

## A conceptual study on leadership: leadership development & its effect on managerial levels

<sup>1</sup> Arpit Shailesh, <sup>2</sup> Dr. Taruna

<sup>1</sup> PhD (Management) Research Scholar, School for Management Studies, Babasaheb Bhimrao Ambedkar University, Lucknow (A Central University), Uttar Pradesh, India.

<sup>2</sup> Assistant Professor, School for Management Studies, Babasaheb Bhimrao Ambedkar University, Lucknow (A Central University), Uttar Pradesh, India.

### Abstract

When managers display their specific commitment to value service, frontline hotel employees follow them. Managers who disclose an empowering leadership style and are devoted to service quality establish an atmosphere, which causes the employees to share the values inside an organization. Some researchers describe empowerment as a means of undergoing self-efficacy by the personnel via conditions, which foster powerlessness and via their deduction by both informal methods and formal organizational methods. The study is based on secondary data collected through various books and journals. This study is envisioned to demonstrate the effects of various leadership methods on various managerial levels. It integrates the data attained from the study approved in 10 different nations; 5 developed and 5 developing countries.

**Keywords:** Leadership, Managerial Levels, Leadership Style, Development and Leadership Skills

### 1. Introduction

Leadership is the base of literature that can be defined in various distinguished ways. According to Lohmann (1992), leadership is defined as the creation of an idea, generating an environment of trust inside business. As per Northouse 2004, leadership is the process where persons encourage groups of group of persons to achieve a higher outcome or to achieve a common goal. Organisations must have leaders in various departments and levels to be in a strategic position. According to Owen (2015) [21], the only way to improve the speed and quality of an organization was to have competent, capable and strong leaders that are able to make smart decisions and work towards implementation of them at all levels. As per Malhorta, (2014) [30], leadership is an area that is sifted with absurdities, inconsistencies and irregularities. Particularly, numerous approaches to leadership were acknowledged from this research and inculcated the managerial behaviour approach, the leader member exchange, power influence, the contingency theory, situational approach and leadership and trait approach. Thus, it is clear and evident that the main influencers for the effectiveness of an organisation are empowerment of employee and leadership. In the real world, the style of leadership comprehensively impacts the binders and commitments. For example, a work based on services has today become a game which is played by businesses and individual persons. Today's business world has become so modest and has obliged enterprises to be advanced in providing their services, as per Yukl (2002) [46]. Serving the customers in an advanced way has become a serious growth aspect for the enterprises. The skills of the manager's that the leaders should continue to enhance in themselves are recognition of the employees, team orientation, listening skills and creativity. Therefore, leaders have the accountability of certifying that the system of reward as a tool of empowerment is reliable, and time-tested for emphasizing

significant rooms for the employees' performance (Owen, 2015) [21].

### 2. Literature Review

Development of a leader mainly depends on the development of an individual or focus is on developing leader's attributes like behaving, feeling or thinking. While Leadership Development focusses on the development of social capital and it gives emphasis on development of leadership quality as a method of stimulation. This method incorporates social stimulation processes, team dynamics, interpersonal relationships and effective experiences among the leader and his team. It includes assisting groups of individuals become more operative in problem solving in a broad array of circumstances. This kind of peculiarities is rarely made; mostly leadership development and leader are coupled together.

According to Tichy and Nancy Cardwell (2002) [42], Charan and Drotter (2000), Conger (1999) [12] and McCall (1998), It is now a rising acknowledgment that the development of leadership includes much more than developing skills of individuals only. As previously mentioned, mainly focusing on individual leader's development, it excludes the intricate boundary of people living in a society. This in turn has led to main emphasis on the process of developing leadership quality, how to make best use of such quality and how to compete with real life issues, if arouse.

As per Ulrich (2007), Tichy (1997) [43] and Jaques (1989), the chief fact of today is that nothing is more significant to an organisation than the development of the leaders of the future. Also, it is now an evidence that the enterprises who did not take the process of development of future leaders seriously are facing disadvantage in the current dynamic environment. Whereas, enterprises who took the process seriously are performing well in the competitive world of business. It is how-so-ever not still clear that what are the best approaches for

developing a leader- is it the one who is more valuable or the one who brings more return on investment. In the current state of environment, leadership skills can be development programs should be commenced within the organisation itself for developing the skills of the leaders.

Normally, a leader is developed when a theoretical understanding of leadership is provided; there is awareness of the skills that is not easy to teach and of course practice of those skills, which is the most important. A substantial amount of leadership quality is developed when in the initial stages of career when the accomplice gives time and engages himself in training activities. Though, at start of career, accomplice often lacks the perspective of training, even when their leadership skills tend to be minimal at that time. Lately, it is also seen that accomplice make greater efforts to develop in the later stage of career. Whatsoever may be the approach leadership developmental programs must be conducted in a systematic and organised manner, for the enterprise to develop sustainable leaders.

Bass, categorised style of leadership into transactional leadership and transformational leadership. Transactional leadership mainly emphasises on the basic and external demand of the staff. The relationship between subordinates and leaders is based on an agreement. They have a tendency to achieve goals of the organization by comforting job roles, the basic persistence is to retain the goals of the organization. Transformational style of leadership is characterised by spiritual encouragement, influence of an individual and intellectual stimulation. They regularly establish vision and aim inside, have faith on staff to attain their goals, give full play for staff's potential and create open culture.

### 3. Objective of the study

- To study the literature on Leadership, Skills & Styles
- To discuss the impact of Leadership development on management levels

### 4. Discussion

#### Skills and styles of leadership

S. No.	Author	Outcome of their Studies
1.	Fiedler (1967)	Styles of leadership are the relationships through which an individual uses his privileges and methods to stimulate many personnel to work in integrity in order to attain a common goal.
2.	Stogdill (1974)	Style of leadership denotes to a technique and the ability that is focused at establishing targets of an enterprise and further stimulates all the processes.
3.	Bass & Avolio (1999) <sup>[2]</sup>	These innovations have marked more importance on diverse styles of leadership.
4.	Bass & Avolio (1999) <sup>[2]</sup>	Directive leadership is demarcated as referring the employees about what are the expectations to be fulfilled, means to achieve it, when to do it and matching their working style with the style of other workers.
5.	Baker & Marjerison (2000) <sup>[11]</sup>	Bargaining of a depiction of the non-transactional styles of leadership in which significant conclusions are not prepared, leadership, the authorities unused, responsibility ignored and activities delayed.
6.	Yukl (2002) <sup>[46]</sup>	Different researches have defined the directive style of leadership to be task-oriented, manipulative, autocratic and persuasive.
7.	Yukl (2002) <sup>[46]</sup>	Opposite to the ordinance leadership, the participative style of leadership involves deliberating with the employees and taking into contemplations of their and ideas recommendations. In a quicker way, this style of leadership is associated with consultation, settlement, delegation, and the participation.
8.	Hart & Waisman (2003)	It is transformational especially through coercion, despite the fact that this style of leadership can be effective in the communication of a clear and concise vision and the goals of an organization.
9.	Mehta <i>et al.</i> (2003)	Empowerment, motivation and performance, for instance, stimulated that various styles of leadership and skills significantly swayed empowerment.
10.	Van der Walt and Naidu (2005)	A leader-follower exchange centered leadership in which leader switch rewards or penalty with the follower for the job done is the transactional style of leadership and in repaying awaits determinations, efficiency and commitment from the employee
11.	Lawson (2008) <sup>[22]</sup>	Transformational leaders provide a vision and a sense of mission and gain respect and trust through charisma and they also do more with followers, as opposed to a simple exchange and agreement.
12.	Lawson (2008) <sup>[22]</sup>	Empowering leadership is another style of leadership that permits a group of persons to entitle the decision making.
13.	Lawson (2008) <sup>[22]</sup>	This style of leadership, the responsibility and power are distributed among the managers and workers who in turn become trusted while the obstacles to the activities are eradicated, executing the managers to carry out as a trainer. The style of transactional leadership inculcates with the argument among the leaders and the employees.
14.	Krishnan (2012)	On a wider point of view, transformational leadership includes fetching and inspiring connotation among leaders and employees which allow employees to analytically evaluate the present conventions and influence them to imagine in a new way and causes employees to contribute their devotion, trust, gratitude, and compliance to their leaders and to distribute work without any quizzing.
15.	Owen (2015) <sup>[21]</sup>	Laissez-faire leadership is a flaccid style of leadership and comprises caring, not about other's difficulties therefore there is no exchange of relationship among employee and its leaders.

According to the recent studies there are three chief variables in the theories of leadership that stimulate the leadership style and involve the individualities of the follower, individualities of the leader and the characteristics of the situation. It simply means that leadership is significantly exaggerated by the abilities and the disabilities of the leader, with suitable acquaintance, personality and skills by the capability or incapacities of the admirers.

### **Manager's types**

Individuals who manage any kind of the organized activities are known as Managerial functions. According to Rath & Conchie (2009)<sup>[36]</sup>, managers are referred to as someone whose primary activities are part of the management process and are involved organizes, controls and leads the financial, physical, human and informational resources within an organization. The ability of the managers of an organisation who perform the tasks efficiently acts as a boon or a bane for the success or failure of an organization. The level of management helps in classifying the managers which may fall under the top management or the administrative level, middle or the executive level or the first-line management or the supervisor level (Baker & Marjerison, 2000)<sup>[1]</sup>. The overall direction and operations of an organization is handled by the senior managers. On a wider viewpoint, the managers handle setting the organizational goals and formulating the strategies for achieving these organisational objectives. The business units and departments are handled over by the middle-level management. Their responsibility includes the planning for implementations, translation of the executive orders into the operation and directing exercising the supervisory roles on the first-level or the administrative level of management (Baker & Marjerison, 2000)<sup>[1]</sup>. The responsibility for the production of products and services within a firm is of the First-Line Management managers (Erkutlu, 2008)<sup>[15]</sup>. Furthermore, they are involved in the guiding non-supervisory roles employees and include office managers, supervisors and the section chiefs.

### **Leadership development and managerial level's relationship**

Leadership development as well as different administrative levels is considerably linked to each other. The expansion of a person's capacity to be effective in leadership roles and processes is known as organizational leadership development, as per McCauley *et al.* (1998). Every form of growth or stage of development in the life-cycle that enhances and promotes the knowledge expansion is known as managerial leadership development, as defined by Baker & Marjerison (2000)<sup>[1]</sup>. It also incorporates the experiences required to enhance one's leadership potential and performance. Similarly, Yukl, (2002)<sup>[46]</sup>, also believed that the distinction between leadership training, leadership education and managerial leadership development was often distorted. Leadership development are categorized into four groups which are based on different managerial levels. They are: understanding leadership development through conceptions, leadership training through personal growth, leadership development through feedback, leadership development through building of skills that focuses on the chief leadership capabilities that are teachable. All managers work in an organisation. However, manager's work in different levels and in different positions called the levels of management. The Board of Directors (BOD) and the Chief

Executive Officer (CEO) are the heads of the top level management. The functions of the top level management are to determine the organisational objectives, formulating policies and strategies and determining the plans of the organizations. It is also their responsibility to mobilize the resources for the achievement of organisational goals. They need development of leadership style to rule effectively over their juniors, since managers in this managerial level have complete authority and accountability. In this case, to exercise actual leadership, development of leadership should comprise of the initiatives aiming at equipping the top level managers with skills and leadership knowledge. In the development of top management, training forms an integral part. According to Erkutlu, 2008<sup>[15]</sup> it emphasizes on the three parts comprising improvement of a leader's knowledge, skills, and training and attitudes in realization and effectiveness as a leader. The middle-level of management comprises of head of the department, division managers, and the subordinates. The head of the departments comprises the finance, and purchase managers. In a department, the division managers are the craniums of local units. According to Bernoff, & Schadler (2010)<sup>[4]</sup>, the assistant and purchase managers are finance executives. Considerably, they have a wide range of duty on their shoulders, comprising appropriate recommendations, offers and advices made to the administrative directors. Offering the appropriate recommendations and advice to the administrative directors, as per Bruch *et al.* (2006)<sup>[5]</sup>. Moreover, they are tangled in the implementation of the plans and the policies framed by the managers at top level. Still, they are participating in all the activities of any department in an organization. According to Wang (2014)<sup>[45]</sup>, these managers are intimate with the development of leadership style. Clearly, this set of managers require proper development and training via job skills like job performance, on- the-job training, evaluations and the feedback programs. Moreover, according to Bruch *et al.* (2006)<sup>[5]</sup>, the involvement in succession planning, mentoring, individual projects or tasks, job rotations and coaching are also important. The management at the lower level basically includes Supervisors and the Foremen who are selected by the managers at lower level. First line of the control is defined as managerial level by Owen (2015)<sup>[21]</sup>. They have various types of duties and comprises of directing the employees by boosting up the morale of the employees for effective development. As per Bruch *et al.* (2006)<sup>[5]</sup>, managers mainly establish links among middle level managers and the workers. However, the authority with them is limited but they are held accountable for getting job done by their subordinates. As per Owen (2015)<sup>[21]</sup>, Managers require effective knowledge and leadership skills which can be developed via mentoring, coaching and training for making work done by their subordinates. As per Erkutlu (2008)<sup>[15]</sup>, All these initiatives are focused on inculcating values of organizational that encourage strategic interventions and leadership that helps in fostering of dialogs and helps in an effective change throughout the organisation.

### **Development of leadership skills in developing and developed nations**

The main objective of this study was to demonstrate the effects of various styles and skills of leadership on different managerial levels in both developed and developing nations. In this study and in the collection of the relevant qualitative information and data, a total of 10 countries; 5 developed and 5

developing were integrated. Any activity that aims at enhancing the quality of leadership within an individual or organizations is referred to as Leadership development. Although other researches have offered a distinct description, recent research has expressed some universality in the definition of leadership development. The accomplishment of leadership developments labours are related to three variables which includes individual characteristics, the quality and the nature of the leadership programs and the genuine support for the change of behaviour from the leaders' supervisors, in developed nations. When the design of the programs integrates arrange of developmental expertise over a set period say it as within six to twelve months, leadership development in developed nations occurs successfully (Wang, 2014) <sup>[45]</sup>. Particularly, these experiences may consist of experiential classroom styles programs, 360-degree feedback, mentoring, executive coaching and journaling. Experiential learning, visioning, self-efficacy and attitude change or transformation are some of the concepts of leadership development that one may find in developed nations (MacPhee & Bouthillette, 2008) <sup>[29]</sup>. In advanced countries, the programs of leadership development are based on the belief that leadership can also be developed for strengthening the alignment of individuals' and organizational efforts and also the connections between them, to influence the operations of an organization. Conger and Benjamin provided an in-depth assessment of the American leadership development state. Individual skill development and imparting the values of an organization which aimed at leadership enhancement were the three approaches to leadership education included by them. However, it also included strategic interferences that promoted dialog and changes of effects throughout an organizational setting (Wang, 2014) <sup>[45]</sup>. The conceptions of leadership development differ considerably in the developing nations as per In Owen (2015) <sup>[21]</sup>. Firstly, it is concentrated on the challenging experiences which were the instruments for development. Secondly, a function of the business strategy and organizational values are the most significant expertise. Possibly, the people who are best able to learn from them are the ones who should get the experiences. On the other hand, the leadership development in developing nations support and challenge in making the progressive experiences more meaningful as well as incorporates assessment (MacPhee & Bouthillette, 2008) <sup>[29]</sup>. To include a full range of experiences such as developmental relationships, on the job expertise, and skill-based training, the definition of leadership development and skills is therefore expanded. It is further assumed that experiences gain during the working out of a job offer the skills for successful business leaders to maximize the skill development abilities (MacPhee & Bouthillette, 2008) <sup>[29]</sup>. Although on-the-job development has not received much research attention like in the developed nations but it is widely recognized as a critical method.

### **The effect of leadership development model on different levels of management**

The Social Change Model of leadership development was adopted in the study (MacPhee & Bouthillette, 2008) <sup>[29]</sup>. Leaders who may not hold traditional roles of leadership, but somewhat desire to make positive changes, this model offers them such opportunities. This model works towards enhancing the trainers' learning and development more precisely to develop leadership competency and the self-knowledge along

with the concept that leadership is a process. It also aims at facilitating the social changes within organizations or communities (MacPhee & Bouthillette, 2008) <sup>[29]</sup>. This model is concerned with encouraging positive social change, substantial entrenched the concept of leadership development in a collaborative form and thus examines leadership from three broad perspectives (Gerhardt & Piper, 2008) <sup>[16]</sup>. These include the community or society, the group and the individual (Rath & Conchie, 2009) <sup>[36]</sup>. Within those particular administrative levels, it becomes obvious that the application of this model to initiate leadership development in different managerial levels has thoughtful impacts on the performance of the managers. For example, the use of Social Change model to instil effective leadership styles into him/her may promote social change when a manager or a supervisor uses the dictative form of leadership style, (Rath & Conchie, 2009) <sup>[36]</sup>. The study has revealed that there needs to be consequences at the individual managerial level for placing an impact at the organizational level. The effects can be broadly categorized as:

- A. Increase in Teamwork and Collaboration:** For the success of an organization, Teamwork and collaboration play a very integral part (Beebe *et al.* 2004) <sup>[3]</sup>. Through leadership development, collaboration instils motivations within a workplace because their leaders may motivate workers. The increase in individual responsibility and awareness of their roles are another effect of this model. Depending on the managerial levels, managers have different accountabilities (MacPhee & Bouthillette, 2008) <sup>[29]</sup>. To develop the self-knowledge and leadership competence, the model of Social Change of leadership development allows the managers, the supervisors and another executive to work towards increasing the trainers' learning and development more precisely (Bass & Avolio, 1999) <sup>[2]</sup>.
- B. Increase in Confidence:** Through training leadership development fosters confidence within an individual and in their workstations (Beebe *et al.* 2004) <sup>[3]</sup>. The administrative managers might have the confidence to determine the objectives, policies and the plans of their organizations. They may also have the faith of assembling the resources towards the achievement of the organisational goals. Also, the first line and the middle management may also have the confidence to deliver limited authority but they are accountable for getting the work done by their juniors (Bass & Avolio, 1999) <sup>[2]</sup>.

### **Chief constituents of leadership developmental plans**

Development of leadership quality is mainly about *replication* and *action*, and these both are essential for development of precarious skills such as consciousness, analysis and strategic planning. Leadership is also about *inspiration*, identifying that employees often carry colossal insecurities such as having sufficient experience, them being good enough also doubting on what other's think their capability really is. Hence, programs should be developed to change people's perceptions into actions.

- A. Creation of self-awareness:** As per the saying of Socrates, "*The unexamined life is not worth living*". The experience speaks that the best possible method of developing leaders is via action learning, variety of internship and self-valuation. After identification of weak and strong points of an individual one can plan out

personal development programs. A personal development program is a method via which an individual prepared development and training programs and takes responsibility for implementing it.

- B. Network Building:** One of the most significant role developments of leadership quality is building up of networks i.e. to connect individuals from different parts or areas. The main objective is to motivate employees to make commitments and prevent of functional areas. Building up network is key for creation of boundary less organisation and team with the feeling of collaboration, as for today's world there are matrix structures and diverse teams. All the components essential for efficient performance and improved performance strong links are necessary as they strengthen mutual respect, commitment, loyalty, accountability and trust.
- C. Mentoring Leadership:** The only work or task of leader is not to come up every now and then with innovative ideas for solving the issues. They lead the followers because they have the ability to make others do the work and thereby achieve great things. For this particular reason a leadership development program should be planned within the organisation where leaders would be taught on how to make others do the work, how to generate attractive presentation goals, inspire and stimulate others. Another perceptive of mentoring can be long-term relationship where an executive supports junior executive for development of his skills, knowledge etc.
- D. Idol:** It is significant to have a role model or an idol in an organisation, whether informal or formal. They show the path of completing the task efficiently. They also deliver information, support their subordinates and challenge them so that they can achieve and meet their own needs and goals. Role Models also stimulate employees to develop their own style of leadership. Therefore, development of leadership quality is served from both leader and the follower point of view.
- E. Feedback:** It is said the breakfast of champions is Feedback. It helps the executives to work more efficiently and in harmony. As executives share knowledge of one another about the members it makes them more accountable towards their work. A process well-planned may help in enhancing the communication and working skills. If executed with care, feedback may serve as a positive outcome for an enterprise.

## 5. Conclusion

As efficient leadership style widely influences the determination and dedications, it becomes evident that leadership development forms an integral part in the success of the organization. An organization's ability to form knowledge bases as well as use relational skills, which enables the performance of the employees and consequently help in retaining the customers are the primary grounds on which the success of an organisation now rely upon. The managerial skills that the leaders should continue to develop are team orientation, creativity, recognition of the employees and listening skills. Managerial leadership development in the developing countries is very poor as compared to with the advanced nations which is relatively better developed. Similarly, a method and the capability that is focussed at attaining organizational goals and further influences all the

activities is referred to as leadership style. It determines the level of empowerment and motivations of the junior employees.

We are living in a world of business where physical contact between employer and enterprise has been broken. Though organisations can no longer guarantee you job security but they can still offer us employability. The continuing of the employees is at stake if this continues. Howsoever, the employability's paradox does not mean that the organisation would actively participate in developing the skills of the employees. Of course, there may be some senior executives who would be threatened by this idea, because there could be people other than them who have the leadership quality. But this perception of the senior executives should be stimulated as the most important thing of an enterprise is to generate leaders, because it is one of the significant functions for the success of the organisation.

The only test of leadership is that somebody follows, this should be the upcoming creations in the mind of the senior executives. In the 21<sup>st</sup> century, the faster this fact is recognized, the earlier an enterprise would be able to develop effective leaders.

## 6. Recommendation

The Social Model for Change must be used because it offers the opportunity to leaders who do not hold outmoded roles of leadership, but rather desire to make positive changes, as recommended by the study. Consequently, skills adoption and attitude change may propel managers to adopt other leadership styles such as empowering, directive, transitional and transactional depending on the goals of the organization.

## 7. References

1. Baker DE, Walsh MB, Marjerison L. Developing high performance leadership at the process level. In E. F. Holton & S. S. Naquin (Eds.), *Developing high-performance leadership competency*. Baton Rouge, LA: Academy of Human Resource Development 2000; 6:47-72.
2. Bass BM, Avolio BJ. *Improving Organizational Effectiveness through Transformational Leadership*. California: Sage Publications, 1999.
3. Beebe SA, Mottet TP, Roach KD. *Training and development: Enhancing communication and leadership skills*. Boston, MA: Allyn and Bacon, 2004.
4. Bernoff J, Schadler T. *Empowered: Unleash your employees, energize your customers, and transform your business*, 2010.
5. Bruch H, Vogel B, Krum maker S. *Leadership-Trends in Praxis und Forschung*. In: H. Bruch, S. Krummacker, & B. Vogel (Eds.), *Leadership-Best Practices und Trends*, 301-308. Wiesbaden, Germany: Gabler, 2006.
6. Bass BM. Two Decades of Research and Development in Transformational Leadership. *European Journal of Work and Organizational Psychology*. 1999; 8(10):9-32.
7. Bass BM, Steidlmeier P. Ethics, Character, and Authentic Transformational Leadership Behaviour. *Leadership Quarterly: Special Issue, Part I: Charismatic and Transformational Leadership: Taking Stock of the Present and Future* 1999; 10(2):181-217.

8. Bass BM. Bass & Stogdill's Handbook of Leadership: Theory, Research and Applications. New York, the Free Press, 1990.
9. Bennis W, Nanus B. Leadership. New York, 1985.
10. Berger LA, Berger D. The Talent Management Handbook: Creating Organizational Excellence by Identifying, Developing and Promoting Your Best People. New York, McGraw-Hill, 2003.
11. Burns JM. Leadership. New York, Harper and Row, 1978.
12. Conger J. Building Leaders: How Successful Companies Develop the Next Generation. San Francisco, Jossey-Bass, 1999.
13. Cacioppe R. An Integrated Model and Approach for the Design of Effective Leadership Development Programs. Leadership & Organization Development Journal. 1998; 19(1):44-53.
14. Dotlich DL, Noel JL. Action Learning: How the World's Top Companies are Re-creating Their Leaders and Themselves. San Francisco, Jossey-Boss, 1998.
15. Erkutlu H. The impact of transformational leadership on organizational and leadership effectiveness. Journal of Management Development. 2008; 27(7):708-726.
16. Gerhardt CB, Piper D. The social change model of leadership development: Differences in leadership development by levels of student involvement with various university student groups, 2008.
17. Greenleaf RK, Spears LC. Power of Servant Leadership. San Francisco, Berrett-Koehler, 1998.
18. House RJ. A 1976 Theory of Charismatic Leadership. Leadership: The Cutting Edge. J.G. Hunt and L.L. Larson. Carbondale, Ill., Southern Illinois University Press, 1977, 189-207.
19. Hunt JG, Peterson MF. Two Scholars Views of Some Nooks and Crannies in Cross-Cultural Leadership. Leadership Quarterly, 1997; 8(3).
20. Hart LB, Waisman CS. 50 activities for developing leaders: Amherst, MA: HRD Press, 2003, Vol. II.
21. In Owen JE. Innovative learning for leadership development, 2015.
22. Lawson K. Leadership development basics. Alexandria, Va: ASTD Press, 2008.
23. Lawer III, EL. Talent: Making People Your Competitive Advantage. San Francisco, Jossey-Bass, 2008.
24. Lakomski G. Leading and learning: Leading and learning: From transformational leadership to organizational learning, Leading and Managing 1995; 1:211-225.
25. Marquardt MJ. Action Learning in Action: Transforming Problems and People for World-Class Organizational Learning. New York, Davies-Black Publishing, 1999.
26. Meister JC. Corporate Universities: Lessons in Building a World-Class Work Force. New York, McGraw-Hill, 1998.
27. Marsick VJ. Exploring the Many Meanings of Action Learning and ARL. In L. Rohlin, K. Billing, A. Lindberg, and M. Wickelgren (eds.), Earning While Learning in Global Leadership: The Volvo-MiL Partnership. Vasbyholm, Sweden: MiL, 2002.
28. McDowell-Larsen SL, Kearney L, Campbell D. Is There a Relationship; Regular Exercise Correlates With Higher Leadership Ratings in Senior Level Executives. Journal of Managerial Psychology. 2002; 17(4):316-324.
29. MacPhee M, Bouthillette F. Developing leadership in nurse managers: The British Columbia nursing leadership institute. Canadian Journal of Nursing Leadership. 2008; 21(3):64-75.
30. Malhorta NK. Essentials of Marketing Research: A Hands-On Orientation, 1sted. New Jersey: Prentice-Hall International, Inc, 2014.
31. Northouse GP. Leadership: Theory and Practice. Thousand Oaks, Cal.: Sage Publications, Inc., 2007.
32. Ohlott PJ. Job Assignments. In C.D. McCauley & E. Van Velsor (eds.), the center for Creative Leadership Handbook of Leadership Development (2nd ed.). San Francisco: Jossey-Bass, 2004; 151-182.
33. Pulley ML, Wakefield M. Building Resiliency: How to Survive in Times of Change. Greensboro, NC: Center for Creative Leadership, 2001.
34. Portin PS, Shen J. The changing principalship: Its current status, variability, and impact. Journal of Leadership Studies. 1998; 5:93-113.
35. Ruderman MN, Hannum K, Leslie JB, Steed J. Making the Connection: Leadership Skills and Emotional Intelligence. Leadership in Action 2001; 21(5):3-7.
36. Rath T, Conchie B. Strengths and Leadership, 1st Ed., Gallup Press, 2009.
37. Sankar Y. Character Not Charisma is the Critical Measure of Leadership Excellence. Journal of Leadership and Organizational Studies. 2003; 9(4):45-55.
38. Schwartz MK, Gimbel KG. Leadership resources: A guide to training and development tools. Greensboro, NC: Center for Creative Leadership, 2000.
39. Sashkin M. The visionary leader. In J.A. Conger & R.N. Kanungo, (Eds.) Charismatic leadership: The elusive factor in organizational effectiveness. San Francisco: Jossey-Bass, 1988.
40. Schein EH. Organizational Culture and Leadership. San Francisco, Jossey-Bass, 1992.
41. Senge PM. Leading learning organizations. In F. Hesselbein *et al.* The leader of the future. San Francisco: Jossey -Bass, 1996.
42. Tichy NM, Cardwell N. The Cycle of Leadership: How Great Leaders Teach Their Companies to Win. New York, Collins Business, 2002.
43. Tichy NM. The Leadership Engine. New York, HarperCollins, 1997.
44. VanVelsor E, McCauley CD. Our View of Leadership Development. In C.D. McCauley and E. VanVelsor (eds.). The Center for Creative Leadership Handbook of Leadership Development (2nd ed.). San Francisco: Jossey-Bass, 2004.
45. Wang J. Globalization of leadership development: An empirical study of impact on German and Chinese managers, 2014.
46. Yukl G. Leadership in Organizations. Fifth Edition, Upper Saddle River, New Jersey: Prentice-Hall International, Inc, 2002.