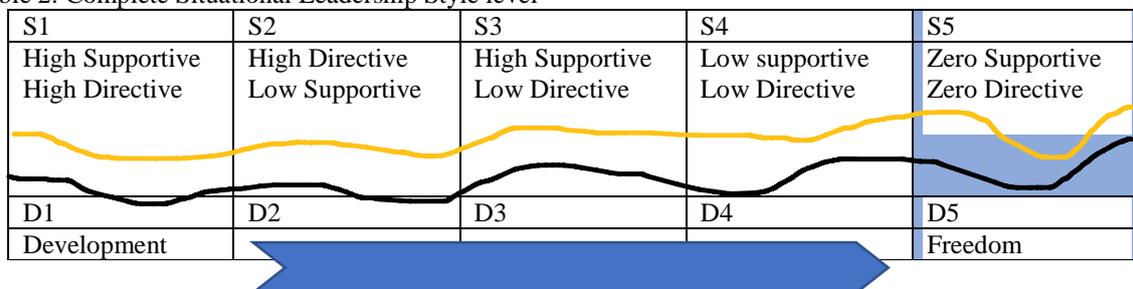
The second issue, the authors found, is the curve's inability to make the continuous circle to facilitate communication related to feedback regarding performance. Perhaps, unless the leadership is dynamic and integrated with the initial directing style as the follower might face unusual, unexpected situation while he is delegated, his efficiency might be hindered. On the other hand, cyclical nature of the theory helps leaders to apply the theory depending on the nature of task and level of the followers' maturity.

In fact, Hersey and Blanchard started the Situational Leadership Theory model as a life cycle of leadership at the beginning but changed to the situational leadership theory (Punch and Ducharme, 1972). In other words, the existing situational leadership had an interesting beginning with the idea of life cycle of leadership; nevertheless, ended with delegating style that demands low supportive and directing behavior which cut the circle off. Therefore, the newly proposed theory adds up "Equal Authorizing" to create a Complete Situational Leadership Theory that changes a curve to the complete circle, avoids costs incur due to the presence of supportive and directive behavior, and cuts off fear created due to lack of confidence in the model that excludes the person or group who provide directive and supportive attributions to leaders who work at various levels of

styles equally: S1-S4. Besides, the proposal keeps the development levels-D1-D4 while it gives the full confidence to the last stage-equal authorizing. More specifically, Complete Situational Leadership Theory holds all concepts available in the Situational Leadership which is formed by combination of the Contingency Theory which is contingent upon the situation or conditional; and it also has, according to Hersey and Blanchard, the following four stages of the leadership styles: S1-S4, in which S1-Directing (High Directing, Low Supporting), S2-Coaching (High Supporting and Directing), S3-Supporting (High Supporting; Low Coaching), and S4-Delegating (Low Supporting and Coaching); with three maturity- (later became Development) levels:M1-M4(Low, Medium and High Maturity). Furthermore, at the medium maturity level, the delegate owns high skills but lacks confidence, and that gap comes from the presence of fear that may include disproval, cancelation, punishment, and demotion from the top leader who delegates others if the delegator become absent for several reasons even if it was corrected with a name change-developmental level (D1-D4) -Situational Leadership Model II.

To sum up, the Complete Situational Leadership Theory adds the fifth stage – "Equal Authorizing," after the delegating tail of the curve so that delegates gain freedom from the burden loaded by the top leader who delegates an individual or a group. In addition, adding the fifth stage – "Equal Authorizing" on the existing theory makes the old-aged theory complete, senseful, and balances the gap between upward and downward communication's pathways due to the inclusion of avid power, energy and motivation that come with authorizing the delegated person or group. In other words, it breaks fear exerted by the senior or top-level leader on the delegates who qualifies for delegation. It increases and develops trust in the team. This in turn enriches the idea that there is no one theory -fit-all leadership style as it encompasses strengths of other important theories. In this way, the Complete Situational Leadership Theory brings forth new advantages of adopting the theory in multiple contexts (see Table 2 below).

Table 2: Complete Situational Leadership Style level

S1	S2	S3	S4	S5
High Supportive High Directive	High Directive Low Supportive	High Supportive Low Directive	Low supportive Low Directive	Zero Supportive Zero Directive
D1	D2	D3	D4	D5
Development				Freedom

As exhibited on Table 2 above, S5 is a new Situational Leadership Style added to the grid. The style features better freedom for the follower to exercise a proper leadership with no need of expectation of support and direction from the delegating leader (if not critically need to request due to deficit in capacity, or emergency related situation) but allow all staff members, regardless of the level, to managing the task with full authority. Moreover, the S5 guarantees freedom of the delegating leader as well as the delegated follower within the leadership, which in turn empowers the follower to take risk, and act independently as the situation demands. Reporting comes next and with full authority to whoever needs it for the sake of circulating the process that develops awareness, belongingness but minimizes supervision cost in the era of technological advancement in which surveillance cameras are functional as a watchdog if they are active. But man inactivates them when supervision is tough. Equal Authorizing has answers for several leadership related questions if used appropriately. Every qualified person is a leader; but, non-authorized one is under artificial fear.

7. CONCLUSION

Now, a time has come that leadership style must be adoptable in a way the needs of followers can be taken into consideration. Leaders can no longer survive unless they employ different styles of leadership depending on the situation they are facing in social, economic, and political fields (Payne, 2017). To this end, the researchers have carried out a theoretical research based on a long-served leadership theory- Situational Leadership Theory. The study entirely depended on review of existing literature. It was found out that the legendary term that everyone commonly uses in daily activities of various aspects – "authorizing" was missed in the theory or model. During the study, the researchers explored the cruciality of "authorizing" and adopting the leadership styles of SLT, as well as the worth of non-interrupted leader-follower relationship in the virtuous circle. While retaining theoretical constructs of Paul Hersey and Kenneth Blanchard's Situational Leadership Theory which most researchers described well in the field of leadership; and acknowledging as well as maintaining the dyadic

relationships among the leader's behaviors and situational elements, the researchers of this article employed "cyclical" relationship between the leaders and follower, within leadership at various levels, this new study added a new variable- S5. The study also found that cyclical nature of the Complete SLT enables both the delegating leader and delegated follower to improve their relationship and practices depending on emerging situation during the process. On condition that the follower has been sufficiently experienced in the job, confident about their own abilities, and trust pivoting a person to handle the work, authorizing the person as equally as the leader is better to empower and exercise the granted authority fully, based on the scope. On the other hand, the follower can call for direction and support if the emerging situation grows beyond the capacity to control, as a human nature and commonsense tells us; and thus, adopting the theory helps develop confidence as the theory is cyclical than linear. It is also concluded that by adding S5, the new theory guarantees freedom of the delegating leader as well as the delegated follower, which in turn empowers the follower to take risk, and act independently as the situation demands. It nourishes leadership to be energetic enough so that it can be emancipated free from unnecessary fear exerted by individuals or a group on others. This, generally, makes the theory stronger, applicable, and complete to the dynamic leadership situations in today's complex working environment. Just authorize the qualified person equally after adequate training is provided to gain knowledge and skills. We conclude that it is time to break negative attitude towards lower-level leaders and followers from top level leaders, either in private or public sectors.

8. RECOMMENDATIONS

Nothing is linear and straight forward in today's world. No theory with unidirectional approaches can satisfy a leaders' need to apply in the leadership environment or study. Divisive attitude towards equal authorizing is discouraged because equal authorizing develops sovereignty and recognizing others' point of view (Simons, et al., 2011). Setting a contingency plan that changes timely, depending on the emerging situation, is crucial. Efficiency, effectiveness, and efficacy matter in the leadership arena. In the light of this, Situational Leadership Theory, with its recommended leadership styles, is one of the prominent theories that most leaders apply in multiple environments. The theory enables to anticipate problems and risks, monitor defects of the effective leadership process, and assist to shift to more appropriate style as the situation demands. However, the theory misses an important aspect or ingredient of delegation which has been said, but still missing in the old model- authorizing. Authorization is known since the time of Fayol's management functions. Therefore, it is recommendable that the leader should fully authorize the follower, who has reached the stage of being delegated, so that the person can build confidence in exercising power while keeping in mind that the delegated person is responsible as well as accountable to any damage or negative outcome of the intentional misbehavior. Thus, reporting stage will indicate the performance which is measured by outcomes. This is because fully authoring a delegate makes leadership a participatory practice, and paves ways to implement democratic approach. Yet, it leaves responsibility and accountability related to any action taken by the delegate while the situation is under consideration as far as self-leadership is concerned for well-trained person. Therefore, fully authorize and see the positive outcomes and efforts levered for handling bad situations.

Generally, this research recommends interdependency and interlinked team of all situational leadership styles. Thus, it is suggested to make the nature of leadership styles cyclical instead of being the unidirectional and utilizing spoon-feeding techniques to the one who is perceived as weak, fresh to the situation, or unfit. Just train someone first and equally authorize to take care of the task.

Eventually, we recommend adopting the modified complete form of the Situational Leadership Theory because it holds all other theories (see the table) due to its power to focus on understanding the situation to implement a quality leadership style that fit to handle circumstances, event(s), challenges, or any problems. We recommend all the top leaders to listen to the leaders and followers at the lower levels; and vice versa; so that it is possible to mitigate leadership failures, and leadership related conflicts. We call for leaders of non-developed nations to learn from developed nations to apply a Complete Situational Leadership Theory that recommends authorizing people and lower-level leaders to do things independently. We call for leaders of profit oriented or non-profit oriented organizations to use a Complete Situational Leadership Theory which has virtuous circle for the communication path.

9. LIMITATIONS

This research was conducted against the financial as well as time constraints. As a result, the investigation was delimited to theoretical data. In future, investing more time to add empirical data could help to try out the new theory in various leadership environments. In addition, the complete Situational Leadership theory is a new proposal to the leadership field. Hence, the researchers believe further investigation and research work are called

up on integrating other leadership theories due to inevitable factors such as, organizational diversity, technological changes, widely dispersed actors on the leadership theory settings, extensive political activities, and others, not listed here.

10. DEDICATION

The Complete Situational Leadership Theory adds a term "Equal Authorizing" to the existing Situational Leadership Theory created by Paul Hersey and Kenneth Blanchard. Since this article with its new development practically promotes advancements of employing the Situational Leadership Theory, the researchers dedicate this new leadership model and the article which introduce the new approach to the former pioneers ;and those who lost their precious lives and properties due to conflicts among leaders; or else   leaders and followers which could have been resolved with minimum cost on spend to solve the condition if leaders had employed proper and complete, cooperative, as well as   situation-sensitive leadership model that give priority to equal authorizing. In today's world where democratic administration is highly promoted and power is decentralized, equally authorizing the follower worth and benefits all. Democratic leaders who limit concentration of power at some points of level are always appreciated for the position to take   equally authorizing others who qualify to perform the task. For example, developed nations. We would like to appreciate Mr. Mengistu Lamaro for his contribution during the research work.

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