
UNIT 11 ROLE OF ORGANIZATIONS IN CAPACITY BUILDING FOR LEADERSHIP

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11.1 INTRODUCTION

Leadership has been traditionally conceptualized as an individual – level skill. The leader is an individual who exercise leadership, someone who leads others for the purpose of bringing about change. On the other hand, ‘Leadership is the process by which a leader promotes change, and generally includes the actions taken by the leader in conjunction with those being led, as well as the existing situation’. The “followers” are the objects of leadership, or those who support the vision of the leader. ‘Leaders’ are expected to provide strategic direction and inspiration, initiate change, encourage new learning, and develop a distinct organizational culture, while ‘managers’ are seen to plan, implement and monitor on a more operational and administrative level.

As a consequence there is a perception that management is concerned with resolving specific issues and day-to-day challenges, while leadership is about the big picture and promoting

change. With this introduction, we will see different approach to leadership, gender concerns in the leadership and the role of institutions/ organizations in building leadership qualities.

11.2 OBJECTIVES

After studying this Unit, you would be able to

- discuss different approaches to leadership;
- explain the purpose of leadership development in organization;
- analyze the gender and leadership at organizational level; and
- examine the role of NGOs in leadership development.

11.3 LEADERSHIP - MEANING AND APPROACHES

Leadership is defined as a process whereby individuals influence groups of individuals to achieve a shared goal or commonly desired outcomes (Northouse, 1997). Lohmann (1992) defined leadership as “the formulation of a vision, developing a climate of trust within the organization, and empowering others.” Leadership is about coaching people to act like a team, believing in and striving to achieve a common goal.”

Leadership style consists of a leader's general personality, demeanour, and communication patterns in guiding others toward reaching organizational or personal goals. Categories of leadership styles have increased in the postmodern literature. Among the more recent categories are charismatic leadership, social justice leadership, gender and race leadership, moral leadership, and spiritual leadership. The four rather global categories of leadership styles chosen for this entry, however, are authoritarian, participative, transactional, or transformational.

The *trait approach* dominated the scene up to late 1940s, the *style approach* held sway from then until the late 1960s; the heyday of *contingency approach* was from the late 1960 s to the early 1980s; and *the New leadership approach* was the major influence on leadership research from the early 1980s . The *post charismatic and post transformational leadership approach* (storey 2004) emerged through the late 1990s. Transformational leadership is still very much alive in the 2000s.

The trait approach seeks to determine the personal qualities and characteristics of the leaders. The **style approach** signalled a change of focus from the personal characteristics of leaders to their behaviour as leaders. Proponents of **contingency approaches** place situational factors towards the centre of any understanding of leadership. They seek to specify the situational variables that will moderate the effectiveness of different leadership

approaches. The term '*New Leadership*' has been used to describe and categorize a number of approaches to leadership which emerged in the 1980s that seemed to exhibit common or at least similar themes. The new leadership approach is underpinned by a depiction of leaders as managers of meaning rather than in terms of an influence process.

Transformational leadership is akin to charismatic or visionary leadership. Transformational leaders inspire and motivate followers in ways that go beyond exchanges and rewards. Transformational leadership operates especially well in close supervisory relationships, compared with more distant relationships. Transformational Leadership is thought to increase the follower's intrinsic motivation through the expression of the value and importance of the leader's goals.

Transactional leadership is based on more on "exchanges" between the leader and follower, in which followers are rewarded for meeting specific goals or performance criteria. A transformational leadership style creates a vision and inspires subordinates to strive beyond required expectations, whereas transactional leadership focuses more on extrinsic motivation for the performance of job tasks.

11.4 LEADERSHIP DEVELOPMENT IN ORGANIZATIONS

Leadership development in an organization can be thought of as an integration strategy by helping people understand how to relate to others, coordinate their efforts, build commitments, and develop extended social networks by applying self- understanding to social and organizational imperatives. An overall approach to leadership development as a type of organizational development strategy requires a purposeful transformation toward higher levels of both leadership integration and differentiation. One of the biggest challenges facing organizations is reversing a tendency that allows leadership development to become a haphazard process, which results from embedding development in the ongoing work of an organization without sufficient notice to intentionality, accountability and evaluation.

The capacity to develop leaders begins with a strong sense of organizational definition. Identity is 'who are' and built on one's beliefs as opposed to 'image' or 'what other people think about you'. Since organizations are trying to develop people and help them function successfully within a specific organizational culture, group identity is very important. This is foundational to effective leadership development. Organizational development is more than a mission statement. It is what makes the group unique or different. It is what lies at the core of everything, even if it is unspoken by the members of the group. It is somewhat like a secret

code. Clarity of your organizational definition is essential, especially in times of major transition and change.

To be effective in an organization, a person's values must be compatible with the organization's values. They do not need to be the same, but they must be close enough to co-exist. The goal is to develop both and manage the tension that is inherent rather than to pit one against the other. What is often best for the organization is not best for the individual and vice versa. Effective leaders know how to be discreet with their thoughts in settings with others.

One of the primary reasons that organizations invest in training and development for employees is to enhance and protect their human capital. In addition to the organizational resources provided as a function of human capital, social resources are embedded in work relationships that take the form of social capital. Unlike human capital, in which the focus is on developing individual knowledge, skills and abilities, the emphasis with social capital is on building networked relationships among individuals that enhance cooperation and resource exchange in creating organizational value.

Check Your Progress Exercise 1

Note: i. Use this space given below to answer the question.

ii. Compare your answer with the one given at the end of this unit

1. Define Leadership

2. Define trait approach

11.5 LEADERSHIP AND ORGANIZATIONAL PURPOSE

Positions of leadership are established in work settings to help organizational subunits to achieve the purposes for which they exist within the larger systems. Organizational purpose is operationalized as a direction for collective action, identifying, or translating this direction for their followers and facilitating or enabling the organizational processes that should result in

the achievement of this purpose. Organizational purpose and direction becomes defined in many ways, including through mission, vision, strategy, goals, plans, and tasks. The operation of leadership is inextricably tied to the continual development and attainment of these organizational goals. Senior organizational leaders generally carry the construction of organizational purpose and direction. The leadership performance imperatives that derive from the organizational context become entwined in this obligation as well as in the content of organizational directions. Similarly, organizational goals and strategies need to be responsive to the requirement of multiple stakeholders and constituencies, indicating the social imperatives confronting senior leaders.

Leadership does not reside in the routine activities of organizational work. Instead, it occurs in response to, or in anticipation of, non-routine organizational events. Katz and Kahn have suggested that the “essence of organizational leadership is to be the influential increment over and above mechanical compliance with the routine directives of the organization.” Such non-routine events can be defined as any situation that constitutes a potential or actual hindrance to organizational goal progress.

As suggested by the problem-solving perspective, the execution of effective cognitive requirements include interpreting and modelling environmental events for organizational members, determining the nature of problems to be solved, and engaging in long-term strategic thinking.

11.6 GENDER AND LEADERSHIP AT THE ORGANIZATIONAL LEVEL

The ongoing development of individuals to effectively lead in the global economy is a competitive advantage that contributes to organizational success. Organizations must focus on developing both male and female employees to compete in this rapidly changing, turbulent new world order. Along with the rise of women into the ranks of leadership, come some unique opportunities as well as challenges, both overt and subtle, for women to realize their full potential. Although we recognize that men and women are more similar than different, diverse gender approaches to information processing, responses to stress, and motivation have been highlighted. One study found that women tend to define career success as an interest in intrinsically rewarding roles, personal achievements, self-development, and work-life balance, whereas men tend to view success as high salaries, moving up the corporate ladder, and achieving status.

Women and men differ in leadership styles. Female managers tend to adopt a transformational style in mentoring followers and attending to them as individuals. Women and

men differ on the behaviours of leadership. Studies on leadership competencies reveal that women are more aware of their emotions, show more empathy, and are more adept interpersonally, whereas men are more self-confident, optimistic, adaptable and able to manage stress. Organizational environments also themselves are gendered, affecting the leadership development efforts. Although presenting developmental opportunities for women is critical, sponsoring ways to share and practice new learning are also vital for women's development as well as for organizational development.

As a consequence women leaders face cultural expectations as to their gender roles. In practice this can mean that they face prejudice, harassment, and family pressures, and have limited career expectations. Although this state of affairs is gradually changing in many parts of the developing world, women leaders have had to adopt particular coping strategies and proactively manage social expectations so as to be accepted in leadership positions. Women in such leadership positions have had to face cultural shocks and also society expects them to perform gender roles. In practice this can mean that they face prejudice, harassment, family pressures, and have limited career expectations. They need to learn how to balance their leadership role with deep-rooted attitudes about the role of women in a society traditionally dominated by men. This often means that they not only have to develop a degree of political astuteness so as not to aggravate tensions by keeping a relatively low profile where appropriate, but they also have to maintain higher moral or ethical standards than their male counterparts to ensure that they are not open to accusations of malpractice or conflict of interest. In light of all these pressures it is understandable why such women have developed a range of 'engendered' coping strategies to work in such male-dominated societies and handle the demands they face.

Women can provide unique insights into the consumer behaviour of customers and can offer differentially beneficial (female) perspectives on client relations and overall business directions and practices than mainstream (male) thinking (Bilimoria, 2000). Maximally harnessing these advantages would mean promoting a leadership development culture for women at all organizational levels. This viewpoint may require a mindset shift at all levels in organizations; yet doing so has the capacity to offer organizations a distinct competitive advantage as they recognize and tap into the unique capacities of their female employees.

The importance for women to feel connected to the goals and objectives of the larger organization and to envision a holistic picture of themselves as integral organizational partners must be of primary emphasis. As organizations structure effective leadership development systems for women and as women realize leadership development practices in

their organizations, they will likely experience stronger organizational connections that may well lead to increased organizational commitment. These leadership development investments on the part of organizations will pay dividends in increased integration of women's relational skills and their ability to continue to add unique value to their organizations. The construction of leadership development that recognizes and addresses women's unique contributions will result in women realizing their individual potential and in organizational transformation, the two primary objectives of effective, sustainable leadership development.

11.7 NGOS (NON- GOVERNMENT ORGANIZATIONS) AND LEADERSHIP CAPACITIES

NGOs tradition in capacity building

NGOs have traditionally taken on the role of gap filling; that is taking on activities of basic education provision where the government lacks the capacity to do so or does not consider it a priority. NGO action is often described as small scale, flexible, dynamic, adaptive, local, efficient and innovative. These are abilities that make them complementary to state action. NGOs are also perceived as being more flexible and dynamic than donor agencies and international organizations, while adapting easily to the specific political, economic and social context in a given country. The prevalence of NGOs is often considered a sign of a well- functioning civil society. The role of civil society as a watchdog increases transparency and the participation of society in the development process.

NGOs interventions are known for involving local stakeholders, for being adapted to the local context, for providing education and for developing capacity, all of which are aimed at community empowerment. NGOs and capacity development can influence each other mutually: capacity development can open up new spaces of intervention and new activities in the education sector for NGOs. NGOs can take part in and shape the content of capacity development efforts. The concept of capacity development can be useful way for NGOs to improve the primary weakness of their interventions, with regard to the lack of sustainability and the limited scope of their actions. Capacity development is the process of bottom-up reform for organizational transformation, an engine for change in the search for sustainable development efforts, and the promotion of an approach to development based on the values of ownership and participation.

In public sectors such as health and education, development non-government organizations (NGOs) have been occupying the role of main service providers over the past few years.

Often replacing the role of the government on the ground, especially in remote rural areas, NGOs have traditionally assumed a gap-filling role that has sometimes created conflicting relations with governments. In this context, their strategies and activities are of interest in so far as they have an impact on governmental capacity development in the education sector. Indeed, while the continuation of their gap-filling role depends on the government's lack of capacity, NGOs increasingly demand that governmental priorities change by paying more attention to those people who have not yet been reached. They act therefore as innovators, critics, advocates and policy partners. The capacity development (CD) concept and the need to focus on strengthening government capacity provide NGOs with new challenges. The possible contradictions between capacity development as a developmental paradigm and NGOs' role as gap fillers correspond to the tensions between the new and the traditional roles of NGOs.

11.8 LEADERS AND LEADERSHIP DEVELOPMENT AT THE NGO LEVEL

Leaders in the Not-for Profit Sectors often face extraordinary challenges – both at a personal and organisational level. They work long hours with limited resources in uncertain and volatile political and economic circumstances to help the most marginalised and disadvantaged members of their communities. The complex managerial challenges they face have been documented in a small, but growing, body of research (Smillie, 1995; Fowler, 1997; Eade, 2000; Lewis, 2001; Smillie & Hailey, 2001; Edwards & Fowler, 2002; Hailey & James, 2004; James et al., 2005). These challenges are demanding, and distinct from those faced by governments or the for-profit sector. NGO leaders are often isolated and unsupported. There is talk of a leadership deficit, because of the shortage of talented leaders and the growth of the non-profit sector generally. As a result there is some urgency in attempts to develop a new generation of leaders, and to provide relevant support to existing and future leaders. Leadership development programmes designed for NGO leaders must as a consequence incorporate best practice and current experience rather than rehashing tired, traditional approaches to leadership training.

The common obstacles associated with NGO interventions are linked to the difficulties in scaling-up and ensuring sustainability. This is often because NGO action is local, implemented on a small scale and project based. Many such projects have proved to be short-lived and some NGOs have chosen to undertake new activities that can be described as capacity development in their focus on sustainability. Fowler (2000: 599) suggests that these new roles include negotiation, validation of actors' compliance with rights, innovation and

capacity building. In other words, the lack of government capacity and the limited impact of most NGOs demand a complementary strategy of action by NGOs, namely a capacity-developing function. Such a strategy aims at building the capacity of government in education, not by filling gaps, but by reducing them sustainably. Assuming a capacity development strategy has the potential not only to enhance the public sector's capacity and sustainability, but those of NGOs as well. It can work to eliminate the weaknesses of the state and increase the chances that its interventions will survive and be scaled up.

11.9 WOMEN NGO LEADERS

All the evidence suggests that women who attain leadership roles in NGOs have had to develop specific coping strategies to deal with the cultural and social pressures they face. It is commonly claimed that they bring a mix of skills learnt in the home. There appears to be some expectation that women NGO leaders adopt a motherly comforting role, rather than a strong, forthright style. The staffs expect to be able to rely on such leaders, who will comfort them in times of adversity and resolve the problems they face. In many ways women leaders have been forced by others to adopt this matriarchal or 'paternalistic' leadership style (see typology in Section 2). This is well exemplified in the way that the leader of the Uganda Women Concern Ministries is referred to as their mother who knows everything, and is the 'candle' for the organisation. Yet despite all this when a woman performs well she starts being labelled a 'man' (kyakula ssajja – she is manly), an expression commonly applied to women activists (James et al., 2005).

While all leaders face challenges, there are some issues that are particular to female leaders. New research into women NGO leaders in Africa has highlighted the pressures such women face, and analysed the women's characters and the roles they perform. These include their feeling of inadequacy because of a lack of formal management or leadership training, and their feeling that they need to over-perform to ensure promotion or be appointed to leadership positions. Many of these issues arise because of the way women have been traditionally socialised to see men as key decision-makers, and the way most girls are brought up, for example in East Africa, to submit to male authority – first to fathers and brothers and at a later age to husbands. There are well-documented examples of how girls were actively discouraged by their parents from finishing school, or of women whose career ambitions were undermined by the attitude of their husbands (James et al., 2005).

Check Your Progress Exercise 2

Note: i. Use this space given below to answer the question.

ii. Compare your answer with the one given at the end of this unit

1. Write short note on the role of NGOs in capacity building.

11.10 CHALLENGES TO THE NOT- FOR PROFIT SECTOR IN LEADERSHIP DEVELOPMENT

Recent research suggests that one of the biggest challenges facing the non-profit sector is the dearth of leaders – a problem that is only going to get worse as the sector expands (Tierney, 2006). The task of any LDP (Leadership Development Programme) should be both mobilise existing talent but also to develop and motivate new leaders – in part by helping ordinary managers or administrators to become effective leaders. So LDPs prepare people to play roles beyond their normal experience or frame of reference. One measure of the success of any LDP is to what degree it helps transform personal behaviour and change attitudes.

Such personal transformation is dependent on greater self-awareness and willingness to engage in new ways of working or thinking. Raising awareness and promoting personal change is therefore a crucial component of any successful LDP. Unfortunately too many NGO capacity building programmes have overlooked this obvious fact. They have focused too much on organisational and institutional issues rather than trying to promote changes to the attitude and behaviour of individual leaders. One implication of the current interest in emotional intelligence, as well as team-based or collective leadership, is the need to develop competencies that promote collaboration and networking, but also which ensure real personal change.

11.11 LEADERSHIP DEVELOPMENT AT THE GRASSROOTS LEVEL

Grassroots leaders make a tremendous commitment to their community and cause. They overcome some incredible odds. Capacity building for grassroots organizations is a serious business and deserves serious attention. Most programs or initiatives aimed at providing support for grassroots leaders involve some combination of networking opportunities, training, or technical assistance. There are also many different ways to offer learning opportunities and services.

Grassroots leadership development usually encourages those most affected by the issues to be involved in developing and implementing the solutions to the problem. In many cases this will require mainstream or positional leaders to change and to give up or share their control over the decision-making process. For some, there is a reluctance to become involved in efforts that implicitly or explicitly challenge the status quo. Strong community organizations can spend much time building community leadership, and then take on large-scale projects for meeting the needs of their communities. Community organizations give leaders their best chance to develop and grow.

Borgos suggests that a useful way to summarize the field of practice is by looking at the relationship of support organizations to grassroots organizations. He suggests three primary types of structures and relationships: “Networks typically have a membership structure or a comparable mechanism that defines a discrete set of organizations to be served. In many cases, the network is the primary source of organizational support for its members and the level of structural accountability is fairly high. Multi-purpose support centers serve a wider and less clearly delineated universe of organizations than networks, and the bonds between intermediary and constituent tend to be weaker, or at least more variable. Specialized intermediaries provide a narrower set of services, generally defined by issue or function. They sometimes have a membership structure but more often follow the support center model.

11.12 CAPACITY BUILDING FOR LEADERSHIP DEVELOPMENT

Capacity development is a process of establishing effective means for goal setting, decision making and action. Capacity for leadership is realized when: appropriate actors (individual and collective) organized in effective structures for accountability, understand what they have to do, have the skills, motivation, and material support to perform effectively, and are supported in this by rules, norms and values that are acknowledged and upheld by all actors involved and by a supportive policy environment.

Capacity building is about building an internal capacity to manage change over time, it is about having the institutional ability to continuously reform and modernize the state, its institutions and their respective functions. Capacity development is considered to be a long term, endogenous process of developing sustainable abilities on all levels: the individual, organizational, institutional and system level. Action- learning programmes are appropriate for enhancing leadership capacities, as they seek to link actions at levels from local to national. Such programmes are based on interactive and participatory processes. They coach

participants – individuals and agencies – in key leadership skills and then assist them to better define their roles.

The ideal leadership programme builds on both, the leader's innate power and his capacity to serve his constituency and thus increase his legitimate authority. Authority is needed to mobilize the energy and resources of the system. Leadership initiatives must be owned by the authority. Similarly, ownership of intended action must be owned by the group, not simply by the authorized leader. Thus, in general, leadership development programmes should treat the 'collectivity' as a whole and in the work context. A leader taken away from the group for training will quickly return to old patterns.

Leadership and capacity development can be approached from the individual, organisational and enabling environment levels. Individually focused approaches to leadership development aim to develop a range of skills (especially imaginal, interpersonal, communication, negotiating or mediating, and systems thinking skills), attitudes and values (especially, ego/self-awareness, and self-authorization). Organisational level programmes involve coaching the organisation as a whole by modeling new ways of doing business, developing new processes, roles, and norms. At the societal level, the challenge is to engage both the government administration and communities to interact in new ways that, again, call for shifts in processes, roles, and norms with a concern for the common good.

Box 1

Delta State University: A Bold Strategy to Transform a Region's Schools

A small public university situated in one of America's poorest regions, Delta State University (DSU) may seem an unlikely candidate for recognition as one of the country's exemplary principal preparation programmes. We included Mississippi's Delta State because it received the most mentions by experts and in the literature, its pre-service programme met all of our initial criteria, and it targets underserved communities. In addition, in contrast to the other programmes we studied, Delta State is neither a private university nor a flagship public university. It is a public institution with a mission to serve a disadvantaged population in the rural south. The Mississippi state context is also unusual. Mississippi supports a sabbatical for educators so that they can prepare for the principalship full time. This state programme is critical to Delta State's ability to offer the intensive internship programme that anchors its programme. In addition, the state has taken an aggressive approach to accrediting administrator preparation programmes, creating strong incentives for improvement, and it

takes an active hand in ongoing professional development for principals in Mississippi schools.

The recommendations from experts and the literature proved warranted. The Delta State programme was top-rated by graduates on nearly every indicator of programme quality, and the more than 70% of graduates who had become principals (one of the highest proportions in our study) were among those most likely to report deep engagement in instructional leadership activities. Teachers who rated the principals we followed also rated Delta State graduates extremely highly as strong, supportive, effective leaders. Other programmes offer internships, cohort structures, close partnerships with local school districts, and integrated curricula. However, few that we examined put these pieces together as comprehensively or as consistently well as the Educational Leadership programme at DSU. Since 1999, Delta State has trained about 15 candidates a year through a 14-month Masters of Education (M.Ed.) programme that combines graduate coursework focused on instructional leadership with a full-time internship experience and a passion for developing school leaders capable of transforming the poor, mostly rural schools in the region. The centre piece of the Delta State programme is the internship experience, coupled with financial support so teachers can spend a full year preparing to be a principal.

Graduates report strong links between their coursework and the internships, including extensive use of field-based projects, problem-based learning approaches, and action research, along with support from expert leaders in the field and strong university faculty.

The programme also benefits from deep support both from local districts and the State of Mississippi. The state provides unprecedented financial support through the Mississippi Sabbatical Leave Programme, which pays teachers' salaries for one year while they complete their administrator credential. A consortium of local superintendents helped develop the curriculum. Local districts recruit candidates, provide mentors, open their schools to interns, and enthusiastically hire programme graduates. Indeed, more than 70% of the graduates report having been recruited for the programme, making them eligible for support through the state Sabbatical Programme. According to our survey results, 96% of DSU graduates received some financial support to attend the programme. The programme and districts are recruiting experienced teachers who represent the demographics of the region. Among the graduates we surveyed, 60% were African American and 40% were white. (According to programme staff, in a typical cohort about half of the programme participants each year are African American.) On average, DSU graduates work in schools where more than 80% of

their students are low-income and two-thirds are African American. Despite the challenges they face, principals from DSU were among the most positive about the principalship and the most committed to remaining in these roles.

Delta State offers these hardy recruits an intensive, highly successful experience that prepares them well for meeting the challenges they face.

University of Connecticut's Administrator Preparation Programme: University and District Support for Continuous Improvement

Since its creation in 1990, the University of Connecticut's Administrator Preparation Programme (UCAPP) has been known as a flagship administrator preparation programme in a state that has undertaken serious, sustained reforms of teaching for more than 20 years. UCAPP is a 2-year, part-time programme designed for working professionals who aspire to positions in school leadership. It combines post-master's graduate coursework with a part-time internship spread across 2 years. UCAPP works closely with local school districts, including Hartford, to prepare educators for leadership roles, and its graduates are in high demand across the state.

Five years after UCAPP was launched at the Hartford/Storrs campus, it was expanded to include a cohort in Stamford; a third cohort was recently added in Southeastern Connecticut. The programme admits 15 candidates, often referred by local superintendents, into each of these three geographically based cohorts, for a total of 45 aspiring administrators per year. Candidates who successfully complete the 32-credit program are awarded a Sixth-Year Diploma in Educational Administration, and they are eligible for endorsement for Connecticut State Certification as Intermediate Administrators.

The UCAPP programme is dedicated to continuous programme improvement, with efforts currently focused on transforming a high-quality, traditional, university-based programme into one that provides both expanded field experiences and a comprehensive blend of course work focused on developing an analytical, reflective approach to instructional leadership. In part because of this commitment to improve, the programme is characterized by deep and broad support: providing strong, formal, on-going support to its candidates; receiving strong support from local districts and state educator associations; and earning programmatic and financial support from the School of Education and the University.

Graduates rate the quality of the programme highly, noting especially its preparation for the

targeted goals of developing a collaborative organization that is focused on using data and evidence of practice for continuous improvement. UCAPP serves as an exemplar of a traditional university-based programme, with limited resources that have been implemented in a coherent and thoughtful manner.

Furthermore, the Connecticut state context is an interesting case of a high achieving state that over two decades has created a tightly aligned set of professional reforms that build upon one another. Although Connecticut has only recently focused explicitly on school leadership, principals were expected to take an active role in the teacher reforms of the 1990s, receiving intensive training for evaluation and professional development. The state's leadership supports are focused on the assessment of school leaders through a performance-based portfolio, which influences how pre-service programmes prepare principals, and the development of leadership academies, which influences district in-service principal development, especially in urban areas.

Adopted from Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M. T., & Cohen, C. (2007). *Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs*. Stanford, CA: Stanford University, Stanford Educational Leadership Institute.

11.13 SUMMING UP

In this Unit, we have introduced meaning and approaches to leadership, Leadership development in Organizations, Leadership and Organizational purposes, Gender and Leadership at the organizational level, the role of NGOs (Non- government organizations) in leadership capacities, Leaders and leadership development at the NGO level, Women NGO leaders, Challenges to the not for profit sector in leadership development, Leadership development at the grassroots level and Capacity building for leadership development.

11.14 GLOSSARY

Social Capital: According to the World Bank Social capital refers to the institutions, relationships, and norms that shape the quality and quantity of a society's social interactions. Increasing evidence shows that social cohesion is critical for societies to prosper economically and for development to be sustainable. Social capital is not just the sum of the institutions which underpin a society – it is the glue that holds them together.

11.15 ANSWERS TO CHECK YOUR PROGRESS EXERCISES

Check your progress exercise 1

1. Leadership is defined as a process whereby individuals influence groups of individuals to achieve a shared goal or commonly desired outcomes (Northouse, 1997). Lohmann (1992) defined leadership as “the formulation of a vision, developing a climate of trust within the organization, and empowering others.” Leadership is about coaching people to act like a team, believing in and striving to achieve a common goal.”
2. **The trait approach** seeks to determine the personal qualities and characteristics of the leaders

Check your progress exercise 2

1. NGOs have traditionally taken on the role of gap filling; that is taking on activities of basic education provision where the government lacks the capacity to do so or does not consider it a priority. NGO action is often described as small scale, flexible, dynamic, adaptive, local, efficient and innovative. These are abilities that make them complementary to state action. NGOs are also perceived as being more flexible and dynamic than donor agencies and international organizations, while adapting easily to the specific political, economic and social context in a given country. The prevalence of NGOs is often considered a sign of a well- functioning civil society. The role of civil society as a watchdog increases transparency and the participation of society in the development process.

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11.17 QUESTIONS FOR REFLECTION AND PRACTICE

1. Discuss leadership development at NGOs
2. What are challenges Not for Profit organization faces in leadership development?

UNIT 12 STRATEGIES FOR LEADERSHIP DEVELOPMENT

Structure

- 12.1 Introduction
- 12.2 Objectives
- 12.3 Leadership development- meaning and definition
- 12.4 Major conceptual approach to leadership
- 12.5 Leadership development programme
- 12.6 Objectives and essential of effective leadership programme
- 12.7 Categories of leadership development programmes
- 12.8 Summing Up
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- 12.12 Questions for reflection and practice

12.1 INTRODUCTION

Leadership development involves building the capacity for groups of people to learn their way out of problems that could not have been predicted, or that arise from the disintegration of traditional structures and the associated loss of sense-making. A leadership development approach is oriented toward building capacity in anticipation of unforeseen challenges. In this Unit we will look in to meaning and definition of leadership development programmes and the different ways to strengthen leadership in organizations with gender perspective.

12.2 OBJECTIVES

After studying this Unit, you would be able to

- define leadership development;
- discuss major conceptual approach to leadership development; and
- explain different categories of leadership development programmes.

12.3 LEADERSHIP DEVELOPMENT -- MEANING AND DEFINITION

Leadership development defined as an “intentional effort to provide leaders and emerging leaders with opportunities to learn, grow and change.” Its purpose is “to produce individuals over time with the skills to function effectively within the organization.” It is defined as

“stage of development on the life cycle that promotes, encourages, and assists the expansion of knowledge and expertise required to optimize one’s leadership potential and performance”. Leadership Development implies “expanding the collective capacity of organizational members to engage effectively in leadership roles and processes.” To have maximum impact for leadership development, leadership development programmes must focus on two levels of learning simultaneously – *the individual level and the organizational level*. *Individual leadership development* has moved increasingly toward an emphasis on development through experience in the context of the work itself. The intent is to work with individual members to improve their skills and knowledge in service of building the overall capacity and effectiveness of the organization. The best leadership development programmes do not stand alone but are closely aligned and integrated with the strategic objectives of the organization. Ultimately, leadership development offers opportunities for organizational transformation. Effective metrics for the appraisal of leadership development programmes measure individual learning and performance as well as organizational impact.

12.4 MAJOR CONCEPTUAL APPROACHES TO LEADERSHIP

The following are the major conceptual approaches to leadership.

1. **Social exchange approach**—In this approach, leadership is perhaps the most popular and pervasive perspective in the literature. The major unit of analysis in this approach is the relationship between the leader and his or her followers: leaders provide direction, guidance and activity structuring to a collective: members of the collective in turn grant the leader permission to influence them, as well as reverence and respect. The social exchange models either do not consider, or obscure in their theorizing, the importance of such leadership processes as information acquisition, sense making, sense giving, systematic social networking, boundary spanning and long-term and long-range strategic decision making.
2. **Strategic Management approach**-- It argues that organizational effectiveness emerges from a co-alignment between the organization and its environment; the role of senior organizational leaders is to create and manage this fit. The major unit of analysis in this leadership research tradition is the strategic decision making activities of top executives. Thus this model describes how executives make the strategic decisions that are intended to facilitate organization – environment co-alignment. But

this approach, do not describe the direct interpersonal processes, so prominent in the social exchange tradition, but still vitally important in strategic implementation.

3. **Organizational systems perspective**--It is grounded heavily in the work of Katz and Kahn (1978), who described organizations as open systems in close transactional relationship with their resource-providing environments. The organizational systems approach emphasizes the role of the leader in coordinating and maintaining system inter-connectiveness and promoting system adaptiveness to external change. This perspective places a premium on both the unity and distinctiveness of leadership functions across organizational levels. Systems model describe contextual influences on leadership by virtue of specifying key environmental dynamics that alter system requirements. The systems approach has not given sufficient attention to the links among leader's attributes, the leadership functions articulated by systems models and organizational effectiveness. Also this approach do not consider systematically leader training, development and selection systems that have as their ultimate end the improvement of organizational functioning.
4. **Leadership effectiveness**-- It focuses on leaders' assessment, selection, training and development systems that enhance these attributes. The key focus of this tradition is identifying and validating personal qualities linked to indexes of leadership and organizational effectiveness. Performance effectiveness approach has promoted research on the attributes linked to leader and organizational success, as well as the means of assessing and developing these attributes. One of the limitations has been a lack of consideration given to the diversity of organizational imperatives that will influence the leader's performance efforts.

12.5 LEADERSHIP DEVELOPMENT PROGRAMMES

Leadership development is also important in global organizations because of dual reporting structures, proliferation of communication channels, overlapping responsibilities, and barriers of distance, language, time, and culture. Given that it is the people within organizations who sell and market, develop and create products, make decisions and implement programmes, the development of human resources is especially vital to the success of the global organization.

McCauley, Moxley and Van Velsor (1998) suggested a full range of leadership development experiences, including mentoring, job assignments, feedback systems, on the job experiences,

and developmental relationships which include exposure to senior executives, leader – follower relationships , and formal training. Leadership development interventions have gained more attention, because most organizations are facing a multitude of outcome – based demands on their time and resources – demands that stem from a variety of driving forces including federal mandates, increased global competition, and national accreditation standards.

Many organizations have become concerned about leadership inadequacies of their employees, and as a result, are committing to education and training that deepen the skills, perspectives, and competencies of their leaders. Education is focused on the individual first and the organization second. Its purpose is to draw out the learner, to help the individual develop their ability to learn and to learn how to think for themselves. Education exposes the learner to different points of view as opposed to a single perspective.

Training is focused on the organization first and the individual second. Its purpose is to equip the learner with the skill or skills to do a particular job or task. With training, the end is known. Training also assumes a right and wrong way to do something. Experience uses both education and training and may involve starting something from scratch, fixing something or a turn – around situation. It might include assuming increased responsibility, or assignment to a special project or task. It may often involve hardships.

Kellogg foundation for leadership development suggests that the leadership development should reach leaders at three levels

- Personal change – developing individual skills, expertise, capacity, confidence.
- Organizational change – consider how leaders will affect the organizations within and through which they exert leadership and prepare organizations for the new leadership capacity.
- Issue or community change – address civic goals and values that drive leaders.

Check Your Progress Exercise 1

Note: i. Use this space given below to answer the question.

ii. Compare your answer with the one given at the end of this unit

1. What are the major conceptual approaches to leadership development?

12.6 OBJECTIVES AND ESSENTIALS OF EFFECTIVE LEADERSHIP PROGRAMME

An effective leadership development programme has three objectives. One is to define leadership development within the unique context of the organization and its culture and mission. A second objective is to identify the organization's leadership development needs and match the solution to the need. Finally, an effective programme of leadership development helps individuals learn about themselves and others, grow in their personal skills and abilities, and change and adapt to new circumstance and opportunities.

Fulmer and Bleak (2008) have identified *five essentials standards of leadership development programmes*:

- start with the top,
- connect leadership development to the business itself,
- construct an integrated leadership strategy,
- be consistent in the execution of leadership programs , and
- hold leaders and the organization accountable.

Although top leadership must champion leadership development, it is the responsibility of the leaders at all level, line managers as well as human resource managers, to develop organizational leaders (Cohn et al, 2005). Ready and Conger (2003) propose that individuals take responsibility for their own leadership development and that organizations provide a menu of development opportunities for employees.

Three fundamental elements of leadership development: First, it implies more responsibility for the individual for self- development through assisted learning mechanism, where help is sought from experts or facilitators. Second, there need to be opportunities to learn from unrelated contexts and issues through exposure. Third, part of leadership development takes place on the job by practising it and taking on assignments and projects and roles for which one is not trained for or with which one is not familiar. Motivation should come from within the leader to develop leadership capability. The task of business leaders is to find ways of stimulating the intrinsic motivation.

12.7 CATEGORIES OF LEADERSHIP DEVELOPMENT PROGRAMMES

The framework for the multiple methods of leadership development should consist of the following seven categories: *assessment, training and education, coaching, mentoring,*

networking, experimental learning (i.e. developmental job assignments and action learning projects) and career planning.

1. Assessment

The value of leadership competency assessment has been well established for the contemporary development of leadership in organizations, especially through 360 degree competency instruments and assessment centres. The organization should encourage women to obtain 360 degree feedback that is crucial for the development and assist in interpreting the results in the context of the work environment. They should facilitate the clients' understanding of the impact of leadership behaviours, and help her develop a broad repertoire of behaviours and styles, for example, instrumental and relational.

The organization should ensure leadership relevant competencies and behavioural indicators are included in 360 degree and other leadership assessment tools, especially in male dominated workplaces; help the organization become aware of bias in merit- based decisions using assessment tools, provide training to reduce possible evaluation bias; and work to deconstruct gender stereotypes around leadership so that women and men can more fully employ a variety of leadership styles.

2. Training and education programmes

Training occurs in a variety of settings and from different perspectives. The participant's point of view influences the content of the training. Some programmes teach basic skills of leadership; others put those skills in the context of community building or issue organizing, which adds analysis and strategy development as key content areas. Some offer stand-alone workshops; others promote weekend networking and topical training; and still others present a structured leadership development programme over an extended period of time.

A recent meta- analysis study indicated that training is highly effective for increasing knowledge, highly/moderately effective for objectively measures behavioural outcomes, and moderately effective for subjective behavioural and system – level outcomes. The organizational support and sponsorship for women to obtain advanced degrees and continuing education, such as executive education and certification programmes should be provided by the organization. The organization should encourage women to inquire about and complete organizational training programmes to enhance leadership knowledge and practice.

Some Leadership development approaches are based on a **skill training model** that educated participants in leadership theory, specific topics and skills. The training typically takes the form of series of training sessions or workshops. Case Studies may be used to help ground

the skills training in different scenarios. The centre for Integrative Leadership cautions that because every situation is different, students should learn general skills and values rather than specific actions. Because each situation is different, theoretical learning is limited in its ability to prepare leaders for the real world.

Primary skills training approach includes:

- Offering a standard workshop series;
- Online training – distance learning model;
- Matching specific training sessions to identified needs; and
- Providing individual training sessions on specific topics.

3. *Networking*

Networking is a key component of most training for grassroots leaders. Many programmes emphasize the value of learning from peers and experiential education. Some of the organizations involved in leadership development encourage networking by hosting annual or semi-annual gatherings of “graduates” of leadership or mentoring programmes or of people working on common concerns or issues. Networks may help build support for the project or idea. Networks help leaders develop an “integrative” view of the issues. In many cases, formal networks are linked both vertically and horizontally, both cross- sectoral, and multi-sectoral, across government, business and civil society. Outcomes of interpersonal networks include increased influence and power; access to job opportunities, information, and expertise and job. Even when men and women hold equivalent positions, they are considered to be operating in different social circles that necessitate distinct methods of network formation and composition

4. *Coaching and Mentoring*

Coaching and mentoring are popular capacity building tools, especially in the area of leadership development. They are often mentioned in proposals and review as key elements of good capacity building practice. Mentoring is an ancient approach to human development practiced across continents, cultures and centuries. In the past 30 yrs the approach has been rediscovered by the private sector and applied in the form of executive coaching. In the past decade, coaching and mentoring have increasingly been practised within the civil society sector. These interventions have evolved in line with the trend towards ongoing capacity – building processes rather than one-off events. Coaching tends to be viewed as more task-oriented, skills- focused, directed and time- bound whereas mentoring is more focused on

open- ended personal development. Recently, however, there appears to be increasing convergence, making them less distinct in practice.

Effective coaching and mentoring:

- Involve a learning agreement
- Include purposeful conversations
- Are holistic and empowering
- Create trusting relationships and a safe space
- Adapt to the context
- Are flexible in style and approach
- Encourage experimenting and observing
- Respond to culture and diversity
- Use resources effectively
- Use effective questioning and listening.

A number of factors emerged that influenced the success or failure of the coaching and mentoring process. These include:

- Commitment and interest of the individuals involved
- Sufficient resources and organizational support
- Taking a holistic, personal approach
- Embedding the process in the organizational context
- Skills and experience of coaches and mentors
- Recognition of cross – cultural issues
- Ensuring an enabling external environment.

Kilburg defines executive coaching as “a helping relationship formed between a client who has managerial authority in an organization and a consultant who uses a side variety of behavioural techniques and methods to help the client achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction and consequently, to improve the effectiveness of the client’s organization within a formally defined coaching agreement”

Many organizations today are choosing to employ coaching as a developmental intervention for their senior and high potential executives in order to bring about organization wide transformation. The process of coaching typically includes one- on – one meetings between the coach and individual , 360 degree and other feedback methods on the individual ‘s strength and weakness, and development of an action plan for change. Women’s unique

developmental concerns include connection, wholeness, authenticity, agency, and self-clarity, which will manifest over the course of a women's professional life. Coaching focused on balancing these developmental concerns with organizational cultures that may not recognize the value of women's desires to be collaborative, lead integrated lives, act authentically and secure accurate feedback, may be particularly crucial for women.

Mentoring describes a developmental relationship between a mentor, who is a person with experience, skills and knowledge and a protégé, who is less experienced or skills. Mentors can provide support and encouragement; share expertise and knowledge; link new leaders with key systems, resources and decision makers. Long term mentor relationships can help sustain leadership in the community by providing ongoing encouragement and support to new and emerging leaders.

Diverse mentoring relationships enhance career development, clarity of professional purpose, and promote personal development and learning. Individuals who have mentors are often more satisfied, more highly paid, and have more interpersonal competence. Ragins and Cotton (1991) reported that women receive less mentoring than their male peers. Mentoring has been found to be more strongly related to men's career success than women's. More successful women have indicated that mentoring was less important to their career advancement than did less successful women. Parker and Kram(1993) suggest several strategies for removing barriers that prevent women from mentoring women in organizations. Women should increase their own self- awareness and challenge assumptions that undermine connection. The responsibility of increasing the level of intimacy of the relationship falls on senior women given that junior women are more vulnerable. A by product of strengthening these linkages is a mentoring network of women that enhances the power and influence of women at all ranks of organizations.

Group Mentorship Programmes can be an efficient method of providing broader access to more senior or high profile formal leaders with specific expertise of interest to the group. Speed mentoring is relatively new approach to facilitating networking and connection with potential mentors. It provides a venue and structured method for participants to seek out their own mentoring relationships during a fast – paced event.

5. Experiential Learning or action Learning

Action learning is based on the assumption that people learn most effectively when working on real – time organizational problems. According to Koopmans, Doornbos, and van Eekelen (2006), 60%– 80% of the learning that occurs in organizations takes place through informal growth opportunities. Examples of these opportunities associated with leadership

development include challenging, high-profile work assignments and diverse business experience marked by transitions into new responsibilities. The breadth and diversity of job assignments are positively related to progressive leadership attainment (Bray, Campbell, & Grant, 1974). Experiential or Action learning is primarily a generative practice, where each application is a unique performance of sorts in which participants collectively construct social meaning and shared realities in community practice.

Action learning projects typically focus on the developmental target of improved teamwork, and that group dynamics often are a key variable in helping executives learn from their project experiences. Designing action learning programmes with the intention of developing trust among participants would likely enhance the relational and cognitive dimensions of social capital.

Box 1 Case Study leadership development programme

Bank Street College Principals Institute: An Integrated Approach to Developing Leaders

The Bank Street College of Education's Principals Institute was launched in 1988 in collaboration with the New York City Board of Education to prepare a greater number of women and minorities as public school leaders. The Institute, which focuses explicitly on instructional leadership and school reform, has developed a strong reputation in New York City and nationally for producing urban school leaders who hold a progressive vision for schooling that emphasizes teaching and learning. Despite changes in the political and educational landscape of New York City that have led to the replacement of many university-based programmes with a district-run leadership academy, the Institute has remained an influential vehicle for the preparation of New York City's principals. The innovative and influential nature of this programme, and its recent integration with a district in-service leadership programme in New York City's Region 1, were primary reasons we included Bank Street College in our Unit. Another interesting contextual factor is the role of New York State, which has overhauled standards for leadership programs, leading to substantial programme reforms in the last few years.

Bank Street College's Principals Institute is defined by several core programme design elements, including the integration of theory and practice, a strong advisory system, and three robust internship placements, all of which work together to promote reflective practice. The

advisement model, which permeates all the college's programmes, provides participants with extremely close individual and cohort-based support that allows them to reflect on practice, identify challenges and weaknesses, and develop new skills and strategies under the guidance of faculty members who are also expert practitioners. The Bank Street model promotes the development of school leaders who demonstrate instructional as well as transformational practices, focusing on supporting teachers in improving teaching and learning, while building the capacity of the school as a whole.

Bank Street candidates complete an 18-month, 36-credit master's degree while they are working in New York City Public Schools.

Although initiated through a partnership with several New York City districts, the programme has come to be known in particular for its longstanding collaboration with Region 1. An area in the Bronx that encompasses the former community school districts 9 and 10.

This case study, the Principals Institute Region 1 programme that is the given in this unit, fits within a continuum of complementary and increasingly integrated leadership preparation and development programmes and strategies. The practitioners in offering coursework and advisement help ensure the consistent carryover from learning into practice.

In addition to the strong focus on improving teaching and learning, the Principals Institute identifies four driving goals for its candidates; these are aligned with the goals of Region 1 for its principals: (1) lifelong learning, (2) reflective practice, (3) inquiry, and (4) advocacy. Candidates learn both to develop their own voice and to develop and engage the voices of others in their leadership work, which is focused on creating democratic and equitable school cultures. They do this through their action-learning experiences, linking academics, practice, and inquiry to concerns for equity, ethics, and diversity, as well as for building a collaborative, empowered learning culture. The extent to which the programme succeeds in these goals is suggested by the fact that Bank Street graduates rated the programme a perfect "5" when asked to assess the extent to which it emphasizes instructional leadership and working with the school community, integrates theory and practice, engages them in inquiry, and provides opportunities for self-assessment. The close alignment between the programme and Region 1's focused reform and professional development efforts provides intensive preparation for the well-developed instructional leadership expectations within the Region.

Region 1, New York City: An Aligned Partnership for School Improvement

Located in the Bronx, Region 1 serves a student body that is 93% students of colour and 86% low income. Region 1 was established in 2002 with the merger of two of New York City Public Schools' most disadvantaged community districts (9 and 10). These communities have long been plagued by high principal and teacher turnover and difficulties in recruiting quality educators. Under the leadership of Superintendent Irma Zardoya, Region 1 developed a continuum of professional leadership as a means of developing systemic leadership capacity, which in turn increases the schools' capacity for improvement. The regional superintendent credits its leadership preparation and development programs for steady gains in student achievement and for its increasing and increasingly diverse pool of administrator candidates.

Region 1's continuum of leadership development identifies potential leaders, supports their preparation, and provides them ongoing support and training. Cohorts of school leaders from Region 1 participate in the Bank Street Programme, and graduates of the Principals Institute return to work in Region 1. In addition to the partnership with Bank Street College that credentials aspiring principals, Region 1's leadership development initiative also includes teacher leader programmes; a year-long induction programme for new principals; an ongoing professional development process for principals; monthly networking meetings; and a series of professional learning opportunities for new assistant principals, experienced principals, and aspiring principals and district administrators.

These components of the leadership continuum are integrated through the region's vision for schools as student-centered and achievement-driven, and its approach to school improvement through instructional improvement and capacity building. The coherence and integration of these components with the region's mission and approach make them mutually reinforcing across the continuum of leadership development. Through its leadership development initiative, Region 1 has begun to see strong improvements in student achievement and has addressed a once glaring shortage of principals in the area. Region 1, in collaboration with Bank Street, serves as an exemplar of a comprehensive approach to leadership development within the context of well articulated instructional reform.

Jefferson County (KY) Public Schools: Sustained District Investment in Growing Local Leaders

The Jefferson County Public Schools (JCPS) district serves urban Louisville as well as surrounding suburban and rural communities. With sustained leadership since the late 1980s, JCPS has supported a leadership development initiative that is noteworthy because of both its maturity and its comprehensiveness. Emphasizing a “grow-your-own” approach to leadership development, this large county district has developed and maintained a set of leadership development programmes tailored to the needs of principals working in the district, from initial preparation to induction to ongoing support. More recently, working with the University of Louisville, the district has crafted a pathway from the classroom to the principalship that feeds the leadership pipeline. This highly developed pathway and the sustained nature of the reforms over decades were reasons we added JCPS to our study sample. In addition, given the progress of wide-reaching reforms under the Kentucky Education Reform Act (KERA) of 1989, Kentucky provides a rich policy context that has fostered substantial attention to professional development.

Jefferson County’s investment in leadership preparation can be traced back to the long-term policy and programme stability provided by consistent district leadership. The roots of some initiatives date to the late 1970s, when the district embarked upon a deliberate plan to recruit, prepare, and hire more African-American administrators for a diversifying district facing desegregation. More recently, Superintendent Stephen Daeschner, in his twelfth year as the district’s chief at the time of this study, provided consistent and stable investment in district-based leadership preparation. The sustained reform effort has paid off in higher student achievement and increased diversity in the administrator ranks.

The JCPS model exemplifies a portfolio of investments in leadership preparation and development that includes 24 different components. Programmes for aspiring leaders, new leaders, and current leaders are coordinated from the district office. In the words of one planning document, JCPS has implemented “a system of leadership development” with a span that can run from a teacher’s or counselor’s initial interest in administration into retirement, with retirees serving as many of the leadership instructors, coaches, and mentors used in the various programmes. In addition to two pre-service programmes sponsored with the University of Louisville, the district has formal induction programmes for assistant principals and principals that feature strong mentoring, advisement, evaluation, and feedback,

and programmes for veteran principals that provide training on topics ranging from literacy to teacher evaluation to classroom management. The district has launched new programmes to support instructional leadership skills for teacher leaders and assistant principals, the former in collaboration with the teachers' union. The goal is to strengthen participants' understanding of instruction and their capacities to contribute to its improvement throughout the school.

Despite shifts in district reforms over the years, the district's commitment to its leadership initiative has remained constant. Its recruitment, selection, and professional development programmes represent and sustain the district's organizational emphases and professional culture and provide JCPS with a steady leadership pipeline. The district views leadership as the key variable affecting school improvement and therefore invests significant resources in these programmes. Many district officials express faith that the leadership programmes are paying off, with the district showing improvement on state tests outpacing its Kentucky peers. JCPS provides an example of a mature, comprehensive approach to leadership development that has evolved over time.

Adopted from Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M. T., & Cohen, C. (2007). *Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs*. Stanford, CA: Stanford University, Stanford Educational Leadership Institute.

Thus, Leadership Development is seen by those practice it well, as a key strategic property, not an appendage to everything else. It is a organizational issue, not a human resources issue, or a time and budget casualty. The capacity to develop leaders begins with a string sense of organizational definition. Identity is who you are and built on one's beliefs as opposed to image or what other people think about you. Since we are trying to develop people and help them function successfully within a specific organizational culture, group identity is very important. This is foundational to effective leadership development. Clarity of your organizational definition is essential, especially in times of major transition and change. The core issue of leadership development is found in the purpose of the group. Leaders, even entrepreneurs, must function with other people. Therefore, leadership development is best understood in the context of the particular group to which a leader or emerging leader belongs.

There is an inherent tension between the values of the organization and the individual. Organizations, like people, have values. To be effective in an organization, a person's values must be compatible with the organization's values. They do not need to be the same, but they must be close enough to co-exist. The goal is to develop both and manage the tension that is inherent rather than to pit one against the other. What is often best for the organization is not best for the individual and vice versa. The last thing we need, or want, are robots. This is where a leader can miss the point when someone disagrees with them. They fail to understand that people can differ and still reside in the same tent as long as the overall values are compatible and complementary. Effective leaders know how to be discreet with their thoughts in settings with others.

Life is a developer of leaders. The notion that people develop, whether it is planned or not, is instructive. We discovered that a common perception is to think that a leader has to be in a formal programme in order to develop. Our tendency is to want to control things, including people. The study indicates that we should be spending time moulding the clay, not controlling it. It is important to recognize that we are talking about improving performance results with leadership development, not trying to change how someone is wired. Too much time is wasted on trying to change an individual's composition rather than focusing on developing their unique abilities and talents. Finally, the individual is ultimately responsible for their development. As much as we have emphasized group context and formal programmes, ultimately the individual is responsible for his or her own development. We have a major responsibility to help people know how to learn.

Check Your Progress Exercise 2

Note: i. Use this space given below to answer the question.

ii. Compare your answer with the one given at the end of this unit

1. Explain the significance of networking in the leadership development programmes.

12.8 SUMMING UP

A leadership strategy supports the effective implementation of an organization's business strategy. Without the right leadership, organizational strategies will remain as ink on paper. Like the sports coach whose mediocre team never wins a championship, even with a new

book of plays every year, the organization can't hope to achieve bold new strategies without giving thought to his leadership team and leadership culture. Too many organizations have become complacent with their existing leadership programs; instead of making certain that they are linking their leadership strategies and development investments with their business strategies and taking full advantage of the learning opportunities that accompany strategic change.

12.9 GLOSSARY

Action Learning: Action learning is a process which involves working on real challenges, using the knowledge and skills of a small group of people combined with skilled questioning, to re-interpret old and familiar concepts and produce fresh ideas.

12.10 ANSWERS TO CHECK YOUR PROGRESS EXERCISES

Check Your Progress Exercise 1

1. Social exchange approach, Strategic Management approach, Organizational systems perspective and Leadership effectiveness.

Check Your Progress Exercise 2

1. Networking is a key component of most training for grassroots leaders. Many programmes emphasize the value of learning from peers and experiential education. Some of the organizations involved in leadership development encourage networking by hosting annual or semi-annual gatherings of “graduates” of leadership or mentoring programmes or of people working on common concerns or issues. Networks may help build support for the project or idea. Networks help leaders develop an “integrative” view of the issues. In many cases, formal networks are linked both vertically and horizontally, both cross- sectoral, and multi-sectoral, across government, business and civil society. Outcomes of interpersonal networks include increased influence and power; access to job opportunities, information, and expertise and job. Even when men and women hold equivalent positions, they are considered to be operating in different social circles that necessitate distinct methods of network formation and composition.

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12.13 QUESTIONS FOR REFLECTION AND PRACTICE

1. What are the categories of leadership development programme? And explain them with suitable examples.

UNIT 13AUDITING LEADERSHIP PRACTICES AND POLICIES

As we look ahead into the next century, leaders will be those who empower others. – Bill Gates

Structure

13.1Introduction

13.2 Objectives

13.3 Leadership Competency assessment

13.4 The Significance of leadership quality and leadership styles

13.5 Leadership- Leadership process

13.6 Five leadership dimensions and assessment

13.7 Assessment using capacity matrix

13.8 Women entrepreneur/ leaders case study

13.9 Summing Up

13.10 Glossary

13.11 Answers to check your progress exercises

13.12 Questions for reflection and practice

13.1 INTRODUCTION

In the era of globalization and changing environment, Leaders are in a position to think and act differently. Leaders need to realize that the changes are part of the transformation process and it has to be managed effectively. Society as well as organizations/ institutions expect lot from leaders. They must be visionary and they should apply systems approach to their problem solving, encourage out-of-the-box thinking, appreciate the dynamics of teams, know the reality of change management, and operate effectively in a chaotic world. The capacity to lead in this scenario requires the skills to establish direction; align people, systems, and resources; and motivate and inspire followers (Kotter, 1996a). Leaders must continually learn and enhance their management techniques to encourage excellent performance in a complex environment. To do this leader must be a changing agent.

They must adapt to change while remaining focused on the strategic direction. Peter Vaill, in *Learning as a Way of Being* (1996a), calls this approach to continual, real-time change

“leaderly learning.” In this Unit, we will see the qualities of leadership as well as few frameworks to assess or audit the leadership practices and policies. In this framework, experts developed tools as well as indicators to assess the leadership practices and policies. We will discuss the same.

13.2 OBJECTIVES

After studying this Unit, you would be able to

- explain the qualities of leadership;
- examine leadership competency assessment; and
- analyze the leadership dimensions and assessment process.

13.3 LEADERSHIP COMPETENCY ASSESSMENT

The Leadership Competency Assessment is one of the tool which can be used to identify the strengths and weakness of a leader. In this tool, the following indicators have developed and assessed. Time Management, Goal Orientation, Organizations Skills, Work ethic, initiative, effort, persistence, energy, self control, stress tolerance, resilience, work- life balance, Adaptability, optimism, self- confidence, self- awareness, humility, unbiased attitude, learning strategy, intellectual curiosity, continuous learning, seeking feedback, communication skill, active listening, facilitating discussion, public speaking, developing external contact and psychological knowledge.

Leadership is not mere managerial position. It is beyond managing the organization or institution. Leadership is a quality and it has to deal with people who are following. Leaders influence others' behaviours. To become more effective, leaders must learn to influence others with the intent of effectively motivating them. Leaders possess qualities that make others want to follow them. The standard definition of leadership is the process of influencing other people's behaviour toward achieving a predetermined goal. It is imperative to note that leadership is a *means*, not an *end*.

Leadership traits are physical or personality characteristics that differentiate leaders from subordinates. There have been many attempts to define these qualities over the years, and perceptions of what distinguishes leaders have changed. In the 1980s, Warren Bennis, a leading management consultant, reviewed ninety successful leaders to determine commonalities among them.¹ Sixty were Fortune 500 executives and 30 were from the public sector. Bennis identified the following basic leadership traits, which remain relevant:

- **Attention**—by exhibiting strong vision and commitment, Leaders attract attention of others and they can able to achieve objectives with strong commitment.
- **Meaning**-- Leaders possess exceptional communication skills that make visions clear to others for the sake of achieving objectives concretely.
- **Trust**—with their behaviour and clear vision, leaders can able to generate trust among fellow colleagues.
- **Self-awareness**-- Leaders know their limitations but remain optimistic.

13.4 THE SIGNIFICANCE OF LEADERSHIP QUALITY AND LEADERSHIP STYLES

Leadership styles vary according to organizational structure, people, environment, and task. By keeping an open mind, self-awareness and inquisitive nature, leaders could able to create trust among their colleagues.

Self-awareness is an important quality and it helps leader to work with diverse groups and individuals effectively. Leaders should not have personal bias. Another important quality the leaders need to get rid off is anger and frustration. If they posses these quality, it show their closed mind. The effective leader asks questions with a genuine interest in learning more, rather than as a probe to expose a mistake or fault. Employee inquiries should be conducted with genuine interest and with demonstrated respect. Even more important is listening to the feedback, so that appropriate action (if necessary) may be taken.

One model for understanding leadership styles differentiates between four types of leaders:

- **Directing leaders** – These types of leaders give direction to subordinates. They inform the subordinates like what to do, how to do, and when to do and where the tasks should be done. These leaders maintain a standard of performance, and their style is high-directive and low-supportive in nature.
- **Coaching (participative) leaders** – These types of leaders accept input and not only accept inputs, they even encourage subordinates to give more inputs and they always consult colleagues for finalizing decisions. They not only provide direction to others, they are highly supportive.
- **Supporting leaders**—they are friendly and show concern for the well-being of their subordinates; they treat subordinates as equals and offer a high-supportive and low-directive environment.
- **Delegating (achievement-oriented) leaders**-- They encourage high achievement and sets challenging goals; the emphasis is on excellence, and these leaders outwardly

show their confidence in subordinates' abilities. They operate in a low-supportive and low-directive environment, which allows employees to extend themselves and their abilities fully.²

The leadership style an individual uses is often a reflection of the individual's attitudes about workers, their competence, and how to get work done. Different situations will require different styles of leadership in order to maximize the productivity and well-being of subordinates.

Here one has to remember that the situation determines leadership styles. Along with situation, the past performance determines the selection of leadership style in an organization/institution. Sometimes the behaviour of the subordinates also affects the leadership style. The best leadership style is one in which balance the subordinates and able to complete the tasks. The following integrative model may be used to determine the best leadership style. This model can also use to auditing leadership practices and policies.

- **Step 1:** Determine the nature of the task to be performed. Is it well structured or changing? Is it ambiguous, challenging, overwhelming, or meaningful?
- **Step 2:** Evaluate subordinates' abilities and motivation. Are the workers motivated? Are they willing to take responsibility for, and control over, their work?
- **Step 3:** Evaluate leadership characteristics affecting the chosen style of leadership. Is the leader self-confident and a good communicator? Is the leader knowledgeable, and does he/she possess expert personal power? Are leader-member relations good?
- **Step 4:** What leadership background is influencing the chosen leadership style? What is the position power? Will the leadership style be dictated by a superior?³

Leaders set themselves apart from managers and others within the organization. They establish and share a vision of their goal for the future of the group, team, or organization.

Leaders enable others to be successful, serve as role models, and create opportunities. They develop action plans that build accountability, reliability, predictability, and persistence. Leaders work hard to develop subordinates so that they may in turn be able to delegate to them. They also follow up delegation with feedback. If mistakes happen, leaders make sure subordinates have learned from the experience.

Leaders challenge the status quo. They are self-confident in their abilities and change things for the better. Leaders develop charisma in the process by developing trust and building power bases that motivate people and get things done.

Improvement in Leadership Skills

The following checklist will guide for assessing and improving your leadership skills:

- If my subordinates had the opportunity, would they elect me for their leader? If not, why not?
- Do my subordinates volunteer for assignments? Do they do what needs to be done without being directed? If they need to be continually motivated, why is that necessary? Does it have to do with my style of leadership?
- Do I always make the decisions? Should I change the way decisions are made and let others, or the situation, determine how, and who, assumes the decision making role?
- Do I understand my workers' needs? Am I accurately reading the group's mood and what they think about the task, the organization, and the leadership?
- Am I correctly assessing our leader-member relations? What style of leader do they think I am? Is it appropriate, considering the type of workers, tasks, and situations we encounter?
- Am I an effective planner? Do I know how to keep track of the work without getting involved in everything? Have I been effectively delegating?
- Have I been effectively communicating, both verbally and nonverbally? Have I been using formal and informal communication channels adequately?
- Have I been aware of barriers to effective communication within the group? If so, what have I done to correct them?
- How well have I been giving and receiving positive and constructive feedback? Have I been a good listener, or have there been misperceptions and misunderstandings?
- Have I forgotten the importance of the relationship between good communication and good managing and leading? ⁴

(Ref: BOMI International, www.fmlink.com/article)

13.5 LEADERSHIP – LEARNING PROCESS

This part of the Unit is adopted from Mary-jo Hall, *Changing the way we assess Leaders Acquisition Review Quarterly*—Fall 1997

According to Kotter (1990, 1996a) there is a critical distinction between leadership and management. He states that “Management is a set of processes [planning, budgeting, organizing, staffing, problem-solving, etc.] that keep a system...running” (1996, p. 25). Leadership, on the other hand, is defining the future, aligning the people (and all of the systems and resources) with that particular future and then inspiring people to create that future. Along with that Leadership should contribute for the organizational performance. Leadership assessment and auditing leadership practices and policies should be integral part

of the any system. According to Mary Jo Hall, if we designed appropriately and executed in a proactive manner, and properly implemented, the leadership assessment and leadership auditing practices have power to enhance leadership quality and improve organizational performance at three levels. At the individual level, assessment can be used as a tool for reviewing performance of the individual every year and to provide annual increment. At the level of continuous learning and development, leadership assessment can serve as a powerful communication tool to get feedback regularly. Based on the feedback one can improve themselves. For example if it is assessment for the school leader, where incumbent school principals may make informed decisions regarding development and improvement by identifying gaps between existing practices and desired outcomes. At the level of collective accountability for school-wide improvement, leadership assessment can set the organizational goals and objectives for the school leader. (Heck, Larsen & Marcoulides, 1990; Heck & Marcoulides, 1996; Goldring et al., 2007),

Leadership is a process and evolves over a period and she or he must learn to new things to operate in a challenging environment. As Farkas and Wetlaufer wrote in the *Harvard Business Review* (1996), “CEOs must learn on the job how to lead a company, and they must learn while every stockholder is watching.” The organization of institution people work demand more and leader has to provide direction and entire machinery depends on the leader.

According to Mary Jo Hall, Change is not only a phenomenon associated with organizations or institutions, the desired change should be more stakeholder oriented, more team oriented, and more inclined to make decisions based on data. Change is universal in all facets of our present and future world, from demographics, to technology, to global issues. Living in the present and future world successfully requires extraordinary changes in knowledge, skills, attitudes, and behaviours. Gaining this new capacity requires a focused, conscious awareness of the learning process and a dedication to improve intentional, personal learning through planning and self direction. To develop self-planned, intentional learning, individuals need to understand the purpose for learning (the why of learning), have strategies, methods, and resources for learning (the how of learning), and they need to be able to comprehend the content (the what of learning). They need to have the skills to assess present capacity and establish specific objectives to enable future learning. The opportunity for human learning occurs every day. However, for learning to translate into new skills, behaviours, and competencies on the job, learning must be purposeful, directed, and intentional.

The original version of this work presents the primary skills of leaders of change as: focus (vision, strategic goals, and purpose), direction (values, communication, stretch goals, a customer focus, using data to drive decisions), guidance (process improvement, use of tools, teaming continual improvements), and support (consistency in support systems, encouraging innovation, etc.). The revised version provides five dimensions for leadership; the major differences being primarily in the emphasis on personal learning and managing change. Here I describe the dimensions of leadership as: personal learning; establishing direction; aligning people, systems, and resources; motivating and inspiring followers; and managing change. The revised leadership context takes into account the complexity inherent in present and future leadership. Based on the above mentioned indicators, Mary Jo Hall developed framework to assess leadership.

13.6 FIVE LEADERSHIP DIMENSIONS AND ASSESSMENT

The following five dimensions will help you to learn leadership. Based on these five leadership dimensions, one assesses the leadership.

Personal Learning

Personal learning is an important criteria to assess leadership. In the constant changing scenario in every field, leaders expected to learn quickly and they must know the field more than others. This will help them to motivate others and they can provide directions to others.

Vaill calls this “leading a learning process” (1996b, p. 2). The question Vaill puts forth is: “To what extent are the individuals who are in positions of leadership...focusing (and being helped to focus) on their own learning abilities on the subject of leadership?” (1996b, p. 9). Thus, leadership is about learning. Vaill (1996b) posits that reflection is an integral aspect of this process and that a reflective learner “...learns about ourselves as learners...” (p. 84). He further adds that the reflective learning system relies on self direction, creativity, expressiveness, feeling the meaning, learning on-line and continuous learning.

The self-directed mode of learning is the degree to which intentional learning is guided by personal choice, not dependence on others. “In reflexive activities, we are trying to understand how to increase our personal sense of ownership in our learning” (Vaill, 1996a, p. 87).

Peter Senge states (1990, p. 14): Real learning gets to the heart of what it means to be human. Through learning we re-create ourselves. Through learning we become able to do something we never were able to do. Through learning, we re-perceive the world and our relationship to

it. Through learning we extend our capacity to create, to be part of the generative process of life.

Establishing Direction

Along with personal learning, the leaders should be in a position to establish direction for their organization or institution. The main objective of establishing direction is to bring changes in the organization or institution. Once they assume as leader, they are in a position to bring positive changes in their organization or institution. They must create vision and they must create energy in the organization or institution to achieve the vision. Once they create vision, this will help them to bring changes and they can reinvent the organization or institution in a new form. The basic and important skill for the leader is to create a vision for the organization or institution and provide direction to achieve the same (Kotter, 1990). They have to see organization as a whole and create vision for the overall development of organization or institution. Once they create vision for the organizational progress, leaders need to articulate the vision to all. Once they can able to articulate the vision and make the colleagues to be part of the organizational vision to achieve, then the periodical assessment will help them to see the progress.

Aligning People, Systems and Resources

We have seen the significance creating vision in the previous section. After creating the vision, we need to discuss the importance of making everyone to participate to achieve the vision. To achieve the vision, making everyone to realize the importance is another task of the leader. This requires communication skill. Not only communicating to all, leader must get feedback from the fellow colleagues and assessing the feedback and recreating the vision along with feedback and communicating the same again is also important.

Asking pertinent and thought-provoking questions about the system is as important as providing solutions. Communication is not just verbal and written, it includes modeling core values of the organization such as teaming, trust, empowerment, and excellence. Communication builds trust within and among all people by actions that match words, thus instilling integrity in the system. While Kotter focuses primarily on aligning people, research also indicates that systems and resources must be aligned with the vision and the strategies as a precursor for involvement and commitment. For example, if reward and recognition systems do not support the vision, values, and strategies, it is difficult to inspire and motivate people to continually improve and change. (Mary-jo Hall, 1997)

Motivating and Inspiring Followers

After inculcating vision, making others to motivate to achieve the goal and to make the organization progress is important. Kotter states (1990, p.61): ...direction setting identifies an appropriate path for movement, effective alignment gets people moving down that path, and a successful motivational effort assures that those people will have the energy to overcome obstacles in their way. Due to diversity among colleagues, it is important for the leaders to motivate the others constantly and make them travel with leaders for achieving goal.

Managing Change

Once leader create vision and ready to bring change in the organization, there is constant change in the organization, some time entire team do not accept the change. It is leaders responsibility to make the others to accept the change and leaders must create the environment where every one should accept the change and they must believe that the change bring good to the organization or institution.

The capacity to manage change is best summarized by Kotter (1996a) and includes: establishing a sense of urgency, creating the guiding coalition, developing a vision and strategy, communicating the change vision, empowering broad-based action, generating short-term wins, consolidating gains, and producing more change and anchoring new approaches in the culture.

While some of the skills, competencies, and behaviours needed to lead a focused change process are the same general skills, competencies, and behaviours needed by leaders in a more stable environment (for example, establishing direction), Kotter's managing change category is purposefully presented intact because of the thoroughness and acceptability of the model. Additionally, this model is compatible with the classic three-step procedure of change model (unfreezing, movement, and refreezing) presented by Kurt Lewin (1951).

Kotter's (1996b, p. 59) research documents that not doing any one of the actions results in a change effort that is not as successful as expected: "...the change process goes through a series of phases that, in total, usually require a considerable length of time. Skipping steps creates only the illusion of speed and never produces a satisfying result."

13.7 ASSESSMENT USING A CAPACITY MATRIX

We have seen five leadership dimensions. We need to assess these five dimensions to audit leadership practices and policies. In this Unit we have used David Langford's "capacity matrix" as the tool to assess personal capacity to lead change in a volatile world (1995). The competencies, behaviours, and skills from the five leadership dimensions we have seen so far are loaded into the tool.

According to Langford, the capacity matrix gives responsibility for both evaluation and learning to the individual.

With regard to knowledge of the leader, once the leaders know who is doing? What needs to be done in the particular situation or context, where to do, when to do, how to do and how many have to be involved? And how much resources needed? Then leader considers as knowledgeable. Not only knowing everything, leader must possess comprehension ability. Comprehension is nothing but analysing the situation and bring conclusion like the reasons for the particular incident and comparing the present incident with previous one, contrasting the two incidents, explaining new terminologies and examine the incident in a very empowering and positive manner.

Langford/Tribus model contains wisdom category, synthesis, appreciation. Wisdom includes judging appropriate manner, evaluation and appreciation.

Synthesis is the one's ability to put together parts and elements into a unified whole, which requires original and creative thinking. It includes constructing a model, creating a plan, or arranging pieces together that probably were not previously joined.(Mary-jo Hall, 1997)

Appreciation includes acknowledge the colleagues achievement and provide constructive ideas.

Documentation Using a Portfolio

Self assessment of one's individual capacity to lead change using the capacity matrix is a start. But as W. Edwards Deming (1993) frequently asked, "How do you know your assessment is accurate?"

Personal learning is a process and one can learn continuously. This personal learning happens through different ways like experience, reading, comprehending, films and documentaries etc.(Langford, 1995, a-11). This learning happens only when we analyse the experience and bring changes personally accordingly. One such effort is portfolio documenting in which one can document their present capacity, skills as well as changes. Not only handwritten documents, one can prepare videos, reports, opinion of others about themselves. The portfolio especially contains what you know at present, what you would you like learn, what your plan to learn is and what is the opinion of others.

Intentional Learning

Having completed an assessment of your capacity as a leader of change, documented and described your skills, knowledge, and activities in a portfolio, how do you continue intentional, self-directed learning? A model developed by Wick and Leon (1993) and used

extensively by industry, is called SMART learning (select, map, act, review, and target). A modification of this model includes the following steps:

Step 1 is to selection of the goal.

Once select the goal, one has concentrate in a particular goal at least for 4 months is the recommended strategy.

Step 2 is to map out achievement of the goal with a detailed learning map. A suggested format for the map includes:

- a learning goal;
- action steps with milestone chart (be specific and detailed);
- resources needed (this could be a matrix of people, materials, and resources);
- barriers anticipated (force field analysis); measurement of result (from capacity matrix levels);
- future organization benefits;
- future personal benefits; and
- a planned completion date.

Step 3 is to act on the plan. Determine progress on a monthly basis. Analyze both the content and the process of the learning. Make mid-course corrections in the plan. Recommendations to help stay on track include using learning partners/mentors, visual reminders adaptable to particular calendars or day timers and learning journals for reflection, lessons learned, idea development, and linking new information with present knowledge.

Step 4 is to review and evaluate learning and the learning process. Continually reflecting on the learning process is important to make connections with other learning and to transfer the new learning to on-the-job practice.

Reflecting and questioning tacit assumptions helps define and clarify one's belief system. Using the new learning is imperative; thus finding practice opportunities is a constant need.

Step 5 is to target the next learning goal. This implies going back to the learning purpose and the capacity matrix. This phase in the learning triggers a new learning cycle and repeating the assessment, documentation, planning, and learning sequence. This cycle for building personal capacity increases leadership skills and promotes higher levels of learning. It models leaderly learning.

Check Your Progress Exercise 1

Note: i. Use this space given below to answer the question.

ii. Compare your answer with the one given at the end of this unit

1. What is leadership competency assessment?

13.8 WOMEN ENTREPRENEURS /LEADERS CASE STUDY

The following case studies will provide insight of leadership capacity among women Entrepreneurs

Women entrepreneurs flourish: Meet 4 young start-up divas determined to succeed

By Rahul Sachitanand, ET Bureau | 9 Mar, 2014

As a fresher from the Indian School of Business (ISB), Hyderabad, Minnat Lalpuria Rao rejected 25 to 28 job offers when she graduated. Instead, the 28-year old decided to follow in her father's footsteps and become an entrepreneur. With some 10 million weddings held in India annually, this was an opportunity waiting to be tapped — Rao organized 150 weddings in 2013, based almost solely on word-of mouth and in 2014 she thinks she can piece together 1,000. At a time when there is a sharp focus on diversity and break through unseen glass ceilings, turning entrepreneur is proving to be a good way to get more women into the workforce. With more women in management programmes (30-50%, according to various estimates) and societal pressures easing, more women are getting comfortable starting up. For example, ISB was the Indian partner for the Goldman Sachs 10,000 Women Entrepreneurs Programme, a five-year programme to aid the development of women entrepreneurs. Across seven cities, spread over 16 weeks, women went through this programme to sharpen their entrepreneurial skills. It saw over 1,300 attendees in in total, says Kavil Ramachandran, who anchors ISB's entrepreneurship initiatives."Apart from stray management programmes, the potential of women entrepreneurs hasn't been tapped," he adds. "Attendance at our programmes shows that there has been a sharp interest in entrepreneurship among women."

Doing Their Own Thing

Start-ups may provide a new way for more women to enter and stay in the workforce. At a time when established companies are turning cartwheels to meet their diversity targets (women being a key metric in this), the lure of the unknown and the thrill of entrepreneurship may be a bigger draw than the stability of a routine job. According to various estimates, women account for 25-35% of employees at start-ups and the number is increasing. According to venture capitalists and other risk capital investors, a growing number of

women, emboldened by start-up success stories both in India and the globe, are taking the plunge. The growing interest in entrepreneurship is visible in many places. For example, at start-up events and forums hosted by the likes of Indian Angel Network and Mumbai Angels, the number of women in attendance has increased sharply in the past couple of years. Individual angel investors say that more women are also walking up to them with clever business ideas. "There has been a noticeable increase in the quality and quantity of proposals we receive from women entrepreneurs...but it is nowhere close to where it should be ideally," says Sasha Mirchandani, founder of Kae Capital, an early-stage investor. While more women have been able to get (and stay in) a job, turning entrepreneur comes with its own set of challenges. For one, women have traditionally had lesser access to capital to fund their businesses, hampering their ability to get their start-ups off the ground. Some of the statistics make grim reading. According to the Gender-GEDI Female Entrepreneurship Index, a study by hardware giant Dell, India ranks poorly on all fronts. Overall, it came in 16 of 17 countries in this survey last year, with some statistics — 26% of women in India have bank accounts compared with 100% in developed markets — telling their own tale. Multiple factors restrain women from starting their own enterprises. Most prominent, Mirchandani of Kae points out, are social norms, which dictate that women put home, family and kids before their own aspirations — entrepreneurial or otherwise. "There are signs that this is changing — husbands willing to play second fiddle, when the wife has a smart start-up in the works or a support system for children when both parents are at work," he adds.

Creating a Network

In some parts of the country entrepreneurial women are making waves. For example, in the arid regions of Latur and Osmanabad in Maharashtra, women are leading the charge at organizations such as Swayam Shikshan Prayog, which is building networks of rural businesses. Here, women are handpicked to sell products such as gas stoves and the best ones given charge of a region to manage. "Women are seen to have stronger networks in the community and have more empathy with other women who control the household budget," says Aparajita Agarwal, director, Sankalp Forum, a facilitator of social enterprises. According to Agarwal, women may prefer entrepreneurship because it lets them be more flexible with their hours, even as they earn a steady income. This is especially true in rural India, where women continue to juggle multiple roles even as they chase their entrepreneurial dream.

"Women entrepreneurs typically look at businesses that impact their lives," she says.

She points to examples such as Mann Deshi Mahila Sahakari Bank, set up in 1997, which is India's first co-operative financial institution set up and run for women by women; or Silent Observer, a software tool developed by Pune-based Sukrut Systems, to prevent illegal sex determination tests. With women educated overseas heading to the hinterland to drive social entrepreneurship ventures, the possibilities are just opening up for millions of women in rural India. After spending five years in some of India's villages across Karnataka, Andhra Pradesh, Jharkhand and Odisha in the microfinance sector, Ajaita Shah decided to start a solar energy focused venture in rural Rajasthan. Shah used some of her microfinance learnings to redraw the rules of solar energy in these villages. The 29-yearold who is of Rajasthani heritage, but grew up in New York (she graduated from Tufts), felt the acute lack of electricity first-hand while living in these villages. "Solar as a concept isn't new; it has been around for as long as 20 years in India," she explains. "The problem was two-fold — the equipment sold was substandard and after-sales service was practically non-existent." As a woman in a Rajasthani Jain family, Shah had to work her way past many naysayers who questioned her position as an entrepreneur and not in the traditional roles of daughter, wife, daughter-in-law and mother. "I've had to fight numerous battles along the way to prove that I belong," she says. In the past few years, she has let her business do the talking. Since 2011, her enterprise, Frontier Markets, has sold some 17,000 solar solutions in 15 districts of Rajasthan, covering some 1,200 villages. "We want to eventually sell five million units and reach some 10 million households," Shah says. Already, Shah is looking to empower more women in rural India. Frontier Markets, for instance, has launched "solar sahelis" (solar friends), an initiative to train village women to become entrepreneurs who will vend solar products. There are already 150 of them selling solar lanterns and Shah hopes this number will increase to 5,000 in Rajasthan alone, before Frontier Markets along with its solar sahelis expands nationally.

Game of Poker

Until the middle of 2011, Richa Kar was a business process consultant with German enterprise software giant SAP in Bangalore. However, a latent start-up bug was only growing in the six years she held a regular job — ideas around starting her own cafe, running a venture to source local products for NRIs and many were proposed and disposed in quick order. Instead, she quit her job and started Zivame, an online lingerie retailer, which today houses some 40 brands, with some 93 sizes of bras alone. She says that the biggest step is to make the first move. "When you finally take the plunge, everything falls into place," she says. Entrepreneurship can be strange for Indian women, since there's no sense of balance at play.

"It is like a game of poker...you are all in." More women are turning entrepreneurs because their roles at home and at work are being redefined. For example, Vachan's Rao says that she has her family's backing to focus completely on her venture. "I work around 15-16 hours a day and often work on Sunday afternoons, when the rest of the family wants to relax or catch a movie," she says. Instead of the air-conditioned confines of a multiplex, Rao is often out, meeting her vendors and supervising another wedding. She's got seed funding for her venture and in the next month expects to raise her first round of venture capital backing to grow her enterprise. Thirty-six-year-old Priya Maheswari ventured right into the male-dominated world of real estate when she decided to establish her start-up Properji. com. When she relocated from the US to Bangalore, she discovered that buying a house was an onerous task — the industry was opaque and brokers were often in cahoots with builders, leaving buyers at a distinct disadvantage. "There was no independent advice available," she says. "As a woman, it was even harder to get authentic data".

Waiting for the Wave

Progress since then has been steady rather than superfast. Today, the former consultant has got around 350 customers on her site and plans to earn revenues from subscriptions to a data package she provides customers. "We are not a generic listings site full of agents and brokers," she says. Being in Bangalore didn't spare her the blushes of often being the only woman in the room. "It was intimidating in the beginning and even today when I am the only one in the room," she says. Rather than get cowed down by this skewed gender ratio, she focuses on the job at hand. "Having worked in multinational companies, I feel I can understand the needs of my clients, who are mainly serious middle and upper-middle class buyers...I want to empower my customer by providing them with factbased independent research so that they can make an informed decision." Like Maheshwari, there are many more women lining up to take the entrepreneurial plunge. A few more poster girls in the start-up universe will ensure that these ripples of enterprise develop into a wave.

The above women entrepreneurial case studies clearly demonstrates that the women possess skill of making vision and attracting many to implement the vision and they could able to successfully venture in to new areas. All these case studies clearly demonstrate leadership skill among women entrepreneurs.

13.9 SUMMING UP

In this Unit, We have seen leadership competency assessment in the beginning. It is one of the tool to assess the competency of the leader. Along with the tools and techniques, we have

also discussed different types of leadership and how it influences the functioning of organizations/ institutions. Apart from this, we have also discussed the significance of leadership quality and leadership styles, leadership process, five leadership dimensions and assessment, leadership assessment using capacity matrix. Finally there are few women entrepreneur /leaders case studies. After reading these case studies, learners can apply the tools and matrix to understand these techniques.

13.10 GLOSSARY

Traits Leadership: It is defined as integrated patterns of personal characteristics that reflect a range of individual differences and foster consistent leader effectiveness across a variety of group and organizational situations (Zaccaro, Kemp, & Bader, 2004). The theory of trait leadership developed from early leadership research which focused primarily on finding a group of heritable attributes that differentiated leaders from non-leaders. Leader effectiveness refers to the amount of influence a leader has on individual or group performance, followers' satisfaction, and overall effectiveness (Derue, Nahrgang, Wellman, & Humphrey, 2011). Many scholars have argued that leadership is unique to only a select number of individuals and that these individuals possess certain immutable traits that cannot be developed (Galton, 1869). Although this perspective has been criticized immensely over the past century, scholars still continue to study the effects of personality traits on leader effectiveness. Research has demonstrated that successful leaders differ from other people and possess certain core personality traits that significantly contribute to their success. Understanding the importance of these core personality traits that predict leader effectiveness can help organizations with their leader selection, training, and development practices (Derue et al., 2011).

13.11 ANSWERS TO CHECK YOUR PROGRESS EXERCISES

Check your progress exercise 1

1. The Leadership Competency Assessment is one of the tool which can be used to identify the strengths and weakness of a leader. In this tool, the following indicators have developed and assessed. Time Management, Goal Orientation, Organizations Skills, Work ethic, initiative, effort, persistence, energy, self control, stress tolerance, resilience, work- life balance, Adaptability, optimism, self- confidence, self- awareness, humility, unbiased attitude, learning strategy, intellectual curiosity, continuous learning, seeking feedback, communication skill, active listening, facilitating discussion, public speaking, developing external contact and psychological knowledge.

13.12 REFERENCES AND FURTHER READINGS

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²*Ibid.*

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13.13 QUESTIONS FOR REFLECTION AND PRACTICE

1. Explain five leadership dimensions and assessment capacity matrix.

