

A STUDY ON LEADERSHIP DEVELOPMENT ON FORMAL PROGRAMMES AND POLICIES OF AN ORGANIZATION

K. VENKATA RAO

Research Scholar,
Shri J.J.T. University, Rajasthan
Kotipatrula_8@yahoo.com

Dr. D. SUCHARITHA

Associate Professor
Holy Mary Institute Of Technology & Science
scharitha@gmail.com

ABSTRACT:

In this article I review recent trends in leadership development arguing that much of the current growth is driven by financial, political and market pressures, to the relative neglect of philosophical and pedagogical perspectives on the nature and purpose of management, leadership within contemporary society. Whilst there is a general shift from formalised programmes towards flexible, experiential and customised provision, it seems that insufficient attention remains directed towards individual and organisational needs and requirements. Thus, for example, the majority of provision remains focused on the development of 'leaders' rather than the contextually embedded and collective processes of 'leadership'. Finally, they highlight how individuals and organizations vary in their approach to and support for leadership development, and how these differences explain variation in leadership development processes and outcomes.

Keywords: leadership development, organization,

INTRODUCTION:

Leadership development initiatives include formal programs and policies instituted by an organization to improve the quality of leader performance. These initiatives can be structured training programs targeted at cultivating leadership skills, or experiential learning that presents leaders with novel challenges to overcome. When implementing a leadership development program, it is essential to begin by forming a leadership competency model or a framework of relevant knowledge, skills, abilities, and other characteristics particular to the organization.

Leadership development requires the participation and contribution of managers and their employees to establish development goals/objectives and active learning plans. Leadership development also enables us to meet current and future staffing needs of the organization by:

1. Identifying employees who are both interested in and demonstrate short and/or long-term potential for succession into key positions; and
2. Ensuring that employees have appropriate and structural learning, development and training opportunities to fulfill their potential.

Leadership development is dominated by individualistic approaches to development. Such approaches focus on developing five principle categories:

1. Intrapersonal attributes;
2. Interpersonal qualities;
3. Cognitive abilities;
4. Communication skills; and
5. task-specific skills.

At the intrapersonal level it could be argued that “there is no difference between becoming an effective leader and becoming a fully integrated human being”, and thus Campbell et al. conclude that “there is little reason to label this leadership development, except in the broad sense that the developing individuals hold leadership positions”. The interpersonal level fits more closely with Day’s conception of ‘leadership development’, viewing leadership as a social influence process and the goal of development to enhance inter-personal competence in order to obtain the trust, respect and commitment of others. The additional three categories (cognitive, communication and task-specific skills) are a range of personal capabilities that help enhance an individual’s inter-personal influence. In each case a challenge remains as to how to differentiate the types of skills required by ‘leaders’ as opposed to ‘managers’ and/or ‘followers’ and the response remains largely dependent on your theoretical and philosophical views on the nature of leadership.

LEADERSHIP DEVELOPMENT PROCESS:

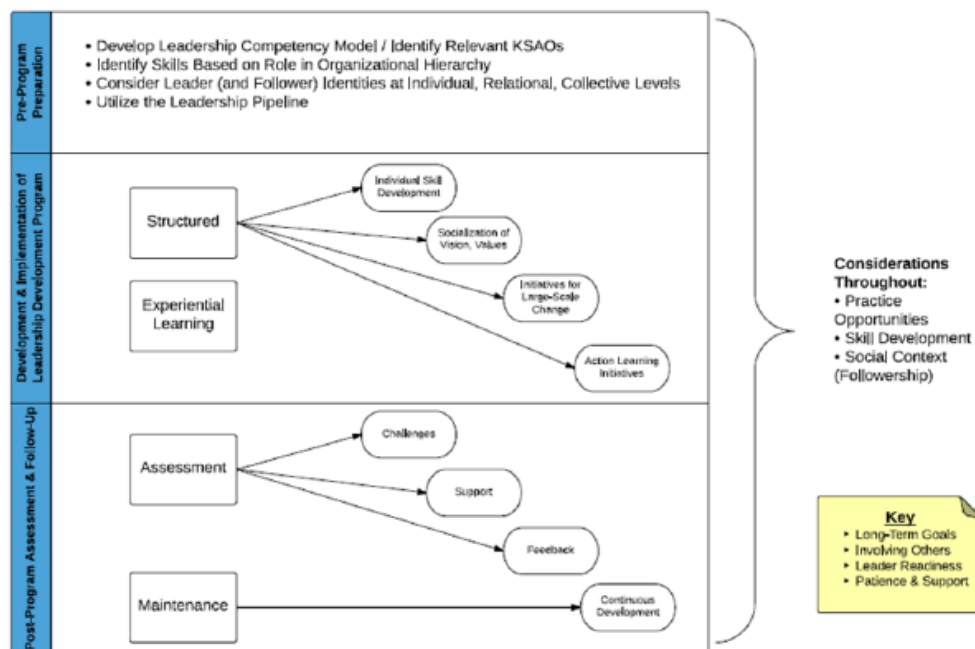


Figure 1. Summary of the leadership development process and key considerations

The structured approach to developing leaders comes in various formats, which may be used independently or combined, depending on the organization’s goals (see Fig-ure 1). Individual skill development programs are characterized by the assessment of a leader’s personality, values, and behaviors, oftentimes with a 360-degree feedback assessment to identify the strengths and weaknesses of a leader.

The Role of Leadership: In all four companies, there are fewer conflicts for senior and middle managers in balancing social, environmental, and financial performance because these conflicts are resolved higher up in the organization and are well integrated into the informal systems. Upper management has bought in to the benefits relating to sustainability. Thus people are able to make certain tradeoffs because they know their leaders will be supportive. Corporate responsibility is one of Nike's nine strategic priorities. The CEO and other company leaders support CR intensively and consider it an enhancing element in reaching strategic goals. In fact, leadership engagement is number one. "Making a sustainable decision that negatively impacts margins is not so wrong, but they have to inform me because we can offset this somewhere else," one vice president explained. "I want to give guidance to subordinates because I don't want to have them struggle with it [the tradeoffs related to making social, environmental, and financial decisions]. And we need to teach them because all these decisions cannot be done by me alone." This training takes place through information sharing and collaboration. People learn as they become part of the process where leaders make decisions.

To this extent, leadership development may well incorporate elements of more typical management and self-development programmes (including time management, planning, delegation and self-awareness) but with the objective of creating a reflexive space in which - 6 - the leader/manager can critically reflect upon their current practice and experience. There is no reason to consider, therefore, that leadership development should only be offered to senior managers and, indeed, there would be good reason to encourage this kind of development opportunity throughout the organisation to enhance collective as well as individual capacity. The nature of the required intervention, however, is likely to vary according to the job role, experience and personal abilities/attributes of participants.

Leadership development represents an important HRD activity undertaken by organizations. Given the complex and dynamic external environment within which organizations operate, leadership development activities are considered vital to enhancing leadership capability and the leadership pipeline. Specific organizational benefits highlighted include productivity, financial performance and competitive advantage. A representation of how this impacts programme structure and content is displayed in Table 1.

Key Trends	From	To
The Programme	<ul style="list-style-type: none"> • Prescribed course • Standard • Theoretical 	<ul style="list-style-type: none"> • Study programme and real issues • Customised • Theory in context
The Time-frame	<ul style="list-style-type: none"> • One-off event 	<ul style="list-style-type: none"> • A journey with ongoing support
The Mode	<ul style="list-style-type: none"> • Lecturing/ listening • Conceptual 	<ul style="list-style-type: none"> • Participatory, interactive and applied • Experiential and conceptual
The Focus	<ul style="list-style-type: none"> • Individuals 	<ul style="list-style-type: none"> • Individuals within a group and for a purpose
The Consultant	<ul style="list-style-type: none"> • Supplier 	<ul style="list-style-type: none"> • Partner, co-designer, facilitator, and coach

Table 1 – Changing trends in leadership development

Underlying these changes are a number of transforming concepts about the purpose of management and leadership development. There are, of course, the practical concerns of creating more effective managers and leaders, enhancing the competitiveness of organisations and providing programmes that people will pay for, but associated with these are changing philosophical perspectives on the role of management and leadership within organisations and how best to develop them.

Leadership development programs: Leadership development programs should consider the formation, maintenance, and transformation of a leader's identity (how a leader views him/herself) throughout the development process. A leader's identity refers to how the individual sees him/herself as a leader and leadership theory recognizes leaders develop and shape different identities over time. Through learning and experience, leaders can shift from a strong individual-based identity (self-directed goals) to a preferable collective-based identity (setting group/organization-level goals). A dynamic workplace requires that leaders activate various identities when communicating with different individuals or groups. A strong development strategy should integrate the perspectives of the leader as an individual, a member of a dyadic relationship with subordinates, and a member of the collective organization to understand how different identities influence a leader's psychological state and behaviors¹². Someone in a leadership position who identifies with that role will more likely seek opportunities to develop and practice leadership skills, which can lead to consistent behaviors and role modelling for followers.

In addition to fulfilling organizational demands for strong leaders, studies suggest that taking the perspective of both the leader and followers are equally necessary for effective leadership development. If a leader is unable or unmotivated to develop, a development program, regardless of quality or length, will be ineffective. In these cases coaching and preparing leaders for development may be one solution. Furthermore, it is important to consider follower expectations, reactions toward the leader throughout the development process, and what efforts can be put in place to develop strong "followership". Follower expectations and reactions are not only indicators of a leader's success or failure but they can also influence a leader's future development.

Elements of Leadership Development Programs:

Major talent management functions all play a part in a comprehensive leadership development program and can be well supported by a unified talent management technology platform. These functions include

- Recruitment, to source leadership talent
- Assessments, to evaluate leadership capabilities both internally and externally
- Performance management, to monitor and make course corrections in developing leaders
- Succession planning, to avoid future leadership gaps
- Career planning, to enable employees to understand their leadership options and set development goals
- Development, to create a roadmap to fill skills gaps

A successful leadership development program begins with the alignment of leadership development with company strategy and an understanding of the type of leadership style(s) needed to execute that strategy. A continuum of steps positions an organization for current and future leadership needs.

Purpose: Aligning Leadership Development and Organizational Strategy

Theories of strategic human resource management explain how different patterns of human resource management (HRM) practices and activities enable organizations to achieve their strategic objectives and goals. These strategic HRM theories emphasize that organizational performance is in part a function of the alignment between HRM practices and the organization's strategy.

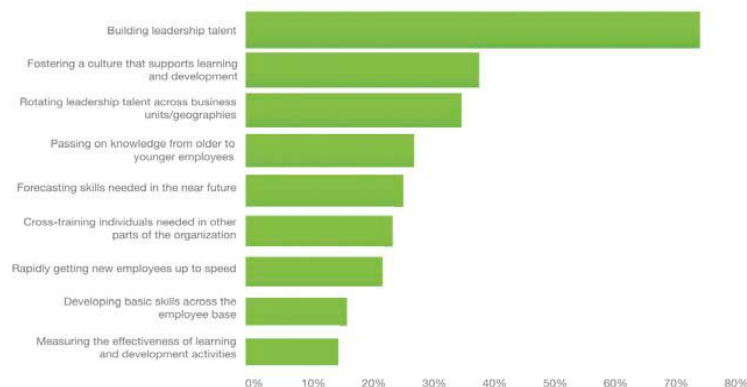
With respect to leadership development practices, organizations often speculate that alignment between organizational strategy and leadership development practices is important for maximizing the return on investment in leadership development. For example, in their report on the Top Companies for Leaders, HR leaders and senior management are finding they must rethink leadership selection and development strategies—to better align with organizational goals, cost pressures, and competing resources.” Similarly, in a review of best-practices research on leadership development, in best-practice organizations, leadership development practices are closely tied to the vision, values, and goals of the business, and that leadership development is a core part of the organization's strategic planning processes.

RESULTS:

Leadership Challenges in Organization or Business

leadership scandals a few years ago caused an erosion of confidence and a tremendous loss of faith in leadership of companies around the globe. In a *Harvard Business Review* poll, 51 percent of those surveyed said they had diminished confidence in business leaders at non-U.S. companies and 76 percent had less confidence in U.S. business leaders.

In addition, building and retaining good leadership has been cited as a major area of concern. In the “2008 IBM Global Human Capital Study,” more than 75 percent of the survey respondents identified building leadership talent as their current and most significant capabilities challenge.



The overall talent shortage has also led to challenges in leadership development, according to a global Taleo Research 4 survey, which found that more than 80 percent of the 930 companies surveyed stated that talent shortages were hindering their leadership development efforts.

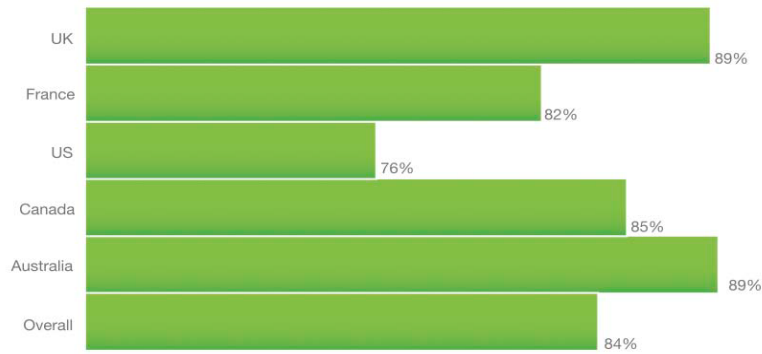


Figure 2. Global talent shortages hinder leadership development.

Identifying the Desired Outcome of Leadership Development

Organizations invest considerable resources into identifying the “holy grail” of leadership competencies that are needed for success in their organization. “Tis holy grail, when found, would identify a small set of attributes that successful leaders possess, articulate them in ways that could be transferred across all leaders, and create leadership development experiences to ensure that future leaders possess these attributes.” Indeed, organizations routinely use their leadership competency models not only for leadership development but also for performance management, recruiting and staffing, and succession planning.

Leadership development has considered a range of development outcomes, including leadership KSAs forms of cognition such as leadership schemas and identities, and the motivations associated with taking on leadership roles and responsibilities. Further, each of these themes can be conceptualized at the individual, relational, or collective level of analysis, although most existing research is at the individual level.

CONCLUSION:

Leadership development represents an important HRD activity undertaken by organizations. Given the complex and dynamic external environment within which organizations operate, management and leadership development activities are considered vital to enhancing leadership capability and the leadership pipeline. Management strength represents an important source of competitive advantage, and organizations use a variety of management and leadership development strategies to develop this human resource pool. Investment in management and leadership development is driven by the belief that it confers significant benefits to both individual leaders and organizations. Individual benefits highlighted include enhanced leadership skills, increased self-awareness and confidence, enhanced interpersonal and emotional management skills, and broadened perspectives. Specific organizational benefits highlighted include productivity, financial performance and competitive advantage. Leadership development is a difficult task. Traditional evaluation models prove difficult to apply to development activities that are more intangible, less clearly defined and lacking in clear learning objectives.

REFERENCES:

1. Bolden, R. (ed.) (2006) *Leadership Development in Context*. LSW Research Report, Centre for Leadership Studies, University of Exeter. [URL:\[www.centres.ex.ac.uk/cls/research/publish.php\]](http://www.centres.ex.ac.uk/cls/research/publish.php).
2. Burgoyne, J., Hirsh, W. and Williams, S. (2004) *The Development of Management and Leadership Capability and its Contribution to Performance: The evidence, the*

prospects and the research need. DfES Research Report 560. London: Department for Education and Skills.
[URL:\[http://www.dfes.gov.uk/research/data/uploadfiles/RR560.pdf\]](http://www.dfes.gov.uk/research/data/uploadfiles/RR560.pdf)

3. Bolden, R. (ed.) (2005) *What is Leadership Development: Purpose and practice*. LSW Research Report, Centre for Leadership Studies, University of Exeter. URL: [www.centres.ex.ac.uk/cls/research/publish.php].
4. Day, D. (2001) Leadership development: a review in context. *Leadership Quarterly*, 11(4), 581-613
5. 581-613
6. Lamoreaux, K. (2007). High-impact leadership development: Best practices, vendor profiles and industry solutions. Oakland, CA: Bersin & Associates.
7. Day, D. V., & Lord, R. G. (1988). Executive leadership and organizational performance: Suggestions for a new theory and methodology. *Journal of Management*, 14, 453–64
8. Conger, J.A., (2010). Developing leadership talent: Delivering on the promise of structured programs. In R. Silzer & B.E. Dowell (Eds.), *Strategy-driven talent management: A leadership imperative* (pp. 281-311). San Francisco, CA: Jossey-Bass.
9. Lord, R.G., & Brown, D.J. (2004). *Leadership processes and follower self-identity*. Mahwah, NJ: Lawrence Erlbaum.
10. Conger, J.A., (2010). Developing leadership talent: Delivering on the promise of structured programs. In R. Silzer & B.E. Dowell (Eds.), *Strategy-driven talent management: A leadership imperative* (pp. 281-311). San Francisco, CA: Jossey-Bass.