

Explore, Excite and Expand Leadership Capacity Lived Experiences of Present Day Leaders on Leadership Training and Development in India

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Abstract

Hirsh (2005) opines changing nature of work, everyday organizational dynamics and the need to cope with challenging and competitive business environment demand strengthening of employee leadership capabilities (Hirsh, 2005). This implies placing greater emphasis on self-awareness, knowledge, skills, abilities, responsiveness and increased intellectual flexibility. Mabey and Ramirez (2004) cite most important elements driving the need for investment in leadership training and development are; dynamic business environment both internally and externally, human resource strategy and the business objectives (Ramirez, 2004). In the present day a large number of leadership training and development are available and demands continue to increase, however, “do the current approach and methodology live up to people and organizational objectives defined, is there a need to take the next step?” remains unanswered. Study carried out through exploratory research and capturing of real life lived experiences of present day leaders brings out the need for structured continued training and development of people by way of; *exploring people and environment, creating an excitement, expanding employee leadership capacity for developing high performing leaders in shaping a new DNA of leadership - making leadership training mandatory and measurable.*

Key words - Leadership, Leadership Capability, Leadership Training and Development, Environmental Complexities

1. Introduction

Leadership undoubtedly is instrumental in fostering organizational performance and development of individuals. From another school of thought and approach, Raelin (2004) posits a majority of leadership training and development programs are misguided because of the approach adopted in putting leadership into people so that once they are back at their workplace they can transform the organizations as having been transformed themselves through training (Raelin, 2004). Gosling and et.al (2004) propose that every leadership training and development needs to be in line with the context, objectives and organizational culture otherwise it will not really work (J. Gosling, 2004). Burgoyne et al. (2004) suggest from a

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broader perspective that in the absence of clarity on the process, practice and outcome any leadership development is likely to leave gaps between the intent of the training and implementation on ground and hence there is a need to measure outcomes and efficacy of processes and practices; precision and quality not the quantity of provision (Burgoyne, 2004). Taylor et al. (2005) recommend present day complexity, dynamic business environment and global challenges also reflect that different approaches adopted towards leadership training are not integrated and aligned and hence are unlikely to lead to accomplishment of desired results as against the past (Taylor, 2005).

2. Review of Literature

AON Hewitt Human Resource Effectiveness survey report 2012³ recommends business is about people and hence success revolves around quality of leaders, support functions and staff. Ability of leaders to drive through their organization will define their success. Professional knowledge is good, required and so are people skills essential for sustenance and growth. This indicates that demands on organizations through their human resource leadership to source, develop and retain quality talent are becoming greater than ever before. Top leadership organizations as per survey recommend *leadership development to be one of the key priorities*. As all leadership challenges are focused on people and their development, human resource becomes central to achieving people goals and organizational objectives. It is the engine that helps drive talent agenda and shapes the culture to achieve organizations' vision and mission (Hewitt, 2012). Organizations recognizing the need for effective leaders at all levels are transcending on the path to success. Traditional approaches, challenges and the ever changing and evolving notion of leadership are leading to leadership evolution driven by newer trends in leadership training. There is need to have more flexible, experiential and informal approach aligned with the individuals and organizations objectives. Such approaches require letting go and undoing many conventional processes and practices enabling people to move from theory to practice, gain knowledge for continuous learning, enhance individual capabilities and partnerships along with the understanding of impulsive leadership behaviour (Taylor et al., 2005). To this end, development and impact of leadership training continues to be debatable akin to multi veracity in leadership studies.

Leadership: A Born Trait or Learned and Acquired through Training

CEML (2002) report⁴ proposes need to enhance leadership capability across public and private sectors is critical for improving processes, procedures, practice, outcome, quality and investment (CEML, 2002). To this end researchers also question the significance of leadership training (Game, 2004). The central theme of the debate postulated is leadership training and development effectiveness; can people be trained and developed as leaders. A belief that leaders are 'born and not made' has also been indicated by some of the conventional theories of leadership in the past because of an intrinsic combination of personal

³ www.aon.com/attachments/human.../2012_HigherEd_Survey_Final.pdf

⁴ <https://api.groupdocs.com/.../ece2855ccdaf255d6111ff9c9202d07d127e...>

characteristics and ability. However, models evolved thereafter strongly questioned this contention with an argument that leadership competencies can be learnt and/ or acquired over time to shape and build leadership behaviour. In keeping with distortions of the past the present view that has gained popularity and acceptance settles somewhere mid course with divided opinions to a great extent; while leadership qualities such as strategic thinking, self-awareness, communication skills and so on can be developed core individual characteristics such as amiability, character, authority and so on that translate into a particular leadership style practiced are less acquiescent to modification and/ or change. The efficacy and outcome of a particular style is largely dependent and governed in keeping with the context as also the situation and associated factors. In this context theories and models tend to be rigid and implicate leadership with an individualistic approach because of which notions, beliefs and views are based and leadership is construed as the be all and end all of the 'leader.' Whilst this appears to be an easy proposition in identifying individuals along with competencies and skills to be developed for the recruiters and leaders intending to develop more leaders but brings forth leadership asymmetry; from intent to practice of leadership in the backdrop of situational and organizational context.

Leadership Training and Development for Organizational Effectiveness

Organizational effectiveness is directly proportional to investment in leadership training and development. It is akin to 80/ 20 rule – 80% investment on leadership training and development necessitates only 20% investment in other areas and vice versa. Therefore when leadership is considered as a *process* – it defines a useful approach making it appropriately placed in situations and context of studying relationships between people and situations. Leadership training cannot remain ambivalent to organizational effectiveness. Therefore working towards improving organizational effectiveness brings processes and practices to the forefront when compared with individual leadership qualities. This approach in all likely hoods leads to an understanding on reduced effectiveness of many of the leadership development programmes when measured against desired outcomes intended to be achieved. Holman (2000) adds a fifth relevant theme while citing four recurring themes on the purpose, nature and value of higher education (identified by Barnett (1990; 1994)): *Epistemological*: assumptions on nature of knowledge pursued; *Pedagogical*: nature of intended outcomes, teaching methods and learning process and; *Organizational*: management and organization of education; *Social*: apparent larger role of education in society and *Management*: conceptions on nature of leadership practice (Holman, 2000). Karen Higginbottom (2014) through *Global Leadership Forecast 2015, Ready-Now Leaders: Meeting Tomorrow's Business Challenges* report reveals that only 15% of organizations opined that their leaders developed were ready to step in to fill vital leadership roles which is not a very healthy and acceptable indication of a strong leadership bench strength, only 37% of leaders rated the quality of their organization's development programs high and only one in four human resource professionals rated quality of their leaders being able to display business acumen (Higginbottom, 2014).

This leads to formulation of following proposition:

Proposition 1: Leadership training and development is a necessity to enhance organizational effectiveness and compete business environment.

Leadership Training Philosophy

It is difficult to find a CEO who does not have a carefully honed speech on the importance of developing next generation leaders at every level in the organization. Yet, not many organizations are able to produce pipeline of leaders and hence look outside the organization for a new CEO. Douglas A. Ready and Jay A. Conger (2003) opine that leadership is the hottest topic and organizations also accept the importance and see it as essential for success. As a result focus on enhanced investment in leadership training which has been on the increase annually because organizations want their people to learn to practice leadership. They identified three critical concerns for effective leadership training and development eluding leadership symmetry; *ownership is power mindset, non-alignment of leadership development efforts with strategic goals and a make believe metrics - build commitment and bring a strategic direction* (A.R.Douglas, 2003). Taking cues from IBM culture, they suggest; share ownership and demand accountability, invest in people not products and/ or processes and measure what matters. They advocate that leadership development is serious business and critical for success, growth and development. However, Joseph A. Raelin offers a counter view by stating that nothing much can be done and hence let the asymmetry exist, “don’t bother putting leadership into people.” He suggests that while the intent of most of the programs is that individuals can transform themselves and then their organizations, some methods have a list approach while others work on leadership position approach but no program focuses on changing the environment in which the individuals are required to perform and transform (Raelin, A Model of Work Based Learning, 1997). The net effect has enormous bottom line implications; authenticity, trust, humility and compassion. Nick Petrie (2014) from CCL puts forth four trends in leadership development; *focus on vertical leadership development, transfer of developmental ownership to the individual, collective rather than individual leadership and innovation in leadership development methods* as key towards building leadership and pipeline of leaders (Petrie, 2014). In the backdrop of theories and experiential case studies, training programs through knowledge and real time/ simulated environment brings understanding of complexities and viable solutions to forefront. This indicates that a leader will always have situations (people and events) to deal with, in doing so he/ she should be able to identify all possible options and their consequences in order to finally arrive at the most viable solution to be implemented – process that can be termed as SOCS; *situation, options, consequences and solution*. Intense and regular exposure works as reminders, triggers and appetizers to stay on track. Ralph Jacobson suggests that long-term success of every organization is directly dependent in institutionalizing leadership training and development solutions to enhance effectiveness; both people and organizational. Investment in this regard by organizations is on the increase with the expectation that their leaders will strengthen organizational ability in dealing with changing and challenging business landscape. However only a few up scaling leaders are able to translate leadership learning acquired through training into organizational success as per studies carried

out in the past (Jacobson, 2010). Zenger and Folkman demonstrate that top 10 percent of leaders provide two times the profit of the 80 percent of leaders in the middle. Bottom 10 percent actually are the cause for loss. This indicates that there is a gap between the approach and methodology adopted for leadership training and development? There are business/functional leaders who in most organizations believe that it is for the human resource department to weave and execute leadership training for developing future leaders and hence fail to participate and support in development efforts that can translate the foundation of their organization to the next level. Every business leader in his/ her capacity has to attend to some of human resource functions to be able to thrive on advantages accrued. Many of the leaders are seen to be highly motivated to apply their acquired knowledge and learning after getting exposed to a leadership training program, however, because of the organizations culture and everyday pressures of the organizational life get disheartened and are probably discouraged from applying the learning's. A central issue in building leadership perhaps is that at majority of organizations (80%) adopt the competency approach. When individual feedback is communicated people immediately tend to focus on their weaknesses and strengths are taken for granted. The attitude and approach by organizations to get satisfied with marginal leadership performance hence proves to be detrimental (Zenger, 2015). Rather than instituting outmoded leadership training methodologies, organizations need to establish the core of leadership training and development which can transform everyday managers into leaders to be able to work across the organizational boundaries and produce outstanding results consistently. Identifying and developing the core focus with clarity on envisaged and expected outcomes will correctly translate into a healthy and fruitful return of investment from the investment made in leadership training and development. There is a need to define and measure leadership outcomes for people to remain focused on what they have to do rather than how they have to change. This also implies and promotes building leadership pipeline within the organization in keeping with the focus on organizational objectives in meshing individual gaps.

Investment in Leadership Training

Jay A. Conger and Douglas A. Ready suggest leadership is an everyday hot topic in business and organizations continually want their leaders to learn how to practice leadership. With this aim, investment in leadership education and development has been on the increase. War for leadership exists and the problem is not going to go away. In organizational context, baby boomer generation is to retire en masse and available talent to replace them will need to be selected from the next generation – the millennia. DevDutt Patnaik, Chief Belief Officer for Fortune 500 companies revisits Mahabharata and shares the essence on training and development from the story of the great sage called Agastya, so great that his knowledge was equal to the knowledge of all other sages put together. The story of Agastya highlights the need and importance of managing talent for an organization to survive and sustain business. Organizations and leaders do not get created in vacuum. Great organizations create great leaders and vice versa and this translates in creating great ecosystems which ultimately shape great leader (s). At this point it is important to understand that despite greatness in knowledge

and action neither is immortal; leader and/ or organization. Processes get out-dated, people reach their level of incompetence and hence systems collapse - law of entropy. For organizations intending to survive sustain and progress they need to admit to the mortality of a leader and work towards making him immortal. But no human is immortal – he needs to therefore ‘father children’, replace himself with successors who are as competent as they are (Pattnaik, 2015). Four key components define a leaders possessions; information (measurable), skills (measurable), knowledge (non-measurable) and competencies (non-measurable). Top driven training programs connect with the measurable elements indicating training has a definitive outcome based on; quality, content and design. The bottom driven non-measurable part connects learning and development programs indicative of participants to curious and continuously seeking growth. Coaching, mentoring and apprenticeship can enhance these areas for higher levels of knowledge and competencies. Most leaders may live with the feeling that their successors are not as good as them. Though at an extreme, there are leaders who feel no talent can be as good as them and/ or is as good as them. Therefore they do not intend to invest in leadership training and development. They desire for clones and dread competition. Great sage Agastya did not delude himself instead listened to his ancestors and ensured greatness to the best of his ability. Kim Turnbull James recommends that leadership training and development starts with defining a leadership vision - conceptions and demands for the future (James, 2011).

This leads to formulation of following proposition:

Proposition 2: Leadership training and development should be integral to human resource strategy flowing from business philosophy with allocation of resources and measurement of outcomes to assess return of investment in creating next generation leadership.

3. Research Design and Methodology

Exploratory research design has been adopted to explore how leaders approach leadership training and development. Neuman shares that in exploratory research objectives that are less understood or known of or are not clearly defined are analyzed and examined to formulate and develop initial idea (Neuman, 2006). Primary data has been collected from narratives of four senior leaders doing leadership. These leaders are functioning at the level of country head/ national head/ regional head of global and private companies. They were selected through purposive simple random sampling as participants for capturing narratives through their real life lived insights and leadership experiences. The common and important indices of narratives have been analyzed through phenomenology to capture meaning of participants’ experiences identifying themes as they related to the phenomenon through horizontalization. Secondary data from research papers, articles, books, web sites has been used. Brief demographic details of the participants are placed as appendix.

4. Rationale

1970's witnessed series of aviation disasters that triggered an innovative shift leading to Crew Resource Management in the field of aviation because system and procedures in place did not catch up with time. NASA identified the problem as reduced/ absence of *interpersonal communication and decision making with alarming leadership failure in cockpit*. Thus CRM training was started with focus on improving people skills for aviation safety. Training encompassed wide range of knowledge, skills and attitudes including communications, situational awareness, problem solving, decision making and teamwork; together with all attendant sub-disciplines which each of these leadership areas entail in sharpening cognitive and interpersonal skills (Marshall, 2013). Organizational mindset and cultural shift through training activities, classroom lectures, out bound training, off-the-shelf cook-book medicine, psychological or personality assessment tools and creative thinking on the part of company management was adopted (AviationSafety, 2014). Business world is no different and all leaders are human beings, individuals with rich diversity of personalities, cultural backgrounds, talents and skills. People need to evolve, grow, emerge as leaders and organizations need to create a supportive environment in building leaders to deal with newer challenges and complexities. Whether by nature or nurture people can be prepared and equipped through training. In all walks of life human traits essentially collide in a professional environment with unfavourable events and it gets measured subjectively rather than objectively necessitating sequential and continued education program on leadership training and development - *making optimum use of all available resources – people, procedures and equipment for leadership training and development*.

*"Mentoring takes a holistic view of the individual: work, values, personal needs and career development work in synergy, not against one another."*⁵

British Journal of Administrative Management

5. Findings based on Real Life Lived Experiences Captured

5.1 Siddiqui is the chief mentor of an automotive manufacturing multinational company. He opines the absence of quality leadership training and development as one of the biggest reason for leaders and organizations to worry for the future. Leaders can and need to infuse a culture cascading it down to the last man bringing change in a big way. Ethics, governance and sustainability come along with a new leadership perspective. At our company we created a game around Situational Leadership Theory where we started teaching our managers and senior leaders to understand the four stages with different styles of leadership putting the business situation, maturity of followers and the capability to shift into the four stages seamlessly when the need arises. The game should give you a score, most ideal score being 6,6,6,6 for each stage with a maximum score of 24. We were surprised to see that people were not getting anywhere near the ideal score and they had scores like 18 and 8 which meant that the person is operating in two stages only; two leadership styles only indicating lack of

⁵ <http://www.abetterperspective.com/Quotes.html>

flexibility. Some people had odd scores like 20 and 4 again meaning two styles with strong fixation to one particular style and complete lack of flexibility. Some were better where in they displayed the ability to use three different styles but nobody was close to 6,6,6,6 a complete controlled and flexible leader who is always aware of his environment and people and accordingly applies his leadership style. One very simple thing we talk to our leaders during leadership development programmes is that a good leader has to be a good human being first and this is the teaching now through people who have lived such experiences. In the past a good leader was who can get good business results. A good human being not being able to get good business results was removed. Today when companies and leaders talk of ethics, governance, sustainability it is with the intent to cascade the whole of the population and bring a culture to shape the leadership. My MD at the age of 63 requested for nomination to a programme for further learning and development. Leadership therefore is continuously evolving and learning in life. Leadership is something that makes you a better individual in life is not confined to four walls anywhere. When leaders create a culture; speed of work, responsiveness, service orientation and ethical governance become key traits which other people and organizations cannot cut copy and paste. Why I say this is because over the years leadership character has not changed but leadership counter measure parameters are changing and with this a strategy shift is happening because leadership applied skills are ever evolving hitherto the environment in which the leader is operating and will need to change with time. Therefore leadership development process will gain impetus against letting leaders evolve by themselves due speed and fast changing business environment.

5.2 Bhaskar is a senior geologist in a leading PSU. He shares that training is always on two fronts; for professional and personal development. Training and development is one of the KRAs in my organization and is part of top level management meeting (executive council board) discussions. The focus is on how to develop organizational capability by developing employees. In order to make it measurable alongside training; benefits, compensation and practices strengthening team spirit are also discussed. The decisions are then percolated downwards for execution at departmental levels. We operate on the philosophy that every employee must undergo at least one/ two training programs every calendar year so as to be able to promote assigned role and develop on the personal front too. We have our own institutes which are of ISO standards and we also hire professionals from outside, the best of the best and even some foreign faculties for executing these training programs tailored towards work relevancy and personal growth so we genuinely believe in training and developing our people. While we have a very large focus on training I feel we the people do not take it seriously and hence do not derive the benefit out of these training programs. Either we do not accept and appreciate or we do not implement and practice what we learn so either way the fault lies with us. There are times I experience and ask myself as to whether I am ready for the next level of leadership. Have I really been groomed to take on higher responsibilities? Firstly I feel yes, grooming happens and is an intangible where in we do make an attempt to measure it to some degree through appraisal system. Now to make it more tangible we have already started discussions in our executive council meetings and are working on a system to make it more visible and

measurable – how do we groom our back up and generate future leaders. This obviously requires human resource to pitch in and evolve methods and analyze annual recruitments and training methodologies. If recruitments do not match up with requirements, excess recruitments are bound to go through bottle necks and suffer and lesser recruitment facilitates everyone rising smoothly because of vacancies. This reversal of pyramid hardly takes time and therefore human resource department has to be at it with foresight, vision and creativity in order to identify people and groom them to be future ready leaders.

5.3 Naveen is a senior process analyst in private sector. I see a lot of intention for leadership training and development and it is very strong - the felt need for creating your backup plan. Like if you are unable to attend office on a particular day, there has to be somebody to take on the work and move the organization forward. While yes the famous quote, “what is in it for me” does play in the mind as people feel more training will bring diversity and more work but I also think when I am moving into my senior’s position, I need additional skills and competencies, higher understanding for success to happen. Also when I know that I am not going to moving upwards I should be moved horizontally for my best to come and we need training for this too. The output which I will give can be more than what I was giving. This measurement and understanding requires human resource to be a part of, along with business. I feel human resource needs to extend and connect with both senior and junior level and make them understand the boundaries within which they need to operate. I would like you to correlate this aspect with that of two funnels placed over one another with the lower one being inverted; senior leadership at the top spread over departments and functions, bottom spread of employees and the middle management which needs to act as glue binding the top and bottom to remain connected. Slightest of movement displaces the two funnels and leadership experiences challenges. As per me human resource is the glue which ensures training and development of the middle level so as to be able to bind the three; top, middle and bottom levels and be ready to assume higher future leadership roles. Being at the middle level can ensure seamless exchange of information and ideas and keep all layers connected. I do not see the problem of will and skill because people are capable. They need proper handholding, freedom and confidence to promote business strategy. And this depends on the organization culture. In my experience I have seen people really working good, holding hands, having a say which is viewed constructively and doing great in promoting business and yes organizations do operate with appropriate treatment by/ through human resource functions and this is seen to strengthen organizational effectiveness. Information technology has brought newer dimensions and is helping us know things better, faster and clearer. Simply put conditions exist; people are encouraged and/ or permitted to do more and organizations need to support and create an environment. The battle between willingness, skill and cost attached is continuous and one of them emerges as the winner differently. There have been cases when objectives change, new targets are set, new pressures arise and leadership training and development remains cold and/ or gets diluted due intentional and/ or un-intentional ignorance. I believe people and organizations need to come up with more with free ideas, innovations and creative methods which will be an investment considered necessary for change

and moving forward. The aspect of training and development warrants financial backing and business support which comes with its own predicament. This is the job of all three layers; top, middle and bottom. Foster training, bring in change and then thrive on that change.

5.4 Prateek is a managing director of a global company. He posits his definition of leadership as learning and implementing concurrently. There is no limit, end point where one can even feel or think that he/ she can stop. I do read leadership material and sometimes it confuses me as to which theory is better, which concept is workable; if it worked years back would it work now too. The answers that I got coupled with my experience proves that yes leadership theories, concepts have a ground and meaning which can be realized only when applied, put in practice. But alongside these theories every leader needs training in order to create own leadership philosophy/ style for being successful. I say this because ignoring theories completely and using experiential learning by way of hit and trial is good but needs to be limited else people loose trust and faith in their leaders. Leaders end up losing people and business by continued hit and trial risk learning. I believe that the best person is the leader himself/ herself for he/ she knows what right and wrong he/ she is doing and what actually needs to be done. This ability to feel the best, know the best and do the best comes from regular training. Leadership is very sensitive for when you are trying something and let's say you fail, not accepting in front of your people that you failed is the biggest mistake. I for one myself never used to accept but I have changed and today I do accept when I go wrong. The change of mindset came with leadership training and has helped me bring this change in my leadership style. So I do feel training is an important element. People do tell me experience is important but for me it is more of wealth of information which helps me grow and evolve. Like I always say, with age and experience comes maturity, wisdom and ability to do things better, but there are people for whom age comes alone. And therefore I strongly feel that leadership training should be made compulsory for everyone at all levels. The training strengthens your experience, learning and boosts your leadership enabling you to do what you want to do. What happens is when you are experiencing something there is no judge but you yourself? You come out of those experiences and then implement your own theory, it is here that your training works as a reminder, trigger on what you should do and what you should not be doing. Take the case of armed forces which has rigorous and layered training at every stage. Now when you use the learning's acquired through training coupled with your experience chances for you to wrong get minimized. It is the application of theory, learning and experiences altogether that gets practice to become perfect in all dimensions and I feel this is less visible. This is where I also feel that grooming of leaders is very critical for every organization and I do find majority of the leaders doing it. When you don't create leaders you deal with the problems that come along with it. In the corporate world leaders are building leaders. We in our organization give a boost and regularly formally and informally train people to become leaders; grow, become better and develop. I believe technology can give a boost to training through creative methods like gamification and software to continually evaluate personal development. Training and growth go hand in hand because as you rise to higher positions, people dealings increase - a test of leadership aptitude. I strongly believe that to

become a good and effective leader we need to undo a lot that we have done in the past and start afresh, it is never too late and this surely happens through training.

6. Discussion and Analysis

"A study featured in Public Personnel Management Journal reports that people after exposure to regular and creative leadership training and development translated an increase by 88% in productivity" (Turner, 2010). Explaining and understanding the nature of good leadership is probably easier than practicing it. Good leadership requires deep human qualities, beyond conventional notions of authority.

Analysis of review of literature and real life lived experiences brings out that in present day environment good leaders are an enabling force helping people and organizations to perform and develop implying that a sophisticated alignment can be achieved between people needs, goals and objectives of the organization. A leadership training and development life cycle flowing out of research analysis is placed as figure 1.

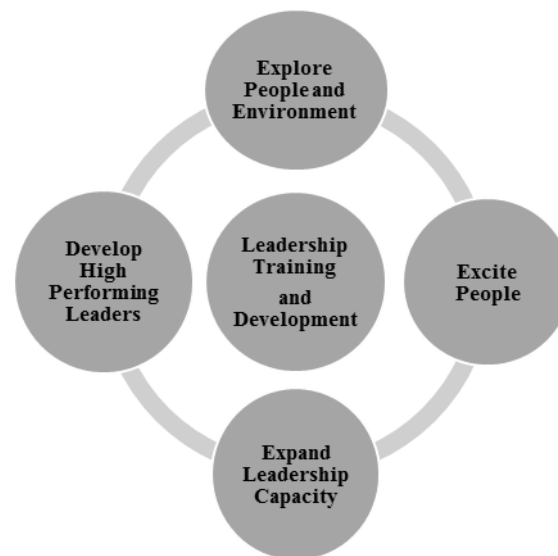


Figure 1 – Leadership Training and Development life cycle

6.1 Themes Identified

Effective leadership requires great technical or intellectual capacity and is pivotal; however taking leadership into further domain requires attitude and behaviour to build capability and capacity. Themes that emerge are; *exploring people and environment, creating an excitement in people, expanding leadership capacity and developing high performing leaders.*

6.1.1 *Exploring people and environment*; organizations need to be more agile in understanding people and environment for strengthening leadership training through experience and learning for quicker and improved decision making with higher risk taking ability making it a part of organizational culture in creating a new DNA of leadership.

6.1.2 *Creating an excitement in people*; Organizations need to allocate requisite funds for annual training curriculum. All avenues by way of in house training, professional trainers and training abroad need to be explored for people growth and development which in turn promotes organizational effectiveness. Technology through software, gamification and assessment can be used to boost training and groom people for diverse roles and higher positions giving organizations an edge.

6.1.3 *Expanding leadership capacity*; leadership involves actions relating to everything, a unique responsibility for people. A good leader has to be a good human being and for this the mind set, a fixation people form needs a change the learning with continuous training evolving people as leaders for professional and personal expansion; developing technical and intellectual capacity, emotional strength, adaptability to change and strategic thinking ability.

6.1.4 *Developing high performing leaders*; good leadership demands emotional strengths and behavioural characteristics which can draw deeply on a leader's personal and professional reserves. Human resource strategy emanating from business strategy needs to overlap training with all other functions and processes and needs to become a part of the process dispelling connotations attached by bringing clarity, cascading philosophy and integrating training with business objective.

7. **Lessons Learnt**

A fast changing environment, needs of the people coupled with heightened implications driven thereof reflect on the nature and nurture of leadership role. Leadership development remains at the core assuming increasing importance every day, commented Simon Mitchell, UK general manager for DDI. An unhealthy scenario therefore is when many leaders feel themselves to be unprepared for the world around them (Dearborn, 2015). Business leaders operate in a volatile, uncertain, complex and ambiguous environment. While the concerns are unlikely to change in the foreseeable future and will grow/ expand only less than two-thirds of leaders are confident as to be able to meet the future challenge (s). Organizations by necessity need to prepare leaders for the realities of world they work in; and there are clear benefits in investing in leadership training and development.

8. **Conclusion**

*"Corporations believe that leadership training and development helps keep employees and that the dollar investment in it is far less than the cost of replacing an employee."*⁶

David A. Thomas Fitzhugh, Harvard Business School

[Workforce 2020](#), a global survey by Oxford Economics and SAP indicates that organizations cannot be great without great leaders, and even the best leaders aren't immortal. Sooner or later (and probably sooner) people need to replace leaders. Nearly two thirds of employees surveyed said their companies didn't have adequate succession plans and didn't believe their leadership focused enough on continuity. While [millennia's aren't nearly as different](#) from their older colleagues influx of this tech-savvy generation provides a great opportunity to reconsider whether organizational culture and philosophy on training is up to date. U.S. companies spend almost \$14 billion per year on training. A recent [McKinsey survey](#) found that two thirds of executives ranked the leadership pipeline as their top human resources priority (Ruiz, 2015).

⁶ <http://www.abetterperspective.com/Quotes.html>

The process flow that needs to be strengthened by business and human resource leaders is shown in figure 2 above. To this end a model can be articulated as shown in figure 3 for organizations to make leadership training continuously measurable and accountable.

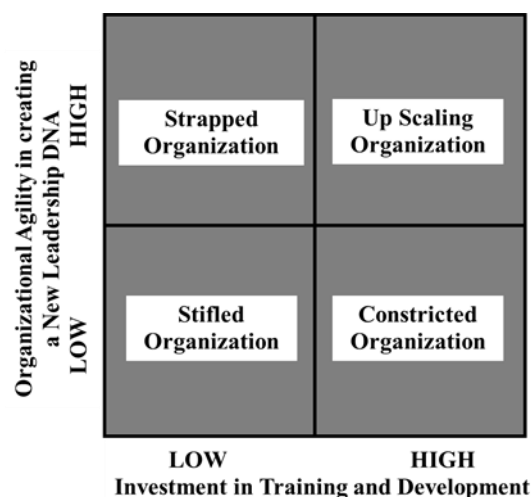


Figure 3: Proposed model for measuring organizational agility against investment in leadership training and development

Up scaling organizations; high investment in leadership training and high organizational agility reflects an organizations ability to be alive to the needs of people and business environment, remain competitive and sustainable for future. *Strapped organizations*; low investment in leadership training and high organizational agility reflects an organization to be holding back, cash strapped and/ or ignorant to match needs of people and business environment. *Stifled organizations*; low investment in leadership training and low organizational agility reflects an organization to be oblivious to the needs of people and business environment thereby loosing competitiveness and sustainability with time. *Constricted organizations*; high investment in leadership training and low organizational agility reflects an organizations inability to charter a vision and keep pace and match needs of people and business environment.

9. Limitations of the Study

Exploratory research is concerned with discovery and generating or building theory. In this context exploration is analyzing a perspective, 'a state of mind, a personal orientation' towards approaching and carrying a social inquiry (Davies, 2006). The value of current study lies in its theoretical examination and formulation of framework rather than generalizability. Data has been collected from the perspective of real life lived experiences of four senior leader's.

10. Scope for Future Research

Organizations need to critically analyze and measure training outcomes, start early and create networks through mentoring. Perhaps, we are at a point where organizational leaders must transition from conventional leadership models as changing and challenging times are moving the needle to newer model (s). In future research, a wider range of sample from organizations across various industries could be used to test the proposed model and generalize the findings.

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Appendix

Demographic Details

1. Siddiqui is 50 years old, married, human resource professional. He is currently working as Chief Mentor of an automotive manufacturing multinational company for the past has 10 years. He heads a team of 150 people and has leadership experience of more than 35 years in various roles and companies and has been exposed to in-country and out-side country leadership training.

2. Bhaskar is 35 years old, married, engineer. He is currently a senior leader of a leading Public Sector Undertaking organization for the past 15 years. He heads a team of 50 people. He has 15 years of leadership experience and has been exposed to in-country leadership training.

3. Naveen is 35 years old, married, engineer by profession. He is currently working as a Senior Process Analyst in a private company for the last 15 years. He heads a team of 20 people and has leadership experience of more than 12 years in various companies and has been exposed to in-house leadership training.

4. Prateek is 35 years old, married, post graduate. He is currently the Managing Director of a global risk mitigation company for the past 5 years. He leads a team of 55 people. He has work experience outside India and leadership experience of more than 12 years and has been exposed to in-house leadership training.

i

ⁱ The lived experiences of senior leaders have been solely captured for class discussion in programmes of management education. The research has been compiled from both primary and secondary data. The lived experiences captured do not represent or endorse the views of management on the issues of the research. The author may have disguised certain names identifying the case to protect confidentiality where needed.