

A Contextual Review of Leadership Development

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ABSTRACT: *Particularly among practitioners, there is a lot of interest in leadership development. Nonetheless, there is a mismatch between the practice of leadership development and its scientific basis, as well as conceptual misunderstanding about the differences between leader and leadership development. The current review examines the field of leadership development through three lenses: (1) understanding the distinction between leader development and leadership development (conceptual context); (2) reviewing how state-of-the-art development is carried out in the context of ongoing organizational work (practice context); and (3) summarizing previous research with implications (research context). The main goal is to demonstrate how important it is to create both human and social capital in companies, bridging the gap between practice and research of leadership development. 360-degree feedback and executive coaching, mentorship and networking, and job assignments and action learning are all examples of specific methods that are examined. Practices and research are framed in terms of a general need to connect leader development, which is mainly focused on improving human capital, with leadership development, which focuses on fostering social capital in companies.*

KEYWORDS: *Executive Coaching, Leadership, Managerial Growth, Management Skills, Personality Traits.*

INTRODUCTION

The need for leadership development seems to be at an all-time high. Survey findings showing the increasing focus and resources devoted to leadership development are one indication of this interest [1]. Many Leadership is seen as a source of competitive advantage for businesses. The fact that there is a growing interest in leadership development is another indication. There are a lot of recent publications on the subject. The is one of the most famous offers. The Handbook of Leadership Development, published by the Center for Creative Leadership, covers much of what the Center's researchers have discovered. Over the last 30 years, coaches and trainers have learnt a lot about leadership development [2]. In there are also a number of newly released books and book chapters on the subject addresses a number of different elements of leadership development. However, there must be a clear difference established between leadership development and management development. As well as managerial development The two fields' literatures are almost identical. Although there are some similarities, there are a few significant distinctions. Leadership and management are similar concepts.

Two distinct (but connected) ideas, and their evolution has distinct emphases Managerial growth is the most important aspect of management development [3]. Education and training focused on gaining particular kinds of information, skills, and abilities in managerial positions, and the ability to improve task performance Another distinguishing trait. The use of tried-and-true solutions to well-known issues is the essence of management development. As a result, it's mostly a training tool the term "leadership development" refers to the process of increasing an organization's collective capability [4]. Members to take part in leadership positions and processes in an efficient manner. The term "leadership roles" refers to both official and informal leadership positions. Management training focuses on formal performance, while management development focuses on informal performance. The processes of leadership are those that allow groups of people to achieve their goals[5]. Individuals to collaborate in meaningful ways, while

management methods are ineffective. Positions and organizations are believed to be position- and organization-specific. Leadership development entails equipping groups of individuals with the ability to learn new things. Away out of difficulties that could not have been anticipated, or that could not have been predicted at all as a result of the breakdown of conventional organizational systems and the resulting chaos. This sensory ability is believed to be lost in that broader sense, comparable to the concept of cognitive and behavioral complexity[6]. Capacity improves individual and group adaptation in a variety of situations a wide variety of circumstances A program for leadership development. The strategy is geared on increasing capacity in advance of unexpected problems. The goal of this study is to look at how people improve their leadership skills. The word "context" is intended to cover a wide range of topics. Indicates that leadership development takes place in a variety of situations. One in particular setting is one of creating leaders as opposed to developing leadership (i.e. conceptually). A second context is the work itself, and how up-to-date it is.

Development is taking place as part of continuous organizational activity (i.e., context of practice). A third context is research that has both direct and indirect effects. Consequences for the development of leadership (i.e., research context). The current study is a review of it is not intended to be comprehensive; rather, it will concentrate on current practices and research[7]. That have been implemented or published in the last 5 to 10 years, on average. Furthermore, since there is a scarcity of academic study directly on the subject, the majority of what is evaluated has implications for leadership development, as opposed to research on the issue itself. As being mainly conceived within the context of a leadership development framework The goal of this study review and debate is to pique the attention of future leaders. Leadership has historically been thought of as a personal quality. A transformational leadership theory is an excellent illustration of this, since it suggests that transformative leaders act in ways that are linked to the aspects of transformation. Individualized Consideration, Charisma, and Intellectual Stimulation. The method to research and theory testing that follows presupposes an individualistic mindset. A way of thinking about leadership in which a clear difference is made between followers and leaders (For example, followers assess their "leader" based on a variety of factors [8].

Development is believed to happen mainly in this tradition. Individual talents and abilities, mainly intrapersonal, are developed via training. These types of training methods, on the other hand, overlook virtually everything. Leadership is a complicated interplay between the mind and the body, according to 50 years of study [9]. The social and organizational context, as well as the chosen leader. Aside from developing individual leaders via the development of a set of skills or talents, therefore, presuming that leadership would emerge, a complementary viewpoint is taken. Leadership is a social process in which everyone in the society participates. Businesses must be prepared to disrupt the status quo, if they want to create something new that will be successful, they should keep the old while it is still popular. Others will kill them if they do not destroy themselves." During the construction of the ability to lead is required. Organizations must constantly reinvent themselves must pay attention to both individual and group leadership development Furthermore build distinct identities and improve a unique self-understanding [10]. By applying self-awareness to social and organizational imperatives, leadership development may be viewed of as an integration approach that helps individuals understand how to connect to others, coordinate their efforts, establish commitments, and form extended social networks. As a kind of organizational development strategy, an overall approach to leadership development necessitates a deliberate transition toward greater degrees of both leadership integration and distinctiveness. This is an example of what has been referred to as structured complexity.

DISCUSSION ON DISTINCT PERSONALITY TRAIT REQUIRED FOR A LEADER

The fundamental changes impacting the competitive business environment are also having an impact on how companies train their employees for current and future problems. One focus has been on increasing investment in leader and leadership development at all levels of the company, as well as developing leadership ability in all workers and across all organizational systems. Scholarly scholars may possibly make a significant contribution to the knowledge and enhancement of organizational leadership development. Researchers may contribute to the purposefulness of leadership development by looking at how different practices and procedures, both alone and in combination, contribute to greater leadership. One of the most difficult challenges organizations face is reversing a trend that allows leadership development to become a "haphazard process," which occurs when development is incorporated into an organization's ongoing work without sufficient attention to intentionality, accountability, and evaluation. Organizations, of course, continue to utilize classroom programs as a kind of development practice. According to a 1995 study conducted by the American Society of Training and Development, traditional classroom programs are used by 85 percent of businesses that participate in leadership development initiatives.

Classroom programs, among other drawbacks, have difficulties with transfer of training and expensive start-up expenses. The actual trend is toward a better knowledge of and use of leadership development in the workplace. For purposes other than leadership development, a number of techniques have been created and used in companies. Most of these techniques were designed to help with performance management (e.g., 360-degree feedback), corporate socializing (e.g., mentoring), or productivity (e.g., work assignments, action learning). The techniques are often fully integrated into the job. In many instances, these techniques also serve as the foundation for modern leadership development programs. The purpose of this study is to look at the most popular and promising methods for developing leaders and leadership in the context of continuous activity in an organization. Each part will provide a short introduction of the practice, an explanation of how it is utilized for development, and a synthesis of current theory and research with implications for better understanding or increasing the efficacy of leadership development in the workplace. There will be a review of literature from both the practitioner and scholarly worlds. 360-degree feedback and executive coaching, mentorship and networking, and job assignments and action learning are among the particular methods to be examined. These practices are generally ordered on a scale of least to most deeply entrenched in current organizational activity. This technique of methodically gathering impressions of an individual's performance from the full circle of relevant views is known as 360-degree feedback, multi-source feedback, or multi-rater feedback. Peers, direct reports, supervisors, and, on rare occasions, external stakeholders like as customers and suppliers are used as rating sources.

One ostensible benefit of such intensive, thorough examination is the ability to get a full and accurate picture of an individual's performance. 360-degree feedback is good on assessment but usually poor on challenge and support when it comes to the tripartite developmental approach of connecting assessment, challenge, and support. This method is predicated on the idea that performance changes across contexts and that people act differently in various situations. The multi-source method has the benefit of explicitly acknowledging variations in the ability to monitor different elements of an individual's performance across sources. These assumptions are supported by research results, which indicate that ratings from different sources only have a modest correlation. Rather than being an issue, this result indicates that performance may vary, as well as how it is perceived, across diverse constituencies. To capture this range of behavior and viewpoints, multisource or 360-degree ratings are required. It's also worth noting that further investigation revealed minimal evidence of within-source rating agreement. The increasing popularity of

360-degree feedback may be due to a greater knowledge of the need of self-awareness in the workplace. Lack of self-awareness may endanger initiatives by contributing to sub-optimal individual performance or by causing others to experience greater stress and worry. Other reasons for 360-degree feedback's popularity include its effectiveness as a developmental tool, its initial ease of implementation (although it is more difficult to manage effectively than many companies realize), and the fact that many of the world's "most-admired" companies have adopted the practice. The changing structure of the US industrial sector provides a somewhat different reason for the increasing usage of 360-degree assessments.

In the past, a company's success was determined by its assets, not its employees. That ratio is now flipped among cutting-edge businesses, and many organizations' workers own the bulk of their wealth (i.e., intellectual capital). As a result, if a significant percentage of that talent gets dissatisfied with their coworkers or superiors and leaves the business, the financial consequences may be disastrous. A significant amount of wealth might wind up in the hands of a rival, or—given the allure of entrepreneurial start-ups—become the competition. Multi-source feedback may be a helpful developmental tool for increasing intrapersonal competence in the form of self-awareness of one's effect on others, which is linked to increasing individual trustworthiness. An individual's trusting intentions toward others may be improved if the feedback process is handled professionally and sensitively. Some people, on the other hand, may realize that criticism is correct yet refuse to alter their behavior. A participant must first be ready to accept feedback as meaningful and helpful, as well as be open to change, for any leadership development endeavor to be effective—especially one based on 360-degree feedback. They must also be realistic and resilient, understanding that change is seldom a straightforward process, requiring a significant investment of time and work before the desired change gets ingrained in an individual's behavioral repertoire. According to recent study, what managers do with their input does important. Managers who met with direct reporters to discuss their upward feedback showed more change in the form of performance improvement than managers who did not meet with their direct reports to discuss their feedback. The effectiveness of peer evaluations was only predicted by favorability. Another issue is that assessing change using 360-degree survey instruments has proved challenging due to related changes in goal expectations as a consequence of program participation (i.e., beta change) and changes in thinking about the constructs being evaluated (i.e. gamma change).

For these reasons, some studies have used a retrospective approach in which a measure of the perceived degree of behavioral change in a target is collected during the second wave of data collection. This technique is interesting since it tries to evaluate the degree of perceived change directly rather than relying on difference scores, which have their own set of psychometric issues. As a result, retrospective technique is worthy of further study attention. However, if the feedback is complicated or inconsistent, or if the receiver has the abilities to understand the data and convert it into new behavior, desire to accept and utilize feedback may be inadequate for change. Executive coaching has become a popular leadership development technique as a result of these factors. The phrase refers to a continuous process rather than a single occurrence. Coaching may help you improve your own performance, advance your career, or work through organizational problems like cultural change. It may be a short-term exercise focused at developing particular leadership abilities or resolving specific issues, or it can be a long series of sessions spread out over a long period of time. It's reasonable that most businesses would want to make things as simple as possible. However, when combined with 360-degree feedback, the method is complete in terms of combining evaluation, challenge, and support in the name of growth.

Although it might be argued that coaching would help almost everyone, at least one research found that three-quarters of participants were in risk of falling off the wagon when they started working with a coach.

Furthermore, the most common motivations for participation are remedial in character, and are often linked to interpersonal insensitivity or a lack of influence. As a result, companies that employ coaches, as well as coaches themselves, should be mindful of the potential stigma associated with being assigned a coach. The benefit of assigning a coach to a whole executive group is that it puts all beneficiaries on an equal level. It is neither a stigma nor a perceived source of bias when everyone has a coach. Some organizations incorporate development activities aimed at developing wider individual networks as a means of breaking down boundaries across functional areas. One of the main goals of networking efforts is to help leaders move beyond knowing what and how to know who to turn to for problem-solving resources. Networking also entails broadening one's understanding of what and how by exposing oneself to other people's ideas, which may question fundamental assumptions about what we believe we know. It's also a way of encouraging members of the organization to develop bonds with people outside of their immediate work group. In this sense, networking is about creating and investing in social capital, with a main developmental focus on support. Andersen Consulting and Motorola, for example, have developed specific networking programs with the aim of leadership development. The Worldwide Organization Executive Program is a five-day program designed to fulfill the development requirements of Andersen's worldwide partners, providing the opportunity to meet and share ideas with partners from all practice areas and all corners of the globe. The aim is for partners to be able to improve their personal networks in order to create business possibilities.

Another form of networking includes interactions between groups of managers and executives who have similar training or work experiences. These groups gather on a regular basis over lunch or through electronic communication to discuss their common problems and opportunities, with the aim of applying or making their learning relevant to current leadership challenges on an informal, continuing basis. Individual networks are seen to be an effective method to improve managers' ability to innovate and solve problems. Working in a geographically scattered yet technologically advanced company offers many networking difficulties (and innovative possibilities). Once a month, Nortel broadcasts a Virtual Leadership Academy using its sophisticated video and data-networking capabilities. The program is broadcast simultaneously in 47 locations across the world, including simultaneous translation from English to Spanish and Portuguese. Although the technology does not allow for face-to-face networking between participants, supervisors may call and receive real-time answers to their queries or concerns. The initiative is designed to reaffirm a fundamental Nortel value: that technology should enhance human contact rather than replace it. The fact that networking creates peer connections in the workplace is one of the reasons why it is considered to be helpful to professional and personal growth. Because of the degree of mutual responsibility and the length of the connection, peer relationships have a special significance for growth.

According to research, certain peer connections may endure for a 20- or 30-year career, while a normal mentorship relationship lasts between three and six years. Peer connections should be seen as a potentially useful component of an entire leadership development system by organizations. The most effective efforts, like general mentoring processes, will not attempt to formalize relationships at the expense of informal ones; instead, formal programs should intentionally make networking opportunities available, model successful developmental relationships in the organization, and highlight the relative benefits of networking. Networking is one of the most effective ways to boost an organization's social capital. Managers who create networks that enable them to transcend the organization's formal structure particularly when they establish non-redundant connections with individuals in other networks are the most likely to gain in terms of knowledge and entrepreneurial possibilities. These advantages will not be available to managers who are part of a small network with a lot of duplicate connections. To maximize the benefits of networking opportunities, a manager must have the necessary self-awareness, motivation, and self-

regulation abilities (i.e., intrapersonal competence), as well as a well-defined set of developmental and strategic goals. As a result, feedback, coaching, mentoring, and networking activities should be connected in such a manner that an integrated leadership development system is created that addresses all elements of evaluation, challenge, and support. The connection between leader development and leadership development may be strengthened by incorporating these connected activities into a developmental work assignment or an action learning project.

CONCLUSION AND IMPLICATION

There's more to the suggested difference between leader development and leadership development than semantics. The fundamental distinction is a focus on building human capital (leadership development) as opposed to social capital (leadership development). Individual skills like as self-awareness, self-regulation, and self-motivation, which serve as the basis of intrapersonal competence, are emphasized in a human capital orientation. Orientation toward social capital stresses the creation of reciprocal responsibilities and commitments based on mutual trust and respect; it is based on interpersonal competency, but it needs enactment in the end. The enactment of leadership is how leadership is created. The various growth methods are based on quite different leadership models; the suggested difference is critical. The formation of leaders is based on a conventional, individualistic view of leadership. The fundamental premise is that the development of individual leaders leads to more effective leadership. It also believes that companies may enhance their social and operational performance by adding leadership. Leadership development, on the other hand, has its roots in a more modern, relational paradigm of leadership.

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