



Leadership Competencies for 2047: A Theoretical Framework for Resilient Management in the Pursuit of Viksit Bharat

Dr. Tanuja Jain

Associate professor, Jagan institute of management studies, Jaipur

tanuyaten21@gmail.com

How to Cite this Article:

Jain, T. (2026). Leadership Competencies for 2047: A Theoretical Framework for Resilient Management in the Pursuit of Viksit Bharat. International Journal of Creative and Open Research in Engineering and Management, <i>02</i>(05).
<https://doi.org/10.55041/ijcope.v2i5.196>

License:

This article is published under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author(s) and the source are credited.

© The Author(s). Published by International Journal of Creative and Open Research in Engineering and Management.



<https://doi.org/10.55041/ijcope.v2i5.196>

Abstract

India's aspiration to emerge as a developed nation by 2047—articulated through the vision of *Viksit Bharat*—demands a rethinking of leadership paradigms across sectors. While existing leadership theories provide valuable insights, they often lack contextual grounding in emerging economies characterized by rapid technological change, demographic diversity, and institutional complexity.

This paper develops a theoretically grounded framework of leadership competencies required to navigate India's developmental trajectory toward 2047. Drawing upon dynamic capability theory, organizational resilience, and competency-based human resource management, the study identifies five interrelated competency clusters: adaptive intelligence, technological and digital fluency, ethical and inclusive decision-making, systems thinking, and resilience-oriented people leadership.

The framework advances existing literature by explicitly linking leadership competencies with national development priorities, including innovation capacity, demographic dividend utilization, sustainability, and global competitiveness. It offers a contextually embedded and future-oriented model relevant not only to India but

also to other emerging economies undergoing structural transformation. Implications are discussed for management education, organizational leadership development, and public policy.

Keywords: Leadership competencies, Viksit Bharat 2047, resilient leadership, adaptive intelligence, digital leadership, systems thinking, inclusive leadership



1. Introduction

India is at a critical juncture in its developmental journey. The vision of becoming a fully developed nation by 2047 extends beyond economic growth to encompass institutional maturity, technological advancement, social inclusion, and global influence. Achieving this transformation requires not only policy interventions but also a fundamental shift in leadership capabilities across sectors.

Contemporary leadership challenges are increasingly shaped by digital disruption, environmental uncertainty, and global interdependence. Traditional leadership models, often rooted in hierarchy and functional specialization, are proving inadequate in addressing these complexities. Recent research suggests that leadership competencies are becoming increasingly multidimensional, integrating adaptive, digital, and ethical dimensions to respond to evolving organizational and societal demands (Jansson et al., 2021; Korzyński et al., 2021).

Despite a growing body of literature, limited studies contextualize leadership competencies within national development agendas, particularly in emerging economies. Existing models often remain organization-centric or culturally generic, lacking alignment with large-scale transformation goals (Azeredo & Henriqson, 2023).

This paper addresses this gap by proposing a future-oriented leadership competency framework aligned with India's 2047 vision.

2. Theoretical Background

The proposed framework is anchored in three complementary theoretical perspectives.

Dynamic capability theory emphasizes an organization's ability to sense, seize, and reconfigure resources in response to environmental changes (Teece et al., 1997). In leadership terms, this translates into the need for adaptability, foresight, and strategic responsiveness.

Organizational resilience theory highlights leadership's role in enabling organizations to absorb shocks and adapt to uncertainty. Leaders who foster resilience create environments that encourage innovation and learning under pressure (Lengnick-Hall et al., 2011).

Competency-based human resource management provides a structured framework for identifying and developing leadership capabilities (Boyatzis, 1982). Contemporary research further emphasizes meta-competencies such as learning agility and cognitive flexibility as critical for future leadership effectiveness (Spanos et al., 2024).



3. Leadership Competency Framework for 2047



3.1 Adaptive Intelligence

Adaptive intelligence reflects a leader's ability to respond effectively to novel and uncertain situations. It involves continuous learning, cognitive flexibility, and openness to change.

In rapidly evolving environments, adaptive leadership competencies are critical for managing hybrid work structures, technological disruptions, and complex decision-making scenarios (Yozi & Mbokota, 2024). Leaders who demonstrate adaptive intelligence are better equipped to navigate ambiguity and sustain organizational performance.

3.2 Technological and Digital Fluency

Technological and digital fluency has become a fundamental leadership requirement in the modern era. It involves understanding the strategic implications of emerging technologies rather than merely technical proficiency.

Recent studies emphasize that digital leadership competence significantly influences organizational effectiveness and employee engagement in digital workplaces (Op 't Roodt et al., 2025). Leaders must therefore integrate technology into decision-making processes while ensuring ethical and inclusive use.

3.3 Ethical and Inclusive Decision-Making

Ethical leadership is increasingly recognized as essential for sustainable organizational and societal outcomes. It encompasses integrity, fairness, and accountability, along with a commitment to diversity, equity, and inclusion.

Research highlights that responsible leadership competencies are critical for bridging cultural differences and fostering trust in diverse environments (Trevisan et al., 2025). In the Indian context, inclusive leadership is particularly important for addressing socio-economic inequalities and leveraging demographic diversity.



3.4 Systems Thinking

Systems thinking enables leaders to understand complex interdependencies and long-term consequences of decisions. It is particularly relevant in addressing multifaceted challenges such as sustainability and public policy.

Recent frameworks for sustainable leadership emphasize the importance of systems-oriented thinking in driving development outcomes in emerging economies (Ruwanika & Massyn, 2024). Leaders who adopt this approach are better positioned to design integrated and sustainable solutions.

3.5 Resilience-Oriented People Leadership

Resilience-oriented leadership focuses on building strong, adaptable teams capable of performing under uncertainty. It integrates emotional intelligence, employee wellbeing, and organizational support systems.

Leadership research indicates that resilience and people-centric approaches significantly enhance organizational adaptability and long-term performance (Spanos et al., 2024). Such leadership is especially important in managing diverse and dynamic workforces.

4. Alignment with National Development Priorities

The competency framework aligns closely with India's broader development agenda. Adaptive intelligence and digital fluency support innovation and competitiveness, while ethical leadership ensures inclusive growth.

Systems thinking contributes to sustainable development, and resilience-oriented leadership strengthens organizational capacity. Together, these competencies enable leaders to respond effectively to complex national challenges (Ruwanika & Massyn, 2024).

5. Implementation Pathways

Implementation of the framework requires coordinated efforts across education, industry, and governance.

Management education must shift toward competency-based learning to develop future-ready leaders (Spanos et al., 2024). Organizations should integrate these competencies into leadership development programs, while policymakers must create enabling environments that support leadership capacity building.

6. Implications and Conclusion

This paper contributes to leadership literature by offering a context-specific, future-oriented competency framework aligned with national development priorities. It extends existing research by integrating adaptive, digital, ethical, and systems-based perspectives into a unified model.

For practitioners, the framework provides a structured approach to leadership development, while for policymakers, it highlights the importance of leadership in achieving long-term development goals.



Future research should focus on empirical validation of the framework and explore its applicability across sectors and regions. As leadership challenges continue to evolve, the ability to develop adaptive, resilient, and inclusive leaders will play a critical role in shaping sustainable development outcomes (Jansson et al., 2021).

7. References

- Azeredo, R., & Henriqson, E. (2023). Identifying conceptual incongruences within global leadership competency models. *Leadership & Organization Development Journal*.
<https://doi.org/10.1177/14705958221130873>
- Boyatzis, R. E. (1982). *The competent manager: A model for effective performance*. John Wiley & Sons.
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- Government of India. (2023). *Viksit Bharat@2047: Voice of youth*. NITI Aayog.
- Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. Paulist Press.
- House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2004). *Culture, leadership, and organizations: The GLOBE study of 62 societies*. Sage Publications.
- Jansson, D., Døving, E., & Elstad, B. (2021). The construction of leadership practice: Making sense of leader competencies. *Leadership, 17*(5), 549–570. <https://doi.org/10.1177/1742715021996497>
- Korzyński, P., Koźmiński, A. K., Baczynska, A., & Haenlein, M. (2021). Bounded leadership: An empirical study of leadership competencies, constraints, and effectiveness. *European Management Journal, 39*(2), 226–235. <https://doi.org/10.1016/j.emj.2020.07.009>
- Lengnick-Hall, C. A., Beck, T. E., & Lengnick-Hall, M. L. (2011). Developing a capacity for organizational resilience through strategic HRM. *Human Resource Management Review, 21*(3), 243–255. <https://doi.org/10.1016/j.hrmr.2010.07.001>
- Ministry of Education. (2020). *National Education Policy 2020*. Government of India.
- Op 't Roodt, H., Bracht, E. M., van Dick, R., & Hernandez Bark, A. S. (2025). Navigating the digital workplace: Measuring leader digital competence. *Journal of Business and Psychology, 40*, 179–205. <https://doi.org/10.1007/s10869-024-09947-6>
- Ruwanika, E. Q. F., & Massyn, L. (2024). A leadership competence framework for sustainable development in a developing country context. *Cogent Business & Management*.
<https://doi.org/10.1080/23311975.2024.2364849>
- Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.
- Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. Doubleday.



Spanos, S., Leask, E., Patel, R., Datyner, M., Loh, E., & Braithwaite, J. (2024). Healthcare leaders navigating complexity: A scoping review of future roles and competencies. *BMC Medical Education*, 24, 720. <https://doi.org/10.1186/s12909-024-05689-4>

Teece, D. J., Pisano, G., & Shuen, A. (1997). Dynamic capabilities and strategic management. *Strategic Management Journal*, 18(7), 509–533. [https://doi.org/10.1002/\(SICI\)1097-0266\(199708\)18:7<509::AID-SMJ882>3.0.CO;2-Z](https://doi.org/10.1002/(SICI)1097-0266(199708)18:7<509::AID-SMJ882>3.0.CO;2-Z)

Trevisan, T. D., Haski-Leventhal, D., & Bankins, S. (2025). Bridging East and West: Developing responsible leader competencies. *Journal of Business Ethics*, 201, 371–390. <https://doi.org/10.1007/s10551-024-05899-2>

Yozi, K., & Mbokota, G. (2024). Adaptive leadership competencies for hybrid work teams. *South African Journal of Business Management*, 55(1). <https://doi.org/10.4102/sajbm.v55i1.4060>