Chapter 8

Major Findings

“Since verbal science has no final end,
Since life is short, and obstacles impend,
Let central facts be picked and firmly fixed,
As swans extract the milk from water mixed.”

Proverb by Counselor Keen to the king in ‘Stories from Panchtantra’

8.1 Introduction

The results of the quantitative and qualitative data analysis of the experiment and the results of the longitudinal study establish the effectiveness, impact and usefulness of the Intervention Program to enhance the transformational leadership style of potential leaders in the Indian context not only in the short term but also in the long term.

Since this research study was conducted in four Parts, the major findings resulting from the quantitative and qualitative data analysis of all four parts are summarized below.

8.2 Part I-Findings: The Survey

The following are the conclusions derived from the quantitative and qualitative data analysis of the survey conducted.

8.2.1 Descriptive Statistics

1. The results revealed that the five major interpersonal skills ranked by managers (Superiors) whose Indian Transformational Leadership Scale score was three or greater than three are: Teaming, Motivating, Listening, Providing Feedback; and Promoting and Managing Resistance to Change.

2. Since the number of females in executive positions in management is low the number of females in the survey is less and therefore those who scored three or more than three on the transformational leadership scale is also less.
3. Conflict Resolution and ‘Politiking’ were ranked at the bottom of the list of interpersonal skills.

8.2.2 Qualitative Analysis of Respondent Feedback

1. It was felt that interpersonal skills could be improved through self-motivation and being aware of the life around and through constant practice.

2. ‘Sticking to your vision’, influencing decisions strategically’, and ‘appreciating the efforts of the team’ were the qualitative feedback given by the respondents.

8.3 Part II- Findings: The Intervention Program

The following are the major conclusions derived from the quantitative and qualitative data analysis of the pilot test conducted of the Intervention Program:

8.3.1 Results of the Quantitative Analysis of the Pilot Test

As indicated in the results there has been a significant difference in the Pretest and Posttest total scores of the participants of the pilot test. 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 program had to be redesigned to effectively enhance the effectiveness of the Indian transformational leadership factor of ‘Individualized Consideration’.

8.3.2 Main Inferences from Part II which were Incorporated in the Final Intervention Program Used in the Experiment

1. Learning needs to be revisited at regular intervals for learning to sustain.

2. The participants should be explained in detail the relevance and benefits of the
Intervention Program in their professional life so that they become engaged and involved in the learning process and practice it daily.

3. If instruction and application of learning go hand in hand it will make learning endure. The Intervention was carried out and learning to be implemented when the participants were in the process of team work, group projects and assignments so that the interpersonal skills learnt to enhance the transformational leadership style could be tested by the participants in real everyday situations for them to execute, experience and evaluate the benefits that accrued through the learning.

4. Feedback should be taken after a substantial gap post training to assess the retention and application of learning, especially when we look at behavior change. This will help in developing and designing effective interventions whose results go beyond the ‘feel good’ factor and show usefulness in enhancing the transformational leadership style of potential leaders in the long term also.

5. After the results of the analysis of the Pilot test the Intervention Program was trimmed and refined to make it more effective. The final redesigned Intervention Program used in the experiment is of four parts: (I) ‘Main Session’ consisting of five modules of a total duration of 3 ½ hours and a ten minute comfort break, (II) ‘Refresher Session’ of 30 minutes, (III) ‘Evaluation session’ of 15-20 minutes and (IV) Longitudinal Study (Follow-Up Feedback).

### 8.4 Part III Findings: The Experiment

The following are the major findings from the quantitative and qualitative data analysis of the experiment conducted:

1. The Intervention Program has enhanced the effectiveness of transformational leadership style of the potential leaders of the whole group, both males and females.
2. The Intervention Program has enhanced all five factors of transformational leadership namely {Idealized Influence (attributed)}, {Idealized Influence (behavior)}, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration.

3. Gender has no impact on the effectiveness of the Intervention Program. There is no relationship between Gender and {Idealized Influence (attributed)}, Gender and {Idealized Influence (behavior)}, Gender and {Inspirational Motivation}, Gender and {Intellectual Stimulation}, Gender and {Individualized Consideration}.

8.4.1 Main Inferences from the Quantitative and Qualitative Analysis

1. It is confirmed that the major interpersonal communication skills of Teaming, Motivating, Listening, Providing Feedback; and Promoting and Managing Resistance to Change enhanced the effectiveness of Transformational Leadership style of the potential leaders in the Indian context.

2. The effectiveness of the Intervention Program has been established in enhancing the Transformational Leadership style of the potential leaders in the Indian context.

3. The Intervention program is helpful in enhancing the effectiveness of the Transformational leadership style for males. Organizations will be able to harness the leadership capabilities of males in the Transformational leadership style given the appropriate Interventions.

4. The Intervention Program is successful in enhancing the effectiveness of Transformational leadership style of females. Organizations will be able to harness the leadership capabilities of females in the Transformational leadership style given the appropriate interventions.

5. Effectiveness of the Transformational leadership style is not dependent on gender. Irrespective of their gender, participants became effective as transformational leaders.
The potential leaders have benefitted by the Intervention Program in the following ways:

6. Encourage them to be more hardworking and enthusiastic about their work. There has been an increase in the confidence and energy levels. They have learnt to take more initiative and lead from the front. Their ability to take bold decisions and stick to them, and make personal sacrifices to achieve group’s common goal has been enhanced.

7. Improvement in the set of behaviors, like practicing what they preach, improved coordination between groups and subgroups through Listening, Teaming and Feedback. They are clearer in their thoughts and actions, have an idea as to the reasons of their behavior, live up to their commitments and encourage others to give a thought to others’ discomfort.

8. More focused use of the interpersonal communication skill of listening to members’ individual needs and involve each member of their team to contribute to the fulfillment of the group’s common goals. By showing others the big picture they bring meaning and a sense of fulfillment to their work. Since they are better able to have a sense of visualization of future outcomes there is persistence in achieving the targets and also enhance others’ desire to achieve them. The interpersonal skills of Teaming, Listening and giving and taking Feedback support this component of Transformational Leadership style.

9. The interpersonal skill of Promoting and Managing Resistance to Change is employed to harness the strengths and unique abilities of various members in a group. Through the interpersonal skills of Listening, Motivating and appropriate Feedback encourage to solve problems independently and invite questioning assumptions for even the simplest of things. By motivating they encourage team and group members to look for new and better solutions which work in current situations for effective and efficient resolution of problems. They try to question the stereotypes, promote unconventional thinking and reduce processes in achieving new and improved solutions. Public criticism of member’s mistakes is avoided to encourage them to take risks and think differently.
10. Through the use of interpersonal skills of Listening and Feedback, they get to know that each individual is different and comes with a unique combination of social, psychological, physical, economic and technical skill characteristics. The potential transformational leaders recognize this fact and treat and communicate to them accordingly. They help other members to enhance their capabilities and thereby get the best out of each individual. They take into account the whole person. To ensure optimum work performance, support is provided for activities and interests besides those related to work.

11. Both male and female potential leaders are able to influence through their enthusiasm and hard work. Irrespective of their gender, lead from the front, are energetic, have the courage to stick by the bold decisions taken by them and are able to make personal sacrifices to fulfill the group’s common goal. They instill enthusiasm in other members by motivating, listening to them, giving positive feedback and teaming to encourage them. Further, they also coach others to rectify their mistakes and make them do better.

12. Both male and female potential leaders’ actions reflect their core set of values. There is improved coordination between various groups and individuals for the smooth functioning of the group or team through the interpersonal skills of Listening, Feedback and Teaming. They try to practice what they preach and lead by example. There is more clarity in thought and action which is communicated through all aspects of the major skills of interpersonal communication namely, Listening, Motivating, Teaming, Providing Feedback and Promoting and Managing Resistance to Change.

13. Both male and female potential leaders have improved in their ability to inspire and in the process motivate. The goals and vision of the team are communicated clearly so that each one’s work gives meaning and a sense of satisfaction. Both genders use effectively the skills of Listening, giving and taking Feedback and Motivating which help achieve the leaders to inspire and motivate. Each member irrespective of the gender inspirationally motivates other members to contribute to
the group’s common goal. Both the male and female potential leaders are more persistent in achieving targets and do not easily give up.

14. The participants irrespective of gender have been increasingly supportive of the needs of their team members. Through the skills of Listening and Feedback the potential leaders have come to know about the differences and uniqueness of the members. Teaming results in members taking into account the differences of other team members and interact with them accordingly.

8.4.2 Qualitative Analysis from the Feedback given by the Participants of the Experiment after the Evaluation Session

1. There is an increased awareness in the focused use of major interpersonal communication skills for effective Transformational leadership style in the Indian context.

2. The use of major interpersonal communication skills has clearly enhanced the transformational leadership style of the participants in their work environment.

3. The Intervention Program enhanced the overall confidence and motivation levels of the participants.

4. Team spirit and the necessity of working as an effective team member for professional success were realized by the participants.

5. Instead of transformational leadership being only a theoretical construct, participants realized that they could interact as transformational leaders.

6. The participants became more self-aware regarding their abilities in using transformational Leadership style through interpersonal communication skills.

7. The participants were excited to learn through role plays and the activities carried out since they had learnt about leadership through the theoretical chalk and talk method.

8. It was felt by the participants that more time should be allotted for the activities.

9. The participants suggested that each of the Modules be conducted separately so that more time can be allotted to each module.
10. The Intervention Program should be spread over a longer time frame, with feedback and interactive sessions conducted at regular intervals.

11. The Intervention Program should include live examples and audio-visual content.

12. Female participants realized that they too could be effective Transformational leaders.

13. Since the participants included both males and females the activities in interpersonal skills made known to each other their perceptions and misconceptions about the opposite gender in leadership roles.

14. The Intervention Program helped them to do a rethink on their stereotypical thinking regarding their attitudes.

8.5 Part IV- Findings: Longitudinal Study

8.5.1 Assessment of the Usefulness and Impact of the Intervention Program by All Participants

1. 21% of the total sample of participants of the longitudinal study assessed the Intervention program as ‘Very Useful’ and 63% assessed it as ‘Useful’.

2. The qualitative analysis indicated that participants realized that transformational leadership can be practiced and applied by using the major interpersonal skills on an everyday basis despite the fact that they were not in a position of formal authority.

3. The Intervention Program was beneficial to the participants in the following ways:
   
i. Made them better team players by enabling them to resolve conflicts, take initiative, responsibility, accountability and enhanced their enthusiasm and decision making ability in group projects.
   
ii. Increased their confidence and motivation levels.
   
iii. Improved their interpersonal communication and presentation skills
iv. Increased self-awareness of their level of leadership skills and interpersonal skills.

v. Started consciously focusing on their career goals.

8.5.2 Assessment of the Usefulness and Impact of the Intervention Program by the Working Participants

1. ‘Working’ participants assessed the program as ‘Very Useful’ (18%) and as ‘Useful’ (73%).

2. No ‘Working’ participant indicated that the program was ‘Not Useful’.

3. Very Useful’ (19%) and (52.4%) as ‘Useful’ were the results for female ‘Not Working’ participants. ‘Very Useful’ (30.8%) and ‘Useful’ (61.5%) were the results of female ‘Working’ participants.

4. ‘Very Useful’ (24.4%) and ‘Useful’ (60%) were the results of the male ‘Not Working’ participants. ‘Very Useful’ (9.5%) and ‘Useful’ (81%) were the figures for female ‘Working’ participants.

5. Additionally, the ‘Working’ participants benefitted in the following ways:
   i. Listened actively to understand their clients, customers, Superiors and colleagues much better.
   ii. Solicited suggestions, ideas from all members of the group and involved them in the tasks assigned.
   iii. Focused on application of transformational leadership qualities through interpersonal communication in their professional arena.
   iv. Contributed more effectively in meetings and during interaction with customers, superiors, and colleagues.

One of the important aims of research is not only knowledge but also action. Therefore, the next chapter (Chapter 9) deals with recommendations based on the major findings explained above.