Chapter 1

Introduction and Background of the Study

“Let each man do his best.” (Henry IV, I, Act V, Scene ii) Shakespeare

1.1 Introduction

Whether it is the creative imagination of literature, the hard practicalities of business management or the hallowed portals of academic research, the concept of leadership has always been fascinating. It would not be incorrect to compare a leader to a conductor who orchestrates to ensure that his musicians play to the best of their abilities and guides them to avoid any false notes. This ability to lead is no longer considered to be inherent in a person, but a skill that can be developed and sharpened with the right training and development interventions (Kouzes & Posner 1995).

Moreover, optimum use of precious and finite resources, especially human effort and time, to achieve the desired results is the raison d'être of most application based research. Yukl (2006) concluded that less than 5% of the thousands of published studies in the field of leadership had used experimental research designs. However, despite a compelling need to demonstrate the efficiency of such programs research is rarely undertaken to design such leadership interventions. Not only there is a need to design such interventions, but it is also necessary to determine whether the outcomes of these specific approaches to leadership development have any lasting impact (Ket de Vries et al 2008). Such interventions will help bridge the industry-academia divide and conclusively demonstrate the value addition of research undertaken in the field of management.
Designing Interpersonal Communication Modules For Effective Transformational Leadership Style

Therefore, the aim of this research is to develop an Intervention Program; whose effectiveness, impact and usefulness can be measured both in the short term and the long term. The Intervention Program consists of modules with learnable and developable major interpersonal communication skills required, along with understanding of the components (factors) of transformational leadership style to enhance the effectiveness of transformational leadership style in the Indian context for potential leaders.

Consequently, this study zeroes in on the following dimensions for designing an intervention program, which is effective in the short, as well as, the long term. (Figure 1):

i. Major Interpersonal communication skills
ii. Transformational leadership style
iii. Developing an Intervention program blending the above points:(i) & (ii)
iv. Measuring the effectiveness of the Intervention Program through the Indian Transformational Leadership Scale after 20 days of conducting the same.
v. Longitudinal Study-Follow-Up Feedback to assess the long term impact and usefulness of the Intervention Program after fourteen months of conducting the same.
Designing Interpersonal Communication Modules For Effective Transformational Leadership Style

Figure 1.1 The Dimensions of the Intervention Program—Major Interpersonal Communication skills For Effective Transformational Leadership Style in the Indian Context

INTERVENTION PROGRAM "MAJOR INTERPERSONAL COMMUNICATION MODULES FOR EFFECTIVE TRANSFORMATIONAL LEADERSHIP STYLE IN THE INDIAN CONTEXT"

TEAMING

MOTIVATING

LISTENING

PROVIDING FEEDBACK

PROMOTING AND MANAGING RESISTANCE TO CHANGE

LONGITUDINAL STUDY-TESTING THE EFFECTIVENESS, USEFULNESS AND IMPACT OF THE INTERVENTION PROGRAM BY ASSESSING IT: (1) AFTER 20 DAYS & (2) AFTER 14 MONTHS OF CONDUCTING THE INTERVENTION PROGRAM
Further, to understand all the dimensions interwoven in the study we also need to understand the following aspects which are explained in the sections below:

1.2 Leadership

Though the concept of ‘Leadership’ suffers from the problem of several and varied definitions, the following definitions reveal the essence of leadership.

Northouse (2007) suggested that several different components can be identified as central to the phenomenon of leadership: (a) Leadership is a process, (b) it involves influence, (c) it occurs within a group context and (d) it involves goal attainment. Summarizing his review of several dozen definitions, Northouse (2007) defined leadership as “a process whereby an individual influences a group of individuals to achieve a common goal” (p. 3). Bennis (1989) explained that leaders tend to share some, if not all, of the following three ingredients: They are-establish a guiding vision, have passion and act with integrity. Winston and Patterson (2006) after reviewing 160 articles and books that contained a definition, a scale or a construct of leadership came up with an integrative definition of Leadership:

A leader is one or more people who selects, equips, trains and influences one or more follower(s) who have diverse gifts, abilities, skills and focuses the follower(s) to the organization’s mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted coordinated effort to achieve the organizational mission and objectives. The leader achieves this influence by humbly conveying a prophetic vision of the future in clear terms that resonates with the follower(s) beliefs and values in such a way that the follower(s) can understand and interpret the future into present-time action steps. In this process, the leader presents the prophetic vision in contrast to the present status of the organization and through the use of critical thinking skills, insight, intuition and the use of both persuasive rhetoric and interpersonal communication including both active listening and positive discourse, facilitates and draws forth the opinions and beliefs of the followers.
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such that the followers move through ambiguity toward clarity of understanding and shared insight that results in influencing the follower(s) to see and accept the future state of the organization as a desirable condition worth committing personal and corporate resources toward its achievement. The leader achieves this using ethical means and seeks the greater good of the follower(s) in the process of action steps such that the follower(s) is/are better off (including the personal development of the follower as well as emotional and physical healing of the follower) as a result of the interaction with the leader. The leader achieves this same state for his/her own self as a leader, as s/he seeks personal growth, renewal, regeneration and increased stamina—mental, physical, emotional and spiritual—through the leader-follower interactions (p. 7).

Some of the major leadership theories are:

1. Trait theory: identities traits, which make an individual a successful leader
2. Behavioral theories: assume that there are distinctive styles that effective leaders use consistently
3. Theory X and Theory Y: leadership styles depend on assumptions about followers
4. Managerial Grid: Blake and Mouton’s model emphasizes that the ideal leadership style has high concern for production and people.
5. Contingency Theories: emphasize that the leader’s effectiveness depends on the situation.
6. Fiedler’s Model: describes that the leader’s effectiveness depends on his or her motivational style and favorableness of the situation.
7. Path-Goal theory: indicates that the leader’s job is to use structure, support and rewards to create a work environment that helps employees reach organization’s goals
8. Blanchard’s Model: states that leaders should adopt a style that matches the maturity level of employees.
Some contemporary issues on leadership are:

1. Transformational leadership: transformational leader lifts his or her followers from lower order needs to seek realization of higher order needs
2. Women as leaders
3. Charismatic leadership: charismatic leaders are risk takers who show their expertise and self-confidence, express high performance expectations and use symbols and languages to inspire others

1.3 Transformational Leadership

To recount a brief phylogeny of transformational leadership theory, the term ‘Transformational Leadership’ was first coined by J.V. Downton in Rebel Leadership: Commitment and Charisma in a Revolutionary Process (1973). Publication of James McGregor Burn’s seminal work Leadership (1978) formally introduced the concept of transformational leadership in the political context and organizational leadership adopted this concept. Burns (1978) defined transformational leadership as occurring “when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” (p. 20).

According to Bass and Riggio (2006) the role of a leader has changed. Leaders are expected to listen to followers and be responsive to their needs and concerns and include them in decision making. Mentoring, coaching, empowering, developing, supporting and caring are not only expected leader behaviors but also necessary for today’s effective leaders. Followers too have changed. They are knowledge workers-informed, enlightened and often knowing more than the leader about how to get the task done.

Transformational leaders develop followers into leaders. Transformational leadership according to Burns (2003) is needed to solve the world’s most critical problems, be they global, local or ‘glocal’. This leadership is not top-down, but must occur at the grass root level by thousands of leaders who are close to their followers, will listen to and be responsive to their needs and will empower them. The world today has become increasingly complex and fast paced. Transformational leadership is about issues around
the processes of transformation and change. The transformational leader can elicit greater quantitative and qualitative performance. (Bass & Avolio).

Noel Tichy (2010), says “I think we’ve reached that time again—that we were (and we will forever be) in need of transformational leaders. “A transformational leader is someone who fundamentally transforms the organization, takes it to a different level and it never goes back” (p. 91). Jim Kouzes (2010) emphasizes that “Leadership is not just something about people who are CEOs and those who make it to the cover of magazines. It is something that is not dependent on age, gender or position. Leadership is something everyone can do” (p. 30).

Bass and Avolio (1994) say that transformational leaders, unlike transactional leaders, engage in much more with their colleagues than a simple exchange process. They behave in different ways to achieve superior results by using factors better known as the "Four Fs" (Avolio, Waldman & Yammarino, 1991) namely Idealized Influence which has two aspects-attributed and behavior, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration.

Shamir et al.’s (1993) formal theory explained how and why charismatic–transformational leadership moves followers to exceed expectations in performance. First, transformational leaders enhance the self-concept and sense of self-efficacy of followers. Self-efficacy has been shown to consistently enhance individual and group performance (Bandura, 1997; Stajkovic & Luthans, 1998). Second, identification with the leader, both individually and collectively; and identification with the group or unit is important. Third, shared or aligned goals and values are key to motivating followers to perform beyond expectations. House (1977) first suggested that charismatic-transformational leaders communicated both their confidence in followers and the expectations that they could perform at high levels.

A core element of transformational leadership is the development of followers to enhance their capabilities and their capacity to lead (Sosik & Godshalk, 2000). Transformational leadership tends to have a stress-buffering effect on followers such that protégés of transformational leaders reported less job-related stress (Levy, Cober and Miller, 2002).
More effective are transformational leaders, who are proactive, break tradition, provide innovative solutions and institutionalize new arrangements (Bass, 1990).

Anecdotal, research and meta-analytic evidence all point to the greater tendency for women in leadership positions to be somewhat more transformational and to display less management-by-exception and laissez-faire leadership than their male counterparts (Eagly, Johannesen-Schmidt, 2003). Hackman, Furniss, Hills & Patterson (1992) concluded that transformational leadership requires a gender balance rather than the traditional leadership stereotype of masculinity.

The physical distance between the leader and subordinate may be a neutralizer. There may not be much scope for personal interaction due to the geographical distance between the leaders and their followers because employees work at home or at client sites (Howell, et al., 1993).

Waldman and Javidan (2002) outlined how the charismatic element of transformational leadership might influence strategy. In particular, they discuss the process of how charismatic leaders both build enthusiasm and inspire commitment toward a strategic goal. They emphasize how environmental uncertainty may enhance this process, as anxious followers look to the charismatic leader for direction (Waldman, Ramirez, House, & Puranam, 2001). Spreitzer, McCall and Mahoney (1997) found that out of many of the qualities of transformational leaders, Intellectual Stimulation was most important for international executives. In addition, these international leaders needed to be flexible, willing to take risks, willing to learn and grow on the job. Application of transformational leadership can help in career development. First, it pays to introduce the concept early in the careers of new personnel and then to provide continuing support for it. Second, its diffusion flows from top down. Third, the organizational culture should support its development and maintenance. Pounder (2003) suggests that the concept of transformational leadership can be used as a framework for designing management development programs. Transformational leadership also has implications for team leadership. Leaders need to be individually considerate in dealing with followers from different functional areas and backgrounds and must show sensitivity to these
differences (Bass & Riggio, 2006). The effective transformational leader is culturally sensitive. Offerman and Phan (2002) discuss the culturally adaptive or culturally intelligent leader and suggest that Individualized Consideration plays a key part in this aspect of effective leadership. Intellectual Stimulation may be necessary when seemingly unresolvable problems of conflicts arise from the divergent interests of the members. There is also a need to describe what should be done in language that the diverse members find readily understandable.

Bass (1990) concluded that “transformational leadership can be learned and it can-and should-be the subject of management training and development” (p.27). Transformational leadership can be taught and learnt. Business schools and other educational programs concerned with the quality of leadership in their discipline are using transformational leadership as a model for developing leadership skills in students (Pounder, 2003). Research demonstrates that teams with high levels of transformational team leadership outperform teams lacking transformational team leadership (Sivasubramaniam, Murry, Avolio, & Jung, 2002). A very important meta-analysis by the Gallup Leadership Institute (2004) examined 100 years of leadership intervention research and determined that attempts to change and develop leadership are indeed effective. This goes for both older intervention programs based on early leadership theories as well as leadership interventions based on transformational and charismatic leadership theories. A variety of popular programs, such as those of Kouzes and Posner (1987, 2003), the Center for Creative Leadership’s Leader Labs and Conger & Kanungo’s (1988) training in charismatic competencies, introduce the transformational-transactional paradigm.

Bass & Riggio (2006) contend that cognitive intelligence, social intelligence, emotional intelligence, practical intelligence and other individual differences are the predictors and co-relates of transformational leadership. Empathy is a critical skill for transformational leaders. Criticalness and aggression have been found to be negatively correlated with transformational leadership. Shamir, House & Arthur (1993) say that transformational leadership has its effects by strongly engaging followers’ self-concept in the interest of the mission articulated by the leader.
Although significant work has been done in transformational leadership training much more is needed particularly longitudinal research in leadership development (Avolio & Bass, 1994). There is need to focus on authenticity in leadership development. The need to develop leaders who are both transformational and authentic is a critical leadership challenge (Bass & Riggio 2006).

1.4 Transformational Leadership in the Indian Context

Singh and Krishnan, (2007) in three studies, titled “Developing and Validating a New Scale Using Grounded Theory Approach” study transformational leadership in the Indian context. The study helps in measuring and recognizing transformational leadership in the Indian context. It consists of the ‘Self Form’ and the ‘Rater Form’ containing 30 items each. The ‘Rater Form’ requires associates of leaders(usually supervisees or direct reports) to rate the frequency of their leader’s transactional and transformational leadership behavior using 5-point ratings scale, with anchors ranging from 0= Not at all to 4= frequently, if not always.

According to their study there are five factors of the Indian transformational leadership Scale:

1) Idealized Influence (attributed)
2) Idealized Influence (behavior)
3) Inspirational Motivation
4) Intellectual Stimulation
5) Individualized Consideration

a) Idealized Influence {(II) (attributed)}: Leaders are endowed by their followers and associates as having extraordinary capabilities, persistence and determination. The leader is seen as being persistent, determined and charismatic. A sample item in the Indian Transformational Leadership Scale is “He is hardworking and enthusiastic about assignments”.

Swati Mankad
b) **Idealized Influence (II) (behavior)**: The leader’s behavior is such that he serves as a role model. The followers emulate, admire and respect him. A sample item in the Indian Transformational Leadership Scale is “He exhibits consistency in behavior when it comes to his set of core values”.

c) **Inspirational Motivation (IM)**: The leader’s behavior provides meaning and a sense of purpose to the follower regarding his/her work. The leader inspires the follower to be enthusiastic and team spirit is encouraged. The vision and goals of the organization are clearly articulated to instill a sense of purpose in the follower. A sample item in the Indian Transformational Leadership Scale is “He involves each member of the group in striving toward the group’s common goal”.

d) **Intellectual Stimulation (IS)**: Transformational leaders stimulate their followers’ efforts to be innovative and creative by questioning assumptions, reframing problems and approaching old situations in new ways. Creativity is encouraged. There is no public criticism of individual members’ mistakes. New ideas and creative solutions are solicited from followers, who are included in the process of addressing problems and finding solutions. A sample item in the Indian Transformational Leadership Scale is “He nurtures creativity by not imposing too many processes”.

e) **Individualized Consideration (IC)**: The individual’s uniqueness and individuality are taken into consideration. The leader is a mentor and a coach and pays special attention to the individual needs for progress. There is no cookie-cutter approach to dealing with followers and individual differences are taken into consideration. A sample item in the Indian Transformational Leadership Scale is “I recognize the fact that different people need to be treated differently”.

Kejriwal and Krishnan (2004) say that thought processes, implicit assumptions, beliefs, and attitudes of leaders can be meaningfully studied only if they are interwoven into a composite whole by a cultural thread where from they emanate. Their study explores the personality traits and worldview of transformational leaders from an Indian cultural perspective. Indian philosophy provides a framework to help understand a person’s mental make-up. It offers the Guna theory, also called the tri-dimensional personality
theory, to explain differences across individuals. The Vedic texts also outline concepts like Karma (cause-effect chain or the basic law governing all actions) and Maya (existing bundle of inexplicable contradictions of the world) which help in comprehending a person’s worldview.

Only through a clear understanding of the leader’s worldview can we unravel the secrets of transformational leadership and try enhancing it. Krishnan (2003) concludes that knowing what is to be preserved in a culture and what is to be changed is the secret of effective transformational leadership. Transformational leaders bring about enduring change by presenting the cultural roots in an inspiring way and mobilizing followers' support to modernize existing practices.

1.5 Gender and Transformational Leadership

Women comprise 24% of India’s 478 million workforce, but only 5% are in leadership positions compared to the global average of 20%. (Source: ‘India’s economy: The Other Half’, by the Center for Strategic and International Studies). The World Economic Forum 2012 Global Gender Gap report (on 135 countries) ranks India 105th on the list globally. The report also ranks India lowest in the BRIC nations; India is lower than Burkina Faso, Belize and Cambodia. The report further states that India also fares badly on women’s education, health, economic participation and opportunity.

Increasing number of women are enrolling in MBA programs and are also increasingly ascending to leadership roles. The perception of leaders as tough and aggressive power wielders is changing, with contemporary approaches to leadership focusing more on establishing collaborative relationships and sharing power with followers (Pearce & Conger, 2003).

Leadership interventions must consciously include women to empower them to attain success in leadership positions and thereby ‘lean in’ as says Sheryl Sandberg COO of ‘Facebook’ in her book ‘Lean In: Women, Work and the Will to Lead’.
1.6 Difference between Leader Development and Leadership Development

To develop effective leadership programs, there is a need to understand the distinction between ‘leader development’ and ‘leadership development’ (Ardichvili., & Mandersheid, (2008). Leadership development involves using social/relational processes to help build commitments among members of a community of practice which may be internal and/or external to the organization. Organizations ‘need to attend to both the individual leader and collective leadership development’ in order to build leadership capacity (Day, 2000: 582). While leader development focuses on the individual-level knowledge, skills and abilities and intra-personal competencies such as self-awareness and emotional awareness, self-regulation and self-motivation in building human capital; leadership development focuses on building and using interpersonal competence, including emotional competence and social skills. The focus is on building networked relationships that enhance cooperation, resource exchange and social capital based on relationships created through interpersonal exchanges.

1.7 Interpersonal Communication and Leadership

Deborah Barrett (2006) defines leadership communication as “the controlled, purposeful transfer of meaning by which leaders influence a single person, a group, an organization or a community” (p. 389). Leadership communication uses the full range of communication skills and resources to overcome interferences and to create and deliver messages that guide, direct, motivate or inspire others to action (Deborah Barrett 2008).

Scholars have accorded special status to leadership communication and it has been accepted that communication is critical to leadership. Fairhurst (2007) says attention must be paid to the communicative processes that characterize leader–follower relations. Such thinking would ameliorate some of the effects of unidirectional leadership theories and perhaps help the development of more participative and inclusive models of the leadership process.
It is said that there is an urgent need to reconsider how we teach leadership to our students. A more dialogic and communication-oriented approach would, among much else, stress the value of dissent, the need for limits on leader power and action, the value of upward communication and the role of followers in shaping organizational systems (Tourish & Robson, 2006).

1.8 Experiential Learning

Experiential Learning Theory defines learning as “the process whereby knowledge is created through the transformation of experience, knowledge results from the combination of grasping and transforming experience” (Kolb, 1984, p. 41).

The official Indiana University transcript in an effort to identify and track specific community based learning experiences for the student community defines experiential learning as formal, supervised learning experiences that rely substantially on students’ applying through direct experience the knowledge and information acquired through reading, simulations or electronic exercises, faculty instruction or other modes of learning directly within the context and duration of the course. Consequently, experiential learning entails the integration of:

- Knowledge-the concepts, facts and information acquired through formal learning and past experience.
- Activity- the ‘application of knowledge to a “real world” setting.
- Reflection-the analysis and synthesis of knowledge and activity to create new knowledge.

Kolb’s four stage learning cycle shows how experience is translated through reflection into concepts, which in turn is used as guides for active experimentation and the choice of new experiences. The first stage, concrete experience (CE), is where the learner actively experiences an activity such as a lab session or field work. The 2nd stage, reflective observation (RO), is when the learner consciously reflects back on that experience. The 3rd stage, abstract conceptualization (AC), is where the learner attempts to conceptualize a theory or model of what is observed. The 4th stage, active experimentation (AE), is
where the learner is trying to plan how to test a model or plan for a forthcoming experience.

Kolb identified four learning styles which correspond to these stages. The styles highlight conditions under which learners learn better. These styles are:

- Assimilators, who learn better when presented with sound logical theories to consider
- Convergers, who learn better when provided with practical applications of concepts and theories
- Accomodaters, who learn better when provided with “hands-on” experiences
- Divergers, who learn better when allowed to observe and collect a wide range of information

1.9 Intervention Program

Kenneth Howell (2011) defines an intervention as a planned set of procedures that are aimed at teaching a specific set of academic or social skills to student/s. An intervention is more than a single lesson and less than an entire curriculum. Minimally, an intervention would have the following components:

- It is planned-implies a decision making process. Decisions require information (data). Therefore, it is a data-based set of teaching procedures
- It is sustained-more than a single session
- It targets or is focused on a particular set of students and particular set of skills or knowledge
- It is goal oriented-intended to produce a desired change in knowledge/behavior(academic or social) from some beginning or baseline state toward some more desirable goal state

In the context of this research it is the investigator’s purpose to enhance the effectiveness of transformational leadership style in the Indian context of the participants being trained not only in the short term, but also in the long term. This set of activities in the form of a workshop is here referred to as the ‘Intervention Program’.
1.10 Longitudinal Study: Measuring the Long Term Impact and Usefulness of the Intervention Program

A single sample of the identified population that is studied over a stretched period of time is termed as a longitudinal study or time series design. The study involves the selection of a representative sample that typically represents the population under study. Bryman & Teevan (2005) define longitudinal research design where “data are collected from a sample on at least two occasions” (p. 695). The effectiveness of the Intervention Program designed in this study was first measured after 20 days of conducting the Main Session and its impact and usefulness was again reassessed after fourteen months of conducting the Intervention Program.

1.11 Definition of Terms

Several of the terms in this research originate from common language usage. However, they have special meanings here and need to be operationalised to indicate the way in which they have been used.

1.11.1 Interpersonal skills

The Merriam-Webster dictionary defines “interpersonal” as being, relating to, or involving relations between persons. The Merriam-Webster dictionary defines “skill” (noun) as a learned power of doing something competently: a developed aptitude or ability, the ability to use one’s knowledge effectively and readily in execution or performance and “skill” (verb) to make a difference.

West & Turner (2009) in their book ‘Understanding Interpersonal Communication: Making Choices in Changing Times’ say that Interpersonal communication is the process of message transaction between people to create and sustain shared meaning. Furthermore, both verbal and nonverbal are the conduits we use to interact with others through which we create shared meaning. Interpersonal communication they say is necessary, irreversible, involves symbol exchange, is rule governed, learned and involves both content and relationship aspects. Additionally, it also does not have a definable ending and is continuous.
1.11.2 Teaming
A team is a group whose members are committed to a common purpose, have a set of specific performance goals and hold themselves mutually accountable for the team’s results (Katzenback and Smith, 1993, pp. 43-46).

1.11.3 Motivating
Motivating includes:

a) Setting goals which are specific, challenging, have a time limit for accomplishment, are anticipatively established and are designed to provide feedback to the employee (Locke, Shaw, Saari & Latham, 1981).

b) Clarifying expectations because expectations are in a state of constant flux. A model for managing expectations includes sharing and clarifying expectations, decide to commit or terminate the relationship, decide how to deal with initial as well as ongoing disruptions of shared expectation (Sherwood and Glidewell, “Planned Renegotiation”). Skills for managing expectations in Performance Agreements require the following elements to be made explicit (Covey, 1990, pp. 223-224):
   1. Desired results
   2. Guidelines specifying the parameters within which results are to be accomplished
   3. Resources identified
   4. Accountability
   5. Consequences

c) Empowering people through delegation

1.11.4 Listening
Effective listening is an active rather than a passive activity (Goldhaber, 1980). Active listening has four essential characteristics (Rogers and Farson, 1976):

   1. Intensity
   2. Empathy
   3. Acceptance
   4. Willingness to take responsibility for completeness
Cashman, & Burzynski (2000) say that authentic listening has the following five characteristics:

1. Acknowledge that the contribution of others is crucial to one’s success
2. Give the gift of presence
3. Set aside evaluative conversations and negative judgments
4. Ask questions to clarify, open up possibilities and minimize distractions
5. Restate what one hears to clarify and validate that has been understood

1.11.5 Providing Feedback/Coaching

Feedback is any communication to people that gives them information about some aspect of their behavior and its effect on the giver (Mill, 1976). The following are the basic feedback techniques:

1. Feedback should be specific rather than general (Coffey, Cook, and Hunsaker, 1994).
2. Feedback should be kept impersonal; particularly the negative kind should be descriptive rather than judgmental or evaluative (Alessandra and Hunsaker, 1993).
3. Feedback should be goal oriented and directed towards helping the recipient (Mill, 1976). Therefore, it also includes coaching for improved performance.
4. Feedback is most meaningful to recipients when only a short interval of time has elapsed between the behavior and the receipt of feedback about that behavior (Mill, 1976).
5. Feedback should be concise and the giver should ensure that understanding has taken place (Mill, 1976).
6. Negative feedback should be directed towards the behavior the recipient can do something about (Verderber and Verderber, 1986). Specifically, the giver should indicate to the recipient what can be done to improve the situation.
7. Feedback should take into consideration the person to whom it is directed, his/her past performance. The giver should give attention to estimate the future potential of the receiver in designing the frequency, amount and content of the performance feedback (Cummings, 1976).
1.11.6 Promoting and Managing Resistance to Change
Promoting and managing resistance to change, especially planned change follows the three phases (Lewin, 1951). First phase, *Unfreezing* involves helping people see that change is needed because the existing situation is not adequate. Existing attitudes and behaviors need to be altered during the phase so that resistance to change is minimized. Second phase *Movement* towards the desired end state. And third phase, *Refreezing* to make new changes relatively permanent.

1.11.7 Potential leaders
Potential leaders are those individuals who are identified as possessing what it takes to become effective leaders. Success in leadership is dependent on many factors. Amongst these are IQ and EQ. In any set up, be it an organization or an institution, there are formal and informal means of identifying that special something which is likely to make for good leadership. These are then used to identify those individuals who have the ‘potential’. In institutions, such individuals are identified, admitted; and then honed and developed to take up leadership positions in the workplace.

1.12 Need and Significance of the Study

1.12.1 Need for Transformational Leadership in the Indian Context
“The Jack Welch of the future cannot be like me. I spent my entire career in the United States. The next head of GE will be someone who spent time in Bombay, in Hong Kong, in Buenos Aires… we have to send our best and brightest overseas and make sure they have the training that will allow them to be global leaders who will make GE flourish in the future” -Jack Welch

Unilever the consumer products major is now planning its second global leadership training center through an investment of 40 million euros at Singapore, the heart of Asia-the objective is clear: to train leaders of tomorrow in a place where action is. Unilever wants its budding leaders to get exposed to this part of the world and India is expected to be a market from where significant leadership would continue to flow, considering that 150 managers from Hindustan Unilever Ltd. are currently working outside India -Times News Network-India Business, 29th Oct 2012.
Phillips understood that it needed the services of management experts and academicians to tailor-make programs for its top-line management. The result was an executive program customized for Philips by Indian School of Business- Hyderabad. “It emphasizes on experiential learning, especially for the mid and senior-level employees” Yashwant Mahadik, VP and head HR, Phillips India reported in Business Standard Dec 17, 2012.

For businesses within and outside India, and specifically in India, many homegrown businesses are seeking to double, triple and quadruple their revenues over the next decade. The ‘lessons of Experience-India’ research project was jointly undertaken by the Tata Management Training Center (TMTC) and the Center for Creative Leadership (CCL-Asia) in 2006. Eight homegrown companies participated representing manufacturing, banking and financial services, pharmaceuticals and conglomerates. Research findings are based on in-depth interviews with 71 executives at or above the level of general manager. Interviewees were asked to describe three key events or experiences that had a lasting impact on how they currently lead and manage; and what they learned from their experiences. Some of the perspectives provided by this study on leadership development in India are:

- Leadership is learned from job experiences and not in classrooms
- Almost half of all events cited as a source of lessons about leadership are challenging assignments
- Managing and motivating subordinates—the second most important lesson learnt and cited by more than one-third of all interviewees is primarily learned from positive role models and bosses who are coaches
- 65% of all lessons learned are not about running the business, but about leading other people and leading oneself

Korabik & Ayman (2010) in their research study ‘Leadership: Why Gender and Culture Matter’ say that there needs to be more examination of cultural values as well as country boundaries in leadership research. Leadership is culture-specific. A cut-copy-paste approach to application of leadership theories does not deliver the desired results; in fact sometimes has proved to be counterproductive (Kanungo and Jaeger, 1990; Singh & Bhandarkar, 1988). The leader, the community the leader is leading, the purpose for
which the leader is leading and the context in which the leader is leading are all intertwined; and all can have cultural implications that are significant to the activities of leadership. The cultural sensitivity or cultural intelligence is essential to leadership. This results in the challenge to lead in a cross cultural context, an undertaking more demanding than ever due to the integration of the global economy, the advancement of communications and transportation and other factors that contribute to the popular phrase ‘the world is flat’ (Lan Liu, 2010).

Others have underlined the importance of the cultural wisdom:

My personal belief is that it will be the traditional knowledge of China and India, largely lost today in the mad dash toward modernization that will prove far more important than their economic muscle and burgeoning markets. We need a new tradition of leadership that is meaningful across all cultures and that interconnects the multiple domains of our existence in ways that consumerism and industrial growth never have. Peter Senge (Foreword-Master Classes of Leadership by Lan Liu, 2010).

Indian organizations have a unique kaleidoscope of internal manpower, based on cultural traditions, political affiliations, castes and sub castes, religion and social relations (Budhwar and Boyne, 2004). Differences in cultures led to varied interpretations of Human Resource strategies resulting in different outcomes, even though strategies adopted were similar (Budhwar and Sparrow). This led to a questioning of the universal applicability of Anglo-Saxon models of Human Resource development and it is contended that several factors like culture, laws, economic environment and ownership patterns influence Human Resource strategies or practices (Budhwar and Debrah, 2001). One of the factors of transformational leadership, the means of communicating a vision, has been shown to be culturally dependent (Smith and Peterson, 2002). Worldview of leaders affects their transformational leadership. Authentic transformational leadership is characterized by inclusion of the central core of moral values whose sequencing and importance are culturally relative (Bass and Steidlmeier 1999). For businesses to flourish and prosper the local conditions need to be assimilated and adapted to (Budhwar, 2001).
Senge says that China and India are already shaping the twenty first century and are likely to play an even larger role in the coming decades and if they did so simultaneously while awakening to their own wisdom traditions and blending these with the wisdom from the West it would truly be leadership for the world, not just in the world.

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 (Kanungo and Jaeger, 1990).

1.12.2 Need to Focus on Interpersonal Communication Skills

Google has spent a lot of time studying what makes workplaces innovative revealing that casual interactions are important. John Sullivan, a management Professor at San Francisco State University and workplace consultant lists three factors which set companies apart: learning by interaction, collaboration and fun. He terms it as “serendipitous interaction” and ironically, it is all by design.

Yahoo’s human resources director in a memo from the company’s human resource department says face-to-face interaction among employees fosters a more collaborative culture and lays bare a little-discussed truth in many companies: working remotely has some serious downsides. They range from less-trusting teams, a greater likelihood of communication gaps and for workers, a blurred boundary between work and home. Noting that some of the best insights arise from incidental encounters in the hall or around the coffee machine, he says that “speed and quality are often sacrificed when we work from home. We need to be one Yahoo! and that starts with being physically together.” (The New York Times February 25th 2013-‘Yahoo Orders Home Workers Back To Office).

Communication is at the heart of successful leadership. John Kotter (2010), in Conversations with Global Gurus says “It is essential that it (leadership communication) is incorporated in daily activities too. In the right sort of meetings and with people telling good stories; one can create an environment that helps everybody take another little step
toward becoming a better leader. So leadership development becomes a continuous process, not an event” (p. 152). According to Peter Northhouse (1997) leadership should be viewed not as “a linear one-way event, but rather as an interactive event” (p. 5).

Considering the formidable challenges that today’s leaders face, leadership needs to be seen as iterative, co-constructed (between leaders and followers) and discursive, not as one where the leader is omnipotent and heroic. Both leaders and followers construct each other (Grint, 2005).

Conger and his colleagues (Conger & Benjamin, 1999; Conger & Kanungo, 1988) have suggested that transformational leadership could be developed by learning the following five competencies:

1. Critical evaluation and problem detection-One of the most intense ways to develop problem solving skills is through action learning.
2. Envisioning-Here the participants brainstorm about their organization’s environmental circumstances and devise strategies for dealing with change.
3. Communication skill - to convey the vision of the organization.
4. Impression management-This reinforces the basis of transformational leadership. For this, one needs to learn how to use best advantage exemplary behavior, appearance, body language and verbal skills.
5. How and when to empower followers-Transformational leaders can enable followers to fulfill their mission by communicating high performance expectations along with other factors such as improving participation in decision making, removing bureaucratic hurdles, setting meaningful goals and applying appropriate systems of rewards.

Conger and Benjamin (1999) also highlight developing the competencies of broad Interpersonal skills, a global perspective; an ability to build community and sensitivity to cultural and other kinds of diversity. Thus, we see that activities in interpersonal communication can help almost all the points mentioned above, whether it is brainstorming, communicating vision, knowing the obstacles and problems faced by followers, their solutions, active participation by the followers, setting goals and clearly conveying them.

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The 2004 summit of University of Nebraska’s Gallup Leadership Institute emphasized the issue of authentic, socialized transformational leaders for greater understanding of the dynamics of effective leadership.

Fairhurst (2007) says that on the one hand there are complex communicative processes central to the leader-follower interaction and the uncertainties which are inherent to such communication and on the other hand, research in social science insists to at least close, if not eliminate, these ambiguities and uncertainties. Usually, the quintessential researcher looks for clear-cut, hard-and-fast causal connections and precise relationships between the independent and dependent variables, but each interaction needs to be understood as a struggle for meaning for leadership to be effective. Characteristics of Leader-follower communicative processes demand closer scrutiny. The discursive mechanisms through which the leaders and their followers interact and take action need to be given attention.

In addition, Tannenbaum, Weschler and Massarik (1961) have derived a useful way to view leadership as “interpersonal influence, exercised in situations and directed through the communication process, toward the attainment of a specific goal or goals” (p. 25). Therefore, interpersonal influence becomes contingent on the manager’s communication skills and leadership effectiveness can be seen as a composite of interpersonal relationships. The interaction that takes place can contribute to success or failure of the leader’s efforts towards accomplishing the desired objectives.

Bresnan (1995) has observed that despite lack of empirical evidence supporting the view that communication is central to leadership, scholars seem to have accorded a special status to communication. Consequently, there arises a need to have empirical support to prove that the major interpersonal communication skills significantly contribute to enhance the effectiveness of the Transformational leadership style in the Indian context. There is sparse empirical research underlying the booming market for interpersonal skills training especially for transformational leadership style in the Indian context.

Although, a great deal of research has focused on the outcomes of transformational leadership, less attention has been given to the process. More attention needs to be given to the followers of transformational leadership and to the leader-follower

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transformational relationship (Hollander, 1992; Vecchio, 1997) and therefore, the aim of this study which has been titled “Designing Interpersonal Communication Modules For Effective Transformational Leadership Style” is to fill the lacuna in the literature and research for enhancing the effectiveness of Transformational leadership style in the Indian context through the use of major interpersonal communication skills.

1.12.3 Longitudinal Study: Need to Assess the Long Term Impact and Usefulness of the Intervention Program

The need for empirical evidence on the effectiveness of leadership development has increased radically during the past decades (Collins & Holton, 2004; Day, 2001). Meta-analytic results show that leadership development programs produce positive outcomes with effect sizes ranging from 0.35 to 1.37 (Collins & Holton, 2004). Due to the confirmed leadership style’s effectiveness, the existence of transformational leaders is seen as an economic benefit for companies. This is why researchers and organizational managers are increasingly interested in training and developing transformational leadership. Addressing the developmental needs of today’s leaders facing a challenging and continuously changing environment, the development of transformational leadership behavior is seen as highly beneficial, exceeding the results of classic managerial development programs (Collins & Holton, 2004).

Moreover, leadership development literature is limited by its short-term time frame. That is, in majority of the cases, research designs regarding transformational leadership development detect changes after a day or after six months. In contrast, practitioners often expect effects to last for one year or longer. This is a problem because without empirical data, it remains unclear how strongly the effects of leadership training would vary in time. Hence, there is the need to address the lack of longitudinal studies in transformational leadership development programs in the Indian context.

Organizations aiming at long-term, substantive leadership development should invest in long-term leadership development programs. Since leadership, especially transformational leadership, is a complex topic and involves many facets of the leader’s behaviors any intervention should consist of more than one single-shot training or
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workshop. By participating in a long-term program, leaders get a chance to integrate the learned behavior in their behavioral concept.

Therefore, in this research Follow-Up Feedback Questionnaire has been administered to the participants of the Intervention Program after fourteen months to gauge the impact and usefulness of the Intervention Program.

1.12.4 Significance of this Study

In the first part of this research study, inputs from managers and executives (Superiors) from the various sectors consisting of multinationals, homegrown companies have been collected and quantitatively and qualitatively analyzed. Therefore, this research study finds out the major interpersonal skills required to make potential leaders effective as transformational leaders in the Indian context with inputs from both the Superiors and the Subordinates.

Moreover, research in Learning and Development in the area of Management should bridge the industry-academia divide and make it more application based. The study intersects the areas of transformational leadership in the Indian context, interpersonal communication skills, training and experiential learning. The second part of this research aims to enhance the transformational leadership style of potential leaders (both male and female) in the Indian context, through the use of major interpersonal communication skills.

In addition, evaluation and measurement of training and development is needed to make training relevant and beneficial. Interpersonal communication needs to be focused and goal oriented for it to be effective. Even though it has been generally accepted that communication plays a critical role for effective leadership there are very few empirical studies to support the claim; and for all practical purposes non-existent in the area of transformational leadership in the Indian context. The third part of this study measures the effectiveness of the Intervention Program developed in enhancing the transformational leadership style of the potential leaders in the Indian context after 20 days of conducting the Intervention Program.
The fourth part is the **longitudinal study** to **assess the impact and usefulness of the Intervention Program after a gap of fourteen months.**

The next chapter, (Chapter 2) is “The Critical Review of Related Literature” which examines the relevant and significant perspectives and research in the areas which form the foundation of this research.