

AN ANALYSIS OF FACTORS AFFECTING LEADERSHIP READINESS

Dhruvi Pandya¹ & Dr. Neha Shroff²

¹*Research Scholar, School of Doctoral Research & Innovation, GLS University, Ahmadabad, Gujarat, India*

²*Assistant Professor, Faculty of Business Administration, GLS University, Ahmadabad, Gujarat, India*

ABSTRACT

“Leaders are made.” Leadership is a trait which is learnt through training and practice. But only those who are ready to become a leader can make it to successful leadership. Readiness is defined as the availability of the required set of skills and ability in a person to become a leader. This paper analyses in detail various factors affecting readiness in a person for leadership. After reviewing of the literature, the paper concludes that there are three types of factors contributing to a person’s leadership readiness viz. demographic factors, socio-economic factors and personality factors.

KEYWORDS: *Training and Practice, Demographic Factors, Socio-Economic Factors and Personality Factors*

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INTRODUCTION

Leadership is the process of directing the work of others toward certain common goals. There are many articles and material available online on the topic of leadership. The word "lead", according to Webster's dictionary, means "to direct the way." In addition, a Leader is understood to be "a person who leads and has authority to control or influence". Leadership is practices by which an individual influence the behaviour or others and make them do, for a greater good, the things that they otherwise may not be willing to do. Leadership ability in an employee is the need of an hour and most of the organizations stress importance on hiring individuals who show high level of leadership skills or at least have potential and readiness to learn and become leader.

An effective leader has certain qualities that set him apart from others and help him to influence others to follow him. There are many efforts by organizations to build leaders who are ready for the future. Many training and development programs are planned and designed for the same. Here, the most obvious source of leadership skill development, management programs, plays a crucial role in providing future ready leaders to the industry. Although such management programs are working hard in providing experiential learning to students and improving their leadership abilities, the outcome is not 100% effective. In the past, organizations focused only on a few people for leadership qualities and development. But now day companies need leadership qualities for most of their employees to ensure successful planning in the organization. In order for the companies to be able to identify and develop leaders, it becomes very important to understand what are the factors that contribute to leader development and how one can measure leadership readiness into an individual.

LEADERSHIP

Leadership is the process by which one influences a group to achieve a common goal. Therefore, leadership is not only influential but also non-influential. "Leadership" is a position of active listening, mindfulness that desires to be able to take decisive action, empowering and motivating others in a responsible, supportive and humble way to encourage them to achieve the goals set as planned."(Surji, 2015)

The real work of leadership involves skill to make the change happen. Although the research has been done on what makes an active leader, seemingly prominent leaders become a good balance between factors, skills, character, resources, and characteristics of the situation. This becomes a decision features of the ability to influence followers as well achieve group goals. Understanding the conduct and characteristics of a leader, one needs to look at their natural features. Most important is the level of energy, physically strength and endurance of stress.(Vojta)

Leaders must decide what their role is, identify the skills needed to work in that role, and then BE TRAINED! Effective leaders know that they do not know everything; therefore, they use dozens of opportunities to learn and perfect their skills through reading and attending classes, conferences, workshops and the whole forum to increase their leadership and management skills. The most effective leaders learn as leaders. They consistently evaluate the performance. See, decide where the benefits can be found, and set aside time through workshops to learn the skills to make these benefits.(Notar, Uline , & Eady, 2008)

DEVELOPMENTAL READINESS

Readiness is viewed as the amount of previous learning that can transfer to new learning. Eligibility is considered a pre-existing level of education that can transfer to new learning. Because of the clarity of thought, one can say two different ideas, ideas of readiness. One idea can be called the concept of readiness for mental development. Learning readiness occurs when a child acquires a collection of subskill material and the developmental development needed to integrate these coats into the desired skill. Readiness is limited. however, not only skill, but also teaching technology. (Jensen, 1969)

The definition of preparing children for school has undergone major changes over the past four decades. It has shifted from a primarily mature definition to a more socially constructed concept. The previous approach emphasized the level of maturity of the child, allowing quiet, focused work as a primary indicator of school readiness. Recent approaches emphasize the dichotomy between the child and his environment. Under these new policies, the 'goodness-fit' between children and the environment promotes and promotes proper development. In other words, school preparation is a series of environmental and cultural experiences that enhance child interaction and child development outcomes.(Britto, 2012)

(Britto, 2012)In the "School Readiness" report, it is mentioned that child development readiness has an impact on poverty. However, such effects on school readiness can be mediated by a number of factors, including the home environment. Given the strong impact of the home on the learning and development of young children, the declining ability of low-income families to modulate the effects of poverty is hampering school readiness. The goals of parental education for their children and their beliefs, attitudes and commitment to education are considered important for school success. Children of highly educated mothers do better in school. The learning environment provided at home is considered to be one of the characteristics of a child ready for development. Another aspect of family readiness is how sensitive parents are to their child's needs and requests for attention.

Youth competitive readiness is a very much complex topic, but studies can clarify the argument and offer practical guidance. Research supports a dynamic understanding of competitive readiness, and underlines that interactions

among individual, contextual, and developmental factors over time influence competitive environments and a young person's perceptions of competition. This paper first offers a developmental perspective of youth (physical, cognitive, and psychosocial). (Kochanek, et al., 2017)

The research done by (Ramli, Muljono, & Afendi, 2018) Measures the relationship between external factors, internal factors, and self-directed learning readiness. The external factors considered for this study are Academic Environment (AE), Family Environment (FE) and Community Environment (CE) while the internal factors of this study are Academic Self-Concept Achievement Motivation (AM) and practice, Interest to Learn (IL). And preparation for self-directed learning index was measured by self-regulation (SC) and self-management (SM).

(Baksh, Mahmood, &Sangi, 2018) In the research conducted, the proposed M-readiness assessment model was used to determine the M-readiness index for the Allama Iqbal Open University (AIU) in Pakistan. The readiness index is calculated based on the extracted factors. In addition, the association of the M-readiness index with age, gender, program of study, income, region, and province was also analyzed by applying ANOVA and Kruskal Wallis in a similar way. The results show that there is a significant difference in M-readiness relative to income, region, age, gender, study program and province. Despite some interesting fact that there is no difference in the readiness index according to locality, it means that the rural and urban population have almost the same readiness index.

Organizations need leaders to move them in the right direction. Strong leaders can be developed, but how can organizations know when a person is ready for leadership development? Organizations must start by enhancing their capabilities for leadership development by focusing on individual's "developmental readiness". Developmental readiness (DR) is a person's ability and motivation to add new knowledge / information into the long-term memory. (Melcher, n.d.)

LEADERSHIP DEVELOPMENTAL READINESS

Leader Developmental Readiness is defined "as the ability and motivation of an individual to attend to, make meaning of, and appropriate new leadership related knowledge, skills, abilities, and attributes into practice." (Hannah, S. T. & Avolio, B. J., 2010)

However leadership can be defined, there is strong evidence that the underlying personality traits should serve as important factors in assessing the performance of leadership and in addition, the power of leadership. This is very important because while the skills associated with effective leadership (e.g. communication, collaboration, strategic thinking) can be developed through training, personality traits that influence leadership style cannot be corrected. (Best, 2010)

The basic premise of leadership development is the belief that leaders can be made, not just born. Therefore, leadership development programs should identify people with the characteristics to improve literacy skills. Organizational development readiness plays an important role in the relationship for preparedness for development and the rapid development of good leadership for employees. The results of successful screening and focusing on developmental readiness of each individual can play an important role in addressing some of the challenges that exist in leadership development. (Chartoff, 2019)

Post-industry leadership development models acknowledge that leadership capacity and readiness require a combination of social awareness, collaboration skills, confidence, motivation, and motivation (Faris, S. K. & Outcalt, C., L., 2001). Our research is therefore based on the type of leadership positions in which we determine that qualified modern leaders should have the ability to lead and trade, demonstrate a certain level of commitment, and demonstrate a certain

level of motivation to lead others. (Keating , Rosch, & Burgoon, 2014)

Leadership development readiness to experience great benefits in leader development results as a result of formal programming or stretch experiences. The developmental readiness of a leader is a theoretical framework defined by the three pillars for developing ability, motivation for development and support for development.(Reichard & Beck, 2017)

Applied to general personal and organizational learning, Hannah and Lester (in the press) defined developmental readiness as "both the ability and motivation to engage in one's long-term memory structures, meaning and appropriate new knowledge". In our previous longitudinal pilot experiments with emerging leaders, we have talked about how goal orientation learning, efficiency, self-concept clarity and meta cognitive ability all contribute to increasing the level of leader development readiness. Based on the additional longitudinal research we have done, we now add the fifth structure development readiness and propose that the level of complexity in the leader's self-structure i.e. self-complexity also improves the leader's development.(Hannah, S. T. & Avolio, B. J., 2010)

Day, 2007 in his book "Developing Leadership Talent" suggests Two common factors influencing the success of successors in family-run businesses are: training for leadership and commitment to the organization. After seven case-analysis of the automobile distribution industry, no educational training for leadership was found to distinguish between low and successful successors; However, supportive pre- and non-family managers have been suggested as important factors. Overall, the quality of interpersonal relationships in the organization, the expectations of the heirs and the role of the ancestors were found to be important factors in shaping a successful family business legacy.(Day, 2007)

The study showed that learning objective orientation significantly affects leadership development. The study suggests that people with high learning goal orientation scores also score higher in leadership development, while people with lower learning goal orientation scores also score lower in leadership development. Leadership development is characterized by a number of challenging tasks, from understanding multiple leadership principles to practical tasks to accomplish group and individual tasks. Therefore, it takes people who are open and motivated through tasks that challenge them to succeed in leadership development. Y, employment status, leadership development participant status and industry participants' learning goals are important factors in promoting the trend, but age, gender and years of experience are not important factors.(Mango, Koshal, & Ouma, Effect of learning goal orientation on leadership development, 2019)

Study results show that development results significantly affect leadership development. The study suggests that respondents who scored high on developmental ability also scored higher on leadership development. In improving / enhancing the development potential of leaders, participants' job status, status, industry and years of experience should be taken into account, but age and gender do not matter. The study recommends that participants in leadership development be made aware of activities that promote leadership development interventions as well as their development potential. (Mango, Koshal, & Ouma, Effect of developmental efficacy on leadership development, 2019)

ANALYSIS OF FACTORS AFFECTING LEADERSHIP DEVELOPMENTAL READINESS

Based on the review of literature studied and mentioned above it can be stated that leadership is basically a process of influencing others and encouraging them to accomplish the desired objectives. Leadership development in individual is desired practice however, it is important to identify and develop only those who have readiness for leadership

development. Literature mentions various variables that help to determine leadership readiness (fig. 1). These variables are considered to be the main factors that contribute in creating readiness in an individual for gaining leadership abilities and growing as a competent leader.

The goal orientation is learning whether individuals are engaged in tasks that focus on achieving a certain performance standard, or to learn and develop. *Self-concept* clarity refers to the level of confidence. *Meta cognitive ability* is defined as the ability to think about a person's way of thinking. *Leaders' developmental Efficacy* refers to their level of confidence that they will be able to develop a specific ability or skill for employment in a particular context or role of leader. *Leader Complexity* refers to the leader's ability to know and understand his own complex thought process and mould or diverts the same if needed. (Hannah, S. T. & Avolio, B. J., 2010). As these variables contribute to inhibit the Leadership developmental readiness (LDR) into individuals, we must also understand that readiness for leadership development can be of different degree in different person. Some people might have less degree of readiness and others might have high degree of developmental readiness for leadership. Research shows that there are other factors also which affect the degree of readiness into individuals. These factors can be broadly classified as (I) Demographic Factors (II) Socio – Economic Factors (III) Life experiences of the person.

As shown in (Figure 2), literature reveals that demographic factors that might affect degree of LDR are age, gender, educational background, ethnicity, region and locality of the person etc. The socio – Economic factors can be level of understanding of parents, educational qualification of the parents, specially mother, the culture and attitude of the family towards individual, economic status and income of the family, presence of a role model or father figure in the person's life, etc. And the life experiences include, past leadership training gained by the person, leadership role played in past, critical incidents happened in the person's life and ways adopted to deal with such critical situations, etc. To summarise, we can say that in the determination process of the degree of leadership developmental readiness into an individual, the mentioned factors play important role.



Figure 1: Variables Contribute to Leadership Developmental Readiness (LDR).

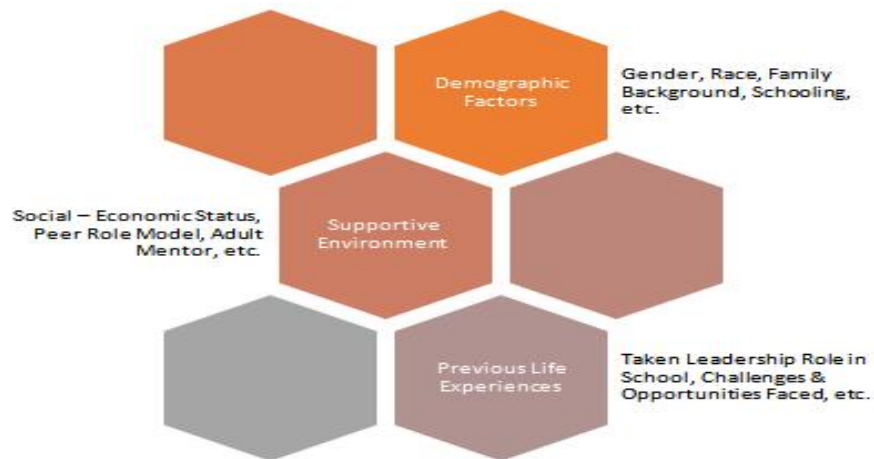


Figure 2: Factors Affecting Leadership Developmental Readiness (LDR).

CONCLUSION AND FURTHER RESEARCH

The analysis of literature does suggest that there are various variables that contribute as a measure of Leadership developmental readiness. Moreover, the factors that affect leadership developmental readiness viz. demographic factors, socio-economic factors and life experiences of an individuals are the most important factors whenever an effort is to be made to judge or predict leadership readiness of an individual. The researcher would strongly suggest that personality of an individual is one more factor which can be explored as one of the factors affecting developmental readiness for leadership (LDR). In this paper individual's personality is and its degree of impact on LDR is not studied. Further, the factors and the variables identified in this paper can be used to measure the Leadership Developmental Readiness (LDR) of an employee working in the organization, a school student, or a college graduate, a manager of a company or any mature individual who the further researcher might want to analyse as future leader and check the readiness of that individual.

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