Chapter 5

Research Design, Objectives, Steps in the Study and Data Analysis of Part II-The Intervention Program

“The most dangerous leadership myth is that leaders are born—that there is a genetic factor to leadership. This myth asserts that people simply either have certain charismatic qualities or not. That’s nonsense, in fact, the opposite is true. Leaders are made rather than born”—Warren Bennis

5.1 Introduction

The results of the Survey laid the foundation to develop and design the Intervention Program for this research. Then the Intervention Program was again refined and trimmed in two stages. In the first stage it was scrutinized for content validation by subject and methodology experts. And in the second stage, according to the results of the quantitative data analysis and the qualitative feedback given by the participants of the pilot test of the Intervention Program conducted to make it more effective.

This chapter describes the second part of this research—the Intervention Program: its aims and objectives; the procedure and rationale for the program content and methodology, as well as the intervention program in detail as used in the experimental stage of the study. This Intervention Program’s primary aim is to enhance the effectiveness of potential leaders in the Transformational leadership style in the Indian context through the use of major interpersonal skills and therefore the study has been titled, “Designing Interpersonal Communication Modules for Effective Transformational Leadership Style”

5.2 Scope of Part II

This part of the study aims at developing, pilot testing and then redesigning the Intervention Program for the Experiment.
5.3 Objectives of Part II

1. To develop an effective Intervention Program with the help of subject and methodology experts. The intervention program includes the major interpersonal skills and components of transformational leadership style for enhancing the transformational leadership style of potential leaders in the Indian context.

2. To conduct a Pilot Test of the Intervention Program while the participants are involved in team work, projects and assignments so that they can use the skills learnt in the Intervention program and therefore, genuinely execute, experience and evaluate the learning acquired in the Intervention Program.

3. To conduct the statistical analysis of the quantitative data and analyze the qualitative feedback of 30 participants of the Pilot Test conducted.

4. To develop and redesign the Intervention Program for the experiment based upon the results of the quantitative and qualitative analysis of the Pilot Test to make it more effective.

5.4 Tool Used in Part II

The ‘Self-Form’ of the Indian Transformational Leadership Scale.
5.5 **Hypotheses for Part II**

a) There is no relationship between the Intervention Program and the transformational leadership style in the entire group.

b) There is no relationship between the Intervention Program and {Idealized Influence (attributed)} in the entire group.

c) There is no relationship between the Intervention Program and {Idealized Influence (behavior)} in the entire group.

d) There is no relationship between the Intervention Program and {Inspirational Motivation} in the entire group.

e) There is no relationship between the Intervention Program and {Intellectual Stimulation} in the entire group.

f) There is no relationship between the Intervention Program and {Individualized Consideration} in the entire group.

5.6 **Data Collection Methodology and Sample for Part II**

The Pilot Test of the Intervention Program was conducted on 30 students of Postgraduate Management course.

5.6.1 **Methodology for Part II**

The Intervention Program was firstly, validated by experts for content and methodology. Secondly, a Pilot test was conducted and quantitative and qualitative feedback was taken from the participants to develop the Intervention Program for the Experiment.

5.7 **Statistical Tools Used for Hypotheses Testing for Part II**

The data from the pilot test was analyzed using the paired t-test and qualitative analysis of participant feedback.
5.8 Analysis of Part II

Results of the Pilot Test of the Intervention Program

SPSS was used to analyze the data (descriptive & Paired t-test) generated by the Pilot test. The following are the results from the output generated:

Table 5.8.1: Demographic Description of the Sample of the Pilot Test Participants of the Intervention Program

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Particulars</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Educational Qualifications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelors in Management Studies</td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td>Technical Qualifications</td>
<td>23.3</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>60</td>
</tr>
<tr>
<td>3.</td>
<td>Work Experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Work Experience</td>
<td>86.7</td>
</tr>
<tr>
<td></td>
<td>With Work Experience</td>
<td>13.3</td>
</tr>
</tbody>
</table>

5.8.2 Findings With Respect to Pilot Testing of the Intervention Program—Pretest and Posttest Results

5.8.2.1 $H_01$: There is no relationship between the Intervention Program and the transformational leadership style in the entire group of participants (for both males and females) of the Pilot Test.

Table 5.8.2.1.1: Paired t-Test of the Pretest and Posttest Total Scores of the Participants of the Pilot Test of the Intervention Program

| Variables                                      | $|t|$ | df | Table Value at Significance Level 0.05 | Remarks            |
|------------------------------------------------|---|----|----|---------------------------------------|--------------------|
| Pretest Total Scores & Posttest Total Scores   | 8.127 | 29 | 2.045 | Null Hypothesis is rejected           |
Implication: There is a relationship between the Intervention Program and the transformational leadership style in the entire group of the pilot test participants (for both males and females). Overall the Transformational leadership style of all the participants has been enhanced due to the Intervention Program. All the five components (factors) of Transformational leadership style namely, Idealized Influence (attributed), Idealized Influence (behavior), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration have been enhanced in the whole group of participants (both male and female) of the Pilot Test due to the Intervention Program.

5.8.2.2 H02: There is no relationship between the Intervention Program and {Idealized Influence (attributed)} in the entire group of participants (both male and female) of the Pilot Test.

Table 5.8.2.2.1: Paired t-Test Pretest and Posttest Scores of {Idealized Influence (attributed)} of the Participants of the Pilot Test of the Intervention Program

<table>
<thead>
<tr>
<th>Variables</th>
<th>t</th>
<th>df</th>
<th>Table Value at Significance Level 0.05</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest {Idealized Influence (attributed)} &amp; Posttest {Idealized Influence (attributed)}</td>
<td>8.055</td>
<td>29</td>
<td>2.045</td>
<td>Null Hypothesis is rejected</td>
</tr>
</tbody>
</table>

Implication: There is a relationship between the Intervention Program and {Idealized Influence (attributed)} in the entire group of participants (both male and female) of the Pilot Test. The Intervention Program has enhanced the factor {Idealized Influence (attributed)} of the transformational leadership style of the participants of the pilot test.
5.8.2.3 $H_03$: There is no relationship between the Intervention Program and \{Idealized Influence (behavior)\} in the entire group of participants (both male and female) of the Pilot Test.

Table 5.8.2.3.1: Paired t-test Pretest and Posttest Scores of \{Idealized Influence (Behavior)\} of the Participants of the Pilot Test of the Intervention Program

<table>
<thead>
<tr>
<th>Variables</th>
<th>t</th>
<th>df</th>
<th>Table Value at Significance Level 0.05</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest{Idealized Influence (behavior)} &amp; Posttest{Idealized Influence (behavior)}</td>
<td>9.446</td>
<td>29</td>
<td>2.045</td>
<td>Null Hypothesis is rejected</td>
</tr>
</tbody>
</table>

Implication: There is a relationship between the Intervention Program and \{Idealized Influence (behavior)\} in the entire group of participants (both male and female) of the Pilot Test. The Intervention Program has enhanced the \{Idealized Influence (behavior)\} factor of transformational leadership style of the participants of the pilot test.

5.8.2.4 $H_04$: There is no relationship between the Intervention Program and \{Inspirational Motivation\} in the entire group of participants (both male and female) of the Pilot Test.

Table 5.8.2.4.1: Paired t-test Pretest and Posttest Scores of \{Inspirational Motivation\} of the Participants of the Pilot Test of the Intervention Program

<table>
<thead>
<tr>
<th>Variables</th>
<th>t</th>
<th>df</th>
<th>Table Value at Significance Level 0.05</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest{Inspirational Motivation} &amp; Posttest{Inspirational Motivation}</td>
<td>9.436</td>
<td>29</td>
<td>2.045</td>
<td>Null Hypothesis is rejected</td>
</tr>
</tbody>
</table>
Implication: There is a relationship between the Intervention program and {Inspirational Motivation} in the entire group of the participants (both male and female) of the Pilot Test. The Intervention Program has enhanced the {Inspirational Motivation} factor of transformational leadership style of the participants of the pilot test.

5.8.2.5 $H_0$ 5: There is no relationship between the Intervention Program and {Intellectual Stimulation} in the entire group of the participants (both male and female) of the Pilot Test.

Table 5.8.2.5.1: Paired t-Test Pretest and Posttest Scores of {Intellectual Stimulation} of the Participants of the Pilot Test of the Intervention Program

<table>
<thead>
<tr>
<th>Variables</th>
<th>$t$</th>
<th>df</th>
<th>Table Value at Significance Level 0.05</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest &amp; Posttest</td>
<td>8.474</td>
<td>29</td>
<td>2.045</td>
<td>Null Hypothesis is rejected</td>
</tr>
</tbody>
</table>

Implication: There is a relationship between the Intervention Program and {Intellectual Stimulation} in the entire group of participants (both male and female) of the Pilot Test. The intervention Program has enhanced the {Intellectual Stimulation} factor of transformational leadership style of the participants of the pilot test.
5.8.2.5 \(H_0\): There is no relationship between the Intervention Program and {Individualized consideration} in the entire group of participants (both male and female) of the Pilot Test.

**Table 5.8.2.6.1: Paired \(t\)-Test Pretest and Posttest Scores of {Individualized Consideration} of the Participants of the Pilot Test of the Intervention Program**

| Variables                          | \( |t| \) | df | Table Value at Significance Level 0.05 | Remarks                  |
|-----------------------------------|--------|----|---------------------------------------|--------------------------|
| Pretest and Posttest {Individualized Consideration} | .394   | 29 | 2.045                                 | Null Hypothesis is accepted |

**Implication:** There is no relationship between the Intervention Program and {Individualized Consideration} in the entire group of participants (both male and female) of the Pilot Test. The Intervention Program has not enhanced the factor of {Individualized Consideration} of the transformational leadership style of the participants of the Pilot test conducted.

5.9 Discussion

As indicated in the results there has been a significant difference in the Pretest and Posttest total scores of the participants in the Pilot test of the Intervention Program. As regards the difference in the individual factor scores, there has been a significant difference in the first four factors namely (1) Idealized Influence (attributed), (2) Idealized Influence (behavior), (3) Inspirational Motivation and (4) Intellectual Stimulation. However, there has been no significant difference in the scores of the factor namely ‘Individualized Consideration’. Hence, the Intervention program needs to be redesigned to effectively enhance the effectiveness of the transformational leadership factor of ‘Individualized Consideration’ on the Indian Transformational Leadership Scale.
5.10 The Intervention Program

This section describes the aims and objectives of the intended intervention, the procedure and rationale for the program content and methodology, as well as the intervention program in detail as used in the experimental stage of the study. This program’s primary aim is to enhance the effectiveness of potential leaders in Transformational leadership style in the Indian context through the use of major interpersonal skills and therefore the study has been titled, “Designing Interpersonal Communication Modules for Effective Transformational Leadership Style”

5.10.1 Development of the Intervention Program

Preparation of any instructional or developmental modules involves the instructional design process. This process follows a psychological and logical sequence which keeps in mind the need to introduce direct instruction, combined with participant activity and process evaluation. The design is a guide to the development of the content and strategies and serves to identify and measure the outcomes of the intervention.

5.10.2 The Instructional Design Process

Content and methodology was validated by referring the program to subject and methodology experts. It was pilot tested to remove any ambiguities and make it more engaging and effective. The program was conducted under experimental conditions over 36 sessions. Minor changes in detail of instructions and time spent on each learning event, were adapted to the requirements of participants of different groups. The process, as adapted and used in this research, has been broken down into specific steps.

5.10.3 Steps in Development of Intervention Modules

Development of any intervention program usually has the following sequence:

- Framing the objectives of the modules
- Selecting the content to achieve these objectives
- Selecting a suitable method and appropriate strategies
- Sequencing the activities
- Preparing/sourcing the instructional materials-exercises
Designing Interpersonal Communication Modules For Effective Transformational Leadership Style

- Preparing a written plan of action with content and exercises
- Content validation and suggestions by experts on the ‘plan of action’.
- Pilot test of the completed Intervention Program to collect quantitative and qualitative in-depth feedback from the recipients.
- Suitable modification of the modules

Details of each of the above steps are presented in the following sections:

5.10.3.1 Objectives of the Intervention Program

1. Participants acknowledge the permeance and far-reaching influence in using interpersonal communication skills
2. Participants understand transformational Leadership and its related factors in the Indian context
3. Participants understand the role of transformational Leadership in their professional arena.
4. Participants score their own Indian transformational leadership Scale and understand its interpretation and implications.
5. Participants are made self aware of their ability in interpersonal communication skills.
6. Participants evolve ways to rewire and improve their transformational leadership style in the Indian context.
7. Participants develop interpersonal communication skills strategies to improve their transformational leadership style in the Indian context.
8. Participants commit to practice reinforcement exercises to improve the major interpersonal communication skills.
9. Participants pledge to apply the transformational leadership style in their day to day professional activities using the major interpersonal communication skills as demonstrated in the workshop.
10. Participants commit to an action plan to reinforce the learning and to apply it in their professional activities on a long term basis.
5.10.3.2 Target Population
The Intervention Program has been designed keeping in mind the potential leaders-students of management, who are expected to take up leadership positions immediately after completing their current courses. Their regular course curriculum incorporates theory in leadership to prepare the students for the world of work. Thus, this Intervention Program fits well into the general scheme of things. It is intended that the intervention Modules as presented here will be applicable, with appropriate exercises to students of management anywhere in India.

5.10.3.3 Selection of Content
Once the objectives of the program had been listed, the next step was to select content appropriate to the population to be addressed. First, a Survey was conducted to ascertain the major interpersonal skills required for transformational leadership in the Indian context.

The participants are explained the statements of Indian Transformational Leadership Scale during the Intervention along with the core modules consisting of Teaming, Motivating, Listening, Providing Feedback and Promoting and Managing Resistance to Change, along with the briefing on the five factors of Transformational leadership style, namely Idealized influence(attributed), Idealized influence(behavior), Inspirational Motivation, Intellectual Stimulation and Individualized Consideration.

5.10.3.4 Rationale and Selection of Methods/Strategies/Activities
A majority of participants in this workshop came from a formal educational background. Their prior education has been in diverse fields like Humanities, Science, Commerce, Engineering, Information Technology and Hospitality etc. Their learning experience, in most cases, was one of classroom ‘chalk and talk’ methodology (with the exception of students of Science and Technical background).

The researcher’s experience in teaching has shown that such participants are generally more comfortable with and benefit more from an engaging combination of the conventional and the creative. It was decided to provide a blend of the traditional and the unusual.
The various methods, strategies and exercises used at different stages are listed below and described in detail later in the chapter:

1. **The Workshop**

2. **The Presentation**

3. **Exercises:**

   **Individual exercises:**
   
   i. Writing exercise: ‘Write Your Own Script/Story’
   
   ii. ‘Your Professional Universe’
   
   iii. ‘Your Future Universe’
   
   iv. ‘Application Questions/Checklist’
   
   v. ‘Reinforcement Exercises’
   
   vi. ‘My Promise to Myself’

   **Exercises in Pairs:**
   
   i. Role play: role play in pairs
   
   ii. Dyadic interaction: ‘A Clear Image’

   **Small group exercises:**
   
   i. ‘Decision Making’
   
   ii. Male/Female Perceptions
   
   iii. Know others

   **Whole group exercises:**
   
   i. Brainstorming
   
   ii. ‘Code of Honor’

5.10.3.5 **Sequencing the Elements of the Program**

In the preparation of the program, the next stage involves deciding on a logical sequence which would serve the dual purpose of satisfying the needs of the participants and help achieve the objectives of the program.

The program sequencing was based on the principle that the participants should start with those skills which are required not only to fulfill the program objectives, but also to maximize retention and learning in the workshop.
The program alternated between activities where the facilitator was more active, to those where the participants were more active. The sequence of activities/elements of the program are listed below. **The Intervention Program is so designed where the five modules in the ‘Main session’ are independent of each other and can be conducted separately if so required, according to the time available and learning needs of the participants.** The sequence of activities/elements of the program are listed in the table below.

Table 5.10.3.5.1: Parts of the Intervention Program

<table>
<thead>
<tr>
<th>S. No</th>
<th>Session</th>
<th>Particulars</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>I. Main</strong></td>
<td>Introduction by the facilitator</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Administer Pretest and Demographic profile</td>
</tr>
<tr>
<td>3.</td>
<td>Module 1</td>
<td>{Idealized Influence(attributed)} &amp; Listening</td>
</tr>
<tr>
<td>4.</td>
<td>Module 2</td>
<td>{Idealized Influence(behavior)}</td>
</tr>
<tr>
<td>5.</td>
<td>Module 3</td>
<td>{Inspirational Motivation}, Providing Feedback/Coaching &amp; Motivating</td>
</tr>
<tr>
<td>6.</td>
<td>Module 4</td>
<td>{Intellectual Stimulation} and Promoting and Managing Resistance to Change</td>
</tr>
<tr>
<td>7.</td>
<td>Module 5</td>
<td>{Individualized Consideration} &amp; Teaming</td>
</tr>
<tr>
<td>8.</td>
<td><strong>II. Refresher</strong></td>
<td>After 10 days of the Main Session</td>
</tr>
<tr>
<td>9.</td>
<td><strong>III. Evaluation</strong></td>
<td>Posttest after 10 days of the Refresher session &amp; after 20 days of the ‘Main Session’</td>
</tr>
<tr>
<td>10.</td>
<td><strong>IV. Longitudinal Study</strong></td>
<td>Follow-Up Feedback Questionnaire to assess the long term impact and usefulness of the Intervention Program after fourteen months of conducting the same.</td>
</tr>
</tbody>
</table>

### 5.10.3.6 Preparing/Sourcing the Instructional Materials

The content and background material related to the subject of interpersonal skills for leadership was fairly easily available through books and online databases.

The Indian transformational leadership Scale was procured from Dr Venkat Krishnan.
The researcher was herself the facilitator which enabled her to ensure that each exercise in the program was conducted as planned. The aim was for each implementation to be a successful experience for the participants.

5.10.3.7 Preparing the Written ‘Plan of Action’

Once the sequencing of the modules was finalized and exercises selected/prepared, the complete plan was put on paper in the format in which it is presented in this chapter.

5.10.3.8 Content Validation of the ‘The Plan of Action’

The following were given to experts in management, training & development, transformational leadership and education for validation:

- A short write up on the subject which included-Transformational Leadership
- Objectives of the Intervention Program
- Description of the intended target population
- The ‘Plan of Action’
- A copy of the Self rating form and other exercises
- A copy of the draft power point presentation.
- Experts were requested to provide critical comments and suggestions on:
  - Relevance of content selected to the objectives of the program
  - Suitability of role plays and exercises
  - Sequencing of content and exercises
  - Appropriateness of directions provided
  - Time scheduling
  - Time differential required between the Pretest and the Posttest to test the effectiveness of the intervention program.

Suggestions from experts were incorporated into the intervention program. The preparation and validation of the modules was completed over a period of one year. The final program incorporated the expert’s suggestions and was prepared for the ‘Pilot Test’.
5.10.3.9 Pilot Test of the Program
The prepared Intervention program was pilot tested on a batch of 30 participants in two sessions, the ‘Main Session’ and after a week the ‘Evaluation Session’. The facilitator played a dual role-conducting the session as well as observing and interacting with the participants to understand how learning was progressing.

Results from the data analysis of the Pilot test, suggestions, feedback from the participants and observations by the facilitator from the ‘Pilot test’ were incorporated to prepare the final redesigned intervention program and then used in the experiment.

5.10.3.10 Finalizing the Intervention Program
The intervention program was initially prepared as a two-part program. Part one was conducted over duration of six hours requiring the participants to be available for the full day and providing for a break for lunch and the evaluation after a week of the Main session. With the advice of experts and quantitative and qualitative analysis of the results of the pilot test respondents, the duration was reduced to three and half hours with a short comfort break of approximately10 minutes for the Main session and a Refresher session was incorporated after 10 days of the Main session to ensure that the participants were practising the skills learnt and could clear any doubts they had from the facilitator/researcher. Another 10 days were given to the participants after the Refresher session to practise their skills and then the Evaluation session was conducted. A total of 20 days was given to the participants after the Main session and before the Evaluation session to practice the skills learnt in the Intervention Program.

5.10.3.11 Scheduling the Sessions
The sessions were especially scheduled when students were involved in team projects, assignments and other various professional activities so that they could transfer the learning from the workshop to their daily professional activities. Scheduling the sessions required coordination with and cooperation by the institutions. This proved to be a challenge as most institutions have an extremely tight schedule because of their own extensive curricular requirements. Moreover, the refresher session as well as the Evaluation sessions too had to be timely conducted. Hence, the learning facilitated and
enhanced their enthusiasm in participation in the curricular and extracurricular activities. The sessions were scheduled to take place in the premises of the institution in classrooms where the students usually had their lectures and workshops. Details on the following issues have been incorporated into the ‘The Program Manual’ below:

- Duration of the experiment
- Number of participants
- The venue
- The equipment

5.11 The Program Manual

5.11.1 The Program Outline:
The program started with the introduction by the facilitator to explain the need, significance, benefit and relevance of the workshop to the participants who were potential leaders.

The Intervention program has been visualized as a workshop in three parts. Each batch of participants has a not too large a group of participants, so that ample opportunity is provided for them to interact among themselves as well as with the facilitator. The workshop requires the participants to understand the components of transformational leadership, the major interpersonal communication skills and use these to enhance their interactions to increase the effectiveness of their transformational leadership style.

Essentially, the Intervention Program attempts to engage the participants in the reflective process wherein they learn to use the major interpersonal communication skills and transformational leadership style in the Indian context to successfully implement and practise it in their daily professional activities.

5.11.2 Duration of the Program
The Intervention Program is divided into four parts. The first part is the ‘Main Session’ expected to be completed in three and a half hours with a ten minute comfort break incorporated about halfway through the workshop. It is possible that the facilitator finds
that the participants show more interest in the activities and detailed discussion ensues, or the one on one participation overshoots the allotted time. It is recommended that if this happens it would be better, time permitting, to allow the discussion to take its natural course and extend the duration of the workshop to accommodate this.

The second part is the ‘Refresher Session’ of half an hour. The third part the ‘Evaluation Session’ is of 15-20 minutes. The fourth part is the Longitudinal Study consisting of assessing the long term impact and usefulness of the Intervention Program.

5.11.3 Materials and Equipment:
The following materials and equipment should be kept ready and available at the beginning of the workshop:

1. Writing material to be brought by the participants (pen and paper)
2. LCD projector
3. Power Point Presentation
4. Copies of Indian Transformational Leadership Scale for Pretest and Posttest scoring along with the demographic profile. These should be distributed as and when required.

5.11.4 Number of Participants
The workshop has been visualized as one which can best be done with not more than 30 participants in a single batch. It can however be done with fewer participants also.

5.11.5 Physical Setting
The workshop calls for a room that is sufficiently large for several pairs and groups to work together without disturbing each other. The furniture should consist of chairs that can be moved around so that participants can easily form and re-form pairs and groups as required.

5.11.6 Procedure
In the session plan given below the particulars and the time taken is given. The numbers in brackets are the slide numbers of the power point presentation.
### Table 5.11.6.1: Session Plan-An Overview of the Intervention Program

<table>
<thead>
<tr>
<th>S. No</th>
<th>Particulars</th>
<th>Time Taken &amp; Slide No: (in brackets)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction by the facilitator</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Administration of Pretest and Demographic Information</td>
<td>5 minutes</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Module-1 {Idealized Influence (attributed)} &amp; Listening</strong></td>
<td><strong>Total Time Taken 40 minutes</strong></td>
</tr>
<tr>
<td></td>
<td>i) Statements of the component of {Idealized Influence (attributed)} and lists the major interpersonal communication skills required</td>
<td>5 minutes (2)</td>
</tr>
<tr>
<td></td>
<td>ii) <strong>Exercise</strong>-Writing Your Own Script/Story</td>
<td>10 minutes(3)</td>
</tr>
<tr>
<td></td>
<td>iii) <strong>Exercise</strong> - ‘A Clear Image’ &amp; Listening</td>
<td>20 minutes(4)&amp;(5)</td>
</tr>
<tr>
<td></td>
<td>iv) Listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>v) <strong>Exercise</strong> - Application Questions/ Checklist</td>
<td>1 minute (6)</td>
</tr>
<tr>
<td></td>
<td>vi) <strong>Exercise</strong> -Reinforcement Exercises</td>
<td>1 minute (7)</td>
</tr>
<tr>
<td></td>
<td>vii) <strong>Exercise</strong> -My Promise To Myself</td>
<td>1 minute (8)</td>
</tr>
<tr>
<td>4.</td>
<td><strong>Module-2 {Idealized Influence (Behavior)}</strong></td>
<td><strong>Total Time Taken 40 minutes</strong></td>
</tr>
<tr>
<td></td>
<td>i) Statements of the Component {Idealized Influence (Behavior)} of the Indian Transformational Leadership Scale and major interpersonal communication skills required</td>
<td>5 minutes (9)</td>
</tr>
<tr>
<td></td>
<td>ii) <strong>Exercise</strong>- Your Professional Universe</td>
<td>5 minutes(10)</td>
</tr>
<tr>
<td></td>
<td>iii) <strong>Exercise</strong>-Your Future Universe</td>
<td>15 minutes(11)</td>
</tr>
<tr>
<td></td>
<td>iv) <strong>Exercise</strong> Application Questions/Checklist</td>
<td>1 minute (12)</td>
</tr>
<tr>
<td></td>
<td>v) <strong>Exercise</strong> -My Promise To Myself</td>
<td>1 minute (13)</td>
</tr>
<tr>
<td>5.</td>
<td><strong>Module 3-{Inspirational Motivation}, Feedback/Coaching and Motivating</strong></td>
<td><strong>Total Time Taken 40 minutes</strong></td>
</tr>
<tr>
<td></td>
<td>i) Statements of the Component {Inspirational Motivation} of the Indian Transformational Leadership Scale and major interpersonal communication skills required</td>
<td>5 minutes (14)</td>
</tr>
<tr>
<td></td>
<td>ii) <strong>Exercise</strong>-Role Play</td>
<td>20 minutes (15), (16), (17)To be done together</td>
</tr>
<tr>
<td></td>
<td>iii) Providing Feedback/Coaching</td>
<td></td>
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<tr>
<td></td>
<td>iv) <strong>Exercise</strong>-Have a Fierce Conversation</td>
<td></td>
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<tr>
<td></td>
<td>v) <strong>Exercise</strong>-Application Questions/Checklist</td>
<td>1 minute (18)</td>
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<tr>
<td></td>
<td>vi) <strong>Exercise</strong>-Reinforcement Exercises</td>
<td>1 minute (19)</td>
</tr>
<tr>
<td></td>
<td>vii) <strong>Exercise</strong>-Motivating</td>
<td>10 minutes(20)</td>
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<tr>
<td></td>
<td>viii) <strong>Exercise</strong>-Reinforcement Exercises</td>
<td>1 minute (21)</td>
</tr>
<tr>
<td></td>
<td>ix) <strong>Exercise</strong>-My Promise to Myself</td>
<td>1 minute (22)</td>
</tr>
<tr>
<td>6.</td>
<td><strong>Module 4-{Intellectual Stimulation} &amp; Promoting and Managing Resistance to Change</strong></td>
<td><strong>Total Time Taken 40 minutes</strong></td>
</tr>
<tr>
<td></td>
<td>i) Statements of the component {Intellectual Stimulation} of the Indian Transformational Leadership Scale and major interpersonal communication skills required</td>
<td>5 minutes (23)</td>
</tr>
<tr>
<td>Exercise</td>
<td>Duration</td>
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</tr>
<tr>
<td>ii) Exercise - Brainstorming for Problem Solving</td>
<td>20 minutes (24), (25) To be done together</td>
<td></td>
</tr>
<tr>
<td>iii) Promoting and Managing Resistance to Change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv) Exercise - Male/Female Perceptions</td>
<td>12 minutes (26)</td>
<td></td>
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<tr>
<td>v) Exercise - Application Questions/Checklist</td>
<td>1 minute (27)</td>
<td></td>
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<tr>
<td>vi) Exercise - Reinforcement Exercises</td>
<td>1 minute (28)</td>
<td></td>
</tr>
<tr>
<td>vii) Exercise - My Promise to Myself</td>
<td>1 minute (29)</td>
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</tr>
</tbody>
</table>

7. Module 5 - {Individualized Consideration} & Teaming

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Statements of the Component of {Individualized Consideration} of the Indian Transformational Leadership Scale and major interpersonal communication skills required</td>
<td>5 minutes (30)</td>
</tr>
<tr>
<td>ii) Exercise - a small group exercise where the group gets to know each other</td>
<td>12 minutes (31)</td>
</tr>
<tr>
<td>iii) Exercise - Whole group exercise</td>
<td>20 minutes (32), (33) To be done together</td>
</tr>
<tr>
<td>iv) Meetings &amp; Guidelines for learning Conversations</td>
<td></td>
</tr>
<tr>
<td>v) Exercise - Application Questions &amp; Checklist</td>
<td>1 minute (34)</td>
</tr>
<tr>
<td>vi) Exercise - Reinforcement exercises</td>
<td>1 minute (35)</td>
</tr>
<tr>
<td>vii) Exercise - My Promise to Myself</td>
<td>1 minute (36)</td>
</tr>
</tbody>
</table>

8. II. Refresher Session (10 Days After Main Session)

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Benefits and relevance of learning and practising behavior changes</td>
<td>15 minutes (1) - (4)</td>
</tr>
<tr>
<td>ii) Revisit components of Transformational Leadership style and major interpersonal skills practiced in the Main session</td>
<td>10 minutes (5) - (10)</td>
</tr>
<tr>
<td>iii) Clarification of doubts</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

9. III. Evaluation Session (10 Days After Refresher Session and 20 Days After the Main Session)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of the Posttest</td>
<td>15-20 minutes</td>
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</table>

10. IV. Longitudinal Study

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of the Follow-Up Feedback Questionnaire</td>
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</tr>
</tbody>
</table>

5.11.6.2 Replicability being an essential feature of any experimental design, the detailed step by step procedure of the Intervention Program is also described. Time given for each activity are approximate and are for a three and a half hour session and a comfort break of ten minutes. These times are based on the facilitator’s experience of conducting the workshop with the selected target audience. It may somewhat vary depending upon the participants’ level of engagement.
5.11.6.2.1 Introduction 5 minutes

The researcher/facilitator introduces herself and the rationale for a workshop on ‘Major Interpersonal communication skills required for effective transformational leadership style in the Indian context’. She explains the nature of a workshop as compared to normal classroom instruction and clarifies the role and expectations from the participants. The researcher cum facilitator explains how the workshop is beneficial and relevant in the current business scenario for participants to feel engaged and involved.

The facilitator administers and collects the Pretest & demographic profile of the participants. 10 minutes

Module-1 {Idealized Influence (attributed)} & Listening

Total Time Taken 40 minutes

Presentation: 5 minutes (2)

The facilitator explains the statements of the component of Idealized Influence (attributed) of the Indian Transformational Leadership Scale and lists the major interpersonal communication skills required to practise it.

1. Exercise: Write Your Own Script/Story. 10 minutes (3)

The facilitator explains to the participants to think of how s/he envisages his/her professional map and write it in a story form in third person. Some of the participants can read out aloud what they have written.

1. Exercise: ‘A Clear Image’ and ‘Listening’ 20 minutes (4) & (5)

The facilitator explains the interpersonal skill of listening and the exercise in dyadic interaction i.e. in pairs. The facilitator explains that the interactive exercise and interpersonal communication of listening is to be used together. Alternately, the participants will be listeners and speakers. The speaker is to answer a list of questions so that the listener gets to know the speaker.
2. **Exercise:** Application Questions/checklist  
1 minute (6)

The facilitator instructs to note down the application questions/checklist to be used while practicing the component of transformational leadership style namely Idealized Influence (attributed) during professional activities.

3. **Exercise:** ‘Reinforcement Exercises’  
1 minute (7)

The facilitator instructs to note down the Reinforcement exercises to practice the skill of listening while using the transformational leadership style while going about their professional activities.

4. **Exercise:** My Promise to Myself  
1 minute (8)

The facilitator asks the whole group to pledge themselves to practice the component of Idealized Influence (attributed) with the help of the major interpersonal communication skills during their professional activities by repeating after her each of the statements of Idealized Influence (attributed) in the Indian Transformational Leadership Scale.

**Module-2 {Idealized Influence (behavior)}**  
**Total Time Taken 40 minutes**

**Presentation:**  
5 minutes (9)

The facilitator explains the statements of the component {Idealized Influence (behavior)} of the Indian transformational Leadership Scale and the major interpersonal skills required to practice it.

5. **Exercise:** ‘Your Professional Universe’  
15 minutes (10)

The facilitator explains the individual exercise - ‘Your Professional Universe’. The facilitator explains while using the whiteboard and doing it herself. The exercise is to be done in steps as explained in detail later in this chapter.

6. **Exercise:** ‘Your Future Universe’  
15 minutes (11)

The facilitator explains the individual exercise- ‘Your Future Universe’. The facilitator explains while using the whiteboard and doing it herself. The exercise is to be done in steps as explained in detail later in this chapter.
7. **Exercise: Application Questions/Checklist** 1 minute (12)
The facilitator instructs the participants to note down the questions/checklist to be used while practicing the component of transformational leadership style namely Idealized Influence (behavior) while using the transformational leadership style in their professional activities.

8. **Exercise - My Promise to Myself** 2 minute (13)
The facilitator asks the whole group to pledge themselves to practice the component of Idealized Influence (behavior) with the help of the major interpersonal communication skills during their professional activities by repeating after her each of the statements of Idealized Influence (behavior) of the Indian Transformational leadership Scale.

**Module 3-Inspirational Motivation, Feedback/Coaching & Motivating**

**Presentation**
5 minutes (14)
The facilitator explains the statements of the component of {Inspirational Motivation} of the Indian Transformational Leadership Scale and the major interpersonal communication skills required to practise it.

9. **Exercise - Role Play (15)**
10. **Providing Feedback/Coaching (16)** To be done together
20 minutes (17)

11. **Exercise - Have a Fierce Conversation**
The facilitator explains the role play which has to be done keeping in mind the lecture on the interpersonal communication of feedback/coaching given by the facilitator. Once the participants have practiced the role play among themselves, a pair of them will come and demonstrate also taking into account the guidelines given by the facilitator on having a fierce conversation.
12. **Exercise-Application Questions/checklist** 1 minute (18)
The facilitator instructs to note down the questions/checklist to be used while practicing the component of transformational leadership style namely Inspirational Motivation during professional activities.

13. **Exercise-Reinforcement Exercises** 1 minute (19)
The facilitator instructs to note down the Reinforcement exercises to practice the interpersonal communication skill of feedback/coaching to use the transformational leadership style while going about their professional activities.

14. **Exercise-Motivating** 10 minutes (20)
The facilitator asks the participants to consider a team assignment that they have yet to do and implement the ‘decision tree’ as explained on the slide. The facilitator also asks the participants to set clear and challenging goals, clarify expectations and delegate tasks to each member of the team. The facilitator explains the benefit of using metaphors, narratives and storytelling while interacting. She herself does this while explaining to the participants during the presentations in the workshop.

15. **Exercise-Reinforcement Exercises** 1 minute (21)
The facilitator instructs to note down the Reinforcement exercises to practice the interpersonal skill of Motivating to use the transformational leadership style while going about their professional activities.

16. **Exercise-My Promise to Myself** 1 minute (22)
The facilitator asks the whole group to pledge themselves to practice the component of Inspirational Motivation with the help of the major interpersonal communication skills during their professional activities by repeating after her each of the statements of Inspirational Motivation of the Indian Transformational Leadership Scale.
Module 4-{Intellectual Stimulation} & Promoting and Managing Resistance to Change

Presentation: 5 minutes (23)
The facilitator explains the statements of the component {Intellectual Stimulation} of the Indian Transformational Leadership Scale and the major interpersonal skills required to practice it.

17. Exercise-Brainstorming for Problem Solving
18. Promoting and Managing Resistance to Change (25) To be done together 17 minutes (24)
The facilitator gives a presentation on the interpersonal communication skill of Promoting and Managing Resistance to Change. Then she asks the group to carry out a brainstorming session in a sequential role play format using the interpersonal communication skill of promoting and managing resistance to change.

19. Exercise-Male/Female Perceptions 12 minutes (26)
The facilitator explains that the exercise is to be aware of stereotypical attitudes and behavior towards the opposite sex which hinders communication and smooth functioning between the two genders.

20. Exercise-Application Questions/Checklist 1 minute (27)
The facilitator instructs to note down the questions/checklist to be used while practicing the component of transformational leadership style namely Intellectual Stimulation during professional activities.

21. Exercise-Reinforcement Exercises 1 minute (28)
The facilitator instructs to note down the Reinforcement exercises to practice the skill of Promoting and Managing Resistance to Change to use the transformational leadership style while going about their professional activities.
22. **Exercise-** My Promise to Myself

The facilitator asks the whole group to pledge themselves to practice the component of Intellectual Stimulation with the help of the major interpersonal communication skills during their professional activities by repeating after her each of the statements of Intellectual Stimulation of the Indian Transformational Leadership Scale.

**Module 5-** {Individualised Consideration} & Teaming

*Total Time Taken 40 minutes*

**Presentation:**

The facilitator explains the statements of the component {Individualized Consideration} of the Indian Transformational Leadership Scale and the major interpersonal skills required to practice it.

23. **Exercise:**

A small group exercise where the group gets to know each other. The facilitator shows a list of questions that each individual should answer for others to know the leisure activities s/he enjoys. This exercise is aimed to get to know the person as a whole and not only in the professional context.

24. **Exercise-** Whole Group Exercise

- Teaming (32)
- Meetings & Guidelines for learning conversations (33)

Here the facilitator emphasizes the fact that teaming is rated as the number one interpersonal skill by the corporate and explains how to interact, communicate and behave in a team. Then the whole group by consensus lists the ‘Code of Honor’ - a set of rules that will govern internal behavior of the whole group and promise to abide by those rules.
25. **Exercise-Application Questions/Checklist** 1 minute (34)

The facilitator instructs to note down the questions/checklist to be used while practicing the component of transformational leadership style namely Individualized Consideration during professional activities.

26. **Exercise-Reinforcement Exercises** 1 minute (35)

The facilitator instructs to note down the Reinforcement exercises to practice the skill of Teaming to using the transformational leadership style while going about their professional activities.

27. **Exercise-My Promise to Myself** 1 minute (36)

The facilitator asks the whole group to pledge themselves to practice the component of Idealized Influence (attributed) with the help of the major interpersonal communication skills during their professional activities by repeating after her each of the statements of Individualized Consideration of the Indian Transformational Leadership Scale.

Facilitator provides her ‘contact details’ for any support the participants may need.

### II. REFRESHER SESSION

*(After 10 days of the Main Session)*

**Introduction:** the facilitator emphasizes the need for constant learning for leadership (1)

**Exercise-‘How do we learn’** the facilitator asks the participants how they think in their experience learning can take place (2)

**Exercise-‘Why is it necessary to learn fast?’(3)**

The facilitator emphasizes the necessity of a short learning curve given the fast rate of change that the participants face.

**Exercise-‘Why Learning does not take place’ (4)**

1. The facilitator explains the barriers to learning which the participant needs to be consciously aware of while learning and practicing the skills learnt.
2. Revisit the components of the Transformational Leadership through the exercises of ‘My Promise to Myself Exercises’ and again list the five major interpersonal skills to be used while applying the transformational leadership style. (5), (6), (7), (8), & (9).

3. Clarification of doubts and interaction with the participants. 5 minutes

III. EVALUATION SESSION (After 10 days of the Refresher Session)

Total Time Taken 15-20 Minutes

Administration of the Posttest and Qualitative Feedback from the participants. 15-20 minutes

IV. LONGITUDINAL STUDY (follow up feedback after 14 months of conducting the Intervention program).

Administration of the follow-up feedback questionnaire to the participants of the Intervention Program.

5.11.6.3 Note for the Facilitator

The procedure provided above may seem to be too stringent and moving rapidly from one module to the next of the workshop. In actual practice, it is seen that there is an easy continuity and flow as most activities are concluded informally, though many a time when the participants get very involved in an activity the facilitator needs to persuade them to move to the next activity or module.

Care has been taken by the researcher to design and sequence the modules in a manner (as far as possible) wherein the skills in the preceding modules enable learning in the subsequent modules.

The ultimate aim is to familiarize the participants with the items of Indian Transformational Leadership Scale and to ensure that they use the major interpersonal communication skills taught in the workshop to make the transformational leadership style effective.

Swati Mankad
Facilitator’s understanding of the participating group is a sine qua non of successful facilitation. The extent to which the participants are able to benefit from this workshop will depend largely upon the extent of involvement, engagement and continued practice of these components of transformational leadership style by using the major interpersonal communication skills which form an essential part of the workshop.

The exercises and the briefs have been prepared keeping in mind the groups being addressed in this study. This is important so that the participants can easily identify with the situation. If different exercises are selected, care must be taken in its selection and the language in which it is presented, so that the exercise or activity must address components of transformational leadership style as well as use at least one of the major interpersonal communication skills.

Since this workshop also relies on experiential and peer learning the participants should be encouraged to overcome their inhibitions to talk and interact in the class and begin enjoying it. Participants will be motivated by the relevance, benefit and the learning they experience in the workshop and will make an effort to be involved and engaged.

Since the participants work in their own groups, when they do not follow instructions carefully, they may go off at a tangent or ‘off-track’. The facilitator will need to move between groups and gently guide and monitor such discussions back on track so that they remain focused with the objectives of the workshop in the foreground. Facilitator skill and familiarity with the selected strategies and methods is an important tool that can help get the most out of this workshop.

The workshop sessions have been prepared expecting 20-30 participants in a single batch. This allows for a productive level of engagement amongst participants.

Leadership theories and practices are largely Western and the participants are not acquainted with the Indian Transformational Leadership Scale used to measure the transformational leadership style in the Indian context. Furthermore, the participants realize the imperative need of using the major interpersonal communication skills on a daily basis to enhance their transformational leadership style.
5.11.6.4 Details of the Objectives and Procedures for the Exercises are Provided Below

There were several methods, strategies and exercises which formed a part of the Intervention Program. Each of them is described below.

1. The Workshop

It is well known that learning is better and more permanent when trainers and developers use experiential learning. This is grounded in several theories of learning and is the method of choice for contemporary trainers. The workshop hence was selected as the method for conducting the Intervention Program.

The participants come from the formal system of education which generally follows the traditional methods of teaching-learning. They have not been exposed to such methods as role plays, group learning and other strategies more common in adult learning where the onus of learning is shared by the learner.

The facilitator explained the importance of the transformational leadership in the Indian context and interpersonal communication skills required to make transformational leadership style effective. This formed part of the introduction by the facilitator.

1. The Presentation

The content of the workshop includes several new and unfamiliar ideas terms and concepts which could be most efficiently presented to participants through presentations. Though the overall format of the intervention program is one of ‘workshop’, within this, there is scope for short presentations which may simply provide information or instructions or may be interactive sessions, calling for active engagement of the participants. This strategy has been used intermittently during the program in order that the participants experience some familiarity in teaching-learning methodology, and for expeditious transmission of details as required.
2. Exercises
In an exercise the participants remain themselves. They analyze and discuss situations which may be given to them in a variety of ways. Exercises can be co-operative and may be open-ended. To maintain the interest and engagement of the participant the researcher has used different exercises. The exercises aim to use both the aspects of communication. First aspect of interpersonal communication—production is practised by writing, interacting in a small group as well as addressing the whole group and dyadic interaction. Second aspect of interpersonal communication—reception, is practised with exercises in listening, understanding and observing body language.

The exercises are done individually, in pairs, in small groups and with the involvement of the whole group.

Individual Exercises
Individual exercises help each of the participants to think, do and interact independently. It is possible that in group exercises complacency might creep in and some exercises some participants may dominate the activity. Therefore, the researcher has incorporated individual exercises wherein each participant is fully involved in the Intervention Program at every stage.

i) Writing Exercise: ‘Write Your Own Script/Story’
OBJECTIVE: to enhance {Idealized Influence (attributed)} and {Idealized Influence (behavior)}
INSTRUCTION: Write the story in third person to maintain objectivity with the account.
MATERIALS REQUIRED: Pen and Paper
APPROXIMATE TIME REQUIRED: 10 minutes
SOURCE: unknown
ii) Your Professional Universe’

OBJECTIVE: to enhance Idealized Influence (behavior)

PROCEDURE: explain that each of us is the centre of his or her universe. We filter, act on, translate, accept or reject people on information and ideas based on how we feel, think or respond to their influence on our life/universe

INSTRUCTIONS:

1. Place a circle in the center of the paper to represent you. Write your name in the circle.
2. In the space around you, draw and label other circles to represent people, things or values that impact you. The size of the circles, and the distance from you, indicate the strength of the impact that person or thing has on you. For example: a very large circle, or a circle placed close to you indicates a great deal of impact. A small circle or one on the periphery of your “universe” indicates less of an impact.
3. Next to each of the circles impacting you, place a “+” (positive) and/or a ‘–’ (minus) to indicate whether the impact is good or bad. Some circles may have only one symbol, while others may have both. The size of the symbol will indicate the strength of the positive or negative influence, and a minor though irritating, negative influence.
4. Next draw arrows between you and the circles impacting you, to indicate whether the influence exerted is growing or diminishing. For example: if you have recently changed location, and are geographically separated from your administrator, the influence s/he exerts is probably diminishing. You should point the arrow pointing away from you. If a circle has an influence in your universe that is growing, or expanding, the arrow would be pointing towards you. Some arrows may point in both directions.
5. After examining your professional universe that you have drawn consider the following questions:
   a) Is the story of your professional journey (exercise 1) in congruence to your current professional universe?
   b) What are the implications and issues apparent to you?
c) Are you associating and communicating with the right people whose goals are also aligned to yours?

MATERIALS REQUIRED: pen and paper by the participants

APPROXIMATE TIME REQUIRED: 5 minutes


iii) ‘Your Future Universe’

OBJECTIVE: to enhance {Idealized Influence (behavior)} & {Idealized Influence (attributed)}

PROCEDURE: connect the following to your script/story

As far as the opportunities are concerned ask yourself the following questions:

- The issue I have…..
- The opportunity to enhance it….   
- The action(s) needed to capitalize on this opportunity is….   
- The assistance I need (from whom) to accomplish this action is…..
- My priority for this action is……
- The interpersonal skills required will be……

MATERIALS REQUIRED: pen and paper

APPROXIMATE TIME REQUIRED: 15 minutes


iv) ‘Application Questions/Checklist’

OBJECTIVE: to help the participant in the application of each of the statements of Indian Transformational Leadership Scale.

PROCEDURE: explain to the participant that application is mandatory for learning to take place.
INSTRUCTIONS:
Note down the set of application questions/checklist as homework and answer them to apply the modules in professional activities. The participant will answer the questions and use the checklist to use the relevant and desired component of transformational leadership to practise while completing the projects (individual as well as team), assignments and other professional activities. If the participant has any doubts, clarify them in the refresher session and give the feedback in the evaluation session.

MATERIALS REQUIRED: power point slide of ‘Applications Questions/Checklist’

APPROXIMATE TIME REQUIRED: 1 minute

SOURCE: Training In Interpersonal Skills-TIPS for Managing People at Work by Robbins and Hunsaker.

v) ‘Reinforcement Exercises’

OBJECTIVE: to aid the participant to put into practice the transformational leadership style through the use of interpersonal communication skills learnt in the workshop effectively in professional activities.

PROCEDURE: While interacting the participant will use the interpersonal communication skills as taught and practiced in the workshop. The interpersonal communication skills will be used to apply the component/s of transformational leadership style while carrying out the professional activities. If s/he has any doubts discuss them in the Refresher session.

INSTRUCTION: note down the reinforcement exercises to practise them to enhance the effectiveness of transformational leadership style.

MATERIALS REQUIRED: power point slides of the reinforcement exercises.

APPROXIMATE TIME REQUIRED: 1 minute

SOURCE: Training In Interpersonal Skills-TIPS for Managing People at Work by Robbins and Hunsaker.
vi) ‘My Promise to Myself’

OBJECTIVE: to ensure participant commitment to effectively use the transformational leadership style in professional activities

PROCEDURE: The facilitator asks each of the participants to repeat the statements of the Indian Transformational Leadership Scale to pledge to use the transformational leadership style through interpersonal communication skills

The participants pledge to use the components of the transformational leadership style while conducting their professional activities through interpersonal communication skills

MATERIALS REQUIRED: power point slide of ‘My Promise to Myself’

APPROXIMATE TIME REQUIRED: 1 minute


Exercises in Dyads (In Pairs):

vii) Dyadic Interaction: ‘A Clear Image’

OBJECTIVE: to enhance Idealized Influence (attributed) and the interpersonal communication of Listening

PROCEDURE: the participants are asked to pair themselves with those whom they know the least. Alternately each participant will be the listener and speaker.

INSTRUCTION: The following questions must be answered by the speaker and the listener will put into practice the guidelines for listening given by the facilitator. The listener will paraphrase whatever the speaker has said to confirm the intended understanding of the speaker’s answer:

- Who am I?
- What I value most?
- What motivates me is?
- What I like most about my work is?
- What I like the least about my work is?
- Money, time, responsibility aside, I would rather _________ than anything else.
- Excluding my parents, if I could choose any two people for parents, they would be ______ why?
MATERIALS REQUIRED: list of questions displayed on the white board and the listening guidelines slide.
APPROXIMATE TIME REQUIRED: 20 minutes

viii) Role Play: ‘Performance Appraisal’
Role plays are very useful in teaching and learning interpersonal communication skills. Business scenarios have been used to teach interpersonal skills in the business context. Uses of role play:
1. Illustrate clearly a feature of some specific behavior in a lively and direct way
2. Increase group involvement
3. Provide a common experience for the group to discuss
4. Practice specific behavioral skills
5. Help understand a situation from the view point of others
6. Give an insight into the role-players’ own behavior and the effect they have on others
7. Make experimentation possible in a no-risk setting
It is useful for graphic illustrations of effective or ineffective behavior that the participants have generated for themselves. They put effort and emotion into the process. Session design of a role play:
• Step 1-give a short linking presentation that clarifies the purpose and objectives of the session
• Step 2-briefing for skill practice-outline times, teams, roles, feedback guidelines, locations.
• Step 3- participants undertake the skill practice
• Step 4-hold a feedback session to consolidate learning
OBJECTIVE: to enhance the component of {Inspirational Motivation} and learn to take and give feedback
PROCEDURE: Make individual pairs of students and each pair will play the role of one superior and one subordinate. Then the roles will be reversed. They will both exchange what they understood of what the other is.

INSTRUCTIONS:
1. Read the role play brief:

SITUATION: Rahul is a shift manager at a McDonald’s restaurant and has been in this position for 18 months and supervises 20 people (counter clerks and cooks) on the day shift. One of these people is Sheila Sharma. Sheila is a 20 year old and has completed her 12th standard. Rahul hired Sheila 3 months ago from 30 other applicants. What impressed Rahul about Sheila was (1) her good % in her 12th standard, (2) her prior work experience, and (3) references that reported that she was dependable, honest, good with numbers and followed directions well.

McDonald’s employees are on probation for their first 3 months, after which they are considered permanent. Sheila has completed the 3-month probationary period, and Rahul is now required to give a performance review. It’s 10 A.M; the restaurant is quiet, and Rahul has asked Sheila to sit down in a chair and talk.

1. Now make pairs. In each pair one will be Superior and one Subordinate. The roles will be reversed alternately.
2. Use the guidelines given by the facilitator on Feedback/Coaching
3. After the class has practiced it then a pair will demonstrate an example of how it should be done putting to practice the guidelines given by the facilitator titled ‘Have Fierce Conversation’
4. Also observe the body language in both the roles.

MATERIALS REQUIRED: power point slide for the role play brief, interpersonal communication skill of feedback/ coaching and ‘Have A Fierce Conversation’.

APPROXIMATE TIME REQUIRED: 20 minutes

SOURCE: Training In Interpersonal Skills-TIPS for Managing People at Work by Robbins and Hunsaker.
**Small Group Exercises**

Getting everybody to participate is critical to the success of any workshop. Participants were expected to work in small groups several times during the workshop. Working in small groups is ideal when the purpose is to learn from each other. However the size of the group is critical. The group size was between 5-7 participants where groups are formed and re-formed by the facilitator to provide participants to interact with different members of the class. This served a dual purpose, allowing the participants to learn from, and with different ‘others’, and not allowing any one person to ‘take over’ the group. Every participant had to interact and involve himself/herself.

The logistics of group activity requires planning, so that the interaction is productive. This will also ensure that the group has a successful experience at the presentation stage. It was decided, in the interest of expediency, to provide a precise, step by step, procedure at each stage of group activity. These are described below in the ‘Instructions to participants’ section. The aim was to encourage every participant to be relaxed and involved.

**ix)‘Decision Making’**

OBJECTIVE: to enhance the component of Inspirational Motivation and the interpersonal communication skill of Motivating

PROCEDURE: take up an assignment given and break it into various tasks to be completed within the given schedule. Delegate the tasks to each member of the group.

INSTRUCTIONS:

1. Implement the decision tree:
   - Leaf decision: Make the decision. Act on it. Do not report the action you took.
   - Branch decision: Make the decision. Act on it. Report the action daily, weekly, monthly as required.
   - Trunk decision: Make decision. Report your decision before you take action.
   - Root decision: Make the decision jointly with input from many people.
2. Set clear and challenging goals to enhance the enthusiasm and motivation of the members.
3. Clarify expectations from each member regarding the scope of the task, the deadlines to be met, the assistance required etc.
4. Delegate the task according to the member’s capacity and interest
5. Use of metaphors during explaining and exemplifying concepts; and motivating
6. Use of narratives and storytelling is a useful way to demonstrate and motivate members. These narratives could be real life cases or the member’s experience.
7. MATERIALS REQUIRED: power point slide of the instructions.

APPROXIMATE TIME REQUIRED: 10 minutes
SOURCE: Training In Interpersonal Skills-TIPS for Managing People at Work by Robbins and Hunsaker.

x) Male/Female Perceptions

OBJECTIVE: to enhance the component of Intellectual Stimulation by increasing awareness regarding possible stereotypical attitudes about male/female behaviors and to illustrate the power of cultural conditioning and stereotyping

PROCEDURE: explain to the group how stereotypical attitudes and cultural conditioning hinder communication as a leader. It leads to the self fulfilling prophecy.

INSTRUCTIONS:
1. Make groups of 5-7 members
2. Each group should have at least one female member
3. Let each group list 5 male and 5 female negative or aggravating behaviors.
4. Specify why they are negative and why they are peculiar to one sex or the other.
5. Give specific examples from real life
6. Each group will read out aloud the behaviors written by them.

APPROXIMATE TIME REQUIRED: 12 minutes
xi) ‘Introduction by Disclosure’

OBJECTIVE: to enhance the component of Individualized Consideration and the interpersonal communication skill of Teaming

PROCEDURE: Make groups and amongst yourselves discuss the questions given in the instructions.

INSTRUCTIONS:

1. Form groups consisting of 5-7 members

2. Read the following questions:
   - If you had a T-shirt printed with a message, what would it say?
   - What is the most fun you ever had?
   - If you discovered that you had only one year to live, what would you do differently?
   - If you were stranded on a deserted island which three people would you like to have there and why?

3. Now each participant will share their answers with the whole group.

MATERIALS REQUIRED: power point slide with the list of questions

APPROXIMATE TIME REQUIRED: 12 minutes


Whole Group Exercises

The whole group exercises involve the whole group of participants in the particular batch. The purpose is to enhance the interpersonal skill of teaming. The batch works with unity even in a large group as would sometimes be required in an organization.

xii) Brainstorming

OBJECTIVE: To enhance the component of Intellectual Stimulation and the interpersonal skill of Promoting and Managing Resistance to Change.
INSTRUCTIONS:

1. The whole group should sit in a circle so that each participant can talk to everybody.
2. Take up a problem or an issue which needs to be resolved.
3. Every participant will take turns in a sequential manner to give their input regarding the problem or issue to be brainstormed.
4. After everybody has had their say one of the group participants will summarize the conclusion or steps to be taken in future.

APPROXIMATE TIME REQUIRED: 20 minutes


xiii) Exercise: ‘Code of Honor’

OBJECTIVE: to enhance the interpersonal skill of teaming in the whole group

PROCEDURE: the whole group is asked to think that as a group what rules of internal behavior need to be established so that they can and will do better as a team for effective functioning.

INSTRUCTIONS

1. The whole group discusses what the rules of internal behavior should be and why.
2. Let one participant list on the whiteboard the simple rules that govern internal behavior of the team decided through consensus by the whole group.
3. The whole group agrees to commit to the rules of internal behavior for effective and smooth accomplishment of their professional tasks and activities.

MATERIALS REQUIRED: whiteboard and marker

APPROXIMATE TIME REQUIRED: 20 minutes

SOURCE: Training In Interpersonal Skills-TIPS for Managing People at Work by Robbins and Hunsaker.

5.11.6.5 Power Point Presentation

This is the presentation (Appendix H) which was used in the experimental stage. Its main objective was to enhance the transformational leadership style of the participants in the Indian context.
5.12 Limitations of Part II

1. Limited time allotted for the activities and exercises in the Intervention Program.

2. The activities and exercises require the participants to have a certain level of proficiency in the English language.

Valuable guidance from the research guide, suggestions from experts and the pilot test of the prepared intervention program have helped develop an effective intervention program intended to enhance the transformational leadership style of potential leaders in the Indian context in the short as well as the long term.

The redesigned Intervention Program was tested in the experiment to determine its effectiveness, impact and usefulness and is detailed in the next chapter (Chapter 6).