Chapter 9

Recommendations

“It’s not the figures themselves...... it’s what you do with them that matters”- K.A.C. Manderville

9.1 Introduction

When designing for an effective intervention program for the use of transformational leadership style in the Indian context the distinction between leadership development and leader development needs to be taken into account. Allen et al. and Day (2001) suggested that leader development is individual level development, whereas leadership development involves interaction between individual leaders and the social–cultural environment in which the leaders function. Olivares, Peterson and Hess (2007) argued, “Although individual-based leader development is necessary for leadership, it is not sufficient. “Leadership requires that individual development is integrated and understood in the context of others, social systems and organizational strategies, missions and goals” (p. 79). Iles & Preece (2006), argue that leadership development has often been equated with leader development, with the resulting focus upon the individual, as against attending to the social, political, collective and other contexts of action and meaning. Leadership development requires social processes of bonding, bridging and brokering to attain social capital. Leader development focuses on intrapersonal processes like intrapersonal communication, self-awareness, emotional intelligence, whereas leadership development on interpersonal communication and involves attention to more collective and contextual processes.

The recommendations based on the major findings of this research are explained below.
9.2 Recommendations at the Macro Level

The macro level can be seen from two perspectives:

1. From the Leadership Development Perspective:
   a) Leadership is contextual in nature. The leadership development fabric intertwines the social, economic, political and business climate strands to make the leadership style effective. Exclusive focus on the individual leader may result in the organization not being able to reach its desired level of progress. Training and development interventions would be more effective if they include both aspects of leadership development and leader development.
   
   b) The groups formed for Leadership development interventions need to include both males and females and not focus exclusively on either so that neither males nor females are insulated from real world situations where they both will have to deal with the opposite gender.

2. From The Organization’s Perspective:
   a) Leadership interventions must not be only for a select few. Organizations need to focus on leadership development at all levels for surviving, responding, stimulating growth and change. It would not be possible to fulfill these needs with only a few leaders at the helm of the organizations.
   
   b) Both male and female potential transformational leaders should be cultivated for the organizations to increase the depth and diversity of their pool of transformational leadership talent.
   
   c) The organizations can divide the Intervention into individual, separate modules for training purposes to overcome the lack of time and also to concentrate on those components and interpersonal skills which require more attention.
   
   d) The component of “Individualized Consideration” aspect will help organizations to harness the different capabilities of women as leaders and to make the most of the inputs of women as transformational leaders.
9.3 Recommendations at the Micro level:

The micro level too can be seen from two perspectives:

1. From the Leader Development Perspective:
   a) The leaders need to be self-aware regarding the communication needs of a leader. They need to recognize their strengths and weaknesses in everyday communication with a 360 degree view i.e. communication with Superiors, Subordinates and peers keeping in mind the organizational goals. The leaders need to keep in mind the five major interpersonal skills required, namely Teaming, Motivating, Listening, Providing Feedback, and Promoting and Managing Resistance to Change for enhancing the effectiveness of their transformational leadership style.

   b) The study indicates that the Intervention Program has helped females too, to be effective transformational leaders thereby paving the way to break the “glass ceiling” that exists in organizations. Women leaders by harnessing their interpersonal communication skills can be effective transformational leaders.

2. From the Individual Perspective:
   a) Research has broken the myth of a few men/women being leaders and that leaders are ‘born and not made’. Self-awareness, training and development can enhance the leadership capabilities of the potential leaders in the Transformational leadership style.

   b) Interpersonal leadership communication is a process to be practised on an everyday basis for the potential transformational leader to be effective. This process will improve the Transformational leadership style in the Indian context of the potential leaders; engage the people working with them as a team, which is essential in today’s business scenario where teaming has been rated as the most important skill for any leader.
c) It is established by this research that there is an improvement in the Transformational leadership style of females also. Hence, the potential female leaders need to cultivate their Transformational leadership style through the use of the five major interpersonal communication skills practiced in the intervention. Through the use of these major interpersonal communication skills females can make an impact as Transformational leaders in the Indian context.

9.4 Suggestions for Future Research

Further research in the following aspects will enhance the reach and benefit of this Intervention Program and contribute to transform diversity in human resources from being a challenge to an opportunity for organizational success. The following can be taken up for further research:

1. Find out whether work experience, and/or education can enhance the transformational leadership style of the potential leader in the Indian context.

2. Test the Intervention Program using the ‘Rater Form’. The leaders may be assessed by their Subordinates, Superiors and peers.

3. The Intervention Program can be carried out in local languages to increase its reach and benefits.

4. Whether the effectiveness of the Intervention Program differs across different sectors of the industry.