# Toward a Leadership Development Model

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**Abstract**

While leadership development is an important area, many researchers acknowledge the lack of effective programs to develop leadership skills and practice. Therefore, the purpose of this paper is to present an effective leadership skills development framework. Although the framework of leadership development in this study was literature-based, ten managers from several private oil companies in Iran were interviewed to develop and validate the framework of the proposed leadership development. Obviously, there is no best combination of skills in a leadership development mix for all organizations. Therefore, more research is needed to explore whether the framework and proposed skills are appropriate for other organizations with different cultures and structures. However, the proposed framework can help the organizations to expand their leadership development programs more effectively and efficiently.

*Keywords*: Leadership development; leadership skills; organizational effectiveness; training; knowledge sharing

**Abstrak**

Walaupun pembangunan kepimpinan merupakan suatu perkara yang penting namun ramai penyelidik menyatakan bahawa terdapat kekurangan program yang berkesan dalam membangunkan praktis dan kemahiran kepimpinan. Oleh itu, tujuan kertas kerja ini ialah untuk mencadangkan satu kerangka pembangunan kemahiran kepimpinan yang efektif. Walaupun kerangka pembangunan kepimpinan bagi kajian ini melalui kajian literatur, seramai sepuluh orang pengurus dari beberapa syarikat minyak di Iran telah ditemu bual untuk membina dan mengesahkan kerangka pembangunan kepimpinan yang dicadangkan. Diakui, sememangnya tidak ada kombinasi terbaik dalam resipi pembangunan kepimpinan bagi semua organisasi. Oleh itu lebih banyak kajian perlu dilakukan untuk menentukan sama ada cadangan kemahiran dan kerangka adalah bersesuaian bagi organisasi berlainan yang berbeza budaya dan struktur organisasi. Begitupun, cadangan kerangka kajian ini boleh membantu organisasi untuk meningkatkan lagi program pembangunan kepimpinan yang lebih efektif dan efisien.

*Kata kunci*: Pembangunan kepimpinan; kemahiran kepimpinan; keberkesanan organisasi; latihan; perkongsian pengetahuan

## ■1.0 INTRODUCTION

There is no doubt that a smart business in this competitive and uncertain world must be organized to face changes in order to remain competitive (Guidroz *et al*., 2010). Research indicates that in order to meet today's changing environment, organizations and leadership need to be more flexible, adaptive, entrepreneurial and innovative (Sarros *et al*., 2011). The right kind of leadership is needed for organizations to survive in a competitive environment (Vardiman *et al*., 2006). Organizations that have an obvious vision for developing future leaders, supporting organizational structures and have a systematic plan to utilize leadership development programs would be ready for the challenges of the future (Leskiw & Singh, 2007).

Preparing leaders who can handle the organization in an unstable environment is one of the important challenges for organizations of all sizes. A key parameter in becoming a successful organization is improving the leadership skills at different levels of organization (Block & Manning, 2007). Effective leadership development programs still remain evasive. This is because of the difficulty of creating a program that develops employees' leadership skills and abilities, and having internal learners who are able to self-reflect (Hanna & Glassman, 2004). While many researchers emphasize the need for leadership development, there is less attention on growing leaders through on-the-job development (Hernez-Broone & Hughes, 2004). In fact, leadership development is faced with a lack of strategies and programs in the organizations and the need for preparing and developing leaders still remains (Day & O'Connor, 2003; Giber *et al*., 2009; Greengard, 2001; Holt, 2011; Kaplan-Leiserson, 2004; Study, 2008; Weiss & Molinaro, 2005). Therefore, an effective leadership development program is needed in which leaders inspire the commitment of followers toward the goals and vision of the organization (Wright, 2007).

As Campbell *et al*. (2003) indicated, two important perspectives of leadership development are: what to develop and how to develop. Whereas there are many questions regarding leadership that we need to think about and move from the theoretical to the practical action (Thurgood, 2008), the main purpose of this study is specific and narrow. This study was designed to find out what leadership skills need to be developed for an effective leadership development program to cultivate successful leaders through their influence on the effectiveness of Iran's oil industry. Ilias (2010) explained that while challenges related to leadership development can be recognized in many world organizations, the importance of this subject in many developing countries like Iran is an undeniable fact. As Iran's economy really depends on its oil industry, support of the proposed framework in this study was done through interviews with some managers of numbers of Iran's private oil companies. The next section discusses about the skills which are essential for a leader to be successful, and the way these skills are developed by him or her.

## ■2.0　LEADERSHIP DEVELOPMENT

Most traditional research in leadership concentrated on essential characteristics of *great men,* and the main topic of discussion was whether leaders were made or born.  New theories of leadership are more related to how leadership can be developed (McCauley & Van Velsor, 2004). As a matter of fact, many researchers believe that finding leadership development behavior, characteristics and skills is a very important part of leadership development (Campbell *et al*., 2003; Tubbs & Schulz, 2006). "All in all, leadership development should develop the character, integrity, skills and discursive intelligence necessary for the responsible exercise of power" (Storr & Trenchard, 2010, p. 479). Leadership development is not just the consequence of conventional programs in training like a simple classroom, but rather is the result of a series of activities, which are interrelated as well with the purpose of employee development, with this happening through self-discovery via their job and their leaders. A leadership development has to be merged in organizational daily practices and also has to be considered as a part of the culture of the organization (Day, 2001; Ulrich & Smallwood, 2003).

To look at the leadership development, a proper lens is required to identify the various skills and abilities needed for success of future leaders in the unstable and the new environment. Many scholars agree that people in the organizations can grow and change to increase the effectiveness.  Leadership also involves a set of skills and behaviours that can be learned (Kouzes & Posner, 2002). Although several researchers focus on the characteristics and practices of leadership development e.g. (Carter, 2007; Davis, 2007; Fulmer & Conger, 2004; Gerenleaf *et al*., 2003; Goodly, 2008; Hymes, 2008; Klagge, 1997; McCauley & Douglas, 2004; Ryan, 2007; Warner, 1997), almost all of them consider only one leadership style in order to assess leadership development. Most of them concentrate on transformational leadership e.g. (Carter, 2007; Davis, 2007; Ryan, 2007; Warner, 1997).

To find the most important leadership skills which need to be developed in a leadership development program this study focused on combining the skills and abilities of transformational, transactional and servant leadership. Therefore, seven important skills which need to be developed in a leadership development program were introduced. They are: inspiration of shared vision, trust, communication, team working, creativity and problem solving, motivating others by giving contingent reward and empowering others.

### Inspiration of Shared Vision

The most general and unique characteristics identified with leadership is vision. The capacity to create a vision is defined as a very important quality of leaders (Bennis, 1993). In fact, the main part of leadership is vision because it links strategy and people together (Jones, 2004). According to Burns (1978), leaders initiate the vision. Shared needs, values, beliefs and purposes of the leader and followers lead to sharing the vision. Inspiring a shared vision is very significant for gathering individuals together in each organization, and it is important to develop a commitment to share the future they try to make. Successful leaders will use positive attitudes to develop such a vision. They also use metaphors, symbols, positive language, and personal energy to create enthusiasm and excitement for the common vision of others. In fact, one of the most important abilities of successful leaders is related to sharing their values, purposes and visions. This is a key skill needed for development of the leaders in the future (Kouzes, *et al*., 2002).

Coyle (1997) stated resetting direction is developing or selling the vision, especially for the future. It is what Kouzes and Posner (2002) indicate in their model as inspires shared vision. Idealized influence in Avolio and Bass's view also refers to drawing a vision for the future, as they mentioned in 2004. In addition, involving employees in a vision of a better future is a means to explain inspirational motivation as a transformational leadership practice aspect in the Avolio and Bass model of leadership. There are some possible ways which illustrate how leaders can develop inspiration of shared vision. These ways are: talking about the future trend with others, illustrating a compelling picture of the future for them, appealing to other people to share the vision of the future, presenting others the way of realizing their interests, speaking with conviction about the meaning of the work (Kouzes, *et al*., 2002).

### Trust

"Trust is the level of confidence that one individual has in another's competence and his or her willingness to act in a fair, ethical, and predictable manner" (Joseph & Winston, 2005, p. 6). Successful leaders create and maintain trust via their behavior (Bennis, 2002). Interpersonal trust for supporting team and organizational effectiveness is recognized as a central and important character (Dirks & Ferrin, 2001). Rising organizational effectiveness and attaining unrestricted effort from employees are some results of lifting trust in leadership. In order to develop an environment of trust, supervisors have to act in ways that make followers believe in the leader's trustworthiness and build their behavioural trust towards the leader (Gillespie & Mann, 2004). An important determinant which affects employees' willingness to do their jobs with high expectation effort is trust in leadership (Sharkie, 2009).

Trust also, is a great deal of participatory leadership as a servant leadership characteristic in Page and Wong's model. Page and Wong are on this belief that building the environment of trust is possible through honesty and empathy. Jay Klagge (1997) also, explains the trust as one of the concerns of leadership development. Kouzes and Posner (2002) explain that *walk the talk* is a critical action for enhancing trust among followers. They emphasized that talking about the vision is not enough to improve the trust among subordinates, but the

enthusiasm of leaders ought to be shown through their actions. The group's sense of direction is supported by acting in traditional values with the vision. It also provides a model that others can follow (Coyle, 1997).

The meaning of plain talking in courageous leadership is the same in the Page and Wong model of leadership, as they shed light that plain talking means 'I mean what I say and say what I mean' and keep promises and commitments to others. In addition, in modelling the way Kouzes and Posners (2002) stressed on following promises and commitments as a character of leadership. Therefore the environment of trust can be developed by developing ways such as walk the talk, encouraging the commitment to quality outcome and building the environment of honesty and empathy.

## Motivating Others by Accrediting Them

In order to achieve the goals, people usually need encouragement and motivation by their organization. Investing in leader's credibility depends on the outcomes which they get, devotion, and also their expression of the way that things require being handled. Leaders use rewards and credits to job performance to improve employee motivation. When leaders celebrate their employees' achievements, they allow them to have the sense of being a member of the team. With encouraging employees by acknowledgment and celebration, leaders motivate them to have better performance (Kouzes, *et al*., 2002).

According to Leskiw and Singh (2007), recognizing and giving contingent rewards to those managers who build effective leadership capability for the organization is very important. Giving rewards in the Avolio and Bass model is a process which considers motivating people. In addition, as Campbell *et al*. (2003) explained, it can be a feedback to motivate others. Avolio and Bass (2000) clarified that in order to develop a reward system, people need to know what they can expect to receive if they meet the goals, and satisfaction needs to be expressed when they meet expectations. Celebrating accomplishments and praising jobs well done are the most important rewards to Kouzes and Posner's vision.

A reward program can persuade employees to accept and apply new approaches with the assurance that competency equals compensation. Future leaders should experience this rewarding process and be involved with implementing new reward procedures as part of the leadership development programs (Holt, 2011). It is considered that followers' motivation will be increased through developing the leadership skills. This development tends to effectively increase the interpersonal relationship between leaders and subordinates. Therefore, the motivation of followers increases (Popper & Lipshitz, 1993). Motivation is physical action driven by emotion. Leaders can build an attitude toward improved human resource strategy by the value of motivation.

In successful organizational accomplishments, a dominant motivator helps individuals achieving their personal needs (Blank, 2001). Motivating others is a factor which is included in most models mentioned like Coyle (1997) and Avolio and Bass (2004). In addition, as Kouzes and Posner (2000) clearly said in their model, encouraging the hearts is the definition of motivating others. Motivating others has an important role in Page and Wong's model, when they talked about inspiring leadership. According to Coyle (1997), recognizing the individual and team contribution, giving positive feedback like celebrating an accomplishment, and reinforcing teamwork, are some necessary parts to develop modes of motivating. He also discussed intrinsic reward as a crucial factor in motivating employees. Kouzes and Posner (2002) also added more factors for developing the mode of motivation such as admiring people for a good job, expressing confidence in people's skills, and giving rewards for people contributions.

## Team Work

As Harris (2004) explained, a team is a number of people who get together in some joint action, but teamwork is illustrated as the cooperative or coordinated effort in teams which people work with each other. Cooperative action in Coyl's characters of leadership also means teamwork. Leadership determines a team's level of achievement and its effectiveness. Leaders, who have the ability of conducting and organizing of workgroups, encourage team processes, team effectiveness, and organizational achievement. McCauley and Van Velsor (2004) identified developing leadership team work skills as a needed leadership development process. As Holt (2011) emphasizes teamwork is one of the necessary skills of leaders that must be considered in each leadership development program.

People in a team should depend on group collaboration so every person in the team can experience the optimum of success and goal achievement. People with different knowledge and associations becoming a team can accomplish more than what an individual can attain. On most occasions, when a person is unsure about his/her behavior, he/she will follow others and do what they are doing. In many cases, following others would lead people in their teams and direct them similar to the way an automatic pilot would lead an airplane. Many refer to this as group thinking. Coyle explained that developing group thinking is possible by being curious, taking risks, being open to diverse opinions, and encouraging creativity and innovation. kouzes and Posner refer to group thinking as one of the ways to challenge the process (Coyle, 1997). In fact, working as a team is the key issue of the organization's effectiveness (Dunphy & Bryant, 1996). It is one of the parameters of "inspiring leadership" in Page and Wong's model of servant leadership.

## Communication

People failing to communicate are the cause of many problems that arise in organizations. Weiskittel (1999) defined communication as an "exchange and flow of information and ideas between people". Being interactive and sharing in order to develop information and ideas are the needs of leadership. They also need to share their own ideas, feelings, and knowledge with others. A basis for better leadership and management and team building is effective communication (York, 2006).

Open communication climate inside the organizations improves employees' motivation. Such climate also can increase team performance. Successful leaders need to make effective communication in order to manage meaning in organizations. It is one of the key skills needed for development of the leaders in the future (Kouzes, *et al*., 2002). Leaders could plainly share their ideas, plans, and vision with others throughout by good communication (Sample, 2002). In addition, motivation and commitment will be created by successful and effective communication (Campbell, *et al*., 2003).

Jay Klagge (1997) also, explains the communication as one of the concern of leadership development. Effective communication skills are very important for all leaders, and these skills should be marked in every leadership development program (Holt, 2011). Having

knowledge about the listeners can help the communicator to form the message in a way that it becomes more acceptable by an audience. Engaging different audiences and demanding stakeholders are the most important concerns of communication leaders (Pounsford, 2003). Leaders need to share their ideas, plans, and knowledge with others clearly. Enhancing the direct oral communication helped leaders inspire followers and find what they expect from the leaders (Sample, 2002).

According to Covey (2004), taking the time to care to listen is necessary for effective communication. Leaders show their interest and understanding by paying careful attention to what others say. Leaders have to listen to what people say, what they do and don't say, and what they want to say but do not know how to articulate. Besides, listening is a part of participatory leadership in servant leadership theory (Page & Wong, 2000).

## Creativity and Problem Solving

Creativity, Innovation and leadership are three concepts which are directly related. Leadership focuses on a better future, so leaders are essentially innovators. Innovation and creativity are constantly related to some realistic 'in-the-world' value which is about making new tools, products or processes. Creativity is about bringing something new to life which people were not able to do that before and therefore allows them to accomplish them now (Selman, 2005).

In fact, the lifeblood of each organization is creativity and innovation. New programs can drive from new ideas and these new programs may be better than those which already exist in the organization or planned for the future. Successful leadership always creates and improves a climate that supports creativity and innovation (Klemm, 2008). Creative cooperation is the concern of great leaders and followers. Leaders cannot rely on the creative talents of one individual, rather they must tap the resources of all organizational members (Bennis, 2006; Mayfield & Mayfield, 2004). Searching for new methods to develop employee innovation and creativity is one of the important leadership abilities (Mayfield, *et al*., 2004).

The need for creativity to solve new problems is changed by many factors such as technology, global open marketing, and individual power. Technology is using knowledge and systems to make better products or provide better services. Obtaining valuable knowledge from the environment will be promoted by the interaction of people and groups in the organization and it can help to promote innovation and creativity.

Developing creativity helps solving problems. As Campbell *et al.,* (2003) explained, considering and generating alternative solutions to problems is one way to establish creativity. Being creative and innovative to solve problems is the meaning of intellectual simulation of Avolio and Bass's model of transactional leadership (2004). In addition, when Kouzes and Posner talked about "challenging the process" in their model, they believe that challenging the process happens by creating, recognizing and supporting new ideas and this is a mean to find creative ways to improve the organizations. Developing creativity can happen in some ways as Kouzes and Posner (2002) highlighted. These ways are: seeking challenging opportunities, challenging employees to attempt new approaches, looking for other organizations to find improved methods, and asking about what we can learn and taking risk.

## Empowering Others

Empowerment of people is a major contributor to the development of subordinates by allowing them to do extremely well by investing in themselves, even at the risk of making mistakes (Page and Wong, 2000). Empowering others to act led to do a better job by followers, and made them become aware of their full potential. Successful leaders help the employees to feel competent and powerful. They usually consider the interests of other people (Kouzes, *et al*., 2002). By developing other individual's performance, leaders enhance their capability related to their current duties and therefore it allows them to hunt top leadership responsibilities (Mumford, 1993).

Enabling others to act as Kouzs and Posner described, is developing the collaboration and empowering others. Furthermore, Avolio and Bass (2004) mentioned in individual consideration that there is a need to maximize and develop the employee potential. Leaders have to treat their follower as individuals, not as a group and also have to understand subordinates' developmental needs. To improve the potentials of the followers and empower them, leaders coach and mentor subordinates (Avolio, *et al*., 2004).

To develop empowerment in others in an organization, Page and Wong (2000) stated that these parameters can be important: getting satisfaction by helping others to succeed, investing great time and energy to help others to conquer their weaknesses and improve their potential, appreciating and encouraging the work of others, appreciating and validating others for their contribution, encouraging others to take initiatives, and focusing to search for better ways of serving other people.

Kouzes (2000) brings other ways to improve empowerment, like developing cooperative relationship, listening to diverse point of views, treating customers with dignity and respect, supporting people's choices, letting employees choose their job's method. In addition, in Page and Wong's model (2000) of servant leadership "serving others rather than be served" is the most important factor of "authentic leadership" to empower people. As Avolio and Bass (2004) stated, coaching, mentoring and monitoring are important ways to empower people.

Development of a leader's coaching can provide personalized, honest feedback and motivation to identify individual potentials and weaknesses. In addition these leaders can help to develop high-potential employees to be good managers for the future of the organization (Weller & Weller, 2004). Executive coaching has been planned as an involvement aimed toward helping executives and developing leaders to improve their performance and thus the development of overall organizational performance (Kilburg, 1996).

Mentoring is defined as developmental interactions which engage relations between two or more people with the aim of individual or professional development (D'Abate *et al*., 2003). Professional development, improved leadership skills, and leadership-capacity building are some beneficial areas for leaders which will be achieved through mentoring. While some researchers criticise this way of mentoring because it only addresses selected people, selective mentoring has the increased potential for productivity and achieving organizational performance goals (Stead, 2005).

According to Avolio and Bass (2004), the main concern of active management by exception is on-going monitoring for variances and deviations and taking active corrective action. Monitoring is the ordinary observation and recording of activities which happen in a program. It means gathering information on all parts of the program. A common example to explain the monitoring is watching where you are going while riding a bicycle to make sure that you are on the correct path (Bartle, 2007).

Leadership development is a vast categorization of actions and strategies, generally implemented to improve organizational effectiveness or gain competitive advantage (Day, 2001; Hernez-Broone, *et al*., 2004; Krames, 2005). Thus, to move toward a framework, effectiveness outcomes of leadership development need to be reviewed. Possible effectiveness outcomes of leadership development are also a part of the next section.

## ■3.0  EFFECTIVENESS OUTCOMES

The best work of a leadership development program depends on the tide of such programs with the specific organizational need (Killian, 2010). One of the important commitments of successful organizations is the evaluation of the effectiveness of their effort in terms of leadership development (Ready & Conger, 2007). While organizations have to assess the benefits gained from investments in leadership development, most of them fail to consider the outcomes of their leadership development programs. Therefore, such organizations may not be able to identify problems or key requirements for systematic changes (Amagoh, 2009).

Increasing the effectiveness of each organization has a great role in increasing the speed of organizational development. In order to find the effectiveness and success of an organization in its developmental process, some indicators of effectiveness need to be analyzed (Aydin & Ceylan, 2009). These indicators are different in each organization. There are a variety of models to settle on effectiveness in organizations. The various models are different because of different organizational environments, different products, different employees and different stages of development.

Roy and Dugal (2005) explained that although there is not any unique definition of organizational effectiveness by researchers, three approaches are more used in the literature. To define organizational effectiveness, these three approaches are explained as the goal approach, the resource control approach and the multiple constituency approach. The main assumption of goal approach is that the goals of ownership as central coalition have to be satisfied. Survival is the main supposition of the resource control approach. It means if organizations want to survive, they must have the ability to attract the needed resources from the environment. The multiple constituency approach considers the different interest of individuals or groups. Therefore, the definition of effectiveness is different for different constituents. As a result, a good definition of organizational effectiveness is the highest combined valued constituents which may be the owners, employees, and customers (Roy & Dugal, 2005).

In the other view, two approaches are realized to look at the organizational effectiveness. The first is an external approach. The main focus of this approach is the organizational goals and its relation to its environment. It means an organization is effective if it meets and accomplishes its goals and objectives. Over time the dissatisfaction with this model increased as it was difficult to define the organizational goal obviously. Then the second approach arises which is an internal approach, focusing on productivity and employee satisfaction as the effectiveness of an organization. In this view, organizational effectiveness depends on a high integration of members, good employee performance, employee job satisfaction and employee commitment to the organization (Rodsutti & Swierczek, 2002).

Some researchers such as Chien (2004) have viewed the effectiveness of the organization from the employee's perspective, especially their willingness for self-directed learning, observed as essential in responding to the internal and external environment's changes. Organizational effectiveness from a managerial view also was considered by Walton and Dawson (2001). It determines that what values an organization should adopt. They asserted that while many executives are evaluated by their organizational performance, the desire of executives is to evaluate organizational performances by criterions which can be measured and controlled easily.

As Etaioni (2005) asserted, four important models of effectiveness have been identified. These models include the goal attainment model, the systems model, the strategic constituency model, and the competing values model (Etzioni, 1975). The most important concern of the goal attainment model is that organizations are logical and goal-seeking entities. Based on this model, if an organization defines its goals properly, the company will be more effective.

On the other hand, measuring effectiveness by skills of the organization to obtain and process inputs and to keep internal stability is the main concentration of the system approach. The strategic constituencies approach refers to the groups of individuals in the organization that have various levels of power and have dissimilar interest. The main concern of the competitive value model is two dimensions of effectiveness. Differentiating between stability and control, and flexibility and change are discussed in one dimension and the other is related to organizational focus, from an internal emphasis on people in the organization to an external focus of the organization itself (Robbins, 2005). Therefore, organizational effectiveness depends on how well their most important constituencies will be persuaded, particularly the ones that intimidate the organization's survival.

As Avolio and Bass (2004) stated, effectiveness outcomes in each organization can be divided into three categories, including extra effort, leadership effectiveness, and satisfaction. These categories are greatly influenced by leadership style and the employees' perception of that style. There are many studies that considered these factors as the effectiveness outcomes which are affected by different leadership styles. For example Briggs(2004) in his research found out a strong correlation between both transactional and transformational leadership style with three components of organizational effectiveness outcomes including leadership effectiveness, employee satisfaction and employee extra efforts. Duerr (2009), in his research about leadership styles and organizational outcome, also found a strong relationship between transformational leaders with leadership effectiveness, employee satisfaction and employee efforts. These relationships became weak by the transactional leadership style. However, in both the research of Duerr (2009) and Briggs (2008), a strong negative correlation between laissez-faire styles with three parameters of effectiveness appeared.

In the current study, the mentioned factors by Avolio and Bass are considered as indicators of effectiveness. It is notable that all of the mentioned factors (leadership effectiveness, employee satisfaction and employee performance) will perform together to determine organizational effectiveness. Adapting these factors as the effectiveness outcomes is due to the reason that between different perspectives and indicators of effectiveness, theses indicators are more related to leadership perspectives and styles.

### Leadership Effectiveness

Enhancing the leadership effectiveness in organizations throughout the uncertainty and changing environment is the main purpose of leadership development programs (Amagoh, 2009). Meeting task-related needs and leading an effective group defines leadership

effectiveness. Whilst followers recognize that their leaders are effective, they will respect, admire and become confident in them. They also accept new ideas easier and even change their values, beliefs, and attitudes into positive ones without much resistance.

### Employee Satisfaction

According to Bass and Avolio (2000), doing jobs with other employees with a satisfying method is the definition of employee satisfaction. Research has shown satisfaction of a follower from a leader, makes them more motivated and committed to attain organizational and group goals.

### Employee Performance

One of the significant building blocks of any organization is its employee performance. It is evident that the development of organizations will be done with the effort of all employees, not only one or two people. The purpose of performance as a key multidimensional construct is to achieve goals which are linked to organizational strategic goals (Mwita, 2000). To answer the question of how the work of an employee becomes more efficient and effective, it has been noted that in the organization, an effective leadership development plan will be a huge help in order to discover and construct leadership qualities among employees. The meaning of developing leaders through leadership development plan drives from the relationship between leadership and performance (Gadot, 2007).

On the other hand, the leader's ability to encourage employees to do extra work, try harder, and make a desire in others to be successful is defined as extra effort (Avolio and Bass, 2004). The importance of extra effort will be especially more noticeable when workforces are willing making their job harder in times of crises and turbulence. As a result, identifying the possible candidates who might decide to make that extra effort can assist leaders in selecting the most effective abilities which will increase excellent performance. Then extra effort is the main concern of employee performance (Bass, 1985).

As a matter of fact, effective leaders believe training will improve organizational results. Leadership development, employee development and training are essential parts of successful organizations (Barbuto & Burbach, 2006). Knowledge sharing also has control on organizational effectiveness and has some relationship with development (Olivera, 2000; Yang, 2007). Therefor, next section argues about the relationship between leadership development, training and knowledge sharing.

### ■4.0 LEADERSHIP DEVELOPMENT, TRAINING AND KNOWLEDGE SHARING

Leadership development is not a simple procedure for the organizations that train employees in several classrooms and teach them how to handle their subordinates. Leadership development is a continuous procedure whose goal is to improve the abilities of employees and help them improve their skills by learning from their superiors (Ulrich, *et al*., 2003).

Training leaders can help to enhance efficiency, effectiveness and productivity of the organizations (Ladyshewsky, 2007; Leard, 2010; Sahinidis & Bouris, 2008). In addition, training can affect people in a way such that it can change them to become successful leaders and is essential for leadership development success (Bennis & Nanus, 1997; Hurt & Homan, 2005). Therefore, training has interaction with leadership development and can increase the organizational effectiveness, so it is proposed as a moderator in the relationship between leadership development and its effectiveness outcomes. Knowledge sharing also has influence on organizational effectiveness and can improve it (Olivera, 2000; Yang, 2007) while helping organizations to meet their goals (Cong & Pandya, 2003; Reid, 2003).

Many researchers have developed several aspects of leadership characteristics or behaviors which are influenced by knowledge sharing. For example, Allee (2000) stated that providing the ways in which individuals can share their knowledge support leader's needs of inspiring shared vision. Knowledge sharing will also build an environment where sharing can take place in group thinking, giving rewards, and developing personal skills (Greengard, 1998). Knowledge sharing leads to higher team performance (Abhishek, 2001). Knowledge sharing is also an essential element of innovation (Bhirud *et al*., 2005). Ives *et al.* (2000), introduced creativity and innovation as two outputs of knowledge sharing. Furthermore, Berends (2005) emphasizes the role of knowledge sharing in problem solving. Moreover, Schein (1993) believed that common identity, common trust and organizational learning will be developed through sharing the knowledge in organization.

Knowledge sharing does not happen automatically, and thus, empowering leadership can play an important role in making such sharing. "Leaders are acutely aware of the role of information and knowledge sharing and design knowledge networks that serve to maximize organizational effectiveness" (Lakshman, 2007, p. 51). McElyea, in his research about communities of practice (CoP), explained that the CoP's leader influences knowledge sharing within the CoP (McElyea, 2010). Xue *et al.* (2010) concluded in their study that empowering leadership has impacted on individuals' knowledge sharing behaviours (Xue *et al*., 2010). As a result, knowledge sharing has interaction with leadership development and can enhance the organizational effectiveness. Therefore, this factor also, can be a quasi moderator. A conceptual framework for leadership development is the result the literature review about leadership development, effectiveness outcomes of leadership development, and its relationship with training and knowledge sharing.

### ■5.0 DISCUSSION

This study proposed a conceptual framework for leadership development and its effectiveness outcomes based on deep literature research. As it was illustrated in the last parts, the combination of the skills and abilities of transformational, transactional and servant leadership was considered in this study in order to find the most important leadership skills which need to be developed in a leadership development program. As a result, seven important skills which need to be developed in a leadership development program were introduced. They are: inspiration of shared vision, trust, communication, team working, creativity and problem solving, motivating others by giving contingent reward and empowering others.

In addition, the mentioned factors by Avolio and Bass (2004) were considered as indicators of effectiveness. All of the mentioned factors, including leadership effectiveness, employee satisfaction and employee performance will perform together to determine organizational effectiveness. It is notable that between different perspectives and indicators of effectiveness, theses indicators are more related to leadership perspectives and styles and it was the reason which this study adapting these factors as the effectiveness outcomes. Furthermore, the last parts discussed about training and knowledge sharing as two variables which base on the literature have interaction with leadership development and can increase the organizational effectiveness, thus they were proposed as the moderator in the relationship between leadership development and its effectiveness outcomes. Finally the conceptual framework of this study is proposed as Figure 1.
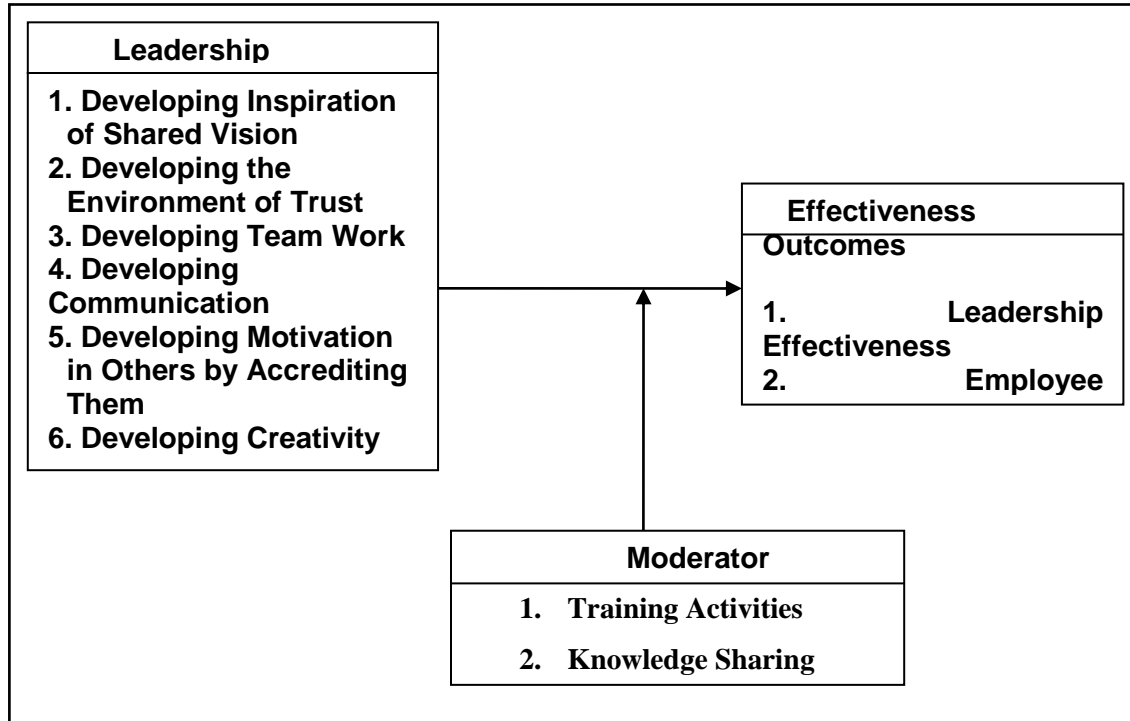


**Figure 1** Leadership skills development model

However, the usability of the framework may not be similar due to different cultures and circumstances in organizations. Beyond the literature research, this study has used semi-structured interviews with ten executives in four different private oil organizations in Iran. The main aim of these interviews was to obtain the executives' view of leadership development and effectiveness in their organizations. It also wanted to obtain executives' ideas about the chosen factors of leadership development and effectiveness in order to know if those factors are important in this study. Interview questions were as follows:

1. How many years have you been working in the current position?
2. What do you think about the following factors as leadership skills that need to be developed in leadership development programs? Would you add any other factors? (Inspiring shared vision, trust, team working, communication, motivating others, creativity and problems solving, empowering others).
3. What is your idea about following factors as effectiveness outcomes of leadership development? (Leadership effectiveness, employ performance, employee satisfaction).
4. Do "training activities" contribute to the effectiveness of leaders or performance of employees? What is your idea about the impact of "training" on the relation of "leadership development" and "effectiveness"?
5. Does "knowledge sharing" contribute to the effectiveness of leaders or performance of employees? What is your idea about the impact of "knowledge sharing" on the relation of "leadership development" and "effectiveness"?

The result of the interviews showed that the range of work experience in leadership positions was from 9 to 30 years and that the average was 16.4 years. The participants described most of their involvement in the leadership position as setting the goals for the unit they worked with, leading their staff, and managing the projects and plans.

The purposes of question two was to find the level of acceptance of each of the mentioned factors in leadership development by participants, and also to discover any other skills needed for leadership development which were important in the view of the participants.

As a result, more than 90% of participants supported the mentioned factors as the most important skills which needed to be developed in a leadership development program. Only one of them added a factor to this list. He considered developing "a sense of accepting criticism" as another factor of leadership development. This factor had not been added to the questionnaire as Baier (1986) mentioned that one of the advantages of building an environment based on trust is that people would start accepting criticism.

The result of question three shows that all of the participants accept the three mentioned factors as organizational effectiveness outcomes. In addition, three participants mentioned "competitive advantages" as another result of leadership development; since only a few interviewees agreed on the importance of this factor, it was not added to the framework.

The result of questions four and five shows that participants believed that training leaders could enhance the organizational outcomes. In addition, they mentioned that the use of training activities can moderate the relationship. In regards to knowledge sharing, only one person did not agree with the effect of this factor as a moderator on the relationship. But, due to nine other agreements, this factor was considered in the framework too.

## ■6.0  CONCLUSION AND SUGGESTIONS

This paper moved beyond discussion on leadership skills to develop a more comprehensive framework of leadership development regarding its effect on organizational effectiveness. The framework was based on the literature on leadership development and organizational effectiveness. The importance of variables as leadership skills which need to be developed in leadership development programs were also illustrated by an interview in some private oil companies in Iran. The presented framework provides a framework which enables the companies to develop their leadership skills to get more organizational effectiveness. The identified and discussed skills in this paper are a new contribution to the field of leadership. This framework was neither discussed in the previous literature nor was applied in practice.

It is evident that there is no best cocktail of skills in a leadership development mix for all organizations. Obviously, more research is needed to explore whether the framework is appropriate for organizations with different culture and structure. More empirical research can highlight the best combination of such skills and abilities. However, the presented framework is a contribution to the understanding of leadership development and can be served as a foundation for further theory building and development. The strength and direction of variables will provide a focus for further research.

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