Executive Summary

Designing Interpersonal Communication Modules for Effective Transformational Leadership Style

Though Transformational leadership is a very popular style of leadership, concerns about the universal applicability, keeping in mind the differing cultural landscapes; have been expressed while using the Multifactor Leadership Questionnaire (MLQ) to assess Transformational Leadership.

Moreover, even though India is one of the fastest growing economies in Asia, research to throw light on effective management practices has lagged. Management theories and practices have been imported, which are based primarily on western ideologies to be applied to the Indian context. Consequently, this has contributed in several ways to organizational ineffectiveness and inefficiencies.

Scholars have accorded special status to leadership communication and it has been accepted that communication is critical to leadership, more so for a transformational leader. Leadership is about everyday communication which energizes, motivates, stimulates and empowers. In addition, leadership communication is culture specific. Cultural intelligence or cultural sensitivity is necessary for successful leadership. The Indian Human Resources personnel deal with a very culturally diverse workforce and research must focus on dealing with culturally diverse mindsets.

Studies related to leadership interpersonal communication skills to enhance the effectiveness of the transformational leadership style of potential leaders in the Indian context are for practical purposes nonexistent. Therefore, a need for a research based Intervention Program which uses major interpersonal communication skills to enhance the transformational leadership style in the Indian context for potential leaders (both male and female) was felt as borne by the ‘Critical Review of Related Literature’ (Chapter 2) available on:
i. Transformational Leadership
ii. Interpersonal Skills in Leadership
iii. Training and Coaching
iv. Transformational Leadership and Gender

The exploratory, descriptive, experimental and longitudinal research designs have been used which satisfy the four fold purpose of this research (Chapter 3):

1. To find out the major interpersonal communication skills required for transformational leadership style in the Indian context.
2. To prepare an appropriate Intervention Program to enhance the transformational leadership style of potential leaders in the Indian context and pilot test it.
3. To test the effectiveness of the redesigned final Intervention program using the experimental research design
4. Conduct a Longitudinal study by administering a Follow-Up Feedback questionnaire to the participants of the intervention program to assess the long term impact and usefulness of the Intervention Program after fourteen Months of conducting the same.

The study was conducted in four parts. In the first part of the study, a survey (Chapter 4) was carried out to find out the major interpersonal skills required to enhance the transformational leadership style in the Indian context.

In the second part, the Intervention Program (Chapter 5) was prepared based on the analysis of data gathered from the Survey. The Intervention Program has been content validated in two steps:

1. With subject and methodology experts
2. By pilot testing it on a batch of 30 potential transformational leaders

Suggestions received from experts and quantitative and qualitative data analyses from potential leaders participating in the pilot test were incorporated into the Intervention Program to develop the redesigned Intervention Program to be used for the experiment.
In the third part, the experiment (Chapter 6), the Intervention Program was tested and therefore the Intervention Program was administered to experimental groups (N=313, Male= 205, female=108). The experimental groups were randomly assigned into 12 batches. The Intervention Program was divided into four parts: I- Main Session, II- Refresher Session (after 10 days of Main Session), III-Evaluation Session (after 10 days of Refresher session and 20 days after the Main Session) and IV- Longitudinal Study (Follow-up Feedback after fourteen months of conducting the Intervention Program). It was ensured that the Intervention Program was administered in 36 sessions during the time when the participants had to complete their projects, assignments and other activities in teams and groups, whereby they could execute, experience and evaluate the learning that took place due to the Intervention Program.

Data collected at all four stages has been quantitatively and qualitatively analyzed to assess the effectiveness of the Intervention Program on the whole, individual factor wise as well as to determine whether gender has an effect on the impact of the effectiveness of the Intervention Program.

Chapter 8 summarizes the major findings of this research study.
Chapter 9 lists the recommendations at both the micro level and macro level.

The final redesigned ‘Intervention Program’ (Chapter 5) used in the experiment has been presented along with all the exercises, and instructions.