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ABSTRACT

This symposium on leadership development consists of three presentations. "Organizational Performance: The Future Focus of Leadership Development Programs" (Doris B. Collins) reports research that analyzed 54 leadership studies from 1984-2000 and confirmed that organizations have begun to take a more systemic approach to leadership development. "Hidden Dimension of Leadership Success: Implications for Building Effective Leaders" (Anne Khoury), a theory paper, proposes that the hidden dimensions are personal credibility and self efficacy and defines a successful leader in this model as one who can inspire others and turn aspiration into action to accomplish business results. "A Study of Leadership Roles, Styles, Delegation, and Qualities of Indian CEOs (Chief Executive Officers)" (T. V. Rao, Raju Rao, Soumya Dixit) addresses a study that found that Indian CEOs were good at managing their seniors, but weak in inspiring and developing their subordinates, culture building, and long-term goal setting; their leadership styles were largely developmental; delegation, activity level, positive thinking, communications were their strengths; and reactivity, irritability, low empathy, patience, and participative nature were weak areas. Two of the papers include substantial bibliographies. (YLB)

2001 AHRD Conference

Leadership Development

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Tulsa, Oklahoma

February 28 - March 4, 2001

CE 081 843

Organizational Performance: The Future Focus of Leadership Development Programs

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This research analyzes 54 leadership development studies from 1984 – 2000 and determines the extent to which the intended outcomes of those leadership development programs focus on organizational performance. This research used Burke and Day's 1986 meta analysis on managerial training as its starting point. Burke and Day's study found mixed results on the effectiveness of training programs. This research confirms that organizations have begun to take a more systemic approach to leadership development.

Keywords: Leadership Development, Organizational Performance, Meta Analysis

Many organizations are concerned about leadership inadequacies of their employees, and as a result, are committing to education and training that deepen the skills, perspectives, and competencies of their leaders. Gibler, Carter, and Goldsmith (2000) indicate that annual budgets for leadership development programs will continue to grow throughout the next decade as companies “recognize the shortage of talented managers, the importance of developing bench strength, and the need to widen perspectives in order to compete globally” (p. xii). Most organizations recognize that effective leadership is one of the most powerful competitive advantages an organization can possess. However, research reported in the literature on the effectiveness of leadership development programs is sparse, which leads one to believe that relatively few organizations are evaluating the effectiveness of their leadership development programs. That leadership development efforts will result in improved leadership skills appears to be taken for granted by many corporations, professional management associations, and consultants (Sogunro, 1997).

Most organizations today are facing a multitude of outcome-based demands on their time and resources – demands that stem from a variety of driving forces including federal mandates, increased competition, and national accreditation standards. Leadership development outcomes are even more important in global organizations than in traditional organizations because of dual reporting structures, proliferation of communication channels, overlapping responsibilities, and barriers of distance, language, time, and culture (Friedman, 2000). Leadership development programs that are linked to the organizational mission, strategy, and goals are likely to produce outcomes valued by the organization (Rummler & Brache, 1995).

For this research, outcomes of leadership development programs are defined in terms of organizational performance. An *outcome* is defined as “a measurement of effectiveness or efficiency (of the organization) relative to core outputs of the system, subsystem, process, or individual” (Holton, 1999, p. 33). *Leadership development* is defined as “every form of growth or stage of development in the life-cycle that promotes, encourages and assists the expansion of knowledge and expertise required to optimize one’s leadership potential and performance” (Brungardt, 1996, p. 83). Leadership development studies include the full range of leadership experiences as suggested by McCauley, Moxley, & Van Velsor (1998) such as mentoring, job assignments, feedback systems, on-the-job experiences, developmental relationships which include exposure to senior executives, leader-follower relationships, and formal training programs.

The purpose of this research is to analyze the outcomes of available leadership development studies from 1984 – 2000, after Burke and Day’s meta-analysis (1986), to determine if leadership development programs have changed from a focus on individual performance to a focus on performance at the organizational level (Rummler & Brache, 1995). It uses a “macro” lens that incorporates the full range of leadership development programs (McCauley et al., 1988), the Results Assessment System evaluation model (Swanson & Holton, 1999), and a new high-performance leadership competency model (Holton & Naquin, 2000). The high-performance leadership competency model provides the only known definition of leadership development outcomes that includes “improving performance” as a core dependent variable, or an explicit outcome of leadership. Hopefully, this research will provide some theoretical undergirding for future research in determining the underlying reasons organizational-level outcomes do not appear as the major driving force behind design and implementation of

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leadership development programs. This research also analyzes the changes in content of the leadership development programs, the types of leadership development intervention categories, and the intervention instruments used.

Burke and Day's Meta-Analysis of Managerial Training

No comprehensive analysis of managerial or leadership training has been done since Burke and Day's (1986) cumulative analysis on managerial effectiveness. However, the focus of managerial leadership has shifted in the past decade to strategic leadership because of increasing global competitiveness, continuous restructuring activities, demographic changes in the workforce, customer demands, and rapid technological changes (Gibler et al., 2000; Hooijberg, Hunt, & Dodge, 1997). Leadership in a global organization requires that leaders delegate decision making, geographically disperse key functions across units of different countries, de-layer at the organizational level, de-bureaucratize formal procedures, and differentiate work responsibilities and authority across networked subsidiaries (Friedman, 2000). In addition, studies on leadership theories and practices introduced into the literature since 1986, such as transformational leadership (Bass, 1985), team leadership (Hackman & Walton, 1986; Larson & LaFasto, 1989), 360-degree feedback (Lepsinger & Lucia, 1997), and on-the-job experiences (McCauley & Brutus, 1998) have also spurred new content areas in leadership development research.

Leadership Development Literature

Volumes of literature exist on the concept of *leadership*, but in comparison, the literature on *leadership development* and its impact is minuscule. Research indicates that little is known about what outcomes or knowledge, skills, or processes in leadership development programs contribute to organizational performance (Campbell, Dunnette, Lawler, & Weick, 1970; Fiedler, 1996; Lynham, 2000). Performance improvement at the organizational level (Rummler & Brache, 1995) is typically inferred, implied and assumed as an outcome of leadership and leadership development. Performance improvement (Torraco, 1999) and high-performance leadership competencies (Holton & Naquin, 2000) have recently been linked and provide a potential focus for leadership development programs, which will make it easier to measure outcomes. Yet, despite the immense amount of investment in leadership training on the part of corporations and governments, there is little evidence that such training results in a more effective leadership behavior (McCauley et al., 1998). Hopefully, the results of this research will help us better understand leadership development programs and their contribution to organizational performance.

Method

Qualitative research has been conducted to determine studies that involve a leadership development experience, which includes managers, leaders, and/or executives. Studies for this analysis were located by conducting a computer search with ABI Inform, UNCOVER, scanning bibliographies, and reviewing journal articles and proceedings from the annual conferences for the Society of Organizational and Industrial Psychology and the Academy of Human Resource Development. Also included are all applicable leadership studies cited in *The Impact of Leadership* by Clark, Clark, & Campbell (1992). In the computer search, key words used include *outcomes, impact, effectiveness, and influence* in combination with the following subject areas: *leadership development, management development, managerial training, management training, executive development, leadership education, leadership, management education and management skills*. A review of approximately 1000 titles, abstracts, and/or articles provided 54 studies that meet the sample criterion defined for this analysis. Most studies were located primarily in management and psychology journals.

Once studies were located and reviewed, codes were provided for the content area, the category of leadership development intervention, and the intended outcome of the leadership development experience. The management level of the individuals in the sample, the size of the sample, the type of leadership development intervention, and the instrument(s) used to measure outcomes were also recorded. To validate the coding scheme, each article was reviewed a second time and the coding choice was compared with the first review to ensure similarity. In addition, two doctoral-level human resource development students read four of the most recent studies and independently coded the sample studies. One rater disagreed in only one coding element, but the raters discussed and agreed on the appropriate coding.

Definition of Leadership Development Content Areas

The high-performance leadership model (Holton & Naquin, 2000) provided the base for the leadership development content areas in order to more appropriately reflect leadership in today's high-performance organizations. Therefore, team management (Baker, Walsh, & Marjerison, 2000) and strategic leadership competencies (Collins, Lowe, & Arnett, 2000), which enable high-performance leaders to lead strategically in an environment of continuous change, were incorporated. Content areas selected are Employee Development; Employee Performance; Human Resource Systems; Job and Work Design; Strategic Leadership; Supportive Environment; and Team Management (Baker et al., 2000; Collins et al., 2000; Wilson, Boudreaux, & Edwards, 2000). Definitions of content areas are as follows:

- *Employee Development (ED)*. Building nurturing relationships that help employees to reach their highest potential.
- *Employee Performance (EP)*. Execution of job behaviors that accomplish organizational goals including the establishment of clear employee goals and use of motivation to build employee commitment.
- *Human Resource Systems (HRS)*. Linkage of the right employee to the right job and human resource policies and procedures to job activities. Evaluation of the organization's policies and procedures in relation to employee performance and development of leaders whose values closely match the organization.
- *Job and Work Design (JWD)*. Determining an organizational structure to meet goals and structuring jobs so individuals can achieve personal, process, and organizational goals.
- *Strategic Leadership (SL)*. Transforming the organizational culture and institutionalizing change to promote continuous organizational improvement. Communication of strategy and performance information to relevant subsystems. Collaborative efforts that lead to valued outcomes.
- *Supportive Environment (SE)*. Building organizational systems (personnel, technology and control) with an open atmosphere and adequate resources, that enables effective performance.
- *Team Management (TM)*. Development and leadership of strong, effective organizational teams.

Definition of Intervention Categories

Each leadership development study was assigned a category based upon on the full range of leadership development experiences described by McCauley et al. (1998) with one additional category assigned for on-the-job-experiences. Definitions of intervention categories used in this research are:

- *Developmental relationships (DR)*. Experiences where another individual influences the manager's personal development such as one-on-one mentoring or coaching.
- *Feedback Intensive Programs (FIP)*. Data fed back to participants in a safe, supportive environment such as 360-degree feedback and exclusive of assessment in formal feedback settings.
- *Formal Training Programs (FT)*. Structured training programs designed to develop the individual employee.
- *Job Assignment (JA)*. Job experiences scheduled for a definite period of time that push managers out of their comfort zone, such as redesigning a system or part of a job or serving on a temporary task force.
- *On-the-Job Experiences (OTJ)*. Job experiences where managers learn, grow, or undergo personal change as a result of the experiences (McCauley & Brutus, 1998).
- *Structured Experiences (SE)*. Structured goal-directed, live-action, task-based interactions such as leaderless group discussions, simulations, and targeted exercises.

Definition of Measurement Instruments

Measurement instruments varied greatly among the studies identified for this analysis and included both quantitative and qualitative measurements. Some studies used organization-constructed instruments for quantitative analysis. Other studies used instruments designed externally as SYMLOG (Systematic Multiple Observations of Groups), PMLX (Project Leader-Member Exchange Scale), WGCTA (Watson-Glaser Thinking Appraisal), LISERL, WABA (Within and Between Analysis), Argyris' Learning Model or MLQ (Multifactor Leadership Questionnaire).

Definition of Leadership Development Outcomes

The Results Assessment System model (Swanson & Holton, 1999) was used to determine if the results of the studies are at a performance or learning outcome level. Performance-level outcomes are typically outcomes at either the organization or group level while learning outcomes are typically at the individual level of the organization (Rummler & Brache, 1995), but also can serve as a measure of learning at the group level.

The Results Assessment System (Swanson & Holton, 1999) specifies three outcome levels with two outcome categories delineated for each respective outcome level. The *performance* outcome level is categorized as either *system* or *financial* outcomes while the *learning* outcome level is categorized as either *expertise* or *knowledge* outcomes. The *perception* level will not be covered in this research. The performance - system level includes mission-related outputs in form of goods/services, having value to the customer, that are related to the core organizational, work, process, and group or individual contributor to the organization. The performance - financial level is determined by the outputs of goods/services converted into a money and financial interpretation. The learning - expertise level measures human behaviors that have effective results and optimal efficiency acquired through study and experience within a specialized domain. The learning - knowledge level assesses mental achievement acquired through study and experience.

Results

The results shown in Table 1 indicate that 16 (30%) out of the 54 recorded studies had performance-level outcomes. Thirteen studies (81%) with performance-level outcomes measured system performance while three (19%) addressed financial performance as the outcome variable. Another interesting finding was that four (7%) out of the entire group of 54 studies had team or group effectiveness as the outcome variable. The results also show that 38 studies (70%) had a learning-level (knowledge or expertise) outcome. In contrast, Burke and Day (1986) found that only two (3%) out of 70 studies were concerned with performance and 68 (97%) with learning. To compare the results, 30% of the studies in the current analysis have performance-level outcomes whereas the Burke and Day study reflects only three percent with performance as the outcome variable. Just as Burke and Day's (1995) analysis, the current research also found mixed results on the success of the leadership development intervention. A typical finding in the studies was that independent variables in some studies reflect no correlation while in other studies there was a strong correlation between variables. Three studies in the current research had overall negative findings (Facteau, Facteau, Schoel, Russell, and Poteet, 1998; Moxnes and Eilertsen, 1991; Thoms and Klein, 1994).

Table 1. Leadership Development Content/Outcome Summary

Content Category	Number of cases	Outcome Measurement			
		Performance		Learning	
		System	Financial	Expertise	Knowledge
Employee Development	11	0	1	7	3
Employee Performance	5	0	0	3	2
Human Resource Systems	6	1	0	4	1
Job and Work Design	2	0	0	2	0
Strategic Leadership	18	8	2	7	1
Supportive Environment	8	2	0	6	0
Team Management	4	2	0	2	0
TOTAL	54	13	3	31	7

Results in Table 1 show that Strategic Leadership was the most frequently researched leadership development content area (n = 18, 33%), followed by Employee Development (n = 11, 20%), and Supportive Environment (n = 8, 15%). Seventeen studies (32%) fell in the remaining content areas identified in this analysis. That Strategic Leadership has become a focus of leadership development programs is not surprising as current organizations must continually function in less stable, continually changing environments than those in studies reported in the Burke & Day (1986) meta-analysis.

In Table 2, the results indicate that formal training (n = 22, 41%) continues to be the primary category for leadership development intervention. Job assignments (n = 17, 32%) was second out of the six categories of

leadership development interventions. The intervention categories found least in the assessment research are feedback intensive programs, on-the-job experiences, and structured experiences.

Table 2. Leadership Development Intervention Summary

Intervention Category	Number of cases	Outcome Measurement			
		Performance		Learning	
		System	Financial	Expertise	Knowledge
Developmental Relationships	5	1	0	4	0
Feedback Intensive Programs	4	0	0	3	1
Formal Training	22	3	1	16	2
Job Assignments	17	7	2	6	2
On-the-Job Experiences	4	0	0	2	2
Structured Experiences	2	2	0	0	0
TOTAL	54	13	3	31	7

The results indicate that multiple constructs were used to evaluate the effectiveness of the leadership development programs in many (n=29, 53%) of the studies in this analysis. Often a qualitative method as an observation, interview, focus group, or self report was used in combination with an internally or externally-developed survey instrument. Another interesting finding was that five studies (9%) appeared to be totally qualitative (Bolman & Deal, 1992; Gengler & Riley, 1995; Kovner, Channing, Furlong, Kania, & Politz, 1996; Marson & Bruff, 1992; Spreitzer, McCall, & Mahoney, 1997). An analysis of the instrumentation used per content category revealed that the majority of instruments were surveys developed outside the organization (n = 28, 52%), and approximately 20 different instruments used. Measurement instruments developed within the organization were used in 15 studies (28%). Other types of instruments found in the analysis were observations, audiotape, simulations, feedback systems, and task rankings.

Table 3. Leadership Development Instrumentation Summary

Instrument Category	Number of cases	Content Areas						
		ED	EP	HRS	JWD	SL	SE	TM
Organization-developed survey	15	4	2	0	1	6	1	1
Externally-developed survey	28	4	2	6	1	7	6	2
Observations/Interviews	1	1	0	0	0	0	0	0
Skills tested in work environment	2	2	0	0	0	0	0	0
Audiotape	1	0	1	0	0	0	0	0
Multiple rater assessment	1	0	0	0	0	1	0	0
Organization administrative change	2	0	0	0	0	2	0	0
Feedback system	2	0	0	0	0	0	1	1
Task rankings	1	0	0	0	0	1	0	0
Self reports	1	0	0	0	0	1	0	0
TOTAL	54	11	5	6	2	18	8	4

The results indicate that instruments developed outside the organization were used more often in the Human Relations Systems and Strategic Leadership content areas than in studies from other content areas. See Table 3 for analysis of instrumentation. Examples of externally developed instruments used in each of the content areas are as follows:

- *Employee Development (ED)*. Multifactor Leadership Questionnaire (MLQ), Management Skills Profile (MSP), Management Development Questionnaire (MDQ), and Leadership Effectiveness Adaptability Description (LEAD-Self).
- *Employee Performance (EP)*. LISERL VII, Survey of Management Practices (SMP), California Psychological Inventory (CPI), and MSP.

- *Human Resource Systems (HRS)*. The Multifactor Officer Questionnaire (MOQ), Leader-Member Exchange (LMX), Leadership Styles Inventory (LSI), LEAD, MLQ, MSP, and LISERL.
- *Job and Work Design (JWD)*. Watson-Glaser Critical Thinking Appraisal (WGCTA) and Kolb's Adaptive Style Inventory.
- *Strategic Leadership (SL)*. Leadership Behavior Questionnaire (LBQ), Argyris' Learning Model, Myers-Briggs Training Instrument (MBTI), Repertory Grid Technique, Systematic Multiple Observations of Groups (SYMLOG), Hofstede construct, and LDQ.
- *Supportive Environment (SE)*. The Vroom-Yelton model, LMX, MLQ, and SYMLOG.

Summary

Even though leadership development programs are pervasive (Burke & Day, 1986), research on the effectiveness of leadership development programs is sparse. It appears that organizations are not evaluating and reporting the results of their leadership development programs. However, performance-level outcomes are more critical than ever because organizations are facing a multitude of outcome-based demands on their time and resources. Therefore, organizational level outcomes should be the driving force behind the design and implementation of all leadership development programs.

This research shows that there is a trend toward organizational performance as the outcome of leadership development programs. The 1986 Burke and Day meta-analysis of the effectiveness of leadership development programs indicated that only three percent of the studies were at the organizational level while 30 in this analysis measured organizational variables.

This research also shows that the content of leadership development programs has changed. Strategic leadership and team management skills are the most distinctive changes in the content of leadership development programs since Burke and Day's (1986) study. Strategic leadership was the most frequently found topic of programs in this analysis and this is not surprising as the fluid, evolving, dynamic networks of today's global organization dictates the need for visionary leaders with a different set of leadership skills (Pucik, 1997).

While formal training programs remain prominent leadership development venues, this research proves that other types of developmental programs are prevalent. Examples of leadership development programs found that did not occur in Burke and Day's (1986) research include job assignments, feedback intensive programs, mentoring, and on-the-job experiences. While a report on the effectiveness of these types of programs occur occasionally in the leadership development research, it is obvious from this analysis that the outcomes of these experiences are not assessed as often as formal, structured training programs. These programs are likely not assessed because characteristics of these developmental job experiences cannot be expressed in objective features.

Future Research Issues in Leadership Development

Leadership development is a young but growing field that we still know very little about. Consequently there are many voids in the literature that are open to future research. Four of those areas are defined in the paragraphs that follow.

Most leadership models have been developed for an era of a more stable, predictable environment. High-performance global organizations embrace continuous change as a core value (Collins et al., 2000). Therefore, organizations will need leadership that is "able to think and act differently, and be able to integrate critical thinking into practice" (McCauley et al., 1998, p. 571). Because organizations will shift towards greater complexity, global competition, continuous quantum change, and collaborative team orientations, more evaluations based on the high-performance leadership competency model (Holton & Naquin, 2000) are needed to adequately depict leadership development outcomes of future global organizations where performance is linked to strategy.

How future leaders will impact the role of team leadership is virtually unknown. Leadership appears to be undergoing a change that is erasing the distinction between leaders and followers and organizing around teams (McCauley, Moxley, & Van Velsor, 1998). The idea of leadership will be thought of as reciprocal connections of people working together. Future research should focus on outcomes of leadership development experiences that increase team performance.

There is a deficiency of real scholarly knowledge about leadership development. More research is needed to fully understand leadership development. A replication of Burke and Day's meta-analysis could provide additional knowledge about leadership development and also provide a theoretical undergirding for future research. Also, a standardized assessment instrument should be developed by researchers to assist organizations in performing evaluative studies that will adequately measure performance at the group, team, or organization level (Rummler &

Brache, 1995). HRD should take the lead in developing appropriate performance-level evaluation methods. The top management of organizations has too many demands on their time and does not have the theory and research-based expertise necessary to accomplish the task.

Leadership requirements of future global organizations are not yet understood. HRD practitioners must understand the changing and complex, overlapping skills needed for competent leadership requirements of future global organizations. Therefore, strategic leadership competencies for a global environment should be incorporated into future evaluative studies so as to understand what is known about the field across multiple organizations and countries.

Conclusion

For leadership development programs to be truly effective they should add value to the entire organizational system at all of the core levels: organization, group, and individual. This research proves that recent leadership development programs have begun to focus on enhancing system (organizational) performance. An organizational approach should become the future direction for leadership development programs as it integrates programs/systems and measures the impact. Approaching leadership principles at the organizational system level will allow organizations to meet the adaptive challenges of an increasingly more complex environment. However, completion of more well-designed, thoroughly-reported empirical studies are needed to provide the necessary data to support that leadership development programs truly enhance organizational effectiveness.

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Note: Leadership development studies included in the research analysis are noted with an asterisk.

Hidden Dimension of Leadership Success: Implications for Building Effective Leaders

Anne Khoury
University of New Mexico

Leadership development, a component of Human Resource Development (HRD), is becoming an area of increasingly important practice for all organizations. This theory paper proposes that the hidden dimensions of successful leadership are personal credibility and self-efficacy. A successful leader in this model is defined as one who can inspire others and turn aspiration into action to accomplish business results. The model illustrates that as leaders fulfill this business goal, credibility x self-efficacy is the basis.

Keywords: Leadership Development, Action Learning, Leadership

The Problem

Having worked in leadership development for a number of years, both in the public and private sector, I have always wondered why our programs fail to develop effective leaders. Development programs seem to improve skills and competencies and increase self-awareness. Participants state they enjoy our programs and find them meaningful. Yet, bottom-line business results do not improve over the long run and staff continue to report problems with management valuing and involving them in the work of the organization. Like most traditional leadership programs, our programs at Los Alamos National Laboratory start with competencies and a focus on the individual.

At the Laboratory we have identified a set of leadership and management competencies that we use to assess, develop, and evaluate our management staff. To determine the impact of our leadership development programs we use after course participant and supervisor feedback, upward performance appraisal results, a yearly organizational climate survey, and individual performance appraisals. All but the after course evaluations indicate that the impact desired, creating effective leaders, is negligible at best.

Thinking about this situation and the input and output model, I think something happens at the through put stage when managers lead or participate in our leadership development programs, that is not competency related or environmentally dependent, which makes an individual an effective leaders. It is something implicit rather than explicit, and I believe it is personal credibility and self-efficacy (belief in self as a capable leader).

Supporting this proposition is the fact that, in our changing world, the leaders of the future will be known less for what they say and more for what they deliver, less by what they control and more by what they shape, and less by goals they set and more by the mind-sets they build - (Ulrich, 1996). To be able to accomplish these behaviors, a leader needs to possess substance as well as competency. Workers will no longer follow a manager because of positional power as they did in the past. Our future leaders must not only inspire but must be able to turn aspiration into action through the people they lead. "Followership" is no longer a guarantee just because one has a management title.

This paper proposes that two "hidden" dimensions, personal credibility and self-efficacy, are essential ingredients to gain "followership". Both of these elements have more to do with substance than with form. Traditionally, we have concentrated our leadership development programs on form, e.g. competency development, and have done little to enhance substance, e.g. values, beliefs, actions, belief in self. Substance is what makes an individual one who is worthy to work in an organization, privileged with the power to manage and inspire others. I'm proposing herein that we need to provide leaders with opportunities to develop substance by enhancing their personal credibility and self-efficacy through our leadership development programs.

Because of the relationship between personal credibility and self-efficacy and a leader's ability to lead, an assumption of this approach is that by designing our leadership development programs to enhance these two dimensions, bottom-line business results will improve. Another assumption is that this improvement in business result has important implications for the success of our leadership development programs.

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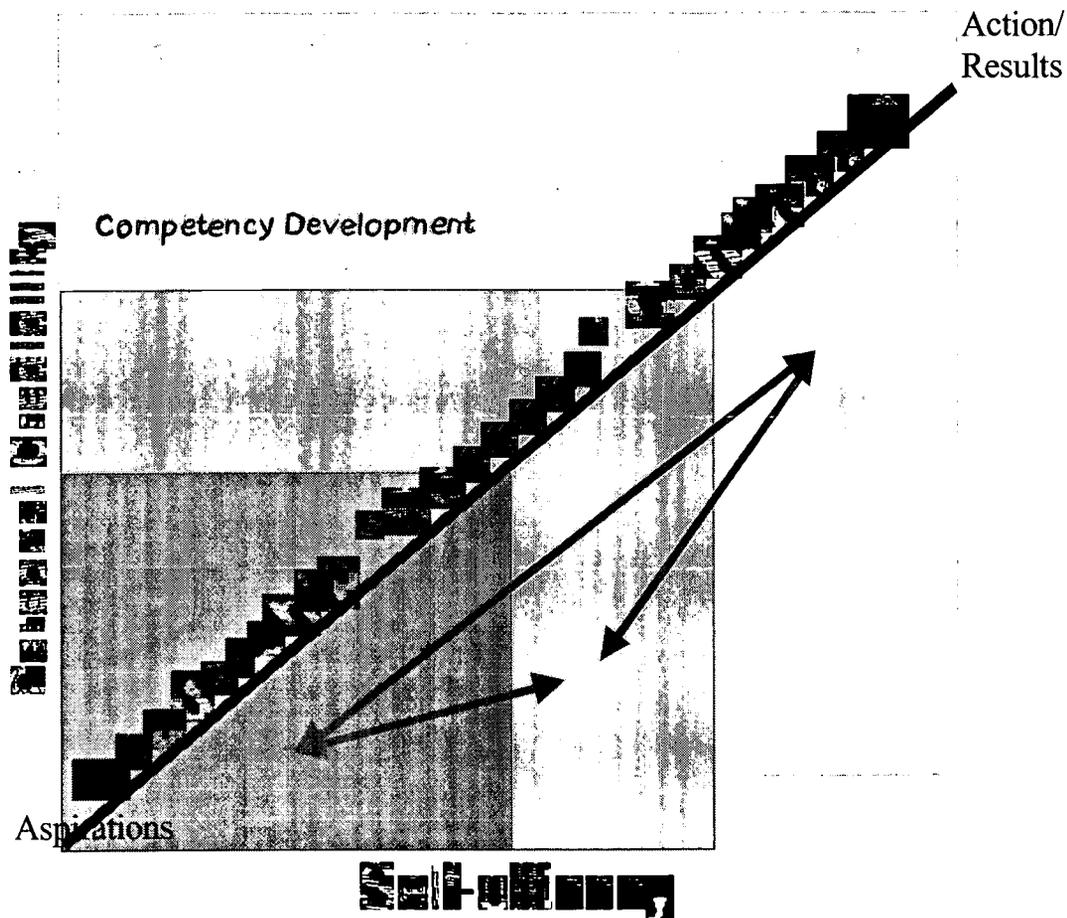
A Proposed Model

The proposed Leadership Success Continuum Model is based on the assumption that credibility of action is a significant determinant of whether a leader will be followed over time. Without personal credibility a leader cannot lead. Additionally, the proposed theoretical model is built on the assumption that without a belief in oneself as a leader, the roles and tasks of leadership become overwhelming and conviction for the task diminishes. The model, outlined in Figure 1, indicates that as personal credibility and self-efficacy increase, leadership effectiveness expands.

The theory is that a successful leader possesses a high degree of personal credibility and self-efficacy; while a leader, not characterized as successful, possesses a low degree of personal credibility and self-efficacy.

A successful leader in this model is defined as one who can inspire others and turn that aspiration into action to accomplish business results. This is accomplished through creating vision, building commitment, improving team learning and results, and developing and enabling others for success. To accomplish these actions, leaders not only need the competency or know how to make this happen but they need the substance to "cause" people to follow their vision and direction.

Figure 1. The Leadership "Success" Continuum



The model implies that without personal credibility, as defined by those who are to follow, and a belief in oneself, the leadership actions necessary to lead others in the accomplishment of organizational, business, or spiritual results will not impact as successfully.

Figure 1 also illustrates that as leadership fulfills the goal of turning aspiration into action, personal *credibility x self-efficacy* is the basis. There is implied synergy in this model based on the assumption that belief in self and others' beliefs in you, the leader, compounds success and desired result/action. Another synergistic aspect implied in the model is that as results are achieved, personal credibility and self-efficacy increase. Also, as indicated by the arrows in Figure 1, as personal credibility and self-efficacy fluctuate, success in turning aspiration into action and results also varies.

Critical Questions and Methodology

In proposing this theory, key questions to be answered include:

1. What does the literature say about self-efficacy and personal credibility as "influencers" of behavior?
2. Does the literature indicate a connection between personal credibility and/or self-efficacy and successful leadership?
3. What leadership development methods are being used or could be used to develop personal credibility and self-efficacy?
4. Is there sufficient support in the literature to justify that there are dimensions beyond competency that need to be developed in our leaders?

A qualitative literature review, coupled with an analysis of current theory and research to determine and extract model related aspects, yield the results discussed in the next section.

Review/Analysis Findings

The Current Thinking

Credible leaders have the personal habits, values, traits, and competencies that engender trust and commitment from those who take their direction- (Ulrich, 1996). As we move from the machine models of work into the era of knowledge workers, loyalty can no longer be obtained by the paycheck- (Drucker, 1995). Instead, management becomes a social function in which relationships are key- (Wheatley, 1992). To inspire loyalty and commitment from the knowledge worker, leadership credibility is a major determinant as is the willingness of leaders to share power by allowing workers exceptional opportunity for putting their knowledge to work. (Drucker, 1995) Credibility of action is the single most significant determinant of whether a leader will be followed over time- (Kouzes and Posner, 1995).

Credibility comes from the alignment of our values, beliefs, and actions. In other words, leaders model their values and beliefs through their actions. Leaders with personal credibility say what they mean and do what they say. Credible leaders can be counted on. Block quotes Martin Buber saying, - "*There are three principles in man's being and life, the principle of thought, the principle of speech, and the principle of action. The origin of all conflict between me and my fellow-man is that I do not say what I mean, and that I do not do what I say.*" (1993, p. 238).

In a recent case study of over 400 respondents from four continents (America, Asia, Europe, Australia), Kouzes and Posner (1995) measured what actions exemplified quality leadership. The top four actions, from both of their 1995 and 1987 surveys, included characteristics of personal credibility. These actions were honesty, forward-looking thinking, the ability to inspire, and competency. I would also add compassion and belief in others' abilities to accomplish results as key to personal credibility. Peter Block would add stewardship.

Stewardship according to Block is to hold something in trust for another (1993). In other words, stewardship is the willingness to be accountable for the well being of the larger organization by operating in service, rather than in control, of those around you. These characteristics of personal credibility come from the substance of the person and are exhibited through his or her actions.

Similarly, a person's dynamism doesn't come from special powers. It comes from a strong believe in a purpose and the willingness to express that conviction. Leadership has nothing to do with what we look like. It has everything to do with what we feel, what we think of ourselves- (Kouzes and Posner, 1995). In fact, Bandura (1986) has argued that whether or not people will undertake particular tasks or strive to meet particular goals depends on whether or not they believe they will be efficacious in performing the action. The stronger one's self-efficacy, the more one will exert effort and persist at a task.

According to Bandura's self-efficacy theory, decisions that people make about whether or not to attempt certain courses of actions and about how long to pursue them, are to an important extent determined by judgements of personal efficacy (1991). The correlation between self-efficacy and health related outcomes in the areas of

smoking, pain management, cardiac rehabilitation has been established- (Holden, 1991). Studies have also established the correlation between parental self-efficacy and their children's academic abilities (Seefeldt, Denton, Galper, and Younoszai, 1999) and Bandura and others have established the correlation between student self-efficacy and academic achievement- (Bandura, 1993, Schunk, 1991, and Torkzadeh, Pflughoeft, and Hall, 1999).

Seemingly the literature indicates that these two dimensions, personal credibility and self-efficacy, are important attributes which improve a leader's ability to encourage others to action. Personal credibility inspires worker loyalty and direction and self-efficacy gives the leader the motivation to lead against, at times, hostile and challenging forces. People don't do extraordinary things unless they have the will to do so. Leadership is the act of mobilizing others to want to struggle for shared aspirations- (Kouzes and Posner, 1995). Interestingly, leaders who understand self-efficacy know that when the people they work with feel strong, capable and efficacious themselves extraordinary things can be accomplished.

Additionally, because personal credibility is key to the relationships we develop, the relational aspects of our work become key. More and more studies focus on followership, empowerment, and leader accessibility- (Wheatley, 1992). Ethical and moral questions are no longer fuzzy religious concepts but are key elements in our relationships with staff, suppliers, and stakeholders. As Barbara Wheatley states: "If the physics of our universe is revealing the primacy of relationships, is it any wonder we are beginning to reconfigure our ideas about management in relational terms?"- (Wheatley, 1992, p. 12). This emphasis on relationship elevates the primacy of personal attributes or the substance of the person into juxtaposition with personal competencies.

Reviewing the literature to look for implications for our leadership development programs a number of interesting possibilities emerged. For example, recent studies have found a strong correlation between task relevance and one's belief in one's ability to do the task- (Coffin and MacIntyre, 1999; Weiner, 1990). An implication of this study is that by increasing the task-relevance of the competency to be developed, self-efficacy can be enhanced.

Additionally, according to Bandura (1974, 1986), outcome expectations relate both to the learner's understanding of what activities are required to reach a learning goal and to their belief that the learning goal can be achieved and/or applied. Once success is achieved, self-efficacy is increased. In other words, success breeds success when expectations are clear. By focusing competency development on business results, task relevance can be increased which, in turn, increases application success and self-efficacy.

The literature also indicates that to develop leaders who feel unique, competent, secure, empowered and connected to the people around them, e.g. high self-esteem and self-efficacy, leaders need support and feedback in actual developmental job experiences. Leadership skills are developed; they are not usually basic cognitive abilities.

A Study Example

To illustrate this point, Robert Wood and Albert Bandura (1989) had working professionals manage a simulated organization. Participants had to match employee attributes to job requirements and master a complex set of decision rules in how best to guide and motivate their employees. Half the subjects were told that decision-making skills are developed through practice (and hence are acquired skills); the others were informed that decision-making skills reflect the basic cognitive capabilities that people possess (and hence are stable skills). Throughout the simulation, the subjects rated the strength of their perceived self-efficacy in getting the group they were managing to perform at various productivity levels. Those in the stable-skill group displayed a progressive decline in perceived self-efficacy, while those in the acquired-skill condition maintained their sense of managerial efficacy. Those in the stable-skill group were quite uncharitable in their views of their employees, regarding them as incapable of being motivated, unworthy of supervision, and deserving of termination. In contrast, those in the acquired-skill condition set more challenging goals in subsequent trials and made more efficient use of analytical strategies, because from their perspective errors didn't imply a basic cognitive deficiency.

Leadership Development as a Process

Applying the results of this study, it seems leaders and perspective leaders need practice in on-the-job experiences and need to be supported through planned placement, mentoring and coaching. Rather than being left to self-develop and apply learning in practice after assessment and competency development experiences, leaders need to be coached and mentored on the job. Job coaches can be other leaders and/or human resource development staff. By supporting leaders as they continue to acquire skills, the Wood and Bandura research study indicates this development will not only develop the self-efficacy of leaders, but will positively impact management expectations of employees and accomplishment of job goals and objectives.

David Bradford and Allan Cohen (1997) support the position that development needs to be a process rather than an event by stating that development needs to be continuous and intentional and is best accomplished through day-to-day interactions on the job. Similarly, Zenger, Ulrich, and Smallwood (2000) purport that mechanisms for follow-up and tools for holding people accountable, after competency development, need to be put in place for effective leadership development. When this occurs, they state, leadership development is transformed from an event into a process. In supported on-the-job experiences, leaders perform in real, pressured work situations. Here they learn to fail, try again, and succeed.

In real work situations one also exhibits and develops personal credibility. Because personal credibility is key to the relationships we develop, the relational aspects of our work are critical. To best assist managers in dealing with the relationship results of their personal credibility, it is helpful to see the manager in action on the job and provide appropriate coaching and mentoring. Rather than waiting for an organizational intervention after failure, planned on-the-job coaching should be part of the designed leadership development program.

Similarly, competencies make the most sense and are the most relevant to leaders if they are linked closely to results- (Zenger, Ulrich, Smallwood, 2000). For example, leaders who coach (competency) may create loyalty which *results* in retention of workers; may communicate an expectation of continual improvement that *results* in improvement in productivity; and, may create a work climate of open, direct, candid communication that could foster quicker problem resolution and *result* in projects that are more on-target. All of which increase personal credibility.

Based on this expanded view of leadership and leadership development, three generic diagnostic questions seem to emerge from the literature that can be used to assess leadership quality. These are:

1. *Personal credibility.* Does this leader have credibility with those with whom he or she works? Do individuals trust, respect, admire, and enjoy working with this leader? Do those who work with this leader as subordinates, peers, customers, or supervisors feel a personal and emotional bond with him or her?
2. *Self-efficacy.* Does this leader believe he or she can lead, e.g. shape a vision, create commitment to the vision, build a plan of execution, develop capabilities, and inspire people to the making things happen? Does this leader have conviction for the work he or she is inspiring? Does the leader have high expectations of him or her self, others, and for the business unit success?
3. *"Unit" business success.* Does this unit have high levels of productivity as measured by financials, customer satisfaction, employee morale? Do customers and suppliers have a high loyalty factor to the products and/or services of the unit? Does the leader have enthusiastic commitment to the unit and its business goals?

Recommendations for Implementation

Application of this model to leadership development programs implies a basic change in our curriculum philosophy and structure. First, we need to broaden our focus beyond competency development. In addition to developing competencies, we need to build learning opportunities that encourage our participants to reflect and explore the affects of their behaviors and decisions on others and business results. And, because of the relationship between successful completion of relevant tasks and self-efficacy, these reflection opportunities need to be job based.

Second, we need to think of our programs as a process of development rather than as an event for the substance elements of ourselves are not as readily apparent to us as are our skills. As a result, leadership development plans should ideally be developed to include such elements as job placements, assigned mentors and coaches, support/reflection networks, and education and training options. This longer term planning for leadership development will lend itself to building a belief in self through supporting and coaching success rather than by punishing failure. It will also support the synergy of personal credibility x self-efficacy which occurs when business results are successfully accomplished.

Finally, because broad based, systems feedback is important in the development of personal credibility, double-loop learning opportunities are key and need to be included as a major "design spec" in the development of reflection experiences.

Implications for Future Research

Leadership development theory focused on personal credibility and self-efficacy has interesting prospects. It builds on motivation and expectancy theory and seeks to incorporate recent schools of thought on leadership, participative

management, and empowerment. In discussing the relationships among self-efficacy, personal credibility and leadership success, many assumptions were made which need to be further explored. The weak point of this theory is that it has a relatively narrow empirical base

For example, there is an assumed relationship between task relevance and self-efficacy but the strength of this relationship and whether or not it is one of parallel occurrence or causality needs to be explored.

Additionally, there are interesting ancillary relationships to be explored in future research initiatives. These include the ability to form relationships at work and personal credibility; commitment level and self-efficacy; empowerment and self-efficacy; emotional intelligence and self-efficacy; and, high expectations of self and others and unit business success. Research in these areas could lend important insights into the implicit components that form our substance, and, as such, assist us as we develop leaders for the future.

Current leadership development models have been built on Newtonian mechanics by searching for better methods to objectively develop leadership competencies (form). The new physics seems to cogently explain that there is not an objective reality and there are no formulas that describe "reality" (Wheatley, 1992). There is only what we create through engagement with others and with events (substance). This points to hidden dimensions that we must explore if we are to understand leadership; and, in better understanding the qualities of leadership, promote development.

This paper proposes that personal credibility and self-efficacy are two major elements of a persons substance and of a leader's ability to build relationships to accomplish business objectives. Without a high degree of both of these two dimensions, the literature and this theory seem to indicate, leaders may not be as successful.

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A Study of Leadership Roles, Styles, Delegation and Qualities of Indian CEOs

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This study identifies the effectiveness with which various leadership and managerial roles are performed by Indian CEOs. Using 360 Degree Feedback 26 CEOs were studied. They were good at managing their seniors, but weak in inspiring and developing their subordinates, culture building and long term goal setting. Their leadership styles were largely developmental. Delegation, activity level, positive thinking, communications, etc. were their strengths and reactivity, irritability, low empathy, patience and participative nature were weak areas.

Keywords: Leadership , 360-Degree, Indian-CEOs

Leadership has been defined in so many ways and by different authors and experts. Tichy and Cohen (1997) the authors of "Leadership Engine" points out: " The scarcest resource in the world today is the leadership talent capable of continuously transforming organizations to win in tomorrow's world. The individuals and organizations that build Leadership Engines and invest in leaders developing other leaders have a sustainable competitive advantage." (p.8)

According to Tichy and Cohen:

- Winning leaders with a proven record take direct responsibility for developing other leaders
- Winning leaders can articulate and teach others how to make the organization successful. They tell stories about their past and explain their learning experiences and beliefs
- They have well-developed methodologies for teaching others.
- Leadership talent can be nurtured and it is never too late or too early to develop one's own leadership abilities, and talent of others.
- Leaders are normally viewed as those people who motivate one or more individuals or groups of people to do a specific thing.

Various studies and recent literature (Tichy and Cohen, 1997, Hesselbein and Cohen, 1998, Goleman, 1998, Smart, 1998, Ghosal and Bartlet, 1997, Pfeffer, 1998 Lee, 1997 Peters, 1997) on leadership indicate the following:

- Leadership is critical for Business development or for any form of development. Leadership is no more limited to a few.
- Every one's leadership competencies can be developed .
- It is imperative for managers to explore their talent and develop their leadership competencies for their own good and the good of their organizations
- Self awareness is the most very critical first step in developing their leadership talent
- Organizational programs and plans are required to develop leadership talent and leadership development programs do help developing the same.

If leadership is so critical and the future of corporations depends upon having as many leaders as possible it is critical for corporations to develop more and more of leadership talent. Many leadership programs focus on specific traits rather than any comprehensive qualities. This is because it is difficult to have any one quality focussed. It is for this reason many organizations have attempted in the last one-decade to use the 360-degree feedback as Leadership development tool. In India also it is becoming popular.

RSDQ Model of 360-Degree Feedback

TVRLS (a consulting company based in India) has developed a model for Indian Top and Senior Management in

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terms of managerial and leadership competencies needed, which is termed as the RSDQ model (Roles, Styles, Delegation and Qualities). This model of leadership and managerial effectiveness views effective management and leadership as a combination of four sets of variables. These are: Roles performed, the Style of leadership, Delegation and Qualities.

Roles. The extent to which the individual plays various leadership and managerial roles and activities. There are a number of roles, which have to be played by every manager in order to be an effective manager. These are both transformation roles (leadership roles) and transactional roles (managerial). Some of these are: Articulating, communicating and monitoring vision and values, policy formulation, planning and goal setting, introducing and managing new technology and systems, inspiring, developing and motivating juniors, managing juniors, colleagues and seniors, team work and team building, culture building, internal customer management, external customer management, and managing unions and associations.

Each of these roles had both transactional and transformational activities. For example, “articulating vision and values for the organization” is a transformational activity, “monitoring to ensure that the values are followed” is transactional activity.

Styles. While effective managers recognize all the leadership roles and perform them well, it is not only the roles or activities that determine the effectiveness but also the way in which they are played. The model envisages that managers may play most roles well, devote time and effort but could be insensitive to the style with which they carry out these activities. Rao (1986) has classified the leadership styles, on the basis of the earlier research at the Indian Institute of Management, into the following: (i) *Benevolent or Paternalistic leadership* style in which the top level manager believes that all his employees should be constantly guided treated with affection like a parent treats his children, is relationship oriented, assigns tasks on the basis of his own likes and dislikes, constantly guides them and protects them, understands their needs, salvages the situations of crisis by active involvement of himself, distributes rewards to those who are loyal and obedient, shares information with those who are close to him, etc. (ii) *Critical* leadership style is characterized as closer to Theory X belief pattern where the manager believes that employees should be closely and constantly supervised, directed and reminded of their duties and responsibilities, is short term goal oriented, cannot tolerate mistakes or conflicts among employees, personal power dominated, keeps all information to himself, works strictly according to norms and rules and regulations and is highly discipline oriented. (iii) *Developmental* leadership style is characterized as an empowering style, where the top manager believes in developing the competencies of his staff, treats them as mature adults, leaves them on their own most of the times, is long term goal oriented, shares information with all to build their competencies, facilitates the resolution of conflicts and mistakes by the employees themselves with minimal involvement from him.

Developmental style by nature seems to be the most desired organization building style. However some individuals and some situations require at times benevolent and critical styles. Some managers are not aware of the predominant style they tend to use and the effects their style is producing on their employees.

Delegation. The RSDQ model considers level of delegation as an important part of a senior executive's effectiveness. This dimension has been included because most senior managers seem to have difficulties delegating, especially those effective managers who get promotions fast in their career. In view of these experiences, delegation has been isolated as an important variable of leadership. Those who delegate release their time to perform higher-level tasks and those who don't continue to do lower level tasks and suppress their leadership qualities and managerial effectiveness.

Qualities. The model envisages that managers should exhibit qualities of leaders and world-class managers (e.g. proaction, listening, communication, positive approach, participative nature, quality orientation etc.). Such qualities not only affect effectiveness with which top-level managers perform various roles but also have an impact on the leadership style and hence are very critical.

Objectives

This study aims at answering the following questions: 1. What are the various roles and activities the Indian CEOs perform extraordinarily well? 2. What roles and activities are they weak at performing? 3. What are their predominant styles of leadership and supervision? 4. What is the impact of their styles on their subordinates? 5. What are the patterns of delegation? 6. What are the qualities they exhibit and what do they lack?

The Instruments.

These issues were studied using the results from 360 Degree feedback on an instrument based on the RSDQ model of TVRLS. The questionnaire had five parts: the first part dealt with Leadership and managerial roles and an

assessment of how well he performs various roles or the 75 activities associated with these roles? The questionnaire measuring these consists of 75 items grouped under the various leadership and managerial roles explained earlier. Each CEO was assessed on a six point scale where a score of 6 represented that the CEO performs that activity or role extraordinarily well (percentage score of 100), 5 represents that he performs that role or activity very well (80% score); 4 represents that he performs that role reasonable well (60% score); 3 represents that he performs that role satisfactorily (40% score); 2 represents that he performs that role not so well and rather unsatisfactorily (20% score) and 1 represents that he performs that role very poorly or very inadequately (0% score).

The second part consisted of a Leadership Styles questionnaire that assessed the style of dealing with 12 different situations like managing rewards, managing conflicts, managing mistakes, assignment of tasks, communication etc. For each situation three alternative styles that are supposed to be the most characteristic of Indian Managers (on the basis of previous research) were presented and the assessor was asked to indicate to what extent each of the styles characterize the individual. The respondent is expected to distribute six points between the three styles using six points. The points were later converted into a percentage score. The style average was calculated using the average score obtained by each candidate on the style item.

Delegation was measured using a 10-item scale that measured various symptoms of delegation or non-delegation. The extent to which the candidate exhibits each of these symptoms was assessed by the percentage of assessors checking the items.

The fourth part of the questionnaires consisted of assessment of the extent to which the candidates performed on each of the 25 qualities of leadership. A seven point semantic differential scale was used where "+3" score indicated that the quality is extremely characteristic of him (100%) score, "+2" indicated that the quality is somewhat characteristic of him (84%), +1 indicated that it is a little characteristic of him (67%); "0" indicated that the quality is as much a characteristic of him as the negative part of it, "-1" indicated that the negative side of that quality is more characteristic of him than the positive side (33%), "-2" indicated that the negative side of it is more characteristic of him (17%); and "-3" indicated that the quality is not at all characteristic and the opposite of it is most characteristic of him (0%).

The Sample.

The sample consisted of 26 CEOs from Indian organizations. These are all different organizations in the manufacturing sector, services, information technology, consumer electronics, financial services etc. The organizations are located in different parts of the country. The CEOs are all those responding to the 360 Degree initiatives. They all belonged to organizations that are interested in using 360-Degree feedback as a development tool. Each of these CEOs was assessed by their colleagues, subordinates and their seniors (other Board members etc.). All these 26 CEOs were assessed by 373 Assessors. The number of assessors ranged from 2 in one case to 38 assessors in another case. The assessment of others was only taken into consideration for the purpose of this paper. Self-assessment was not taken into consideration. It was assumed that the combined assessment of other persons is representative of the actual performance of the individual CEO.

Limitations.

The study is based on 360-Degree feedback and is only indicative of perceptions of the assessors. An actual observational study may indicate the actual roles performed, time devoted, the impact etc. This study, at best, could be limited by the perceptions of the assessors, and so suffers from the usual limitations of 360-Degree feedback studies.

Results

Trends of the Effective Leadership and Managerial Roles: Top five effectively performed and the bottom five less effectively performed roles by the Indian CEOs. Tables 1 and 2 present the five best performed and five least well performed roles by Indian CEOs. The group as a whole scored the highest and lowest respectively on these items. The tables also present the range of scores among the 26 CEOs studied.

The top five of the well performed activities in Table 1 indicates that the Indian CEOs are good at managing their seniors. They communicate and liaise well with them, understand their expectations, take guidance and also influence their thinking. Most of the seniors for these CEOs include their Chairman, Board Members, and other full time Directors. The Indian CEOs are weak in managing their unions and also in providing periodic feedback to their juniors. Two of the five least well performed roles deal with managing their junior employees.

Table 1: The Five Most Well Performed Roles of CEOs in Indian Corporate Sector

S. No	Item content	Average % score	Lowest %score	Highest %score
1	Communicating effectively with the boss, keeping him informed and maintaining good interpersonal relations	82	66	100
2.	Understanding the expectations of the boss and the top management and trying to meet them	81	65	100
3.	Influencing the thinking of the boss and getting his support and resources	76	53	91
4.	Taking guidance and learning from the experiences of the boss	76	61	92
5.	Liaison with top functionaries and the top management to keep them informed of developments	75	48	92

Table 2: The Least Effectively Performed Roles of the CEOs

S. No	Item content	Average % score	Lowest %score	Highest %score
1	Working with the unions and office bearers to control sloppiness, incompetence and indiscipline	56	40	80
2.	Carrying the unions along to contribute to the organizational goals and standards	58	33	90
3.	Monitoring to ensure that all the organizational values are followed by the staff	60	44	77
4.	Motivating the union representatives to have positive influence on the staff to maintain the image of the organization	60	38	100
5.	Providing periodic feedback to his juniors and other staff.	61	43	80

A further analysis of the data revealed that culture building, inspiring and developing staff by investing time and effort on their development are assessed as the least well performed activities. It seems from the 360 degree Feedback data that the top management are still busy impressing their seniors than juniors. If they have to be good leaders, they need to shift their focus to competence building of their juniors.

Table 3 presents data on 10 transformational roles performed by the Indian CEOs. The data indicate that Indian CEOs perform transformational roles much less effectively than transactional roles. All the roles they perform well, as is evident from Table 1, are transactional roles. Even the well-performed transactional roles are limited to effective management of boss and seniors. Transactional roles with the unions and staff seem to be relatively poor.

Table3: How Indian CEOs Fare on Transformational Leadership Roles?

S. No	Item	Average % score	Lowest % Score	Highest % Score
1	Inspiring staff with vision and values	64	39	91
2	Learning from Colleagues and benefiting from their experience	66	51	86
3	Policy formulation for the unit in relation to various issues like business development and staff management	66	43	92
4	Introducing new systems of management to manage various activities and operations effectively	67	36	86
5	Articulating the culture that should characterize the unit	67	45	94
6	Setting long term goals and objectives	68	43	88
7	Evolving strategies to improve customer satisfaction	68	44	87
8	Understanding business environment and opportunities to make an impact	75	44	96
9	Setting personal example in terms of following vision and values	72	43	97
10	Articulating vision for the unit	70	43	90

Leadership Styles and their Impact

The analysis of the Leadership Styles indicated that while Indian CEOs are predominantly developmental in their style. For example: when mistakes are made they tend to encourage people to learn from their mistakes (53% score) rather than protecting the subordinates and salvaging the situation themselves (34% score) or getting emotional even for minor mistakes (13%) . When conflicts arise they encourage people to solve their problems in such a way that they develop capability to resolve conflicts in future (58% score) rather than giving their judgement and making the employees dependent on them (30% score) or reprimanding the erring side (12% score). The development style was indicated in the way they take decisions, the way they assign the tasks, the way they communicate and the way they treat the juniors in other matters. In all these areas their benevolent or paternalistic style was about 30% as compared to 60% developmental style and 10% critical style.

As a result of this developmental style they seem to be creating certain amount of empowerment. The data also indicated that even the 30% of paternalistic style, which is characterized by value for relationships and a tendency to favour few of their subordinates, leads to a substantial degree of dependence. About 30% of their subordinates perceived them as favouring a few. This is a high percentage.

The Indian CEO is in transition. Most organizations in the past used to be managed with a paternalistic style. This style seems to create dependence while it also gets loyalty and hard work. Juniors of the CEOs who predominantly use paternalistic style were found to have high degree of dependency and at the same time admiration for the CEO. However, only some of their juniors reported of learning from them. They seem to work in order to maintain a relationship and out of admiration for the boss rather than out of enjoyment of the work.

While developmental style was the most predominant style for all the CEOs, there were a few CEOs who scored high on critical style. This CEO's were found to create resentment among their subordinates some of whom felt that they are unable to learn much while working with such CEOs. Such CEOs found the 360 degree feedback very helpful and prepared plans to change their styles.

Table 4: Extent of Delegation/Non-Delegation Symptoms Exhibited by the Indian CEOs
(Higher the percentage less the delegation)

Sr. No	Indicator of delegation	Average % score	Highest % score	Lowest % score
1	He generally prefers his juniors to wait for his return rather than take decisions in his absence.	19	98	0
2	He does not leave routine decisions entirely to the lower levels.	24	100	0
3	Generally his in-tray piles up quite full with files and papers when he goes away on tour.	22	95	0
4	He is cautious and does not let his subordinates take even minor risks.	17	95	0
5	He spends time on activities and problems that he was handling before his last promotion/or his previous job.	18	70	0
6	He prefers his subordinates to check with him whenever a problem arises in an on-going project or assignment	55	100	0
7	He likes to keep himself fully involved in everything being handled by his subordinates.	32	80	0
8	He likes to be consulted even on matters where a rule or precedent already exists.	24	95	0
9	We often wish he would not spend time doing work which we can easily handle.	17	81	0
10	He is often rushing to meet deadlines.	29	58	0
	Overall	26	62	8

Delegation

The extent to which the symptoms of delegation or non-delegation are exhibited by the CEOs is presented in Table 4. The table indicates that the Indian CEOs in general are delegating type. The table indicates that in general the Indian CEOs are perceived as delegating about 74% of the time. Their delegation tendency drastically comes down when problems arise. They generally prefer their subordinates to check with them when problems arise.

On all the other areas the delegation seems to be reasonably good. There is, however, a great degree of variation among the CEOs on the extent to which they delegate. There were a few who have tremendous difficulty delegating (zero delegation).

Behavioral Qualities

The assessment of the 26 CEOs on 25 behavior Qualities is presented in Table 5. The CEOs in general are rated very high on almost all the 25 behavioral qualities. However they scored high on some qualities. The percentage scores are given in brackets. A score of around 80% can be treated as a high exhibition of that quality (the opposite of it is only 20%).

Table 5: Top 5 High Scoring Behavior Qualities of the 26 CEOs

S. No	Behaviour dimensions	Average % score	Lowest % score	Highest % score
1	Clear and persuasive communication rather than unclear and long winded communication	85	68	100
2	Active rather than passive	85	57	100
3	Takes positive approach rather than negative approach	84	70	95
4	Change oriented rather than status quo oriented	83	63	97
5	Encouraging rather than discouraging	83	70	97

The five qualities on which they scored relatively lower are presented in Table 6. (Percentage scores given in brackets). Variation is high on the low scoring qualities.

Table 6: The Lowest Scoring Five Behavior Qualities of the 26 CEOs

S. No	Behavior Quality	Average % score	Lowest % score	Highest % score
1	Empathetic rather than corrective (68% score indicating that they could be 32% corrective)	68	46	87
2	Participative rather than authoritarian	69	36	92
3	Calm and composed rather than irritable	71	33	100
4	Patient and accepting rather than impatient and intolerable	71	48	100
5	Proactive rather than reactive	71	43	90

An analysis of the open ended questions asking their assessors to mention their strengths and weaknesses revealed that technical knowledge, activity level, dynamism, delegation, interpersonal skills, hard work, and flexibility were more frequently mentioned strengths. On the other hand, open mindedness, change orientation and irritability were more frequently mentioned weak areas. As a great degree of variation was found, it is difficult to conclude any of these as commonly shared strengths or weaknesses.

Conclusions and Recommendations

The study indicates the following on Indian CEOs:

- There is a great degree of variation in the effective performance of roles, styles, delegation and qualities. This indicates the need for 360 Degree feedback as tool to create more self awareness.
- They are not yet taking direct responsibility for developing others as leaders. They seem to do little to inspire and develop their juniors.
- While they are good at articulating their vision, and communicating the same to their juniors, the impact of this gets limited and they are not able to teach others about how to make the organization successful. They

are still operating at conceptual level and are reluctant to share their past and explain their learning experiences and beliefs

- They are not spending adequate time and effort to develop their own leadership abilities, and the talent of others. Their investment in the 360 degree feedback is just a beginning.

Most Indian CEOs are far off from the leadership roles outlined by Tichy and Cohen (1997). They still need to demonstrate their ability to invest on developing others as leaders. They are probably using their communication skills impress their seniors more than inspiring their juniors. This transformation is needed fast.

In sum, Indian CEOs seem to be good at boss management and weak at managing Unions and also on transformational roles. They seem to perform less effectively the transformational roles. Among the transformational roles their strengths lie in articulating vision for the unit and influencing the thinking of their seniors. On a large number of other areas like culture building, inspiring and developing staff etc. they need to develop a lot more. Future leadership programs should focus on their change management skills. Their styles are predominantly developmental. Professionalism seem to have set in to a good degree in terms of their styles. Only in crisis situations like managing mistakes and conflicts their paternalistic style seem to come to surface. They seem to delegate a good deal. High activity level, positive thinking, communications, change orientation etc. are some of the notable strengths. Proactivity, cool and composed nature, empathy, patience and participative nature could be developed more to make an impact. Some of these roles and qualities could be developed. Leadership development programs could be focused on the above-indicated gaps.

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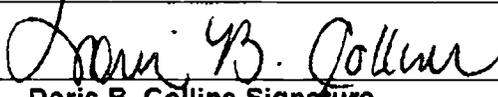
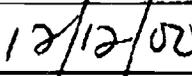
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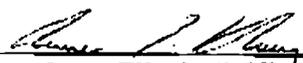
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