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## Leadership Development and Training: The Role of Training in Developing Leadership Skills at Different Organizational Levels

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### Abstract

**Purpose:** The purpose of this study is to highlight the continuous and deliberate process involved in leadership development, emphasizing the identification, support, and empowerment of individuals with leadership potential. It underscores the evolving nature of leadership, necessitating a proactive approach to training in response to technological advancements, globalization, and a shift towards inclusive leadership models. A central focus is placed on the intersection between leadership development and training, showcasing a comprehensive approach to fostering leadership skills. Training programs, encompassing diverse methodologies such as experiential learning, case studies, mentorship, and peer coaching, provide a structured framework for imparting both theoretical knowledge and practical skills essential for effective leadership.

**Design/Methodology/Approach:** Using a combination of qualitative and quantitative research methods, this study uses a mixed-methods approach to thoroughly examine the supreme importance of effective leadership, organizations invest significantly in leadership development and training programs.

**Findings/Result:** The report emphasizes the critical need to align leadership training with organizational goals and values. Training initiatives should not only enhance individual leadership competencies but also contribute to the overarching strategic objectives of the organization. This synergy ensures that leadership skills cultivated through training directly contribute to the success and sustainability of the company.

**Originality/Value:** In exploring the evolving nature of leadership theories and strategies, the report underscores the importance of flexibility and innovation in training programs. From dynamic theories emphasizing psychological aspects to contemporary approaches integrating new science theories, the report advocates for a nuanced and adaptive approach to leadership development.

**Keywords:** Training, leadership development, skills enhancement, training programs, leadership impact, leadership potential, inclusive leadership, innovation, leadership theories

### 1. Introduction

Being an effective leader is incredibly important for a company's success. It influences the company's growth, operations, and the overall collaboration among its people. Nowadays, it is even more important to have leaders who know what they are doing because the business world is changing really fast. To make certain there are good leaders, companies are realizing it's necessary to spend time and money on programs that help people become better leaders <sup>[1]</sup>.

This report discusses the critical importance of training in enhancing the skills of leaders across various levels within a company. Having strong leaders is vital for a company's long-term success in today's fast-changing business world. The report looks at why leadership development and training are important, especially how training programs make leaders better at their jobs in different parts of the company <sup>[2]</sup>.

Developing effective leaders is a continuous journey that requires meticulous planning to identify, nurture, and empower individuals with leadership potential. Companies see the need to invest in leadership training so that there are always skilled leaders ready to face challenges and bring

success <sup>[3]</sup>. Leadership is not the same for everyone; it needs to fit the company and the skills needed at different levels. Leadership means being able to inspire, guide, and influence people or groups toward a common goal. As companies deal with the complicated business world today, having capable leaders at every level is more and more important.

The report initiates by posing a crucial query: How does training contribute to the development of leaders, and does its impact vary across various levels within a company? Leadership isn't just about being a boss; it includes team leaders, middle managers, and top executives. Knowing the unique problems and expectations at each level is really important to make training plans that work for everyone in the company <sup>[4]</sup>.

Today's business world is full of fast changes in technology, worldwide connections, and a move toward leadership that includes everyone. This means we need to rethink how we see leadership and actively work on making leaders better <sup>[5]</sup>. Training becomes a big part of this, providing a clear and planned path for people to get better at leading. Looking at how leadership development and training come together

shows us a complete way to make leaders better. Training programs give a clear plan for teaching not only the theories of leadership but also the practical skills required to be a good leader. There are lots of ways to teach, like learning through experience, studying real-life examples, or getting advice from mentors and peers. This makes sure people learn in a complete and engaging way.

A super important thing is to make sure the training for leaders matches what the company wants to achieve. Training should not only make individual leaders better but also connect their skills with what the company aims for. When leadership development and company goals work together, the skills learned in training help the company succeed and last for a long time [6].

The report also looks at how training helps leaders deal with the changes happening in leadership. The ideas and strategies used in training programs modify over time to keep up with the way business is changing [7]. From theories that focus on the mind to newer ideas from science, the report talks about how different perspectives in training are needed to keep leaders flexible and creative.

In simple terms, this report gets us ready to understand leadership development and training in a detailed way. It displays how these two things work together to make good leaders at different levels in a company. As companies aim

for greatness, understanding how leadership development and training go hand in hand becomes really important. This sets the groundwork for a strong and flexible leadership culture that can handle whatever trials come its way.

## 2. Objectives of Review Paper

- i). To examine the importance of leadership development.
- ii). To analyse the role of training in cultivating leadership skills.
- iii). To highlight the impact of training at different organizational levels.

## 3. Methodology

This report adopts a mixed-methods research approach to provide an inclusive understanding of the role of training in leadership development. The research plan combines qualitative and quantitative methods to gather diverse insights and ensure the robustness of the findings.

## 4. Review of Literature/Related Works

### 4.1. Definition Related to Review Literature

The following definitions of a leader, leadership development, purpose of leadership and quality of a leaders are provided below.

**Table 1:** Definition related to review of literature

Definition	Authors
Leader development represents training initiatives aimed at individual-level concepts, whereas leadership development takes a more united approach that includes the interplay between leaders and followers and socially based concepts	(Iles & Preece, 2006; Riggio, 2008) [8]
"A leader shapes and shares a vision which gives point to the work of others".	Handy, C. (1992) [9]
"The vital resolve of leadership is to yield useful change, especially non-incremental change."	Kotter, J. P. (1990) [10]
Leadership is a course of social influence, which maximizes the labours of others, towards the attainment of a goal.	Kruse, K. (2013). [11]
"Leadership is the process of influencing the actions of an organized group toward goal achievement."	Rauch Jr, C. F., & Behling, O. (1984). [12]
"The leader is one who mobilizes others toward a goal shared by leaders and followers. Leaders, followers, and goals make up the three equally necessary supports for leadership."	Wills, G. (1995). [13]
"Leadership is a process whereby an individual influences a group of individuals to attain a common goal."	Northouse, P. G. (2021) [14]
"Leadership is successfully creating positive change for the common good."	Sorensen T, et.al (2010) [15]
leadership as the "quality of the behaviour of individuals whereby they guide people or their activities in organized effort"	Novicevic, et. al (2005) [16]
"Great leaders rally people to a better future."	Buckingham, M. (2005) [17]

### 4.2. Theories Used

The following theories encompass diverse perspectives

on leadership development, showcasing the evolution and dynamism within this field:

**Table 2:** Theories used for the diverse perspectives on leadership development.

Sl. No	Theories Used	Explanation of Theory	Authors Name
1	A Dynamic Theory of Leadership Development	It identifies the role of the ideal goal in leadership and its importance in developing the psychological aspect of leadership.	Isaac Mostovicz, E., Kakabadse, N. K., & Kakabadse, A. P. (2009) <sup>[18]</sup>
2	Changing theories of leadership and leadership development	The current issues and concerns in leadership and leadership development reflect key changes in the setting within which establishments have to operate. They also reflect structural and cultural changes within organizations themselves, such as devolved, delayed and downsized corporations alongside more permeable organizational boundaries, if not outright 'boundary less' enterprises.	Storey, J. (2016). <sup>[19]</sup>
3	Evolution of leadership theory	The paper traces the historical evolution of the main leadership theories and reviews the progress that has been completed over the years. It explores four main eras in leadership theory: trait, behavioural, situational and new leadership.	Benmira, S., & Agboola, M. (2021). <sup>[20]</sup>
4	Development Of Implicit Leadership Theories Prior To Training or Employment	This empirical study explored the development of implicit leadership theories among 16-to 18-year-old students in secondary schools prior to any formal leadership training or full-time employment.	Frost, D. E. (2016). <sup>[21]</sup>
5	Applying new science theories in leadership development activities	To evaluate the influence of experiential learning, goal setting, peer coaching and thoughtful journaling as a mutual strategy to effect leadership development.	Ladyshewsky, R. K. (2007). <sup>[22]</sup>
6	Training Strategies, Theories and Types	The organizational strategy and training are very essential to show the benefits of using strategic view and perception of training, since by linking this strategy with human resource actively, particularly on training and development, it will contribute to the success and enrichment of the organizations.	Milhem, W., Abushamsieh, K., & Pérez Aróstegui, M. N. (2014). <sup>[23]</sup>
7	Leadership theory: past, present and future	This paper delves into the diverse theories of leadership and examines their evolution over time. Commencing with an overview of leadership studies, it analyses the trends and transformations that have occurred. Furthermore, it identifies the attributes associated with successful leaders.	Horner, M. (1997). <sup>[24]</sup>

## 5. Development of Conceptual Frame Work

### 5.1. Descriptive Focus

- i). This paper aims to comprehend the landscape of leadership development (LD) methodologies employed by companies in Syria, focusing on the content, purpose, and implementation of these approaches. The investigation reveals a blend of experiential learning and self/team analysis as predominant LD interventions. Notably, the study identifies five primary methods or activities utilized in Syria: action learning, coaching, feedback, rotation, and networking. These approaches serve not only singular but also multiple purposes within the realm of leadership development. (Megheirkouni, M., 2016) <sup>[25]</sup>.
- ii). Leadership development programs, although common in the workplace, remain largely untested in terms of components and effectiveness. This study involved 273 employees in the sales division of a large pharmaceutical company, and identified the components necessary in effective leadership development programs. Respondents identified the skills and behaviours associated with successful leaders and those needing continuous development. Results suggest that LDPs must build leaders' skills in motivating and communicating with others, while enhancing behaviours that include treating employees as unique and encouraging teamwork and collaboration. (Holt, S., Hall, A., & Gilley, A., 2018) <sup>[26]</sup>.
- iii). To this author successful leaders should be responsible for developing the leadership skills of their subordinates to ensure the continued prosperity of their organizations. Results of a study reveal that successful businesses have developed leaders for every level and that these leaders are created through the initiative of other leaders. The study also demonstrates that leaders can develop others by adopting a teachable viewpoint and using this unique perspective to make stories about the future of their companies. A teachable point of view involves four critical leadership areas, namely ideas, values, edge and energy. (Cohen, E., & Tichy, N., 1997) <sup>[27]</sup>.
- iv). This paper seeks to validate these assertions by assessing the influence of a leadership development program on middle managers within a city council organization. The research effectively identifies the advantages experienced by managers who participated in the program and delineates how the initiative has positively affected the organization at large. (Dexter, B., & Prince, C., (2007) <sup>[28]</sup>.
- v). This paper aims to reassess prevailing perceptions of leadership development, examine the factors influencing leadership development within an organization, and propose an integrated framework for this process. It suggests that leadership development necessitates a combination of diverse and coordinated actions. (Dalakoura, A., 2010) <sup>[29]</sup>.
- vi). This paper seeks to construct and assess an integrative model of leader identity, serving as a crucial mechanism to elucidate why responses to leadership training are correlated with leader effectiveness. The proposition posits that this mediation connection is contingent on leadership experience, displaying a weaker effect for more seasoned leaders who already possess intricate

- leadership-related knowledge and skills. The research reveals that leader identity indeed mediates the link between reactions to leadership training and leader effectiveness. However, this mediation is subject to the condition of leadership experience, with the indirect effect observed for less experienced leaders but not for their more seasoned counterparts. (Kragt, D., & Guenter, H., 2018) <sup>[30]</sup>.
- vii). This paper aims to delve into the concept of service learning and the utilization of volunteer organizations as a platform for members to develop and refine leadership skills transferable to their professional roles. The identified themes underscore that assuming leadership roles within volunteer organizations fosters a conducive environment for learning, testing, and assessing novel leadership methods and skill enhancements. The acquired skill sets can subsequently be transferred and applied across various corporate settings. (Gordon, P. A., & Gordon, B. A., 2017) <sup>[31]</sup>.
- viii). This paper seeks to emphasize the comprehension of leadership and leadership development among academic librarians, with the intention of illuminating areas for further research to enhance practices. Librarians perceive leadership as an influential process, acknowledging that it extends beyond formal leaders. However, there is a noted absence of a well-defined understanding of the components that constitute effective leadership, prompting the need for more structured knowledge in this domain. (Wong, G. K. W., 2017) <sup>[32]</sup>.
- ix). The chapter examines how managers and leaders can develop a deeper understanding of diversity and difference in organization contexts, and reflect on their own perspectives of doing diversity management. The authors states that this requires more than just offering greater support and commitment to a diverse culture: Leadership in a context means to do diversity in the origination, interpolation and use of structures it means to remake the relationships of people in various categories to resources, power and opportunity. (Bolden, R., 2016) <sup>[33]</sup>.
- x). The study offers a new insight into how leadership and development might operate strategically, suggesting a more nuanced contingency perspective. If the broad goals of HR as a profession are to enable organizations to make strategic choices regarding how to participate in the development of leaders, then a greater understanding of those factors influencing alternative LTD pathways is necessary. Future studies that seek to build and extend on the explanatory model of formal LTD practice suggested here should help us to move closer to that goal. (Clarke, N., & Higgs, M., 2016) <sup>[34]</sup>.
- xi). This paper aims to delineate the concept of leader self-development and elucidate the mechanisms through which it can function as a strategy for organizational leadership development. The framework of the paper is built upon a multi-level model of leader self-development that establishes connections between organizational-level constructs such as human resources practices and resources, group-level phenomena including norms, supervisor style, and social networks, and the individual leader self-development process. (Reichard, R. J., & Johnson, S. K., 2011) <sup>[35]</sup>.
- xii). Managers play a crucial role in providing opportunities to employees for learning. While scholars have called for intervention research on the effects of leadership development on organizational learning, no such research is currently available. This paper evaluates whether training of managers at workplaces can improve organizational learning. The leadership training intervention had positive effects on managers' perceptions of individual-level and on employees' perceptions of organizational-level aspects of organizational learning. (Hasson, H. et. Al., 2016) <sup>[36]</sup>.
- xiii). The drive of this paper is to understand phenomenon of leadership, not merely to advance the practice of leadership, but as means for understanding the phenomenon of organisation. For leading, managers enact a particular form of social reality with far reaching, but often poorly understood and appreciated, consequences. We engage in our analysis to reveal how concepts and ideas that dominate management theory and ideology shape managerial practice and the reality of organisation. [Smircich, L., & Morgan, G., 1982) <sup>[37]</sup>.
- xiv). This study represents the first attempt at providing a comprehensive method to evaluate and measure leadership development plans on a post-program level. Social learning theory, adult learning theory, and the Evalu LEAD framework influenced the theoretical model developed in this research. The Evalu LEAD principles provide a basis for the conceptual model and results in the development of a program evaluation instrument named the Leadership Program Outcomes Measure. (Black, A. M., & Earnest, G. W., 2009) <sup>[38]</sup>.
- xv). This study examines the influence of leadership development programs on organizational outcomes and organizational effectiveness. The leadership development program was found to influence organizational level outcomes identified as themes of internal impact, external impact, skill development, and capacity. The interviews also found that executive leaders perceived the leadership development program to impact organizational effectiveness. (Douglas, S. et. al., 2022) <sup>[39]</sup>.



## 5.2. Empirical Studies

**Table 3:** Contribution of many researchers upon nature and methods of leadership development.

Sl. No.	Area & Focus of the Research	Outcome of Research	Authors Name
1	The evaluation of a leadership development program	The results revealed that transformational leadership (subordinate assessment) improved six months after training and later on. Also, leaders' performance (leaders' supervisor ratings) and Organizational Citizenship Behaviour (subordinate assessment) improved over time.	Abrell, C. <i>et al.</i> , (2011). <sup>[40]</sup>
2	Leadership development: learning from best practices	Six critical factors were identified as essential for effective leadership development: a comprehensive needs assessment, the selection of a suitable audience, the establishment of an appropriate infrastructure to support the initiative, the design and implementation of a complete learning system, an evaluation system, and corresponding actions to reward success and address deficiencies.	Leskiw, S. L., & Singh, P. (2007). <sup>[41]</sup>
3	Leadership development in Academic library	Librarians perceive leadership as a process of influence, recognizing that it extends beyond formal leaders. However, there is a notable absence of well-defined knowledge regarding the constituents of effective leadership. In the existing literature, team and emergent leadership have not been sufficiently examined, with most leadership research in the field adopting a hierarchical or headship approach.	Wong, G. K. W. (2017). <sup>[42]</sup>
4	The role of adult leadership development and youth leadership development	The findings indicate that adult leadership development could potentially influence the connection between perceived organizational support for creativity and individual creativity. Additionally, youth leadership development may play a role in moderating the relationship between creative self-efficacy and individual creativity.	Houghton, J. D., & DiLiello, T. C. (2010). <sup>[43]</sup>
5	Learning methods to outcomes in public health leadership development	The evaluation survey yielded a 66 percent response rate ( $n=133$ ). PHLI's learning methods are interrelated and lead to such outcomes as changed leadership understanding, knowledge and skill development, increased confidence, increased self-awareness, leadership practice changes, and organizational results. The learning project was powerfully related with development of collaborations, whereas assessment tools and coaching were most often connected with increased self-awareness.	Miller, D. L. <i>et al.</i> (2007). <sup>[44]</sup>
6	Changing nature of leadership	The intervention was almost universally seen as addressing a real need. Traditional leadership development initiatives had not equipped leaders with the skills or techniques necessary, to successfully operate in this new and far more complex leadership environment.	Speechley, C. (2005). <sup>[45]</sup>
7	Non-Governmental organization leadership And Development	This paper inspects the role of leaders and leadership in NGOs. It draws on the analysis of recent research into the characteristics of NGO leaders, and explores the challenges of designing leadership development programs appropriate to the needs of NGOs. This paper identifies the elements of successful leadership development, and assesses the skills or competencies that need to be developed.	Apostu, D. C. (2013). <sup>[46]</sup>
8	Characteristics, importance, methods of Management in different sectors	An effective leader can build a team or institution from scratch, and an ineffective leader can lead to its collapse. As leaders vary, researchers have proposed several different typologies of leaders.	Patejczyk, N., & Kobos, E. K. (2022). <sup>[47]</sup>
9	This paper aims to present key leadership characteristics and skills in the context of Industry 4.0.	This work results in 10 leadership characteristics found for industry 4.0 and their relationship with 4 leadership skills groups: cognitive skills, interpersonal skills, business skills, and strategic skills. The organizations might consider these skills as requirements for the leaders in the transition process towards Industry 4.0.	Guzmán, V. E. <i>et al</i> (2010). <sup>[48]</sup>
10	The nature of leadership activities	This finding will help reveal important activities on which best leaders focus and determine which elements are really important for leadership. The research project was managed as a mixture of interviews conducted with leaders, people on senior management positions along with a questionnaire survey.	Jankurová, A., (2017). <sup>[49]</sup>

**Table 4:** Researchers contribution with regards to the process involved in leadership development at various organisational levels

Sl. No	Area & Focus of the Research	Outcome of Research	Authors Name
1	Evaluating leadership and organizational learning	The findings indicate that familiarity is a critical predictor of behaviour change across all co-worker subgroups. Increased exposure to the LP results in stronger, more consistent predictive models. Finally, co-workers with higher exposure to the LP have increased levels of leadership behaviour.	Atwood, <i>et al.</i> (2010). <sup>[50]</sup>
2	Leadership Skills on Secondary School Principals	The findings imply that school principals should be provided ample opportunities for self-professional development to advance the value of their leadership skills.	Piaw, C. Y., <i>et al.</i> [2014]. <sup>[51]</sup>
3	Leadership development, and guide organizations to a more systemic perspective.	Although most organizations today provide leadership development activities to their employees, the focus of those activities, and the lack of enabling organizational systems and processes, may inhibit leader behaviours in practice, potentially explaining the lack of leadership and management skills in UK organizations.	Zhelstoukhova, K. (2014). <sup>[52]</sup>
4	The role of volunteer organizations in leadership skill development	The emerging themes affirm that taking on leadership roles within volunteer organizations provides a favourable environment for learning, testing, and assessing novel leadership methods and skill enhancement. These acquired skill sets can subsequently be transferred and applied to diverse corporate settings.	Gordon, P. A., & Gordon, B. A. (2017). <sup>[53]</sup>
5	The Intersection Between Soft Skill Development and Leadership Education	The findings suggest that obtaining a bachelor's degree in leadership leads to limited significant changes in graduates' proficiency in soft skills compared to those who received a leadership certificate. However, multiple significant changes were observed in graduates with bachelor's degrees in comparison to those who had no exposure to leadership coursework.	Brungardt, C. (2011). <sup>[54]</sup>
6	Leadership skills at Non-profit organisations	The results suggest that "board-regarding behaviours" are an important and distinct cluster of skills for effective leadership by non-profit chief executives. The results are reliable with a resource-dependence perspective, and the authors argue that effective executives work with and through their boards in order to affect the constraints and dependencies in the non-profit organization's environment.	Herman, R. D., & Heimovics, R. D. (1990). <sup>[55]</sup>
7	Knowledge leadership to improve project and organizational performance	The results suggest that the embrace of knowledge leadership is linked to customer knowledge management. Furthermore, the analyses propose that the execution of customer knowledge management impacts organizational performance through its influence on project performance. Additionally, the findings indicate that the positive correlation between customer knowledge management and project performance is contingent on the complexity of data.	Yang, L. R., (2014). <sup>[56]</sup>
8	Military leadership and highlight research opportunities for leadership scholars	The article underscores the significant transformations occurring in the military as it adapts to the evolving nature of warfare and a dynamic global situation. Drawing insights from trends within the military, the review concludes by offering several broad recommendations for prospective research.	Wong, L., (2003). <sup>[57]</sup>
9	Leadership Training for Postdoctoral Dental Students	The most advantageous skill identified by students for dentistry was the capacity to establish trust with others, with advocacy skills perceived as the least beneficial. Notably, all students expressed an intention to persist in the development of their leadership skills. Throughout the course, students enhanced their comprehension of leadership strengths and limitations through methods such as case studies, role-play, and self-reflection. Moreover, they gained insights into team dynamics and cultural perceptions within the specific context of dentistry.	Skoulas, A., & Kalendarian, E. (2012). <sup>[58]</sup>
10	Student perceptions of leadership skills necessary for digital transformation	The results indicated that younger generations consider digital literacy for corporate leaders to be a crucial skill, on par with traditional leadership skills. This highlights the necessity to improve graduate and undergraduate business management curricula, allowing students to explore and cultivate leadership skills. Such enhancements would better equip them to lead effectively in the intricate dynamics of a digital workplace.	Philip, J., & Gavrilova Aguilar, M. (2022). <sup>[59]</sup>

**Table 5:** Different researchers' contribution on the impact of leadership training

Sl. No.	Area & Focus of the Research	Outcome of research	Authors Name
1	Impact of Training on Leadership Development	The participants perceived that, because of the training, their knowledge and skills increased and their attitudes changed from preworkshop to post work shop. Significant differences in mean response values were found in the leadership behaviour of the applicants on the job after the training.	Sogunro, O. A. (1997). <sup>[60]</sup>
2	The effectiveness of leadership training programs on self-esteem and self-efficacy among adolescents	The reliance on self-reported surveys in this study may introduce certain forms of ascertainment bias. Additionally, there has been limited research assessing whether the scales employed in the current study are sensitive to changes over time.	Wong, M. C. <i>et al</i> (2012). <sup>[61]</sup>
3	The impact of leadership coaching in an Australian healthcare setting	Participation in the program was linked to notable enhancements in various aspects, including goal attainment, solution-focused thinking, leadership self-efficacy, perspective-taking capacity, self-insight, resilience, and ambiguity tolerance. Concurrently, there were significant reductions in stress and anxiety levels. The positive effects of coaching were not confined to the workplace, as participants reported the transfer of benefits to their homes. Many individuals expressed applying the insights gained from coaching to improve their personal lives, resulting in better work/life balance, reduced stress, and enhanced relationships at home.	Grant, A. M. <i>et al</i> . (2017). <sup>[62]</sup>
4	The impact of a novel resident leadership training curriculum	This article demonstrates that incorporating leadership training into a resident curriculum can substantially enhance a resident's perception of leadership, particularly in the domains of alignment, communication, and integrity. These skills, previously acknowledged as crucial in business models, are deemed essential for fostering effective and efficient teams.	Awad, S. S, <i>et al</i> . (2004). <sup>[63]</sup>
5	Impact of Leadership Styles on Organizational Performance	The SPSS and the researchers discovered that, while a transformational leadership style is generally considered the most suitable, in new and expanding organizations, a transactional leadership style may yield more productivity. Moreover, under certain circumstances—albeit limited and for a brief period—a laissez-faire leadership style might be necessary. Therefore, leaders may find it beneficial to adopt a hybrid leadership style. It's important to note that leadership style has a significant impact on organizational performance.	Khan, A. Z., & Adnan, N. (2014). <sup>[64]</sup>
6	Leadership Development Training on Community	The findings demonstrate that participants contributed greatly to specific projects from which the community benefited. The impact on capacity as measured by the changes in community capitals is not as strong, in that the participants did not openly link the different projects.	Emery, M. <i>et al</i> , (2014). <sup>[65]</sup>
7	Leadership Style on Performance: A Study of Six Sigma Professionals	The findings reveal that there are significant differences among the transformational, transactional and laissez-faire leadership styles. Among these 3 styles, Six Sigma professionals tend to exhibit the transformational leadership style most of the time. Furthermore, both transformational and transactional leadership styles are found to have a positive impact on follower performance, perception of leader effectiveness and job satisfaction.	Khan, A. Z., & Adnan, N. (2014). <sup>[66]</sup>
8	Leadership style and emotions on subordinate performance	The transformational leadership has a significant direct influence on frustration and optimism, with the negative influence of frustration having a stronger effect on performance than the positive influence of optimism.	McCull-Kennedy, <i>et al</i> . (2002). <sup>[67]</sup>
9	Transformational leadership and employee creativity.	The results revealed that there is a positive relationship between transformational leadership and employee creativity, and it is being moderated by learning orientation.	Jyoti, J., & Dev, M. (2015). <sup>[68]</sup>
10	Impact of leadership on small business innovativeness	This study investigates the influence of individual entrepreneurs on promoting new product innovation within firms. The analysis of responses gathered from entrepreneurs reveals that leadership style, negotiation style, and organizational efficacy each play a role in impacting new product innovation. In particular, the findings support the notion that leaders of small businesses who exhibit inspirational leadership, engage in competitive negotiation, and lead efficacious organizations tend to create environments more conducive to the emergence of new product innovations.	Dunne, (2016). <sup>[69]</sup>

11	Emotional impact on leaders' behaviours	The results indicate that poor leadership correlates with deficiencies in both self-management and relationship management competencies. However, effective leadership does not represent the mere absence of these deficiencies. Developing self-management competencies does not necessarily guarantee someone will be perceived as a good leader. Successful leaders should prioritize a clear focus on their followers, implying highly developed relationship management competencies. Additionally, the findings suggest the relevance of face-to-face communication in leadership.	Fowlie, J., & Wood, M. (2009). <sup>[70]</sup>
12	Impact of Leadership Style on Employee's Motivation	The study revealed a robust association between leadership style and employee motivation. The correlation was positive for the transformational leadership style, indicating that as this style increased, employee motivation also increased. Conversely, the correlation was negative for the transactional leadership style, suggesting that higher levels of transactional leadership were associated with lower employee motivation.	Alghazo, A. M., & Al-Anazi, M. (2016). <sup>[71]</sup>
13	How leadership support and coworker support influence employee creativity.	The results of this research revealed that both leadership support and coworker support exert positive influences on employee creativity, moderated by several additional variables. Specifically, employee engagement and tenure both strengthen the relationship of leadership support with employee creativity. Furthermore, individual creativity has a positive impact on job performance.	Zaitouni, M., & Ouakouak, M. L. (2018). <sup>[72]</sup>
14	Impact of Leadership Styles on Four Variables of Executives Workforce	The findings indicate that the spectrum of four leadership styles, characterized by factors such as branch type, age, and educational level, is interconnected with communication, commitment, satisfaction, and effectiveness.	Ekaterini, G. (2010). <sup>[73]</sup>
15	Impact of business strategy on leadership	The results present compelling empirical evidence demonstrating that Product (Differentiation vs Low-Cost strategies), Best Value, and Blue Ocean strategies exert significant effects on leadership. Conversely, Market strategies (Broad vs Niche strategies) show limited impacts. These findings are attributed to the greater complexity associated with Product, Best Value, and Blue Ocean strategies.	Marx, T. G. (2015). <sup>[74]</sup>

**Table 6:** Factors influencing Leadership skills at different organisational levels

Sl. No	Area & Focus of the Research	Outcome of Research	Authors Name
1	Communication Skills	The study identified that exemplary business leaders exhibit common characteristics in effective communication, categorizing them into three major groups: core (involving strategy, writing, and speaking skills), managerial (encompassing emotional intelligence, listening, coaching, team dynamics, and meeting management), and corporate (addressing communication with all internal and external stakeholders).	Barrett, D. J. (2006). <sup>[75]</sup>
2	Personality Factor	After adjusting for general intellectual abilities, the hierarchical regression results indicate that leader performance in the summer field training environment is influenced by Big Five extroversion and hardiness, with a noteworthy trend for social judgment. In the academic period context, leader performance is predicted by mental abilities, Big Five conscientiousness, and hardiness, with a notable trend for social judgment.	Bartone, P. T., <i>et al.</i> (2009). <sup>[76]</sup>
3	Decision Making	The findings from the data suggest a significant need for change and enhancement in decision-making practices among organizational executives, particularly in the areas of technology integration, diversity management, globalization, policy adaptation, teamwork, and leadership effectiveness.	Ejimabo, N. O. (2015). <sup>[77]</sup>
4	Soft skills	This research has identified that the combination of transformational leadership and the possession of soft skills in project managers plays a crucial role in amplifying their contribution to realizing the vision, mission, and goals of a project.	Rogo, V., <i>et al.</i> (2020). <sup>[78]</sup>
5	Organisational Culture	The findings indicate that hierarchical, patriarchal, servile, and interdependent values serve as foundational traits within the organizational culture, influencing the selection of leadership styles in the management of Nigerian universities. Consequently, the study highlights that positional authority, formalized exchanges, paternalism, relational approaches, and gendered reactions to leadership are commonly adopted in the administration of universities within this context.	Akanji, B. <i>et. al</i> (2020). <sup>[79]</sup>



## 6. Improvements Required

Drawing from the literature review on leadership training programs, numerous key areas for improvement emerge. Here are specific findings:

- i). **Tailor Programs to Individual Learning Styles:** The literature proposes that individuals have diverse learning styles. Implement strategies to accommodate various learning preferences, such as visual, auditory, or kinesthetic learning. Customizing content delivery methods can enhance engagement and knowledge retention<sup>[80]</sup>
- ii). **Increase Emphasis on Emotional Intelligence:** Research consistently highlights the importance of emotional intelligence in effective leadership. Strengthen training programs by incorporating modules that focus specifically on developing emotional intelligence skills, including self-awareness, empathy, and relationship management<sup>[81]</sup>.
- iii). **Enhance Cross-Cultural Competence Training:** Globalization has made cross-cultural competence crucial for leaders.<sup>[82]</sup> Improve programs by incorporating comprehensive cross-cultural training, addressing cultural nuances, communication styles, and diversity management to equip leaders for success in diverse work environments.
- iv). **Integrate Sustainable Leadership Practices:** The literature underscores the importance of sustainable leadership in addressing environmental and social challenges. Enhance training content to include sustainability principles, encouraging leaders to adopt practices that contribute to long-term organizational and societal well-being<sup>[83]</sup>.
- v). **Implement Robust Evaluation Metrics:** Strengthen the evaluation process by incorporating more comprehensive metrics. Beyond traditional measures, explore qualitative assessments, peer feedback, and 360-degree evaluations to gain a holistic understanding of the program's impact on leadership development and organizational outcomes.
- vi). **Encourage Lifelong Learning Mindset:** Emphasize the importance of a lifelong learning mindset within leadership training programs. Promote continuous self-improvement, staying updated on industry trends, and adapting leadership styles to evolving organizational needs<sup>[84]</sup>.
- vii). **Utilize Neuroscientific Insights:** Leverage insights from neuroscience to enhance the design and delivery of training programs. Understanding how the brain processes information and retains knowledge can inform instructional strategies, leading to more effective learning experiences<sup>[85]</sup>.
- viii). **Foster Mentorship and Peer Learning Opportunities:** Build structured mentorship programs within leadership training initiatives. Encourage experienced leaders to mentor emerging leaders, facilitating knowledge transfer and providing a platform for peer learning and collaboration.
- ix). **Emphasize Ethical Leadership Training:** Strengthen the focus on ethical leadership development. Incorporate modules that address ethical decision-making, corporate social responsibility, and values-based leadership to ensure that leaders prioritize ethical considerations in their decision-making processes<sup>[86]</sup>.
- x). **Promote Digital Leadership Skills:** In response to the digital transformation of workplaces, enhance leadership training by incorporating modules that develop digital

leadership skills. This includes proficiency in technology, data-driven decision-making, and the ability to lead in virtual or hybrid work environments<sup>[87]</sup>.

- xi). **Evaluate Long-Term Impact:** Extend the evaluation period beyond immediate post-training assessments. Assess the long-term impact of leadership training programs on organizational performance, employee engagement, and leadership effectiveness over an extended timeframe.
- xii). By addressing these areas for enhancement, organizations can refine their leadership training programs to better bring into line with the evolving demands of the business landscape and the nuanced requirements of effective leadership. Continuous adaptation based on research insights ensures that leadership development initiatives remain relevant and impactful.

## 7. Research Gap

The research gap in the setting of leadership development and training lies in the limited exploration of tailored training programs for distinct organizational levels. While existing studies often address generic leadership training, there's a scarcity of research that delves into tailored programs for entry-level, mid-level, and senior executives. Investigating the specific training needs and effective methodologies for each organizational tier could provide valuable insights for optimizing leadership development initiatives. Additionally, exploring the long-term impact of such training on organizational performance and employee satisfaction could further enrich this area of study.

## 8. Research Agenda

- i). **Understanding Leadership Development Needs:** Investigate how leadership requirements vary across different organizational levels. Analyze the specific skills and competencies required for effective leadership at each level.<sup>[88]</sup>
- ii). **Effectiveness of Current Training Programs:** Evaluate existing leadership training programs in organizations. Assess the impact of these programs on leadership development at various levels.<sup>[89]</sup>
- iii). **Tailoring Training for Different Levels:** Explore the customization of leadership training based on organizational hierarchy. Investigate the effectiveness of tailored training in enhancing leadership skills<sup>[90]</sup>.
- iv). **Technology and Leadership Training:** Examine the role of technology in delivering leadership training. Evaluate the effectiveness of virtual, augmented, or mixed reality in leadership development<sup>[91]</sup>.
- v). **Cultural and Contextual Influences:** Investigate how cultural and contextual factors impact leadership development. Explore culturally sensitive approaches to leadership training.
- vi). **Cross-functional Leadership Development:** Analyze the importance of cross-functional training for leadership development. Explore how exposure to diverse organizational functions contributes to leadership skills.
- vii). **Long-term Impact Assessment:** Evaluate the long-term impact of leadership training on organizational success. Assess how sustained leadership development influences organizational performance.
- viii). **Measuring Leadership Effectiveness:** Develop robust metrics for assessing leadership effectiveness.

Investigate the correlation between training outcomes and leadership performance.

- ix). **Barriers to Leadership Development:** Identify common obstacles hindering effective leadership development. Propose strategies to overcome these barriers and enhance training outcomes.
- x). **Future Trends in Leadership Training:** Explore emerging trends in leadership development and training. Anticipate future challenges and opportunities for refining leadership training programs.
- xi). This research agenda aims to provide a comprehensive understanding of the role of training in developing leadership skills at different organizational levels, offering insights for improving existing programs and shaping the future of leadership development.

#### 9. Final Research Proposal/Problem in Chosen Topic:

Based on a thorough analysis and review of the relevant literature, this article advises investigating the factors influencing customers' perceptions of eco-friendly shopping bags.

- a) **Proposed Title:** Leadership Development and Training: The Role of Training in Developing Leadership Skills at Different Organization Levels.
- b) **Geographical Area of Study:** Karnataka.
- c) **The Study's Target Respondents Are:** Leaders (Age group of 18-50 years).

#### 10. ABCD Analysis

Advantages, Benefits, Constraints, and Disadvantages (ABCD) are systematically analyzed through an ABCD analysis, generating a matrix that offers an ordered list. This method comprehensively addresses all variables in crucial areas, systematically evaluating fundamental challenges and identifying critical constituent aspects based on four constructs: Advantages, Benefits, Constraints, and Disadvantages.

##### Advantages of Leadership Development and Training:

- i). **Enhanced Skills:** Training cultivates essential leadership skills, such as communication, decision-making, and conflict resolution, promoting overall effectiveness.
- ii). **Strategic Vision:** Leaders gain the ability to formulate and implement strategic visions, aligning organizational aims with individual goals.
- iii). **Employee Engagement:** Leadership development fosters a positive work environment, increasing employee engagement and productivity.
- iv). **Succession Planning:** It aids in identifying and grooming potential leaders, ensuring a smooth transition in case of leadership changes.
- v). **Adaptability:** Training equips leaders with the adaptability needed to navigate changing business landscapes.

##### Benefits of Leadership Development and Training:

- i). **Improved Performance:** Effective leaders contribute to improved team and organizational performance.
- ii). **Innovation:** Leadership training encourages innovative thinking and problem-solving, driving organizational growth.
- iii). **Talent Retention:** Investing in leadership development enhances job satisfaction, reducing turnover rates.

- iv). **Enhanced Communication:** Leaders trained in effective communication foster a transparent and collaborative workplace.
- v). **Cultural Alignment:** Training ensures leaders understand and promote the organization's values, fostering a cohesive culture.

##### Constraints of Leadership Development and Training:

- i). **Cost:** Implementing comprehensive leadership programs can be expensive, posing a constraint for some organizations.
- ii). **Time Commitment:** Balancing leadership training with daily responsibilities may be challenging for busy professionals.
- iii). **Resistance to Change:** Some individuals may resist new leadership approaches, hindering the effectiveness of training efforts.
- iv). **Measurement Challenges:** Assessing the impact of leadership training on performance can be difficult, making it challenging to gauge success.

##### Disadvantages of Leadership Development and Training:

- i). **Costly Investments:** Implementing comprehensive training programs can strain organizational budgets.
- ii). **Overemphasis on Theory:** Some programs focus too much on theoretical concepts, neglecting practical application.
- iii). **Time Constraints:** Busy leaders may find it challenging to allocate time for training, affecting its effectiveness.
- iv). **Limited External Perspective:** Internal training may lack exposure to external industry best practices and perspectives.
- v). **Resistance from Existing Leaders:** Established leaders may resist new methodologies introduced through training, hindering organizational change.

In summary, while leadership development and training offer numerous advantages and benefits, organizations must navigate challenges such as resource constraints, resistance to change, and the need for personalized approaches to maximize effectiveness.

#### 11. Suggestions

- i). **Define Leadership Competencies:** Determine the essential qualities for effective leadership within the organization. Identifying the key leadership competencies that contribute to organizational effectiveness helps identify the necessary leadership skills<sup>[92]</sup>. Some organizations use generic leadership competencies from theories, while others create their own or derive them from the organization's mission statement and core values. It's important to recognize that leaders have a level of influence over their employees, and they should use it to contribute to a better society. Moral leadership is not uncommon in many organizations, aligning with mission statements and core values such as integrity, human growth at work, and stewardship.
- ii). **Assess Current Leadership Skills:** Evaluate one's current leadership abilities by establishing valid, reliable, and efficient methods tied to competency criteria. Utilize tools such as a 360-degree leadership survey and performance appraisals to gather relevant data.<sup>[93]</sup> The assessment data collected during the application process can also be valuable. Analyze the

data, provide feedback to participants, and use the information to create targeted action plans and development activities for all involved.

- iii). **Provide Developmental Activities:** Offer participants specific, measurable, challenging, and time-bound developmental activities. The Leadership Development Program (LDP) operates under the assumption that motivated participants can become effective leaders within 3 to 5 years. Participants, based on survey and assessment data, create individual development plans (IDPs) that capture strengths and areas needing improvement<sup>[94]</sup>. Developmental activities may include attending workshops, maintaining a learning journal, providing coaching and counselling to peers, participating in interpersonal forums with other program participants, and attending feedback-intensive programs.
- iv). **Align Structures to Reinforce Program:** Ensure that the organization's formal personnel systems support the desired leader behaviour. This includes writing position descriptions, designing selection systems, incorporating leadership into performance appraisals, providing routine feedback, establishing meaningful reward programs, and reinforcing desired behaviour while addressing poor performance.
- v). **Develop Leaders in Context:** Promote on-the-job leadership development, recognizing that leaders operate within transactional contexts. Consider the impact of empowered groups and self-directed work teams on leadership functions. Create developmental programs that address the specific context within which leaders operate.
- vi). **Evaluate the Leadership Development Program:** Define the nature and scope of the evaluation based on program goals. Assess the program's effectiveness by setting clear goals and considering resource availability<sup>[95]</sup>. Additionally, evaluate intangible benefits such as increased job satisfaction, improved communication, teamwork, and fewer complaints.
- vii). **Consider Employee Grievances:** Assume leaders are trained in conflict resolution. After training, have managers and HR staff calculate the average cost of a grievance award, labour cost of processing claims, and external legal fees<sup>[96]</sup>. Compare before-and-after changes in the number of grievances filed and annualize the difference to determine the return on investment (ROI), minus the cost of training. Remember to account for intangible benefits, such as increased job satisfaction and improved communication, when evaluating the Leadership Development Program.

## 12. Limitations

- i). **Publication Bias:** Literature reviews can be susceptible to publication bias, a phenomenon wherein studies with positive results are more likely to be published than those with neutral or negative findings. This bias may distort the overall understanding of a particular subject by overemphasizing positive outcomes and neglecting potentially valuable information from studies with less favourable results. This bias can affect the comprehensiveness of the literature review, potentially skewing the understanding of the effectiveness of leadership development and training programs.
- ii). **Generalization Challenges:** Findings in the literature may vary across industries, organizational sizes, and

cultures. Generalizing conclusions to all organizational contexts may oversimplify the complexity of leadership development. The applicability of certain training methods or leadership theories may not be universally effective for different organization levels.

- iii). **Temporal Relevance:** The field of leadership development is dynamic, with new theories and practices emerging regularly. Literature reviews may not always capture the most recent advancements or trends. The review may not completely reflect the current state of leadership development, potentially overlooking innovative training approaches or recent challenges.
- iv). **Methodological Variability:** Studies on leadership development and training may use different methodologies, making it challenging to compare and draw consistent conclusions. Variability in research methods can lead to difficulties in synthesizing findings, limiting the robustness of the literature review.
- v). **Contextual Specificity:** Leadership development effectiveness can depend heavily on organizational context, leadership styles, and the nature of the industry. The literature review may not sufficiently address how specific contextual factors influence the outcomes of leadership development initiatives.
- vi). **Limited Qualitative Insights:** Some literature reviews may focus more on quantitative studies, potentially overlooking valuable qualitative insights into the experiences and perceptions of leaders undergoing training. The review may not capture the full spectrum of leadership development, particularly the subjective aspects of leadership skills enhancement.
- vii). **Overemphasis on Positive Outcomes:** Published studies may be biased towards writing positive outcomes of leadership development programs, while negative or inconclusive results might be underreported. The literature review may not fully convey potential challenges or failures in leadership training initiatives.
- viii). **Cultural and Global Variations:** The literature might predominantly feature studies conducted in specific cultural or regional settings, limiting the generalizability of findings to a global context [97]. The applicability of certain training strategies across diverse cultural backgrounds and global organizations may not be adequately addressed.
- ix). Addressing these limitations involves a nuanced approach, recognizing the diversity within the field of leadership development and considering the specific needs and contexts of different organizations and levels.

## 13. Conclusion

The literature review on Leadership Development and Training underscores the crucial role that training plays in cultivating and enhancing leadership skills across various organizational levels. The extensive body of research consistently emphasizes the positive impact of well-designed leadership development programs in fostering effective leaders. From frontline supervisors to top-level executives, the evidence suggests that targeted training initiatives contribute significantly to the growth and sustainability of leadership capabilities [98].

Furthermore, the literature highlights the importance of incorporating experiential and continuous learning components in leadership development initiatives. Experiential learning, such as simulations, case studies, and mentorship programs, allows leaders to apply theoretical



knowledge to real-world situations, facilitating a more holistic and practical understanding of leadership dynamics [99]. Additionally, the reviewed studies underscore the significance of organizational culture and support in maximizing the effectiveness of leadership training programs. A positive and conducive organizational environment promotes the application of newly acquired skills, fosters a culture of continuous improvement, and ensures sustained leadership development over time. In conclude, the literature consistently supports the notion that training is instrumental in shaping effective leaders across different organizational levels. As organizations navigate the complexities of the modern business landscape, investing in comprehensive and tailored leadership development programs becomes imperative for ensuring the growth, adaptability, and success of leaders at every tier [100]. Future research may investigate deeper into the specific elements of successful training programs, explore the impact of emerging technologies on leadership development, and further refine strategies for cultivating leadership skills in diverse organizational contexts.

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