

Transitioning Leadership Across Different Cultural Contexts:
The Case of Sri Lanka and Australia.

by

S K Salinda Watapuluwa
MBA., B. Sc. (Bus. Admin.), FAMI, CPM.

April 2020

A Critique submitted to the Australian Graduate School of Leadership
at Torrens University Australia
in partial fulfilment of the requirements for the degree of
Doctor of Business Leadership (DBL 2019)

Critique supervised by:

Prof. Leigh Gassner (initial Principal Supervisor)

Prof. Philip Hadcroft (final Principal Supervisor)

CERTIFICATE OF AUTHORSHIP

I hereby declare that this submission is my own work. To the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma at any educational institution, except where otherwise acknowledged. I agree that this portfolio is accessible for study and research in accordance with the standard conditions established by the Library Services or nominee, for the care, loan and reproduction of such documents.

EDITORIAL ASSISTANCE

I acknowledge support from Ms. Eszter Takacs whose expertise in SPSS statistical analysis was sincerely valued. As English is not my first language, paid assistance was obtained in the editing and proof-reading of the final Critique document. The 'Grammarly' software proof reading package was also used in the production of the examinable work. Such support has not influenced the academic content of my work, but it has considerably improved the legibility of this document.

INTELLECTUAL PROPERTY RIGHTS

No intellectual property rights have been violated in carrying out this research. Confidential information obtained in carrying out this research is protected. No access is granted to any person or organisation for such information, in accordance with the Rules for DBL programme.

ETHICAL CLEARANCE

Ethical clearance prior to undertaking the in-depth interviews was obtained from the Australian Graduate School of Leadership on behalf of Torrens University of Australia. An ethics statement has been signed, and a copy of the same is annexed as Appendix 1 under the title of Rights of Informants.

CONTRIBUTOR APPROVALS

In this study a Research Consent letter (Appendix 2) was prepared documenting warranties of confidentiality and governing the use of collected data. An Informant Consent Protocol (Appendix 3) was signed by each informant, prior to the participation in the research. A letter of consent was obtained from all employers before interviewing began (e.g. Appendix 4) and a statement of the Rights of informants was provided to each interviewee at the commencement of the data collection process (Appendix 5).

DEDICATION OF THIS THESIS

I dedicate this thesis to my father, Alfred Watapuluwa, and my late mother, Prema Watapuluwa, who sacrificed the whole of their lives to give me the best and always encouraged me to achieve my best. My parents are the most inspirational people in my life. I hope that this achievement is one of many ways I may emulate them in my lifetime.

ACKNOWLEDGEMENTS

This Doctor of Business Leadership (DBL) would not have been possible without the encouragement support and ongoing belief by several people, whom I acknowledge herewith.

My sincere thanks to my supervisors, Prof. Ramzi Fayed, who became my first supervisor when I enrolled in the DBL programme. His support and guidance throughout my study time were remarkable. I also would like to acknowledge with thanks the support extend by Prof. Leigh Gassner as a supervisor during my DBL journey and Prof. Philip Hadcroft, who became my principal supervisor subsequently. This thesis would not have been possible without their sincere advice on every step.

I thank my employers, who permitted me to carry out this research and allowing me to use their resources, and also the informants who agreed to participate in the interview process for their precious time and contribution to this research project. Also, I would like to thank my son's two friends who volunteered to conduct the interviews on my behalf.

Special thanks to my dearest father for his constant motivation and encouragement throughout my study period. I thank my children Yenuk, Janitha and Heshala who always supported me during this journey, and also, who believed I could complete any task I wanted. I thank my wife Santhoshi for her understanding and the tremendous support given to me during my study period, without which I would not have finished my DBL programme.

Finally, I am forever grateful to my school, Carey College Colombo, the teachers who taught me from my childhood up to now. "Teachers do change the world". Thank you all for your excellent support and for believing in my strengths.

ABSTRACT

The globalisation of business frequently requires leaders to transition from familiar to foreign cultural contexts. Leadership literature acknowledges the need for such transitions but falls short of explaining how individual leaders best transition from one cultural context to another can. This study sought to understand the leadership characteristics valued in the Sri Lankan and Australian cultural contexts to ascertain how to approach such transitions in a guided, methodical manner.

The Case Study Research Method was used in a single case design with two embedded study units, one in each cultural context. 24 informants from six companies were interviewed. The transcribed data were initially analysed independently of any prior conceptual framework. 386 lines of informant testimony were subjected to six passes of coding, resulting in 25 thematic constructs and 770 coded data points suitable for analysis. The coded data was run through hierarchical cluster analysis in SPSS, thereby developing clusters of data with similar traits that were homogeneous within groups and heterogeneous between groups. Dendograms were produced to better represent the resultant clusters. Data analysis was undertaken at the company level, the Embedded Study Unit level and for the study as a whole. The emerging patterns that clustered naturally into themes built chains of evidence linking the collected data to the research issues, using data triangulation within and across the Embedded Study Units allowing primary conclusions to be drawn.

Data-driven conclusions induced from the analysis were then contrasted against prior theory and against the candidate's Personal Contingent Leadership Paradigm in a structured process of critical reflection.

This study has added insight into how one leader is approaching the transition from one cultural context to another. It is acknowledged that such insights pertain to the experiences of a single leader, however they provide evidentiary support for prior theory and they add experiential richness to the body of literature in the manner typical of descriptive case studies.

Reflection upon the conclusions drawn from data analysis against the candidate's PCLP highlighted several opportunities for sustainable leadership development. While many such opportunities had been envisaged in the PCLP's strategic framework, some had not. Moreover, the reflective process illuminated that some of the candidate's espoused values were not as strongly embraced in practice as he might have previously believed.

This observation has allowed the candidate to derive a better understanding of who he is as a leader so that he can subsequently utilise that understanding to better adapt to his expected personal evolving circumstances.

The conclusions of this study are specific to the candidate and are not intended to be generalised to broader populations. Studies of larger populations are recommended to better understand how other South-Asian leaders are transitioning their leadership into Australian and other western societies.

Key Words: case study, characteristics, context, cross-cultural, culture, globalisation, leadership, transition, triangulation.

GLOSSARY OF KEY TERMS EMPLOYED WITHIN THE CRITIQUE AND SUPPORTING PORTFOLIO

Throughout this research, following key terms employed within Critiques and the Supporting Portfolio.

Term	Meaning
CSRM	Case Study Research Method
ESU	Embedded Study Unit
SL	Sri Lanka
AUS	Australia
SU1	Embedded Study Unit -Sri Lanka
SU 2	Embedded Study Unit - Australia
RI	Research Issue
RQ	Research Question
DOC	Document
IV	Interview
INO1	Informant - 1
N	Notes of Interviewer
PCLP	Personal Contingency Leadership Paradigm

TABLE OF CONTENTS

1. CHAPTER 1 - INTRODUCTION	6
1.1. PURPOSE OF THE STUDY	6
1.2. CONTEXT	7
1.3. LITERATURE REVIEW	8
1.4. METHODOLOGY	8
1.5. DATA ANALYSIS	9
1.6. TESTS OF RESEARCH VALIDITY	11
1.7. CONCLUSIONS:	11
2. CHAPTER 2 - LITERATURE REVIEW	13
2.1. INTRODUCTION	13
2.2. PART A – LEADERSHIP PRACTICE	13
2.2.1. Classification of the Major Bodies of Leadership Theory	13
2.2.2. Leadership Theories	17
2.2.2.1. The Great Man Theory	17
2.2.2.2. Trait Theory	18
2.2.2.3. Behavioural Theory	18
2.2.2.4. Participative Leadership Theory	20
2.2.2.5. Situational Leadership Theory	21
2.2.2.6. Contingency Theory	23
2.2.2.7. Transactional Leadership Theory	24
2.2.2.8. Transformational Leadership Theory	25
2.2.2.9. The Role of Transformational Leadership	27
2.3. PART B THE CULTURAL CONCEPT OF LEADERSHIP	29
2.3.1. The Concept of Culture as a Leadership Context	29
2.3.1.1. Power Distance and Leadership	34
2.3.1.2. Uncertainty Avoidance and Leadership	35
2.3.1.3. Individualism and Leadership	36
2.3.1.4. Masculinity and Leadership	36
2.3.2. Cross-Cultural Leadership in General	37
2.3.2.1. Challenges of Cross-Cultural Leadership	39
2.3.2.2. Efficiency of Cross-Cultural Leadership	40
2.3.2.3. Cultural Sensitivity	42
2.3.3. Transformational Leadership in Cross-Cultural Contexts	45
2.3.3.1. Leadership and Learning	46
2.3.3.2. Culture and Learning	46
2.3.3.3. Leadership and Charisma	48
2.3.3.4. Leadership and Morality	49
2.3.3.5. Culturally Embedded Leadership Values	50
2.3.4. Leadership Values in Sri Lankan Cultural Context	52
2.3.4.1. An Introduction to Sri Lanka	52
2.3.4.2. Religious Influences	52
2.3.4.3. Ethnic Influences	53
2.3.4.4. Linguistic Influences	53
2.3.4.5. Development Issues	54
2.3.4.6. Sri Lankan Cultural Values	54
2.3.4.7. Sri Lankan Leadership Values	54
2.3.5. Leadership Values in the Australian Cultural Context	54

2.3.5.1.	An Introduction to Australia.....	54
2.3.5.2.	Religious Influences	55
2.3.5.3.	Ethnic Influences.....	56
2.3.5.4.	Linguistic Influences.....	56
2.3.5.5.	Development Issues.....	57
2.3.5.6.	Australian Cultural Values	57
2.3.5.7.	Australian Leadership Values	59
2.3.6.	The Leadership Contexts of Sri Lanka and Australia.....	60
2.4.	PART C – AVENUES FOR EXPLORATION	67
2.4.1.	Limitations of the Reviewed Literature.....	67
2.4.2.	Observations from the Personal Contingency Leadership Paradigm.....	68
2.4.3.	Research Questions.....	68
2.5.	CONCLUSION	70
3.	CHAPTER 3 - METHODOLOGY.....	71
3.1.	INTRODUCTION.....	71
3.2.	PARADIGMS OF INQUIRY.....	71
3.3.	METHODOLOGY.....	74
3.4.	METHODOLOGICAL INCOMPATIBILITY	77
3.4.1.	The Issue	77
3.4.2.	Addressing the Issue	77
3.5.	RESEARCH METHOD	78
3.5.1.	Case Study Research Method.....	80
3.5.2.	Critical Reflection	81
3.6.	RESEARCH DESIGN	83
3.6.1.	Type of Case Study	83
3.6.2.	Case Study Design	84
3.6.2.1.	Research Questions:	85
3.6.2.2.	Subordinate Research Issues;.....	85
3.6.2.3.	Units of Analysis;.....	86
3.6.2.4.	Sources of Data	86
3.6.2.5.	Logic Linking the Data to The Research Issues.....	87
3.6.2.6.	The Criteria for Interpreting the Findings	91
3.6.3.	Preparatory Work	93
3.6.3.1.	Ensuring Informed Consent.....	93
3.6.3.2.	Consent Protocols	94
3.6.4.	Data Collection.....	96
3.6.4.1.	Interviews.....	96
3.6.4.2.	Documents.....	103
3.6.5.	Data Analysis.....	107
3.6.5.1.	Data Coding	107
3.6.5.2.	Statistical Analysis of Qualitative Data.....	111
3.6.5.3.	Triangulation.....	111
3.6.6.	Critical Reflection	113
3.7.	RESEARCH EVALUATION	114
3.7.1.	Research Validity.....	114
3.7.1.1.	Construct Validity.....	115
3.7.1.2.	Internal Validity.....	115
3.7.1.3.	External Validity.....	116

3.7.2. Reliability	116
3.8. ETHICAL CONSIDERATIONS	118
3.9. LIMITATIONS OF THE RESEARCH	118
3.10. CONCLUSIONS	119
4. CHAPTER 4 - DATA ANALYSIS	121
4.1. INTRODUCTION	121
4.2. STUDY-WIDE CLUSTER ANALYSIS	122
4.2.1. Interpretation	123
4.3. WITHIN UNIT ANALYSIS	124
4.3.1. Embedded Study Unit 1	124
4.3.1.1. Interpretation	126
4.3.2. Embedded Study Unit 2	126
4.3.2.1. Interpretation	128
4.4. CROSS-UNIT ANALYSIS	129
4.4.1. Homogeneity and Heterogeneity	129
4.4.2. Congruence and Divergence	130
4.4.2.1. Congruence	131
4.4.2.2. Divergence	132
4.4.2.3. Interpretation	134
4.5. CROSS-COMPANY ANALYSIS	135
4.5.1. Interpretation	137
4.6. ANSWERING THE RESEARCH QUESTIONS:	138
4.6.1. Subordinate Questions to Research Question 1	138
4.6.1.1. What are the leadership characteristics perceived in the Sri Lankan leadership context?	138
4.6.1.2. What are the leadership characteristics perceived in the Australian leadership context?	138
4.6.1.3. Which leadership characteristics are common, and which are unique?	139
4.6.2. Preliminary Answer to Research Question 1	140
4.6.3. Subordinate Questions to Research Question 2:	141
4.6.3.1. How are common leadership characteristics adapted from one context to another?	141
4.6.3.2. How are new unique leadership characteristics acquired?	141
4.6.3.3. How are the former unique leadership characteristics abandoned?	141
4.6.4. Preliminary Answer to Research Question 2	142
5. CHAPTER 5 – CRITICAL REFLECTION	143
5.1. CRITICAL REFLECTION UPON FINDINGS AND PRIOR THEORY	143
5.1.1. ESU 1 – Sri Lanka	143
5.1.2. ESU 2 – Australia	150
5.1.3. Common and Unique Characteristics	155
5.1.4. Contextual Differences in Leadership Attributes	156
5.1.5. Different Perspectives on Caring and Vision	161
5.1.6. Shedding Undesirable Characteristics	163
5.2. CRITICAL REFLECTION UPON FINDINGS AND THE PCLP	165
5.2.1. Relevance of the Analysed Data to the PCLP	165
5.2.2. Relevance of the Subordinate Research Questions to the PCLP	166

5.2.3. Relevance of the Principal Research Questions to the PCLP	167
5.2.4. Leadership Practice Implications Envisaged in the PCLP	168
5.2.5. Leadership Practice Implications Not Envisaged in the PCLP	170
6. CHAPTER 6 - CONCLUSIONS.....	171
6.1. INTRODUCTION.....	171
6.2. CONCLUSIONS ON THE RESEARCH ISSUES.....	173
6.2.1. Research Issue 1 – Contextual Differences in Leadership Characteristics	173
6.2.1.1. Preliminary Conclusions from Analysed Data	173
6.2.1.2. Conclusions Derived from Critical Reflection.....	174
6.2.2. Research Issue 2 – Transitioning between Leadership Contexts	175
6.2.2.1. Preliminary Conclusions from Analysed Data	175
6.2.2.2. Conclusions Derived from Critical Reflection.....	176
6.3. ANSWERING THE RESEARCH QUESTIONS	177
6.4. IMPLICATIONS FOR LEADERSHIP THEORY	178
6.5. IMPLICATIONS FOR LEADERSHIP PRACTICE	178
6.6. LIMITATIONS OF THE STUDY	178
6.7. IMPLICATIONS FOR FURTHER RESEARCH	179
7. LIST OF REFERENCES.....	180
8. APPENDICES	213
9. PERSONAL CONTINGENT LEADERSHIP PARADIGM.....	294

INDEX OF FIGURES

Figure 3-1.Graphic Overview of Qualitative Research Types.....	76
Figure 3-2. Managing Methodological Incompatibility.....	78
Figure 3-3.Critical Reflection Tool.....	113
Figure 3-4.Critical Reflection Matrix	120
Figure 4-1.Total Study – All Informants	123
Figure 4-2. Dendogram derived from Cluster Analysis of ESU1 attributed scores	126
Figure 4-3. Dendogram derived from Cluster Analysis of ESU2 attributed scores	128
Figure 4-4. Congruence amongst Leadership Characteristics.....	131
Figure 4-5. Divergence between Leadership Characteristics.....	133
Figure 4-6. Heterogeneity between ESUs	134

INDEX OF FIGURES

Table 2-1. Classification of Significant Leadership Theories	16
Table 2-2. Dimensions of Transformational Leaders	27
Table 2-3. Dimensions of National Culture	33
Table 2-4. The Leadership Contexts of Sri Lanka and Australia	60
Table 2-5. The Cultural Contexts of Leadership Behaviours; Sri Lanka and Australia....	63
Table 2-6. Observations from the Candidate's PCLP	68
Table 3-1 Alternative Inquiry Paradigms.....	72
Table 3-2. Alternative Qualitative Methodologies	79
Table 3-3. Comparison of Case-Based Research Methods	80
Table 3-4. Case Study Types and Definitions	83
Table 3-5. Basic Types Case Study Designs	84
Table 3-6 Research Techniques Used in each Embedded Study Unit	91
Table 3-7 Composition of the Case Study Database.....	103
Table 3-8. Data Code Hierarchy Used in this Study.....	108
Table 3-9 Coding Frame Used in this Study	110
Table 4-1. People Orientation Attributes.....	122
Table 4-2. Goal Orientation Attributes	122
Table 4-3. ESU1 Ranked Attribute Scores	125
Table 4-4. ESU2 Ranked Attributed Scores	127
Table 4-5. Homogeneity of High Strength Attributes.....	129
Table 4-6. Homogeneity of Low Strength Attributes	130
Table 4-7. Outliers within the two study units.....	130
Table 4-8. Heterogeneity amongst the two study units.....	130
Table 4-9. Cross Company Data – Strength & Direction.....	136
Table 4-10. Cross-Company Data - Weighted Analysis.....	137
Table 5-1. Polarised Perspectives on the Attribute of Caring	161
Table 5-2. Polarised Perspectives on the Attribute of Vision	162

1. CHAPTER 1 - INTRODUCTION

This chapter introduces the study, explains the context in which it takes place, justifies the research methodology deployed and summarises the conclusions that can be drawn.

1.1. PURPOSE OF THE STUDY

The intent of this study is to satisfy the requirements for the award of the Doctor of Business Leadership (DBL). Whereas the traditional PhD degree emphasises the advancement of theory and generalisation to broader populations, other professional doctorates such as the DBA emphasise broad implications for management practice. In this regard the expectations of the DBL degree differ again in that candidates are required to facilitate a better understanding of the candidate's personal approach to leadership through literature-informed qualitative research, to utilise that understanding to better adapt to their evolving context and, if appropriate, to draw conclusions relevant to other leaders in similar circumstances. The DBL degree has no specific requirement to generalise outcomes beyond the intrinsic limitations of the candidate's research. Originality in analysis and practice outcomes is expected to be satisfied by the logical manner in which candidates derive a better understanding of who they are as a leader and then utilise that understanding to better adapt to their expected personal evolving circumstances.

As a leader of South Asian background transitioning to an Australian setting, the cultural differences between these two contexts clearly impact my leadership approaches. Therefore, understanding how to optimise my leadership approach in each of the two contexts and how best to transition from one context to another is important. Other South Asian leaders will face similar challenges. Whilst such readers may be better informed by following this study, there is no suggestion that the findings should be generalised other than to the candidate's Personal Contingent Leadership Paradigm.

The purpose of this study is to understand the candidate's leadership characteristics, as valued in each cultural context, and thereby ascertain how to approach such a transition in a guided, methodical manner.

1.2. CONTEXT

Since the time of the industrial revolution, business has operated in an environment of constant change and has been characterized by uncertainty; such is still the case today. Due to globalisation, the macro environment has emerged with a technologically-driven transformation process. Therefore, micro-dimensional aspects such as competition, corporate scandals and global crises force organisations to adapt constantly. Leaders are a core factor in this process, influenced by these challenges and influencing others with their actions as they transition between different global contexts.

When companies operate in different countries, or leaders provide leadership in different socio-economic and cultural contexts as expatriates, they are faced with the task of evaluating the impact of culture on leadership practices and employees' behaviour. As such, an ongoing interest has developed to assess the impact of cultural values in the context of different socio-economic settings (for example, Varma et al 2009; Minkov and Blagoev (2009); Felfe and Yan 2009, Dong and Glaister 2009; Gerhart 2008; Kirkman et al. 2006).

Researchers have emphasised the need for studies in the context of developing countries. The cultural values and employees' behaviours in those countries have been shown to be different from those of developed countries (Aycan et al. 2007; Nyambegera et al. 2000; Chandrakumara and Sparrow, 2004; Budhwar and Sparrow 2002). Specifically, how do different cultural contexts influence the leadership approach?

As a Sri Lankan leader who has relocated to Australia my personal transition into leadership roles within this new context has required a process of adaptation. It is valuable to me to critically reflect upon that process and to codify some of the learnings by incorporating them into my Personal Contingent Leadership Paradigm (PCLP).

1.3. LITERATURE REVIEW

The literature review comprises an examination of two discrete bodies of literature: the first related to the practice of leadership and the second related to the cultural context within which leadership practice takes place. This study reviewed 362 peer-reviewed texts on leadership from 1981 to 2018. The review revealed many formal definitions of leadership theories, organisational culture and a variety of models and methods for assessing culture.

The review also revealed that culture is a complex phenomenon that cannot exist solely within a single person, nor is it simply the average of individual characteristics. The bodies of knowledge clearly reported the importance of adapting leadership styles to accommodate different cultural contexts but were virtually silent in explaining how to go about the process of transitioning from one such context to another. In particular, knowledge gaps appeared in our understanding of the adaptation of cultural sensitivity by leaders working in cross-cultural contexts.

Questions arose from the literature as to how managers might present one set of culture-specific leadership values in one context and a different set of leadership values in a different context. The following research questions thus evolved to guide the process of this study:

From the perspective of an Asian leader operating in a multinational context, how do the required leadership characteristics differ where the organisational culture and social-cultural context change?

How can I, as a leader, successfully transition from one cultural context to another?

1.4. METHODOLOGY

This study adopts the constructivist paradigm, which is built upon the premise of a social construction of reality. Qualitative research methodology aided by quantitative analytical techniques are typical of this paradigm and are deployed in this study. Miles and Huberman (1994) explain that within the gamut of available qualitative methods, where the researcher is seeking to comprehend the meaning of texts and actions, case studies and reflection are especially useful.

Yin (1994), described how the format of the research question, the extent of the researcher's control over the events being investigated and the focus upon contemporary or historical events are the criteria through which to select the most appropriate research method. Given that this study focuses on contemporary events that are outside of the control of the researcher and that the research questions are phrased as "How / Why" questions, a Case Study Research Method (CSR) was shown to be appropriate for this study. As the single phenomenon under examination was the leadership of the candidate, the study comprised a single case design with two embedded study units (ESUs), one in each of Sri Lanka and Australia.

A hallmark of case study research is the use of multiple data sources, a strategy which also enhances data credibility (Patton, 1990; Yin, 2003). In this study, data was collected from 24 informants, as well as from 14 documents from both embedded study units. An Informant Consent Protocol was signed by each informant prior to the conduct of interviews. For institutional consent, signed confidentiality agreements were provided to ensure that no company sensitive data might be inadvertently revealed.

In this study, given that the candidate himself was the subject of the single case, to avoid possible bias, and to allow the freedom for informants to provide honest and fair answers without hesitation, interviews were conducted by third-party interviewers. Interview Protocols were prepared and provided to interviewers ahead of each interview, providing sufficient information to allow for relevant data to be collected.

Since informants preferred not to have their interviews recorded, each interviewer took detailed notes during the interview process. Those notes were transcribed and encoded to provide a covert reference to the interviewer's and informants' identities. These textual materials were then made available for analysis. Document excerpts were extracted and transcribed.

1.5. DATA ANALYSIS

The collected data were initially analysed independently of any prior conceptual framework. 386 lines of informant testimony were subjected to six passes of coding, resulting in 770 coded data points suitable for analysis. The coded data was run through hierarchical cluster analysis in SPSS, from which dendrograms were produced, using the average linkage between groups algorithm.

Several emerging patterns clustered naturally into themes. The analysis was undertaken at the company level to ascertain differences and similarities of an organisational

nature, at the Embedded Study Unit level to ascertain differences and similarities of a cultural nature and for the study as a whole, to establish leadership characteristics as perceived by the entire population of informants.

Analysis of the collected data showed that the subject concentrates on two parallel priorities, a 'Goal Orientation' and a 'People Orientation'. Within the meta-category of People Orientation sit the sub-categories of 'Warmth and Growth', 'Reliability' and 'Transparency'. Within the meta-category of Goal Orientation sit the sub-categories of 'Decision-Style', 'Team Driven' and 'Strategic Thinking'. Each such sub-category comprises three or four key attributes which are interrelated and which cluster naturally. The Australian ESU also reported a perspective, shared widely by the informants of that ESU, that the subject maintains a third priority: establishing the legitimacy of his personal leadership. Within the meta-category of Legitimacy sit the sub-categories of 'Decisiveness', 'Openness', 'Transparency' and 'Reliability'. This meta-analysis is useful in mapping the approaches taken by the candidate to leadership. In order to better understand how that approach is perceived by those being led, the data was then examined at increasingly greater degrees of granularity.

This inductive research process was isolated from the earlier deductive literature review until the data had been fully analysed and preliminary conclusions drawn. The preliminary conclusions from the analysed data were then contrasted against prior theory, and the comparison was used as the focal point of critical reflection. Both research questions were subjected to such critical reflection, allowing the candidate to further 'sanity-test' the emerging conclusions through critical reflection against his personal experience of leadership in both cultural contexts, as outlined in his PCLP.

The outcomes of that process of structured critical reflection revealed new perspectives on the candidate's leadership practice, which are presented as the conclusions to this study.

1.6. TESTS OF RESEARCH VALIDITY

In this study, the logic used to build chains of evidence linking the collected data to the subordinate research issues involved data triangulation through the use of multiple sources of evidence and theme development. Triangulation of the data within and across the Embedded Study Units supported the clustering from which primary conclusions were drawn. According to Yin (1994, p.92), the triangulation of evidence involves comparing different sources of information, to corroborate and support emerging data-driven conclusions. In doing so, it increases the researcher's confidence in the correctness of those conclusions and hence in the validity of the study as a whole. In this study, the statistical technique of hierarchical cluster analysis used multiple data sources to establish themes in the data thereby establishing data triangulation. Comparing the testimony of multiple informants also occurred through cluster analysis thereby delivering methodological triangulation.

Comparing data across all informants at the study-wide level corroborated methodological triangulation. Cross-Unit Analysis was also undertaken, meeting the same test of research validity as Cross-Case analysis might in a multiple case design.

1.7. CONCLUSIONS:

The research found that core leadership characteristics were common to both cultural contexts, with no differences perceived in either nature (attributes) or direction (positivity), supporting support Wilkin's (2013) view that basic leadership behaviours are common within transformational leadership. Perceptions of degree (strength) varied markedly between contexts, supporting the premise of culturally diverse manifestation as presented by Bass (1997). In this study the postulated explanations for that difference were all specific to the candidate and his contingent circumstances.

In the course of contextual transition, no requirement was found to either abandon undesirable traits nor to acquire uniquely desirable traits. The focus of transition should be directed towards the strengthening of those attributes that are perceived as shortcomings in the leader's intended practice context, with attention to embracing in practice those values espoused in principle. These outcomes provide the candidate with a better understanding of who he is as a leader and deliver drivers of adaptive leadership, facilitating a successful transition across changing socio-cultural contexts.

Through the mechanism of the strategic framework outlined in the PLCP the candidate can utilise that understanding to better adapt to his expected personal evolving circumstances.

This study has provided evidential support for current leadership theories and has added experiential richness to the body of literature in the manner typical of descriptive case studies. The conclusions of this study are specific to the candidate and are not intended to be generalised to broader populations. Studies of larger populations are recommended to better understand how other South-Asian leaders are transitioning their leadership into Australian and other western societies.

2. CHAPTER 2 - LITERATURE REVIEW

2.1. INTRODUCTION

This chapter comprises a review of two discrete bodies of literature. The first reviews literature relative to the practice of leadership and the second reviews literature relative to the cultural context within which leadership practice takes place. In the closing section, the perceived gaps in the literature are identified and contrasted against concepts arising from my PCLP, from which avenues for further inquiry are derived.

To achieve the said goal the chapter is structured in three sections as follows:

Part A - Leadership Practice: a classification of the major bodies of leadership theory and a summary of the body of knowledge within each such classification;

Part B - The Cultural Context of leadership: a systematic review of the literature relating to the cultural context of leadership; and

Part C - Avenues for Exploration: the identification of gaps within the literature that raise questions derived from the above conceptual foundations.

2.2. PART A – LEADERSHIP PRACTICE

2.2.1. Classification of the Major Bodies of Leadership Theory

Leadership is a notion which could be defined in various ways when considered from different points of view (Sisman 2004). According to Tabak, Yalcnkaya and Erkus (2006, p.44) there are more than 350 definitions of leadership. The major definitions of leadership have focused on group process leadership, the skills approach, the behavioural approach, the trait approach and the situational approach. Within those definitions there is a broad consensus that leadership is a process that involves influencing an individual or a group in efforts toward goal achievement (Long & Thean 2011).

Northouse (2007) explains that the following components are considered central:

1. Leadership is a process that is a transactional event that occurs between leader and followers;
2. Leadership occurs in group situations;
3. Leadership involves influencing followers; and
4. Leadership includes goal attainment.

The success of any organization is dependent upon the team of individuals, including leaders and subordinates, and the amount of effort everyone puts into it. To understand organizational effectiveness, many researchers and practitioners have developed studies to determine theories regarding leadership, organisational commitment, and job satisfaction (Cheng 2003, p. 1).

The practice of leadership cannot be separated from its role in achieving the goals and objectives of the organization (Grojean et al. 2004, p.224). The methodical study of leadership became popular on 20th century and many studies at that time were focused on the effectiveness of leadership (Weinberger 2009; Yukl 1998). Defining leadership seems to be a complex phenomenon and its definition depends on the perception and experience of the person defining it. "The lack of agreement on a universal definition of leadership may be related to the wide variety of scholars who have sought to understand it" (Faehner 2007, p 23). Hughes, Ginnett and Curphy (2008) agree with Faehner when they write that:

"people who do research on leadership actually disagree more than you might think about what leadership really is".

However, earlier research indicates that the concepts of personality traits leading people naturally into leadership roles, as distinct from a crisis or important event causing a person to rise to the occasion thereby bringing out extraordinary leadership qualities, have often been treated separately by researchers (Brooks 1996; Lee & Liu 2012; Snaebjornsson & Edvardsson 2013). To treat such concepts separately increases the risk of having an incomplete picture of leadership, which fails to answer essential questions such as that of leadership effectiveness (Kellerman 2012; Spicker 2012). In addition, to date, we still know very little about the way culture influences leadership styles.

Scholars have found that the meaning of leadership varies substantially across cultures (Dickson et al. 2012). Adler (1983a) indicated the most management research ignored cultural differences until 1980s. Gelfand, Erez & Aycan (2007) noted that organisational behaviour theories were mostly developed in western cultures and little effort was made to understand their relevance within a global context. Most of the early research on leadership, as with most management theories, was focused on western countries.

However, more recently leadership behaviours across different cultures has received substantial attention (e.g. Dorfman et al. 2012). Considering the increasing number of non-western economies active in the global business arena, it is important that the impact and effect of culture is addressed, from the perspective of leadership theories. Especially with China and India moving forward as major economic powers in the world, scholars need to study the effect of cultural context before transplanting predetermined management wisdom. Therefore, the focus upon leadership practices in a cross-cultural context is important.

A review of relevant literature shows that scholars have attempted to find universal constructs, that might be applied and generalisable across contexts. However, the presence of cultural boundaries and the practicality of collecting data across national boundaries has placed limitations on the number of cultures a scholar can effectively study. Therefore, the findings from such limited cultural contextual studies might not provide conclusions that could be generalized more broadly.

Each leadership theory has its intrinsic strengths and weaknesses. This review offers an insight into the leading theories of leadership. In general, they can be categorised by the relationship (between leader and follower), the personal qualities of leader and the leader's skills relative to the tasks required. Hence, there is no single theory that works for all leaders. Leaders need to develop their own leadership approach by understanding alternative leadership approaches and adapting them to specific contexts. The taxonomy presented in Table 2.1 represents leadership theories extending from Great Man Theory to Transformational Leadership Theory.

Each leadership theory has its intrinsic strengths and weaknesses, both of which are contingent upon the situation in which the leader adapts the most suitable traits of the leadership.

Table 2-1. Classification of Significant Leadership Theories

Theory	Description/Characteristics	References
Great Man	Humans are born with certain abilities to lead. Darwinian supremacy of the fittest for leadership.	(Stogdill 1989; Bass 1990, Oloolube, 2013).
Trait	A leaders' innate traits are interlinked with his / her acquired knowledge.	(CEML 2002; Harter 2008)
Behavioural	The actions of the leader (gestures and attitudes) transform follower attitudes.	(Langton & Robbins 2007; Zakeer 2016)
Participative	Subordinates share a degree of joint decision making with their immediate supervisors.	(Lamb 2013)
Situational	The leadership approach is adapted according to the situational context	(Langton & Robbins 2007; Shin, Heath & Lee 2011)
Contingency	Leadership is focused on variables specific to the contingent environment.	(Price 2003; Charry 2012; Lamb 2013)
Transactional	Leadership is supported by a system of rewards and penalties.	(Charry 2012; Lamb 2013)
Transformative	Self-transcendent values pursued through a vision & shared goals for common good.	(Charry 2012; Lamb 2013)

Source: Developed for this study.

2.2.2. Leadership Theories

2.2.2.1. The Great Man Theory

The Great Man Theory evolved in the mid nineteenth century. "Great Man" theories assume that the capacity for leadership is inherent – that great leaders are born, not made (Carlyle 1888; Penn 2008). The theory identified certain people concerned as having a prominent status. Such leaders have a history of leadership which helps them to become a great leader (Judge, Piccolo & Kosalka 2009). In Great Man Theory leaders are often portrayed as heroic, mythic, and destined to rise to leadership when needed.

The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership. The principal theme behind this theory is that whenever society is confronted by a challenging situation a great leader will rise to the occasion. Such Great Man leaders are visible throughout time as their prominence rises and falls. Their names become written in history as every nation, every culture and ultimately every organisation needs heroes (Grinin 2010).

Great Man Theory accredits leaders as being courageous, focused and persuasive. The lives and achievements of such leaders as Mahatma Gandhi, Napoleon Bonaparte, Martin Luther King and others have been studied to explain the difference between people who are leaders and those who are non-leaders or followers. The principle applies equally to such female leaders as Boudicca, Emmeline Pankhurst, Mother Theresa and Margaret Thatcher. In 1860, Herbert Spencer, an English philosopher disputed The Great Man Theory by affirming that these heroes are simply the product of their times and that their actions are pertinent to the prevailing social conditions.

In modifying The Great Man Theory, it was suggested that a group of intellectuals may have as strong an impact upon outcomes as any individual since compelling beliefs and ideas can motivate others more strongly than a single person. Such knowledgeable people have influenced the development and growth of nations and organisations with force comparable to that of Great Man (Bryman et al. 2011).

Theories of leadership therefore, advanced from the basic concept whereby leaders are born to leadership. Scholars looked beyond The Great Man Theory to seek constructs that more appropriately encompassed those leaders who are neither born great nor subsequently become great. As the behavioural sciences grew, so did the idea that leadership is more of a phenomenon that can be learned and nurtured.

2.2.2.2. Trait Theory

Similar in some ways to “Great Man” Theory, Trait Theory assumes that people inherit certain qualities and traits that make them better suited to leadership. Trait Theory tries to describe the types of behaviours and personality tendencies associated with effective leadership. In Trait Theory, intrinsic abilities such as intellectual ability, personality, intelligence and motivation are the main traits behind leadership effectiveness (Yukl & Fleet 1992). Leadership traits are the features which make individuals distinct and most suitable for the role of leader. Kirkpatrick and Locke (1991) argue that “key leader traits include: drive (a broad term which includes achievement, motivation, ambition, energy, tenacity, and initiative), leadership motivation (the desire to lead but not to seek power as an end in itself), honesty, integrity, self-confidence (which is associated with emotional stability), cognitive ability, and knowledge of the business”.

The Trait Theory of leadership focuses on analysing mental, physical and social characteristics in order to gain more understanding of the traits common among leaders. The Trait Theory of leadership further purports that the main leadership characteristics are the creativity, wisdom and responsibility that mark an individual as a good leader (Hitt et al. 2007). Leaders are those who possess the required traits, undertake certain actions like setting objectives, role modelling and articulating a vision.

There were many shortcomings with The Trait Theory of leadership. For example, if particular traits are key features of leadership, how then do we explain people who possess those qualities but are not leaders. (Zaccaro, Kemp & Bader 2004).

Numerous psychological studies were conducted to investigate a behavioural approach, examining the identified traits and recognising those characteristics which are suitable for the requirements of leadership (Alberto 2015).

2.2.2.3. Behavioural Theory

In contrast to the Trait Theory, which focused upon the mental, physical or social characteristics of leaders, Behavioural Theory concentrates instead on the measurable behaviours of leaders. Using psychometric assessments, and subjecting collected data to factor analysis, scholars were able to gauge the causal relationship of unambiguous leadership behaviours and their direct effects (Howell & Costley 2001).

Behavioural Theory segregates leaders into two categories based on specific tasks and the individuals involved in achieving them. Behavioural theories argued that anyone with the right conditioning could attain the leadership status previously attributed to naturally gifted leaders. They rejected the "Great Man" Theory, suggesting instead that leaders are made, not born. Behavioural Theory focuses upon the leader's actions and not on his/her intellectual abilities (Gibson, Donnelly & Ivancevich 2003). It is considered that individual leaders learn through observations and experiences to become great leaders.

This theory suggests that each individual has their own style of leadership behaviour with which they feel comfortable. The literature reveals that each behavioural style has its own efficacy level based on its inherent strengths and weakness. By focusing upon successful leaders, researchers recognized two specific leadership behaviours: 'consideration for others' and 'initiating structure' (Langton & Robbins 2007). The consideration attribute is comprised of sub-behaviours, 'attention to relationships' and 'concern for people' while the initiating structure attribute is comprised of 'task behaviours' and 'concern for feedback'.

While the consideration attribute elevates the leader's level of understanding and the confidence of their subordinates, the initiating structure attribute describes their preparatory role for the improvement of performance and the achievement of organizational objectives (Zakeer et al. 2016).

2.2.2.4. Participative Leadership Theory

This theory was first developed by Barnard (1938) and later evolved with contributions from The Hierarchy of Needs Motivational Theory (Maslow 1943), The Democratic Leadership Theory (Lewin 1943), and Leadership Systems Theory (Likert 1967). Participative Leadership Theory is focused on management, which involves the participation of multiple people and therefore includes a strong component of human motivation. The discussion surrounds what motivates people to perform tasks or to follow a given leader?

The concept of participatory leadership suggests that growth-motivated individuals seeking self-actualization benefitted from participative leadership, because the approach provides such individuals with maximum opportunities for satisfaction. According to Yukl (2006, p.82), participative leadership "... involves the use of various decision procedures that allow people some influence over a leader's decisions". Attributes of participative leadership include, "consultation, joint decision making, power sharing, decentralization, empowerment, and democratic management" (ibid). Yukl also described participative leadership as a "distinctive type of behaviour," but emphasized its more conceptual nature when used in conjunction with tasks, structures and employee relations (ibid).

Participative leadership is a leader's ability to create an egalitarian, empowering, supportive, and collaborative work environment (Huang et al. 2010).

Participative leadership is a more organically formulated type of leadership style, rather than a top-down, vertical style of leadership. According to Lorinkova, Pearsall and Sims (2013), participative leadership is a valuable tool for team building. Grissom (2012) suggested that participative leaders must seek the opinion of team members during the decision-making process and must encourage participation at every stage of project implementation.

Yukl referred to a behavioural continuum of decision-making procedures that is close to the Tannenbaum-Schmidt-Scale. The Tannenbaum and Schmidt scale is a simple model of leadership theory developed by Robert Tannenbaum and Warren Schmidt in 1957 (p.82), which shows the relationship between the level of freedom that a leader chooses to give to a team, and level of authority used by the leader, which ranges from autocratic decision making through to delegation. Implicitly, he placed participative leadership between autocratic decisions and individual and group decisions through delegation (Tannenbaum and Schmidt 1957, p.83). Yukl also pointed to the cross-cultural differences in leadership, referencing the GLOBE findings on the acceptance and spread of participative leadership styles. Yukl noted that participative leadership encourages input from others in the course of decision-making and implementation and emphasizes delegation and equality in a cross-cultural context.

2.2.2.5. Situational Leadership Theory

The main theme of Situational Leadership Theory is that different situations demand different leadership styles. Situational Leadership Theory is helpful in diagnosing the demands of a given situation in which leadership must be matched against the maturity of the leader's subordinates.

According to Rothaermel & Hess (2007) "what an individual actually does when acting as a leader is in large part dependent upon the characteristics of the situation in which he functions".

Yukl & Fleet (1992) purport that Situational Leadership Theory is based on an interplay between task behaviour and relationship behaviour and in a similar vein, Shin, Heath & Lee (2011) suggest that the effectiveness and ultimate success of a leader is contingent upon the interplay between a given situation, its influence and the attributes of concerned leaders. Barrick, Mitchell & Stewart (2003) elaborate on this construct, observing that Situational Leadership Theory takes into consideration:

1. the required extent of task behaviour (control, direction & accomplishment);
2. the socio-emotive backing available to the leader;
3. the behaviour required of the followers;
4. the willingness (commitment and competence) of the leader; and
5. the purpose and objectives to be achieved.

In determining which leadership approach to adopt, the leader must assess the situation and the level of readiness of the followers (Langton & Robbins 2007).

The factors that determine the adaptation of leadership style are an assessment of the commitment level and the competence of both the followers and leaders. The evaluation of those dynamics can be best ascertained if the leader adopts supportive and directive style. Situational Theory suggests that the effectiveness and the ultimate success of leaders are contingent upon the level of consistency between a particular situation, its influence, commitment and competence of those leaders (Shin, Heath & Lee 2011).

Zakeer et al. (2016) concluded that effective and successful leaders are those who adopt a task-oriented leadership style while paying close attention to the maturity of the follower group and its component individuals. They determined that when leaders completely realise the maturity level of their followers, they can manage the situation most successfully.

The characteristic of the follower's maturity plays a significant role within Situational Leadership Theory. Situational leadership emphasises the leader, however it gives prominence to group dynamics. Several studies support modern theories pertaining to situational leadership and group dynamics (Baum and Locke 2004; Heslin, VandeWalle and Latham 2006; Balain and Sparrow 2009; Alberto 2015).

2.2.2.6. Contingency Theory

The main tenet of Contingency Theory is that “there is no single style of leadership”. Contingency Theory argues that there is no particular predetermined approach to leading and that each leadership style is determined by contingent circumstances. It purports that individuals perform best when responding to situations as they arise. The theory also suggests that the inverse is true, that individuals may perform minimally when taken out of their element. To some extent Contingency Leadership Theory is an extension of Trait Theory whereby the traits of individuals are exercised with leadership authority within situational contexts (Vroom & Yetton 1973). In Contingency Theory, it is considered that leaders are more likely to express their leadership traits when they feel that their followers will be responsive. The success of any given leadership style depends upon the specific situation and the potential of followers to accept such leadership (Langton & Robbins 2007).

No single leadership style can cater for all leadership requirements. To be successful, leadership must adapt, accommodate and respond to changing situations. Within an organisation, in order to make the required changes, leaders need to change the situation and transform their leadership styles accordingly to optimise the potential of employees (Lorsch 2010). Contingency Theory is similar to Behavioural Theory in the sense that some leadership styles are not effective in all situations.

One leadership style may be effective in a given situation but may be ineffective in another. Contingency Leadership Theory supports the construct that leadership effectiveness is contingent upon the behaviours and the traits of leaders in the context of diverse situational factors.

2.2.2.7. Transactional Leadership Theory

Transactional Leadership Theory is considered to be an exchange leadership theory founded in a transaction made between the leader and the followers. This theory suggests a positive and mutually beneficial relationship between the followers and the leader (Bass 1998). To be inspirational and effective transactional leaders find the means to reward and/or discourage follower responses to tasks assigned by the leader. Transactional leaders are effective in developing the shared and supportive environment necessary for individuals and for organizational performance leading to the achievement of organisational goals (Howell & Avolio 1993).

Transactional Leadership Theory suggests that individuals are seeking minimum unpleasant experiences and maximum pleasant experiences. Transactional leaders are more likely to place an emphasis upon relationships with followers that strengthen in the course of a series of exchanges between them (Bass et al. 2003).

The reward is a mechanism for conveying the respect of the leader to the followers for the task achieved. Positive support may be extended by the leader in the form of increased benefits and privileges in exchange for effort, performance and teamwork on the part of followers.

Alternatively, leaders may concentrate upon the mistakes made by followers. They may elect to avoid responses and delay decisions using a method known as management-by-exception. This method was categorized into active and passive transactions (Garry & Eid 2012). When the leader is in active mode, he / she consistently monitors the output and diligence of the followers and strives to take the lead prominently. In passive mode the leader pronounces the required standards and potential incentives / disincentives in the first instance and then the situation is monitored objectively. The transactional leader engages in both complex and simple exchanges with followers about their performance and ultimate goals which are to be achieved by setting out rigorous rules and regulations.

2.2.2.8. Transformational Leadership Theory

Transformational Leadership Theory is distinguished from other leadership theories, in that its dimensions are aligned to what followers require. The essence of this theory is that it pursues followers' participation and their persistent association with the leader in the sharing of ideas and decisions within a favourable working atmosphere (Marn 2012). Moreover, Transformational Leadership Theory is distinguishable from prior theories by its emphasis on moral dimensions and professional ethics (Gerry & Eid 2012).

According to Burns' (1978), the Transformational Leadership Theory describes the basis of a strong relationship between leaders and followers resulting in high levels of trust and inspiration.

In this theory, the main power emanates from charismatic behaviour and inspiration on the part of the leader (Jack & Rudnick 2007). Transformational leaders have the ability to change the values, attitudes and views of their followers in changing situations. Transformational leaders tend to set aside their personal interests for the good of the organization (Masood et al. 2006). The transformational leader transforms the organisation focusing the needs of the followers by motivating and empowering them.

The transformational leader is characterized by the capability to:

1. identify the need for change;
2. build a vision towards change; and
3. enhance followers' commitment to accomplishing the tasks required to enact change.

The followers of such leaders' function within a working environment, abiding by the rules and regulations to improve their awareness, the morality of their conduct and the standard of the services they perform (Zakeer et al. 2016). Transformational and transactional leadership theories share certain characteristics with respect to the emphasis on rules and regulations, their use of vision and organizational uplift.

According to Burns (1978), Transformational leadership was that of

“an ethical, moral enterprise, through which the integrity of the organization would be maintained and enhanced” (Parry and Proctor-Thomson 2002, p. 76).

Through this lens, leaders such as Adolf Hitler who objectified his followers may wield great power, but are not considered transformational leaders.

Ladkin (2008, p.33), stated that business leaders who are committed to ethical dimensions are more deeply concerned about their endeavour and questions whether one’s purpose serves the best interest of the human condition. Zwart (2000) also acknowledges, as do Bass and Avolio (1994), that transformational leaders behave as models for their followers. Trevino (2003), argues that ethical leadership behaviour has the potential to influence the principles of the followers and supports the use of techniques that enable self-governance by employees. Therefore, ethical leaders live within their values and

‘prefer not to compromise, accommodate, or collaborate in areas where their core values are at stake’ Thomas (2004).

According to Burns (1978), transformational leaders and their followers are in constant interaction, heuristically supporting each other to attain a higher level of motivation (Jack & Rudnick 2007). Transformational leaders encourage their followers to accept responsibilities to achieve higher organizational performance (Marn 2012). Bass & Avolio (1990) initially defined transformational leadership as an idealized influence (charisma) through which leader moves the follower beyond immediate self-interests. They further expanded the characteristics of transformational leadership to include, inspiration, intellectual stimulation, and individualized consideration. Those transformational leadership dimensions are summarised as follows:

Table 2-2. Dimensions of Transformational Leaders

Idealized Influence (II)	The leader is providing a sense of mission, wins the respect of followers and instils pride in his following. (Strong role models).
Inspirational Motivation (IM)	The leader sets attractive goals and is confident employees will achieve them. (Overcoming resistance to change).
Intellectual Stimulation (IS)	The leader stimulates employees to be more innovative and creative by questioning assumptions and approaching old situations in new ways. (New ideas and empowerment)
Individual Consideration (IC)	The leader approaches employees as individuals rather than as members of a group. Pays special attention to their needs for development by acting as a coach or mentor (Motivates and encourages)

Source: Murphy and Ensher (2008)

2.2.2.9. The Role of Transformational Leadership

Transformational leadership focuses on encouraging communication and teamwork to solve problems. For example, transformational leaders directly advocate cooperation among team members by establishing a shared attitude, cultivating a helping climate, and asking team members to be “team players” (Jiang and Chen 2018). Since its inception in the 1970s the concept of transformational leadership has been widely researched from different perspectives by researchers in both the public and the private sectors (Bass 1988; Covey 2006; Northouse 2003; Ballou 2012). Many studies which have examined leadership styles have concluded that there is a strong relationship between transformational leadership and employee job satisfaction and these two variables are correlated positively (Medley & Larchelle 1995; Sullivan & Ray 1990).

They further emphasise that transformational leadership plays a key role in fostering and stimulating information exchanges leading to highly satisfied employees, which

in turn contributes to the accomplishment of the organization's goals (Lim & Ployhart 2004; Ash 1997; Marn 2012).

Northouse (2003, p84) states, that the "transformational leadership approach provides a broader perspective that augments other leadership models". Northouse (ibid) further argues that while other leadership styles emphasise the exchange of rewards for achieved goals, the transformational experience incorporates not only the sharing of rewards but also the leader's attention to the needs and growth of the followers. (Bass & Avolio 1994; Felfe & Schyns 2004). Through intellectual stimulation transformational leaders perpetually re-examine their assumptions. They stimulate ways of addressing problems and encourage individuals in self-managed project teams to take the initiative and constantly invent improvements (Bass & Avolio 2004; Elkins & Keller 2013; Sundi 2013).

The construct of Individual Consideration (IC) is also reflected in the individualisation of employment contracts to meet individuals' unique needs and preferences. Transformational leaders who have this dimension are able to develop each of their followers demands (Luthans & Doh, 2012). Bass (2004, p28) describes it as "the degree of personal attention and encouragement of self-development that a leader devotes to the employees". Yuki (2010) suggests that transformational leaders also address the wider issues of environment, business ethics and gender, reflected in a new emphasis on corporate core values. Building an organisational culture and shaping its evolution are the essential functions unique to leadership. It has been argued that transformational leaders play leading roles in directing responses to change by establishing an initial vision, influencing the adoption of new directions, and supporting the resultant shared vision (Marns 2012). Bass (2006), reported that in his studies of thousands of international cases, the most effective leaders were transformational leaders (Marn 2012, p. 28).

This section of the literature review is structured in the following manner:

- The concept of culture as a leadership context
- Cross-cultural leadership in general
- Transformational leadership in cross-cultural contexts
- Culturally embedded leadership values
- Leadership Values in the Sri Lankan cultural context
- Leadership Values in the Australian cultural context
- Comparisons of the cultural leadership contexts of Sri Lanka and Australia

2.3.1. The Concept of Culture as a Leadership Context

Culture has been described in many ways. One helpful definition is that culture is

“the learned beliefs, values, rules, norms, symbols, and traditions that are common to a group of people” (Northouse 2013, p. 384).

There is universal agreement within cultural studies that culture shapes the values and attitudes that affect people’s perceptions. (Ayman et al. 2012; Gerstner & Day 1997; Liu, Ayman & Nolley 2012).

Culture has been researched through a variety of lenses, representing the preferences and paradigms of different researchers. However, irrespective of the differences in those perspectives, over the last 30 years the tradition of a cultural dimension has been well established (Earley 2006; Steers et al. 2010).

The cultural dimension approach, which focuses on grouping social values and beliefs (Dickson et al. 2012), is a valuable tool to analyse cultures and to categorize them according to the similarity of their attributes (Kluckhohn & Strodtbeck 1961; Hofstede 2001; Trompenaars & Hampden-Turner 2002).

Different societies perceive leadership differently based on their endemic cultures. Thus, people within specific societies exhibit distinct behaviour patterns, founded in their values and beliefs, which may differ from those of people in other societies. Understanding these cultural differences is important when interacting with people in different cultures.

It is also essential to understand how some people embrace and adjust to an alternative culture when circumstances require them to live in a culture different to their own. The concepts of leadership and culture are frequently debated subjects in management literature (Schein 2004). The majority of leadership-related research in the past five decades has come from the United States of America, Canada, and Europe; and is strongly based on North American leadership paradigms. Subsequently, more research on other parts of the world has emerged. However, this often includes a small number of groups and is usually not of a comparative nature (Den Hartog & Dickson 2012). A universally accepted perspective on this phenomenon has not yet been established.

A few ground-breaking research initiatives have emerged during recent decades (notably Hofstede (1998, 2001) which mark a new chapter in investigating the effect of values and culture on the work environment and have become a basis for analysing how leadership is shaped by national culture. Hofstede (1984, p.21) treats culture as

“the collective programming of the mind which distinguishes the members of one human group from another”.

Northouse (2013, p. 384), on the other hand, explains leadership and culture are the concepts and prejudice. Ethnocentrism is “the tendency for individuals to place their own group (ethnic, racial, or cultural) at the centre of their observations of others and the world”. According to Taylor (2006), culture is a shared system of beliefs, attitudes, values, expectations and norms of behaviour. People of one culture often have similar beliefs and assumptions on how they should think, behave and communicate, and they act on these beliefs. Implicit to all perspectives of cultural studies is that culture shapes the values and attitudes that affect people's perceptions, including human phenomena such as leadership (Ayman et al. 2012; Gerstner & Day 1997; Liu, Ayman, & Nolley 2012).

An understanding of cultural forces is important to fully comprehend the leadership processes within any given leadership context.

The ground-breaking work of Hofstede (1998, 2001) marks a new era in investigating culture's effect on the work environment, particularly when considering values. Hofstede (2011) identified four dimensions for the purpose of researching work-related values:

1. power distance (PDI),
2. individualism versus collectivism (IDV),
3. uncertainty avoidance (UAI), and
4. masculinity versus femininity (MAS).

The last one refers to society's preference for feminine versus masculine characteristics. Later, Hofstede (2011) added:

1. long-term orientation (LTO) and
2. indulgence versus restraint (IVR).

Robinson (2008), states that cultural diversity varies according to how leaders define their roles and how they apply themselves to their responsibilities as leaders. The emergence of leadership, and the influences of leaders over their followers are considered to be factors of culture (Phatak et.al. 2009)

Since the concept of leadership revolves around influence and influencing, it is inherently culture sensitive. Culture, in the context of leadership, signifies the basic values and belief systems that are expected to impact managerial processes and leadership mechanisms. Numerous studies on cross-cultural leadership (e.g., House, Wright & Aditya 1997; Bass 1997; Ayman 2004; Dorfman 2004; Gelfand, Erez & Aycan 2007) have demonstrated that leadership is conceptualized differently in different cultures.

Dorfman (2004) explains that the impact of cultural factors on the phenomenon of leadership is important both from a practical point of view (as firms need to be competitive in an increasingly global environment), and from a theoretical viewpoint – (as we need to develop theories of cross-cultural leadership). In a multi-cultural environment, leaders need to effectively deal with situations that are complex, constantly evolving and difficult to interpret (Yukl, 2002).

Quite recently, the body of empirical literature on cross-cultural leadership has been developed to describe how the role of culture influences perception and the enactment of leadership (see House et al. 1997; Bass 1997; Ayman 2004; Dorfman 2004; Gelfand et al. 2007). However, since culture is a multi-faceted and multi-layered construct, the exact mechanism of the interaction of culture and leadership is not yet fully clear.

Depending on the cultural context, particular leadership styles and behavioural tendencies may be assets or weaknesses. Although a dimension-based interpretation of culture has predominantly been used in studies of culture pertaining to management processes (Taras, Kirkman & Steel 2010), scholars are divided as to how to characterise culture along its multiple dimensions. Despite their rival perspectives, several scholars (Hofstede 1988; Triandis 1995; Javidan et al. 2004) share a common view that individualism-collectivism is one of the most influential dimensions of cross-cultural leadership in that it describes the individual-society interface.

In countries that have high power distance, hierarchy is an essential element of the society. Thus, an unequal distribution of power is seen as beneficial. By contrast, in countries with low power distance, members of the society value equality and democracy (Slavin 2018). The concept of power distance is often considered as the root of intercultural miscommunication when people from countries with different power distances interact. Several studies have found linkages between leadership behaviours and national culture dimensions. Atwater et al. (2009) found that the behaviours of leaders and followers were moderated differently by cultural characteristics, in high power distance cultures and lower power distance cultures.

Management theories are increasingly being validated in cross-cultural contexts (Tsui, Nifadkar & Ou 2007). The two prominent typologies used for culture are Hofstede's (1980), and GLOBE conceptualisation (House et al. 2004). The GLOBE multi-method project, representing all major regions of the world, has conducted investigations spanning the interrelationships between social cultures, organisation culture, and organisation leadership studies.

The main goal of GLOBE is to build an empirically based theory to predict the impact of cultural variables on leadership and organisational processes and the effectiveness of these processes. The GLOBE, based on their studies of culture, have come up with nine dimensions:

1. Power distance,
2. Uncertainty avoidance,
3. Human orientation,
4. Institutional collectivism,
5. 5 in-group collectivism,
6. assertiveness,
7. gender egalitarianism,
8. Future orientation,
9. performance orientation.

It should be noted that the GLOBE dimensions are more granular, but quite similar to and have been suggested to collapse into, the earlier dimensions identified by Hofstede (2011).

As we noted above, four dimensions were initially proposed (Hofstede 1980), and even though two new dimensions were subsequently added, it is the four initial dimensions that have received the most support to date.

Table 2-3. Dimensions of National Culture

Dimension	Definition
Power Distance	Human inequality related to different solutions to the basic problem
Uncertainty Avoidance	Level of stress related to unknown future in a society
Individualism vs. Collectivism	Integration related to individuals into groups
Masculinity vs. Femininity	Division of emotional roles related to women and men

Source: Developed for this study, based on Hofstede (2011).

The studies that have found linkage between leadership behaviours and national culture dimensions have usually focused on specific leadership behaviours rather than leadership theories (Brodbeck, Frees & Javidan 2002). Dickson et al. (2012) expressed the view that the very meaning of leadership varies substantially across cultures, with similar cultures having similar meanings, and dissimilar cultures having more divergent views on leadership.

Bass (1997) has stated that the transformational leadership paradigm would be applicable across cultures, but the manifestations of leadership behaviours might be different. Thus, transformational leadership may not be cross-culturally uniform. Transactional and transformational leadership paradigms may be witnessed in culturally diverse contexts with the same phenomena observed in a wide range of cultures and multiple types of organisations (Bass 1997). Den Hartog et al. (1999) also found that specific aspects of charismatic/transformational leadership were strongly endorsed by cultures in 62 countries.

2.3.1.1. Power Distance and Leadership

The cultural value of power distance refers to the acceptability of the unequal distribution of power. Hofstede (1980, p.45), defined this as the

“extent to which a society accepts the facts that power in institutions and organizations is distributed unequally”.

Alternatively, it is the extent to which subordinates are not expected to express disagreement with their supervisors and the supervisors are not expected to consult with their subordinates in the decision-making process (Hofstede 2001, p.102). In such cultural contexts, traits that serve as preconditions of leadership would be correlated to effectiveness, as subordinates would follow the dictates of selected leaders and leader selection is determined by their traits.

Trait theories of leadership would be more relevant in cultural contexts that exhibit high power distance values. In particular, traits that encourage leaders to make independent decisions and task-oriented leadership would be more relevant than relationship-oriented leadership in cultural contexts with high power distance.

Bass (1997) and Den Hartog et al. (1999) found that some components of transformational leadership were endorsed in multiple cultural contexts, however Spreitzer, Pertula & Xin (2005) found that respect for hierarchy decreased the effectiveness of transformational leadership. Thus, it can be seen that some characteristics of transformational leadership would be pertinent in cultures with high power distance, and different characteristics of transformational leadership would apply to low power distance contexts.

For example, dimensions relating to charisma, such as visioning, inspirational and communication would be relevant even in countries with high power distance, where as other aspects such as intellectual stimulation and individualized consideration might be more relevant for cultures with low power distance (Minai & Varma 2017). This observation is consistent with that of Van Knippenberg & Sitkin (2013), who noted that transformational leadership has been criticized for not having conceptual uniformity.

2.3.1.2. Uncertainty Avoidance and Leadership

Uncertainty avoidance (UA) is a cultural dimension that values predictability. Uncertainty is often avoided by using means such as laws, codes, and rules. Cultures that rank high in uncertainty avoidance are uncomfortable with ambiguity. Uncertainty is felt as a threat to be managed (Hofstede 2011). Therefore, traits such as confidence and self-assurance would be relevant for trait theories of leadership in cultures with high uncertainty avoidance.

One of the main tasks of a transformational leader is to convince followers about a positive vision for the future (Bass & Bass 2009). Other aspect of transformational leadership such as individualized consideration can be manifested as providing support for individuals and guiding their decisions. These aspects of transformational leadership would also be viewed positively in cultures with a high uncertainty avoidance dimension.

2.3.1.3. Individualism and Leadership

Individualism versus collectivism refers to the extent to which people in a society define themselves within groups (Hofstede 2011). Basically, the individualism-collectivism dimension describes the relationship between individuals and the degree to which they feel they are on their own rather than identifying themselves as part of a larger group. When comparing highly collectivist societies like Japan and Hong Kong with individualistic societies like America and Australia (as classified by G. Hofstede, J Hofstede and Minkov 2010, p.95-97) significant differences can be found regarding the prevailing work values. In collectivistic cultures relationship-oriented leadership would be relevant whereas in individualistic cultures both task and relationship-oriented leadership would be relevant. In this context the leader needs to emphasise the individual rather than the team-oriented attribute.

2.3.1.4. Masculinity and Leadership

Masculinity-femininity generally reflects the degree to which a culture emphasises competition and achievement. According to Hofstede (2001 p.313-314), in a masculine society there is an emphasis on being assertive, tough and stressing the acquisition of money, whereas in a feminine culture there is more focus on warm social relationships and quality of life. In feministic cultures gender distinctions are not very apparent.

Feministic values are modesty, humility, and care. In highly masculine cultures work has a greater importance over family and the reverse holds true for cultures that are high on the feministic dimension (Hofstede 2011). Leadership traits of authoritarianism and assertiveness, as well as directive leadership, would be more relevant for masculine cultures, whereas leadership traits of sensitivity and care would be more relevant to cultures that are feministic in dimension ('feministic' refers to the particular cultural dimension that is characterised by feminine attributes). Therefore, task-oriented leadership would be relevant in masculine cultures, whereas relationship-oriented leadership would be more relevant and effective in feministic cultures (Minai & Varma 2017).

The cultures of nations and the effectiveness of leadership theories are inextricably linked. Thus, scholars have used culture both as an independent variable and as a moderator to explain some of the conflicting findings.

2.3.2. Cross-Cultural Leadership in General

Accelerating globalisation of trade and industry has encouraged most businesses to change to become competitive in global markets, increasing the mobility of human resources across the globe, providing the challenge of cross-cultural interactions between employees and business leaders from disparate cultures (Adler 1997; Martviuk 2007), and making cross-cultural leadership imperative.

According to (Johnson et al. 2006), when businesses expanded globally to be competitive in the global context, the following two major concerns appeared:

- a high rate of failure on international assignments and
- shortages of leaders to cope with cultural challenges of doing business overseas.

As stated by Livermore (2010), 90% of leaders from 68 countries expressed the collective view that cross-cultural leadership is considered a top management challenge for this century. Likewise, Price Waterhouse Coopers' 14th Annual Global CEO Survey (2011) indicated that building global skills to bridge the gap of globally competent leaders was one of the top concerns of multinational businesses. Being mindful of the importance of cross-cultural leadership development to global businesses, the majority of global organizations are keenly looking for methods to develop global talent (Kramer 2005). According to Caligiuri and Tarique (2012), over 700 chief human resource executives of IBM in 2010 reported that developing global leaders was one of their least effective capabilities.

And yet developing cross-cultural leadership is critical on the individual dimension (to global leaders on international assignments) and at the enterprise level (to global businesses success). Therefore, it is essential to understand what determines or shapes an effective cross-cultural leader before deploying methods to cultivate and train global leaders.

According to Suutari (2002), the field of cross-cultural leadership development is in its infancy. Recent studies have investigated issues relating to the development of cross-cultural leadership, which include connections between culture and leadership, to develop a systemic body of knowledge that can address the aforementioned problems (House et al. 1997; Dickson et al. 2003; Matviuk 2007).

- Several studies focused on the relationship between culture and leadership styles (House et al. 2002; Dickson et al. 2003; Wong et al. 2007);

- Several authors applied Hofstede's cultural dimensions to test hypotheses (Matviuk 2007; House et al. 1997); and
- Others proposed conceptual frameworks and models of cross-cultural/global leadership effectiveness (e.g., Caligiuri 2006; Mendenhall & Bird 2013).

Limited attention has been paid, however, to discovering what determines an effective cross-cultural leader. Regardless of the efforts expended in investigating cross-cultural leadership, few studies have been carried out identifying the experiences of Asian leaders with global / multinational purviews (Dowling & Welch, 2005). Current literature suggests that global/ cross-cultural leadership and management require more qualitative research conducted from the perspective of non-Western, expatriate leaders (Tarique & Schuler 2010; Ayoko et al. 2004). Tarique and Schuler (ibid.) have called for more qualitative research to facilitate the building of a grounded theory of cross-cultural leadership. Consistent with that call this study uses qualitative methods to explore the effectiveness of cross-cultural leadership from the perspectives of an Asian leader.

GLOBE explored the cultural values and practices of a wide variety of nations to find their impact on organisational practices and leadership attributes. Beyond practical needs, there are important reasons to examine the impact of culture on leadership. There is a need for leadership and organisational theories that enable cultures to understand what works and what does not work in different cultural settings (Triandis 1993). Furthermore, a focus on cross-cultural issues can help researchers uncover new relationships by driving investigations that embrace a broader range of variables than those considered in contemporary leadership theories, such as the importance of language, religion, ethnic background, history, or political systems (Dorfman 1996).

Prevailing cross-cultural literature has generally stressed a strong connection between culture and leadership styles. There has been a plethora of country-specific and cross-cultural comparative studies to examine the relationship between culture and leadership styles (House, Wright & Aditya 1997).

The GLOBE multi-method project, representing all major regions of the world, has conducted investigations spanning the relationships between social cultures, organisational culture, and organisational leadership. The main goal of GLOBE is to build an empirically based theory that describes, understands and predicts the impact of specific cultural variables on leadership and organisational processes and the effectiveness of those processes. Specific objectives include answering the following fundamental questions:

- Are there leadership behaviours, attributes, and organisational practices that are uniformly accepted and effective across cultures?
- Are there leadership behaviours, attributes, and organisational practices that are accepted and effective in only some cultures?
- How do attributes of social and organisational cultures affect the kinds of leadership behaviours and organisational practices that are accepted and effective?
- What is the consequence of violating cultural norms relevant to leadership and organisational practices?
- What is the relative standing of each of the cultures studied on each of the nine core dimensions of culture?
- Can the cross-cultural and culture-specific aspects of leadership behaviours and organisational practices be clarified in terms of an underlying theory that accounts for systemic differences across cultures?

The GLOBE research programme theoretically defines culture as:

“the shared motives, values, beliefs, identities and interpretations or meanings of significant events that result from the common experiences of members of collectives and are transmitted across age generations.”

The common cultural attributes that have been chosen to be measured are indicators of the shared modal values of collectives (Kluckhohn & Strodtbeck 1996).

2.3.2.1. Challenges of Cross-Cultural Leadership

The global business environment represents an increasingly complex, changing and ambiguous challenge to global leaders. Research conducted into cross-cultural leadership suggests that the following characteristics represent basic cultural challenges for leaders working in cross-cultural contexts:

- cross-cultural interactions (Zander et al. 2012);
- cultural differences concerning norms, attitudes and work values (Miroshnik 2002);
- language barriers (Schweiger et al. 2003; Ko & Yang 2012, Dickson et al. 2003, Earley & Ang 2003, Thomas & Inkson 2004, Zander et al. 2012);
- cross-cultural ambiguity (Sims & Schraeder 2004, Lee 2007, Stock & Genisyürek 2012).
- identity-oriented conflicts (Chrobot-Mason et al. 2007);
- managing and motivating culturally diverse teams (Caligiuri & Tarique 2009);
- dealing with diverse cultures and improving cross-cultural competencies (Caligiuri & Tarique 2009; Caligiuri 2013); and
- adapting leadership styles (Steers et al. 2012).

The performance of cross-cultural leaders is essential to competitiveness, expansion, and the ultimate success of a multi-national company. Not surprisingly, not all cross-cultural leaders on international projects are successful. In the literature, the ratio of failure of global leaders is discussed extensively, estimations varying from 16% to 50% (Employee Benefit Plan Review, 2001). Damages to the reputation, loss of market share, loss of host nation employees, loss of valued global leaders, and damaged relationships with host nations are the major indirect costs (Cassiday 2005; Scullion & Collings 2006).

2.3.2.2. Efficiency of Cross-Cultural Leadership

Leaders who can succeed in complex, changing, uncertain, and ambiguous global environments are essential to the future effectiveness of businesses (Caligiuri and Tarique 2009).

Deng and Gibson (2009) highlighted that from the interviews of 41 managers working in Australian businesses that operate in China, they found that the key contributors to effective cross-cultural leadership were transformational leadership, emotional intelligence, and cultural intelligence. In a study of 256 global leaders from 17 countries working in diversified U.K. firms, Caligiuri and Tarique (2009) found that high-contact with cross-cultural leadership development experiences and the leaders' own personality characteristics were predictors of business success in global contexts.

Manning (2003) proposes that relationship competencies and openness to new perspectives are crucial leadership characteristics linked to cross-cultural leadership effectiveness. More recently, Caligiuri and Tarique (2012) in their survey of 420 global leaders from three large multinational corporations, discovered that cross-cultural competencies (i.e., tolerance of ambiguity, cultural flexibility, and reduced ethnocentrism) related to global leadership effectiveness. Caligiuri (2006, p.220) purports that

“successful cross-cultural leaders are likely to possess some common knowledge, skills, abilities, and other personality characteristics (KSAOs)”.

According to Caligiuri (2006), knowledge includes culture-general knowledge, culture-specific knowledge and intercultural business knowledge. Skills and abilities involve the skills of intercultural interaction, foreign language capabilities, and cognitive skills. Personality characteristics include extroversion, agreeableness, conscientiousness, emotional stability, and openness. Furthermore, Dunn et al. (2012) proposed a global leadership model consisting of task, relationship, awareness and purpose domains—to strengthen the foundation of leadership effectiveness in cross-cultural contexts. Mendenhall and Bird (2013) presented a review of twenty years of research on global leadership competencies. It comprised a conceptual model of global leadership competencies consisting of six categories:

1. traits/attitudes,
2. cognitive orientations,
3. intercultural relationships,
4. global business expertise,
5. global organizing expertise, and
6. visioning.

Mendenhall and Bird (ibid.) clustered the above categories into broader classes of technical and social competencies. Technical competencies include cross cultural business expertise, cross cultural organising expertise, and visioning. Social competencies relate to traits, attitudes, cognitive orientations, and intercultural relationships.

The proposed conceptual frameworks and models are to facilitate the identification of core competencies or characteristics that an effective cross-cultural leader should possess.

Tarique and Schuler (2010, p.123) argue that “there is considerable evidence that organizations worldwide face a formidable talent challenge”. The 2005 Global Leadership Trend Survey Report states that the majority of organisations perceive a need to expand global talent development (Caligiuri & Tarique 2009).

A study of more than 700 leading resource management executives conducted by IBM (2010) shows that developing future leaders is the most important business capability needed to achieve future business success in the global arena (Caligiuri & Tarique 2012). However, Govindaran and Gupta (2001) in their study of building an effective global business team, found that one-third of the 70 studied global teams were reported to have failed in achieving their targeted goals.

Poor cross-cultural leadership often leads to employee dissatisfaction and under-performance (Kraimer et al. 2001). Sculling and Collings (2006, p.67) suggested that:

“effective global leaders see the need to manage cultural differences and develop the skills necessary to participate in the global environment”.

Others argued that leaders in a global context should have the capabilities to interact with culturally diverse teams (Ofori & Toor 2009).

Alder (2006) and Scullion & Collings (2006) suggested the necessity to prepare cross-cultural leaders for international assignments and global business affairs, but they commented that the lack of consensus regarding what makes a great global leader is matter of concern (Forster 2000; Scullion and Collings 2006).

2.3.2.3. Cultural Sensitivity

According to Medina-Lopez-Portillo (2004), intercultural sensitivity refers to the psychological ability to deal with cultural differences, as measured by the Developmental Model of Intercultural Sensitivity (a framework for changes in intercultural sensitivity) and intercultural competence refers to behaviours when operating in a foreign cultural context.

In order for one to be culturally sensitive, he or she must be aware of the culture in which they function. Cultural awareness is considered to be central when interacting with people from other cultures. There are multiple different cultures - based on religion, ethnicity, nationality and other factors - that have different attitudes and outlooks.

Cultural sensitivity involves accepting those differences without insisting that your own culture is better, or that everyone should do it your way. People perceive, interpret and evaluate things in different ways. What is considered an appropriate behaviour in one culture is frequently inappropriate in another. Misunderstandings arise when someone uses his or her own meanings to make sense of another's reality. Bennett (1993) proposed a Developmental Model of Intercultural Sensitivity (DMIS), which suggests that individuals with intercultural sensitivity tend to transform themselves from the ethnocentric stage to the ethno-relative stage. This model consists of six stages (Bennett & Bennett 2004). The first three stages of denial, defence and minimization are viewed as "ethnocentric."

Individuals perceive their own culture as central to reality and individuals act by:

"avoiding cultural differences through denying its existence, raising defence against the differences and minimizing its importance" (Bennett & Bennett 2004, p.153).

The next three stages (acceptance, adaptation, and integration) are viewed as "ethno-relative."

During these stages, people experience culture in the context of other cultures, and can be construed as "seeking cultural difference through accepting its importance, adapting a perspective to take it into account, or by integrating the whole concept into a definition of identity" (Bennett & Bennett 2004, p.153).

According to Foronda (2008) the aspects of cultural sensitivity consist of knowledge, consideration, understanding, respect and tailoring. To become culturally sensitive, one must have knowledge of cultural differences and values of other individuals (Center for Effective Collaboration and Practice 2002). Understanding one's background, values, and biases are also considered to be part of cultural sensitivity, where one is able to recognise how these affect their perceptions of others (Al-Krenaw & Graham 2000).

The third essential aspect of cultural sensitivity is that an individual must understand the importance of another's beliefs and experiences (Guberman & Muaheu 2004). Respect refers to the appreciation and regard that one shows for the experiences and values of another human being.

The last attribute of cultural sensitivity is tailoring, which encompasses the idea that change or adaptation of one's worldview to consider another person's or to meet someone else's needs is essential in becoming culturally sensitive. In other words, one may have to tailor his or her own beliefs in order to see the perspective of another (Foronda 2008).

Understanding cultures is a major component of cultural sensitivity. Making an effort to understand and learn about other cultures, will help to develop respect for others, leading to the ability to value diversity and differences (Neese 2017). Global business leaders must adapt their behaviour to the country in which they are doing business or risk being perceived as ineffective and unable to handle complexity, change and ambiguity (Stauffer 2014).

An effective global leader is someone who can operate successfully across cultural boundaries, defining goals to a diverse set of people that includes individuals in their own organisation or external groups. Although many skills are equally relevant to national leadership (i.e. flexibility, interpersonal skills, business acumen) there are others that set global leaders apart.

Whether dealing with multi-cultural teams, starting a new venture in unknown territory, or growing links with other businesses, these and other such competencies emphasise a leader's cross-cultural sensitivity and skill.

The first step in becoming more culturally sensitive is having knowledge and understanding of what defines culture. "The most popular (concept of culture) is the iceberg model, in which we can see that only some aspects of culture are visible to us and many more are hidden. Like an iceberg where we can only see the top reaching out of the water, culture only shows us a few visible aspects and hides most of it under the seas (or in our case in societies that we visit or encounter)" (Haghirian 2012). Cultural sensitivity is the effort an individual makes to see beyond the tip of the iceberg and to try to understand the aspects of culture that are hidden but make up the base and most of the culture.

The most difficult part of being culturally sensitive is shifting one's own thoughts and actions to best present and align oneself to others (Feng 2009). Understanding is a key component of cultural sensitivity.

Making an effort to understand and learn about other cultures will help to cultivate respect for others, leading to the ability to value diversity and differences (Neese 2017).

Having an understanding of intercultural communication makes working with people from other cultures more effective, therefore, cultural sensitivity is an essential concept for such interactions (Neese 2017). The key to a successful global leadership is having the ability to notice, understand, and effectively navigate the territory among culturally diverse perspectives.

“Cultural self-awareness is really a development tool to help you adapt your mindset and become more learning-oriented through enhanced curiosity about sources of cultural diversity, beginning with your own beliefs and values, but it cannot be acquired in a tick box way; it takes time to be developed within you” (Wernsing 2013).

2.3.3. Transformational Leadership in Cross-Cultural Contexts

In order to analyse leadership effectiveness in different cultures, there are various ways to measure the effects of leaders on their subordinates and on their organisations. Hughes et.al (2009) took the view that a leader’s behaviour and or personality traits would play a key role in such indices. The limited number of studies into the relationship between culture and transformational leadership were mainly conceptual. Jung, Bass & Sosik (1995) proposed that certain characteristics of collectivistic cultures might accommodate an easier emergence of transformational leadership than in individualistic cultures.

Wang (2013) argued that in cross-cultural management theory cultural diversity should be viewed as an asset and an opportunity. The key point of their theory was that cross-cultural management is not about neutralizing or containing cultural differences, but rather building on them. Wilkins (2013) stated that the basic behaviours recognised in transformational leadership, such as inspiration, motivation, individual consideration, and intellectual challenge, were seen as core functions of transformational leaders that should be similar around the world irrespective of cultural dimensions. Madzar (2005) also found that transformational leadership seems to be a meaningful determinant of employee information-seeking across countries.

Bass (1997) suggested that transformational leadership should travel well across cultures. He said that the universality of transformational leadership was based on the fact that leaders who practised transformational leadership were more effective than those who displayed transactional or non-leadership behaviours, regardless of cultures, countries, and organisations.

Hofstede (1980) and GLOBE research by House et al. (2004) have been instrumental in establishing strong linkages between culture and transformational leadership. Studies suggest that transformational leadership behaviours are quite important in the case of multicultural workforces which have become indispensable units of many international businesses in a globalised marketplace.

2.3.3.1. Leadership and Learning

Schein (2004), suggests that the appropriate way for humans to behave in relationship to their environment is to be proactive problem solvers and learners. Acting and thinking about real life problems proved to be associated with transformational leadership in Trautman, Maher, and Motley's (2006) study of learning strategies as predictors of transformational leadership. Some general research has been undertaken that opens the door to possible connections between transformative learning and transformational leadership (Brown and Posner 2001). Toms' (2007) studied 288 commissioned police officers in the New Jersey State Police to determine connections between transformational leadership behaviours, leadership characteristics and learning styles. Toms (ibid) concluded that the strongest correlations occurred in those styles that reflect aspects of transformative learning and transforming one's personal leadership experience.

2.3.3.2. Culture and Learning

Certain cultural aspects have an important psychological impact on leaders' and subordinates' perceptions of their roles in organisations and their learning capabilities (Dorfman 2003). Socio-cultural assumptions however represent a fundamental change in the way we look at the world and in changes in our belief system. It has been further argued that organizational cultures that support learning order their managers to adopt leadership styles that allow the generated knowledge to be shared by all the members of the organization outside the limits of space, time and hierarchy (Huber 1996).

In cultures with high power distance (Hofstede 1980) and autocratic leadership, subordinates are likely to be dependent on top management as centres of excellence and repress their own capacity to learn and take initiatives. As such, they would fail to reflect on work-related problems that they face, let alone consider possible solutions to them. This pathological state of inaction may be labelled as socialised helplessness (Bate 1984).

As long as this behaviour reduces overall anxiety among subordinates, it would persist until top management changes its leadership style and empowers subordinates to question existing rules of behaviour without fear of punishment.

Mezirow (1991) suggested that schemata are influenced by socio-cultural and psychological assumptions. He purported that socio-cultural assumptions are typically derived from social learning, and psychic assumptions typically derive from anxiety generated by parental traumatic circumstances in childhood (Mezirow 1991, p. 144). Schemata learned in one's childhood can be retained in one's adulthood, where they serve to influence one's perceptions of reality. Socio-cultural assumptions however represent a fundamental change in the way we look at the world and in changes in our belief system. Mezirow (1997) called these frameworks meaning perspectives, and they are the focus for some of the most profound changes described in the transformative learning paradigm.

According to Mezirow (2000, p. 16) the theory describes "an adult's assumptions, beliefs, and expectations about the world, as part of a frame of reference through which individuals filter their incoming sense impressions of the world". In that context, according to Mezirow (2009, p. 22,) transformative learning may be defined as learning that transforms problematic frames of reference to make them more inclusive, discriminating, reflective, open, and emotionally able to change.

Transformation occurs when a previously held perspective is found to be distorted and the individual reformulates the assumptions and beliefs influencing his or her experiences of the world and, therefore, takes more effective actions. Actions can be changes in behaviours or thoughts, new points of view, or reframing or solving a problem. Therefore, in learning culture, the appropriate way for humans to behave in relationship to their environment is to be proactive problem solvers and learners Schein (2004).

2.3.3.3. Leadership and Charisma

Charisma is really a process – an interaction between the qualities of the charismatic leader, the followers, the needs of the followers and their identification with the leader, and the situation that calls for a charismatic leader, such as a need for change or a crisis (Riggio 2012). Charismatic leaders are sometimes called transformational leaders, as they share multiple similarities. Their main difference is focus and audience. Charismatic leaders often try to make the status quo better, while transformational leaders focus on transforming organisations into the leader's vision.

In Bass's (1985) model, idealized influence is a key component of transformational leadership theory which presumes that followers admire and identify with transformational leaders and want to imitate them, and this acts as a charismatic draw.

Although Bass's (1995) model is acclaimed as making a significant contribution to leadership, his theory has also been criticised (Yukl 1999) especially in relation to methods of influence. Charisma has been vigorously debated as either central to transformational leadership (Burns 1978; Bass 1985) or as detrimental to it (Sashkin 1986). Charisma, in and of itself, may serve useful purposes, yet if the leader's focus is on his or her own needs rather than the needs of the organisation charisma can foster dependencies that may result in meeting immediate goals but not building a cadre of genuine followers (Sashkin 1986). If the leader's motives are organisational and pro-social, this characteristic is thought to serve both the individual and the organisation. However, when personal or distorted aims form the leadership framework charisma can evoke less than healthy responses in followers. Graham (1991) suggested that, were it not for moral safeguards, charismatic leaders could induce followers to become enthralled no matter what their aims.

2.3.3.4. Leadership and Morality

According to Lemoine (2018, p.14):

“morality can be subjective, and how leaders put their own ethics into practice can have massive implications for the effectiveness of their leadership, teams, and organizations,”.

The importance of morality for leaders is evident in light of the far-reaching effects of leaders' actions or inaction on other people. Similarly, moral values as drivers within the transformational leadership context is the subject of controversy. Examining transformational leadership from a moral-laden perspective, Burns (1978) originally conceived of transformational leadership as moral in that it raises the level of human conduct and the ethical aspirations of the leader (Burns, 1978 p. 20).

Burns (1978, p.44) further stated that the function of a leader is to induce people to be aware or conscious of what they feel—to feel their needs so strongly, and to define their values so meaningfully, that they can be moved to purposeful action. Bass (1985) believed that leaders should describe what is right for organisations. Even leaders that expressed a lack of morality could be transformational leaders in Bass 's (1985) view; he described Hitler as transformational, stating:

“What matters is that followers' attitudes and behaviour were transformed by the leader's performance” . . . (including possible) movement downward on Maslow's hierarchy of needs (ibid, pp. 20-21).

In a reformulation and restatement of transformational leadership, Bass and Steidlmeier (1999) integrated ethical and moral aspects of leadership into their description of a transformational leader. This included a focus on the moral character of the leader and moved closer to Burns' (1978) original concept of transformational leadership as a process founded in moral considerations and values. Sashkin (1986) has always included a component of trust building (credible leadership) and values-orientation (principled leadership) in his treatment of transformational leadership. As transformational leadership is evolving more toward the inclusion of an ethical and moral framework other authors are raising theories of authentic leadership (Avolio & Gardner 2005; Shamir & Eilam 2005), and it appears these perspectives may converge.

Transformational leadership has a significant impact on followers from diverse backgrounds ranging from superior task performance, increase in motivation and job satisfaction and advancing learning and development.

2.3.3.5. Culturally Embedded Leadership Values

In the heat of World War 2 Kurt Huber, the German professor and member of the resistance group "White Rose" wrote of the urgent need to better understand the relationship between leadership and culture:

"There is no hope for creating a better world without a deeper scientific insight into the function of leadership, of culture, and of the other essentials of group life. Social life will have to be managed much more consciously than before if man shall not destroy man" (Huber 1943, p. 334).

Nevertheless, there is still a theoretical gap in the literature as regards understanding the behaviours which leaders adopt when they move from a high-power distance culture to operate in a country classified as low power distance context (Steers et. al 2010).

In some studies, it has been found that some valid similarities and principles in leadership style transcend cultures and are necessary for global leaders (Barzano 2008). Other researchers argue that leadership styles may differ due to the influence of different cultures (Hofstede, 1993). Little research has focused on the impact of host countries' culture values on foreign managers' leadership styles (Zagorsek, Marko and Stanley 2004). There is broad agreement amongst authors of cross-cultural literature that culture influences the perceptions and values of leaders. Within each cultural society the members internalise a set of cultural dimensions, making such choices as egalitarianism versus power distance, collectivism versus autonomy, assertiveness versus feministic traits. The mechanisms through which such internalisation occurs will also vary between cultural contexts (Hofstede 1980; Javidan & House 2001; Schwartz & Bardi 2001).

Hence, the values held by the leaders of a society are partly a social phenomenon. Where those leaders are members of societal cultures, the value systems they hold are also likely to be reflective of the larger society (Hanges, Lord & Dickson 2000). This statement does not hold true where a leader from one culture finds himself leading an organisation whose cultural norms are distinctly different from his own.

There would appear to be a direct correlation between the values of leaders, the culture of the organisations they lead and the culture of the larger society in which those organisations function.

National culture plays an important role in shaping organizational culture (Dickson, BeShears & Gupta 2004; Hofstede & Peterson 2000; Sagiv & Schwartz 2007), which may lead to behaviours within organisations that correspond to a society's predominant values (Shane, Venkataraman & MacMillan 1995). Over time, leaders in organizations respond to the organisational culture (Schein 1992; Trice & Beyer 1984), and the cultural elements within the organisation lead to an indirect effect of social culture on those leaders' values. The point to argue is whether societal culture has a direct effect on leadership values or an effect that is mediated by organisational values and the value systems that leaders hold which are partly shaped by the larger society (e.g. Hanges et al. 2001).

Moreover, one must also consider the effect of those values which are brought by leaders into their organisations. The mediated effect is a result of the socialization that takes place within the boundaries of an organisation. Since organisational culture reflects the surrounding national culture, organisational socialisation is not limited to one's organisation alone, but occurs within the broader milieu of the whole societal context (Morrow 1983; Wiener 1982). However, national cultures are thought to differ in the intensity of their influence in creating convergence between individual and societal level values (Mustafa & Lines 2013).

In their respective studies on value transmission and assimilation in the family system, Boehnke (2001) and Schönflug (2001) found that collectivistic (embedded) values tend to be more internalized than individualist (intellectual autonomy) values.

Fischer (2006) also reported a strong convergence between individual and societal level value ratings for embeddedness and affective autonomy values. Fischer (2006) argues that these values might be deeply ingrained during socialisation processes because they are related to culturally appropriate experiences and expressions of connectedness.

In order to exhibit steady conformity to societal values, social expectations become an internal norm of obligation (Vauclair 2009; Yao & Wang 2006), which tends to produce a close alignment between personal and societal values. For instance, personal and communal goals are more closely aligned in collectivist cultures than in individualistic cultures (Triandis 1995). Conversely, the basic motive structure of people in individualistic cultures reflects their internal beliefs and capacities — including the ability to effect change and to withstand social pressure (Triandis 1995).

According to Yaveroglu and Donthu (2002), individuals in collectivist cultures are more likely to imitate each other to fit in to gain social standing and acceptance. This line of argument is supported by earlier evidence which suggests that social norms rather than personal values are a useful predictor of behaviour in collectivist societies, while personal values and attitudes play an important role in predicting one's behavioural intentions in individualistic cultures (Bontempo & Rivero 1992). Similarly, role obligations and other normative influences are said to play an important part in the development of self-identity of people in cultures characterised by traditional values (Westwood, Chan & Linstead 2004).

2.3.4. Leadership Values in Sri Lankan Cultural Context

2.3.4.1. An Introduction to Sri Lanka

Sri Lanka is an island country situated in South Asia near south-east India. Sri Lanka's documented history spans 3000 years, with evidence of prehistoric human settlements dating back at least 125,000 years (Roberts and Brian 2006). From the beginning of British colonial rule in 1796 until the country became an independent republic in 1972 Sri Lanka was known as Ceylon.

2.3.4.2. Religious Influences

Sri Lankan culture has been influenced by the heritage of Theravada Buddhism passed on from India since 3rd Century BCE. (Tin 2008). A Gallup poll of 143 countries found that Sri Lanka was the third most religious country in the world, with 99% of the population indicating that religion played an important part of their daily lives. According to the Census of Population and Housing Report (2012) by the Department of Census and Statistics – Sri Lanka Theravada Buddhism accounts for 70.2% of the population, located mainly in Sri Lanka's southern and central regions. 12.6% of Sri Lankans are Hindus, primarily in the north of the country.

Sri Lanka's (mainly Sunni) Muslims make up 9.7% of the population and occupy mainly the eastern coastline, while the nation's Christian population, accounting for 7.4% (mainly Roman Catholic) are primarily, located along the western coastline. Given the commonality of religious teachings regarding values, morality and behaviour there is little doubt that religious persuasion strongly influences leadership values in Sri Lanka.

Akuratiyagamage (2007) suggests that Theravada Buddhism may be one source of insights into Sri Lankan leadership values.

2.3.4.3. Ethnic Influences

Ethnicity is another major factor influencing value systems. The Sri Lanka Census of Population and Housing (2012) reports that in Sri Lanka the Sinhalese ethnic group makes up 74.9% of the population and geographically corresponds with the location of Theravada Buddhists in the south-west and central districts. Sri Lankan Tamils, living predominantly in the north and east of the island, form the largest minority group at 11.1%. Moors, descendant from Arab traders comprise 9.3% of the population and live in the Central and Eastern provinces. Indian Tamils comprise 4.1% of the population and smaller minorities include Malays, Burgers (descendants of European colonists from Portugal, the Netherlands and the UK) and ethnic Chinese migrants who came to the island in the 18th and 19th centuries.

2.3.4.4. Linguistic Influences

The Sri Lankan Census of Population and Housing (2012) reported that the Sinhala language is mostly spoken by the Sinhalese people, who constitute approximately 74.9% of the national population and total about 16.6 million. It uses the Sinhala abugida script, derived from the ancient Brahmi script. The Tamil language is spoken by Sri Lankan and Indian Tamils as well as by most Sri Lankan Moors, in total numbering around 4.7 million. There are more than 50,000 speakers of the Sri Lankan Creole Malay language.

English in Sri Lanka is fluently spoken by approximately 10% of the population, and widely used for official and commercial purposes. It is the native language of approximately 74,000 people, mainly in urban areas. The Muslim community in Sri Lanka widely uses Arabic for religious purposes.

2.3.4.5. Development Issues

Sri Lanka has achieved human development outcomes more consistent with those of developed countries (e.g. literacy rate is around 92%), but has not achieved its full potential in utilising its human resources (The World Bank 2000).

2.3.4.6. Sri Lankan Cultural Values

Many Sri Lankan managers maintain a distance from their subordinates and reward systems based on individual performance predominate, reflecting an individualistic cultural trait. (Nanayakkara 1992, 1988). As explained by Nanayakkara (1992, 1988), Sri Lankan managers believe that many employees see work as a way to live, rather than as a way of life. They generally have negative attitudes towards sharing responsibility, challenging the status quo, and pioneering innovation.

Other leadership studies (Chandrakumara and Sparrow 2004) indicate that Sri Lankan employees are oriented towards organisations and positions by their work ethic. They believe that work is good in itself but meaningful only if it relates to an organisation and a job position.

2.3.4.7. Sri Lankan Leadership Values

Values held by the Sri Lankan business leaders exert an influence over many facets of the business environment and set the tone for the organisational culture and business relationships with key stakeholders. Therefore, Sri Lankan business executives have clear values which define their personal and professional lives and the characteristics of ethical and unethical leaders.

Their ethical dilemmas are mostly defined by cultural and political factors in Sri Lanka, which challenge the business environment. Jayakody (2008) found that the values of integrity, honesty and respect for others as being central to the Sri Lankan leaders' personal values and belief system.

2.3.5. Leadership Values in the Australian Cultural Context

2.3.5.1. An Introduction to Australia

Australia was inhabited by indigenous Australians for over 65,000 years before the first British settlement in the late 18th century. In the past decades people from all over the world have come to Australia. Today it is a multicultural society.

In area, Australia is the sixth biggest country in the world and the smallest continent. It lies between the Pacific and Indian Oceans, about 3,000 km from the mainland of Asia. Australia is often called 'Down Under' because the whole continent lies south of the equator. Climate conditions ranging from the tropical rainforests in the north to the cool and temperate climates in the south and southeast exist in Australia.

The continent is also one of the richest countries in the world. It produces wool and meat on one side, as well as gold, bauxite and other minerals on the other. Australians have a high standard of living.

2.3.5.2. Religious Influences

Australia has a very diverse culture, and the society is very liberal. The immigration policies have ensured that people of all races and creeds have settled in the country and are able to live quite amicably. People can choose a faith that suits them provided they do not break the law. Australia has no official religion and there is an atmosphere of religious freedom.

According to data from the Australian Bureau of Statistics, in the 2016 Census, Christian religion affiliations were reported by 52% of the population. Non-Christian religions represented about 8% of the population. About 39% of the population stated they had no religion or did not state their religion. The 2016 Census recorded over 120 different religious denominations each with 250 or more followers. The religious composition of the States and Territories varies.

There are very few religions which are not practised in the country at the current time, but for many years traditional indigenous religions were practised by the indigenous people. Their belief systems were characterised by deities and spirits who created people and the surrounding environment during a particular creation period at the beginning of time [the Dreamtime] (Welch 2017). It was the settlement by Europeans during the 18th century that began to bring other faiths to the country.

The first British settlers brought Anglicans and other Christian faiths such as Catholics, Methodists, Lutherans and Baptists to the country. These were followed by non-Christian religions such as Chinese Buddhism as immigration began from other parts of the world.

In 1911 the collection of census statistics was undertaken nationally for the first time since the individual colonies federated in 1901. The results of that census showed

that 95.9% of the population was following a Christian religion (Australian Bureau of Statistics 1994). As immigration increased after World War Two the number of religions practised grew.

In recent years the number of people with a non-Christian faith has doubled as immigration has moved away from the European nations and more people from Asia and Africa are choosing to make their home in Australia.

2.3.5.3. Ethnic Influences

According to the report on Ethnic Communities and Political Power in Australia (2018), by the Department of Social Services in the Australian context “ethnic communities” refers to the communities which comprise people who have come from other countries, or descendants of people who have migrated to Australia from countries which are either non- English speaking or whose core culture is not British. The latest Australian census (2016 Census, Australian Bureau of Statistics, 17 October 2017) reports that the makeup of ethnic backgrounds found in Australia today are as follows: British continue to be the majority with 67.4% of the population. This is followed by other European ethnicities: Irish (8.7%), Italian (3.8%), and German (3.7%). Those of Chinese ethnicity represent 3.6% of the population and the Aboriginal, and Native Australians are now only 3%. Other ethnicities can also be found, though in smaller numbers: Indian (1.7%), Greek (1.6%), Dutch (1.2%), and Other (5.3%). The “Other” ethnicity includes individuals from many countries, particularly European and Asian nations.

2.3.5.4. Linguistic Influences

Though Australia has no official language, English is regarded as the de facto national language of Australia and is spoken by the majority of the population. Australia is a linguistically and culturally diverse country with influences from more than 160 spoken languages. Australian English has a unique accent and vocabulary. Collectively, Australians have more than 200 spoken languages. In the 2016 Australian census (Ibid.) 76.8% of Australian residents spoke English at home. Mandarin is the most widely used non-English language spoken in Australia. Immigration patterns have had a significant influence on the most widely spoken language in the country other than English.

Early European settlement in Australia almost eradicated the indigenous languages, and few of these aboriginal languages have survived today. 'ID The Population Experts' is an Australian private enterprise organisation that specialises in demographics, economics, housing and population forecasting. Based on their 2016 analysis (.idcommunity 2016), 72.7% of Australian residents speak English only, 3.5% are non-English speakers and 17.4% speak English plus other languages.

Apart from English, Mandarin is the dominant language spoken at home by 1.6% of residents. Other emerging languages include Punjabi, Filipino/Tagalog, and Arabic. The Australian Bureau of Statistics 2016 census (Ibid.) reports that in Sydney, Australia's most multicultural city, about 30% of the population does not speak the English language at home. Sydney and Melbourne house more than 65% of Australia's non-English migrants who in general speak some 240 foreign languages. Many immigrants use their mother tongue and have a smattering of English. As a result, about 1 million migrants cannot speak English which is a significant number in a country of about 24 million people, of which 15% of residents speak a second language at home.

2.3.5.5. Development Issues

From the Agenda for Sustainable Development Issues, the Australian government has identified 17 Sustainable Development Goals (SDGs) for both domestic and international application. The agenda is well-aligned with Australia's foreign, security, development and trade interests, especially in promoting regional stability, security and economic prosperity. The Agenda for Sustainable Development Issues (ibid) also helps Australia in advocating for a strong focus on economic growth and development in the Indo-Pacific region and in promoting gender equality, governance and strengthening tax systems.

2.3.5.6. Australian Cultural Values

Australia's culture and values have stemmed from the development of a nation that had instilled and carried forth the British Empire's presence, along with its values and views (Flogging the Tall Poppy Syndrome 2004; Ashkanasy et al. 2002). Australia developed as a convict base which consisted of three classes of inhabitants: the elites, the convicts, and the indigenous people.

Convicts were transported to Australian colonies from 1788 to 1868. In 1830, 42 years after the colony of New South Wales had started, convicts outnumbered the elites by almost 5 to 1. (Rienits 1970a). In 1901, the Australian nation was born when six British colonies located in different parts of the continent united to form the Commonwealth of Australia. The brand-new Commonwealth held about three quarters of million people at that time (UNESCO 2010).

Some of the early cultural Australian attitudes that developed were: empathy and identification with the idea of a fair go for all, mateship, and the practice of criticising icons and cutting them down to size if they were perceived as larger than life. This latter construct was known as the tall poppy syndrome (Flogging the Tall Poppy Syndrome 2004; Sarros et al 1999). The Tall Poppy Syndrome (TPS) had its genesis in the cultural divide between the two groups of white settlers with the convict or lower classes thumbing their noses at authority (the elites) (Sarros et al. 1999).

“Mateship was the mythology of the tribe who loved men of their own kind while entertaining the most savage hatreds against all strangers” (Sinclair & Wilson 2002, p107).

Sinclair & Wilson (2002) believe that mateship, ‘fair go’ and egalitarianism, have only ever referred to and included privileged groups, which has typically excluded those groups consisting of immigrants, women, and indigenous people. In 2003 The Business Council of Australia (BCA) indicated that the values of Australians appear to be fairly constant over time even when comparing across different socio-economic groups, educational levels or family make-up. The BCA paper puts forward the Australian values as:

- Respect for democracy
- Tolerance and caring for others
- Strong sense of justice
- Egalitarianism
- Fairness
- Loyalty and freedom of self-determination

Horne (2000) cited Australian values as suburbanism, mediocrity, ‘fair go’, having a good time and ‘giving it a go’. Philips & Smith (2000) identified from their study values

such as mateship, a relaxed/easy going orientation, 'fair go', owning a home and family as the main values. Australian values appear to be grounded in everyday life (Philips & Smith 2000).

2.3.5.7. Australian Leadership Values

Australian literature on leadership has tended to focus on leadership characteristics and styles (Rymer, 2008). Sarros (1992), a prominent scholar in this area, identified the relationship between the Australian concept of friend or 'mateship' as a major cultural factor determining Australian leadership style.

Modern concepts of strategic leadership, vision or implementation began to affect Australian leadership at a later stage. Sarros (1992) also reported that many Australian managers identify adaptability as a key leadership trait. Roberts et al. (2003) reported in their study that Australian leaders are expected to be more socially-orientated and affiliate, and to place less emphasis on the work and/or outcome of the work.

Research by Hofstede et al. (2002) showed that Australian leadership values are changing and a more cosmopolitan value set has been formed through the effects of immigration. Sarros et al. (2003) placed integrity as the foremost character attribute of Australian leaders. Ashkanasy et al. (2002) found that Australian leaders must inspire high levels of performance and be visionary without being too charismatic while still being seen as "one of the boys" and also allowing Australians to have their say. Henry (2005) believes that Australians exhibit a "can do" attitude while simultaneously resenting high achievers through the tall poppy syndrome.

Henry (2005) stated that the mateship principle is the root cause of why Australian managers have difficulty dealing with poor performance and providing feedback on unacceptable standards of work. This process is akin to 'dobbing in your mate' (informing on a co-worker) which runs counter to the mateship principle (Henry 2005). This is a form of avoidance leadership. The following table compares the cultural contexts of leadership in Sri Lanka and Australia.

2.3.6. The Leadership Contexts of Sri Lanka and Australia

Table 2-4. The Leadership Contexts of Sri Lanka and Australia

Sri Lanka	Australia
<ul style="list-style-type: none"> • Collectivist (high power distance and security) House et al. (2004) • The concept of collectivism is common within Sri Lankan families – a hierarchical structure where major decisions are made by the father (Liyanage 1996a) • Society is hierarchical with a high-power distance (Liyanage 1996b); • Corporate culture has a clear disparity in the distribution of power between managers and non-managers (Hewege 2011; Jayawardana, O'Donnell & Jayakody 2013) • In a high-power distance society tall hierarchy, acceptance of inequality, and placement of people in suitable places in institutional hierarchies are evident (Hofstede 1986). • In a high-power distance society, it is common to observe managers dominating their subordinates, subordinates afraid to disagree with their managers, autocratic managerial decision-making, and paternalistic leadership behaviours Hofstede (1986). • Bureaucrats exercise patrimony and patronage in organisational contexts Hewege et al. (2008) • Managers expect their subordinates to respect authority and status within the organisation Liyanage (1996a) 	<ul style="list-style-type: none"> • Individualistic (egalitarian values create moderate power distance and promote risk-taking) (Hofstede 1980, 1984; Ashkanasy 2003; House et al 2004) • Being an individualistic culture mainly concerned for themselves and their immediate families (Hofstede 1980) • Being a masculine country more difference between women's and men's values (Hofstede 1980) • Short term-oriented culture similar to its Anglo counterparts (Long 1998; O'Neill 1996) (Hofstede et al. 2002) • More casual attitude to life (formality/informality) (Dubrin & Dalglish 2001) • Considered an urgent, time-oriented culture evidenced through the use of deadlines and the short time spent to get to the point in business negotiations (Dubrin & Dalglish 2001; Hofstede 1980). • Greater emphasis on achievement and materialism (Sinclair & Wilson 2002) • An emergent influence of ethics in the leadership setting (Dubrin & Dalglish 2001) • Australian values are changing, and a more cosmopolitan value set has been formed through the effects of immigration (Vecchio et al. 1992)

<ul style="list-style-type: none"> • Managers respect rank, expect status recognition in social situations, and treat managers as ritual personalities (Wijewardena & Wimalasiri 1996) • Managers maintain closer employee relationships and are more group-oriented than their Western counterparts (Wijewardena & Wimalasiri 1996) • Managers often recruit employees deemed as trustworthy such as their relatives, rather than searching for qualified but unknown candidates; this is conducive to strong mutual bonds within an organisation (Wijewardena & Wimalasiri 1996). • Managers often consider the implementation and achievement of their decisions as a main managerial responsibility, even though their decisions are generally made as a collective (Wijewardena & Wimalasiri 1996) • Managers often make decisions by contacting their own senior managers or consulting with subordinates (Wijewardena & Wimalasiri 1996). • Collective decision making such as common meetings, staff meetings and open assemblies are common in Sri Lankan organisations (Hewege 2011). • Prioritise their customers' needs, as they believe maintaining customer satisfaction should be one of the main elements in their organisation's mission statement (Yapa 2012) • Many women have the opportunity to reach leadership positions and play a significant role in Sri Lankan society (Samarasinghe 2000). 	<ul style="list-style-type: none"> • Has a larger external focus of control, less authoritarian, less extroverted and possesses a lower work ethic (Ashkanasy et al. 2003). • Australian managers are more assertive, more dominating, more imaginative, more self-sufficient, do not place a high value on ambition and achievement at the expense of their peers (Dubrin & Dalgleish 2001) • Australian leaders must inspire high levels of performance and be visionary without being too charismatic while still being seen as "one of the boys." • Australian workers require freedom to have their say in corporate decisions (Meng et al 2003). • Unique emic dimensions of leadership may exist which include mateship, egalitarianism and individualism (Ashkanasy et al. 2003). • Henry (2005) believes that Australians exhibit a "can do" attitude while simultaneously resenting high achievers through the tall poppy syndrome. • Australia's egalitarianism is centred around a principle of "sameness" but that "sameness" is unequal between the Anglo-Saxon and other groups (Sinclair & Wilson)
--	---

- | | |
|--|--|
| <ul style="list-style-type: none">• Female participation in Sri Lankan leadership positions is still commendable and most are able to compete with their male counterparts in regard to political participation and leadership (Samarasinghe 2000)• Perceptions, practices, competencies, styles and other cognitive attributes of leadership in the Sri Lankan organisational context are limited (United Nations Development Programme 2014c).• Since before the colonial era, Sri Lankan society has been a patriarchal one (Hewege et al. 2008; Kamalika 2008; Nanayakkara 1992). In particular patriarchal values and structures are a common characteristic of the Asian management style (Wijewardena & Wimalasiri 1996).• Sri Lankan society is still often characterised by inequality in the distribution of power and authority between the social classes and even within the workplace (Chandrakumara & Sparrow 2004). | |
|--|--|

The following table summarises the cultural contexts of leadership behaviours between two different socio-economic settings.

Table 2-5. The Cultural Contexts of Leadership Behaviours; Sri Lanka and Australia

Sri Lanka	Australia
<ul style="list-style-type: none"> • The patrimonial and feudal elements, a caste-based social structure, and religious institutions have all played a role in the pre-colonial Sri Lankan social system (Hewege et al. 2008). Some of the feudal and patrimonial rituals practised in traditional peasant society are still observable among contemporary Sri Lankan workers today (Hewege et al. 2008). Sri Lankan society is still often characterised by inequality in the distribution of power and authority between the social classes and even within the workplace (Chandrakumara & Sparrow 2004). • Sri Lankan society is hierarchical with a high-power distance Liyanage (1996b); contemporary Sri Lankan corporate culture has a clear disparity in the distribution of power between managers and non-managers (Hewege 2011; Jayawardana, O'Donnell & Jayakody 2013). • Sri Lankan managers prioritise their customers' needs, as they believe that maintaining customer satisfaction should be one of the main elements in their organisation's mission statement Yapa (2012). Based on this perspective, most Sri Lankan organisations regularly conduct customer satisfaction surveys as a common research tool for collecting customer feedback (Yapa 2012). 	<ul style="list-style-type: none"> • Meng et al. (2003) details how research by Ashkanasy and Falkus have found four uniquely Australian dimensions of leadership: mateship, the tall poppy syndrome, one of us, and the underdog. • Several of the views expressed in Long's (1998) survey of Australian and regional executives described Australian leaders as having a short- term or narrow view of business at that time. • Research by Meng et al. (2003) and Ashkanasy et al. (2002) found that Australian leaders must inspire high levels of performance and be visionary without being too charismatic while still being seen as "one of the boys" and Australian workers require freedom to have their say in corporate decisions • Sarros et al. (1999) have found that Australian executives are ambivalent about using appeals to emotion and thought of themselves as egalitarian, achievement orientated, autocratic and easy going. • Ashkanasy et al. (2003) found that the unique elements of Australian leaders at the emic level charisma is not perceived to increase a leader's effectiveness; the perception of effective leadership differs across cultures; and unique to Australia, the dimensions of leadership culture were the presence of egalitarianism, mateship and individualism.

- Sri Lankan managers also expect their subordinates to respect authority and status within the organisation Liyanage (1996a).
- In addition, most Asian managers respect rank, expect status recognition in social situations, and treat managers as ritual personalities and courtesies are consistently observed from most of the Asian management (Wijewardena & Wimalasiri 1996).
- Sri Lankan managers often recruit employees deemed as trustworthy such as their relatives, rather than searching for qualified but unknown candidates; this is conducive to strong mutual bonds within an organisation (Wijewardena & Wimalasiri 1996). Hofstede (1986) and House et al. (2004) both believed that collectivism is a key characteristic of Asian culture.
- Hofstede (1986, p.45) defined collectivism as 'characterised by a tight social framework in which people distinguish between in-groups and out-groups; they expect their in-groups (relatives, clan, organisations) to look after them. In exchange for that they always feel absolute loyalty to it'.
- The Sri Lankan family system also cultivates the value of accepting any order by the seniors of the hierarchy without challenging them (Liyanage 1996a). Sri Lankan employees therefore often show respect, fear and subservience to their managers (Hewege 2011). As a result of this, most Sri Lankan employees work as a family along different levels in the organisational hierarchy, and group participation is also common in Sri Lankan organisations.

- Yet despite these paternalistic leadership styles, many Sri Lankan managers maintain closer relationships with their supervisors or peers than their subordinates (Nanayakkara & Ranasinghe 1984).
- Due to the close relationship between manager and subordinate, Sri Lankan managers often make biased decisions when appraising their employee's performance, suggesting they are not too strict in appraising their subordinates (Jayawardana, O'Donnell & Jayakody 2013). Due to this, Sri Lankan employees often build strong relationships with their supervisors, indicating that failure to be in the manager's 'in-group' can have a serious effect on an employee's performance appraisal (Jayawardana, O'Donnell & Jayakody 2013).
- Most Sri Lankans and their organisations have also been identified as less open to accepting risk (Hewege 2011). In addition, traditional feudalistic and colonial influences have made Sri Lankan employees reluctant to develop a long-term commitment to their organisation (Hewege 2011), mainly because the Sri Lankan Government offers social benefits such as pensions, free health and education, and access to infrastructure (Central Bank of Sri Lanka 2012a). This has resulted in negative attitudes towards innovation, entrepreneurship, risk acceptance and self-employment among most Sri Lankans (Hewege 2011).

The above Table 2.5 shows that contemporary Sri Lankan business leaders reflect a mix of traditional and Western cultural values. They blend feudalistic and patrimonial values with Asian cultural values of loyalty, trust, cooperation, compassion, tolerance, morality and empathy (Hewege et al. 2008; Wijewardena & Wimalasiri 1996). The influence of the colonial period on Asian leaders, causing them to accommodate hard values of the West together with soft values of the East (Madsen & Thong 1989) are also applicable to the Sri Lankan leadership approach in an organisational context.

According to Hofstede (2001, 1981, 1980), the Australian culture at the macro level shows a close connection between Australia, the USA, UK and New Zealand. However, at the micro level we see that from Australia's early origins, various Australian characteristics were adopted as part of the unique Australian culture. These Australian characteristics are the 'tall poppy syndrome', a 'fair go', mateship, barracking for the underdog and egalitarianism (Parry 1998a, 1998b; Ashkanasy et al. 2002; Meng et al. 2003; Sarros et al. 1999). These different fundamental values that have been accepted in the Australian culture have brought about a different attitude and behavioural set in Australians. This affects the deeper values in the cultural "onion" as described by Trompenaars & Wooliams (2003) that lay hidden beneath the extrinsic or visible layers of culture.

2.4. PART C – AVENUES FOR EXPLORATION

2.4.1. Limitations of the Reviewed Literature

A review of leadership literature has revealed that early theories of leadership focused on the behaviour and quality of leaders in contrast to later theories which focused on the contextual nature of leadership and the role of followers. There are different views on each theory of leadership based on the circumstances experienced by leaders. Great Man Theory suggested that humans are born with certain abilities to lead. The Trait Theory proposed that inbuilt traits are interlinked with the leader's knowledge. Behavioural Theory emphasised the profile of the leader, his/her gestures and attitudes. Participative measured a collective process and its decisions. Situation Theory referenced the adaptability of measurement according to the situation. Contingency Theory emphasised that there is a relationship between the leader's capacity and the circumstances surrounding his/her decisions. Transactional Theory involves performances, skills and knowledge supported by a package of rewards and punishments. Transformational Leadership Theory explored the process of social influence driving leadership vision. The literature review has highlighted how transformational leadership is currently a popular leadership theory due the importance it places on followers and its applicability to different cultures. (Luthans & Doh 2012, p. 474).

Some elementary research has been done that suggests possible connections between transformative learning and transformational leadership. (Brown and Posner 2001). Acting and thinking about dilemmas and real-life problems proved to be associated with transformational leadership in Trautman, Maher and Motley's (2006) study of learning strategies as predictors of transformational leadership. There is an increasing interest in Transformational Leadership and a corresponding concern about the progress of delegating power and the acceptance of responsibility by followers. Although research has shown that the focus upon leadership practices in cross-cultural contexts is important, recent studies have fallen short of examining the characteristics required of a leader where the organisational culture he / she leads and the societal culture in which it functions are different from his / her own. From the perspective of multinational corporations and global enterprises that transfer leaders into unfamiliar settings a greater understanding of such constructs is important, as expressed by Tarique & Schuler (2010).

Moreover, few studies have been carried out identifying the experiences of Asian leaders with global / multinational purviews (Dowling & Welch 2005).

2.4.2. Observations from the Personal Contingency Leadership Paradigm

Table 2-6. Observations from the Candidate’s PCLP

Construct	Literature	PCLP
Cultural Adaptation	The body of knowledge stops short of suggesting how leaders might successfully adapt their leadership approaches in different cultural contexts.	The candidate’s PCLP illustrates successful adaptation of leadership approaches in both Sri Lanka and Australia.
Leadership Values	The body of knowledge identified values appropriate to leadership with specific cultural contexts, but stops short of identifying those leadership values required when a leader is functioning within a cultural context different to his own cultural background.	The candidate’s PCLP illustrates a successful transition from a leadership value set specific to a Sri Lankan culture to a leadership value set suited to an Australian culture.

Source: Developed for this study.

2.4.3. Research Questions

From the identified shortfalls in the two examined bodies of knowledge and from the insights attained by contrasting those gaps against the constructs documented in the candidate’s PCL, the following questions have arisen that are suited to further systematic inquiry:

1. From the perspective of an Asian leader operating in a multinational context, how do the required leadership characteristics differ where the organisational culture and social cultural context change?

2. How can I, as a leader, successfully transition from one cultural context to another?

2.5. CONCLUSION

In the first section of this chapter the body of literature pertaining to leadership theory was reviewed. A taxonomy of leadership approaches was established and used as a framework to systematically evaluate the known theories. In the second section of the chapter the body of literature in regard to the cultural context of leadership was reviewed, initially in generalised terms and later in terms specific to the cultural contexts of Sri Lanka and Australia. In the third section of this chapter the perceived shortfalls in those bodies of knowledge were identified. In particular, knowledge gaps appeared in our understanding of the adaptation of cultural sensitivity by leaders working in cross-cultural contexts and the means by which managers might present one set of culture-specific leadership values in one context and a different set of leadership values in a different context. Reference to the candidate's PCLP shed some insight into how the candidate had successfully addressed those challenges in practice. These insights suggested avenues for further systematic inquiry, leading to the development of two specific research questions:

1. From the perspective of an Asian leader operating in a multinational context, how do the required leadership characteristics differ where the organisational culture and social cultural context change?
2. How can I, as a leader, successfully transition from one cultural context to another?

3. CHAPTER 3 - METHODOLOGY

3.1. INTRODUCTION

This Chapter examines the respective strengths and weaknesses that provide justification for the research design selected for the present study. It then describes and justifies the choice of the research method and outlines the research techniques used in data collection, data management and data analysis.

3.2. PARADIGMS OF INQUIRY

Research paradigm means a set of beliefs, values, and assumptions that a community of researchers have in common regarding the nature and conduct of research. The beliefs include, but are not limited to, ontological beliefs, epistemological beliefs, axiological beliefs, and methodological beliefs. In short, a research paradigm refers to a research culture (Phillips & Burbules 2000).

All paradigms share common perspectives but each paradigm sees the world differently and it is the choice of paradigm that affects which methodology will be used to conduct research (Morgan, 1983). Ontology is a branch of philosophy concerned with how we perceive the nature of reality (Phillips & Burbules 2000). The differences between research paradigms often pertain to their ontological perspectives:

- What is the nature of reality?
- What is already known about this reality?
- Does the reality exist separately from ourselves?
- What is already known about the real world?
- Is this how things really work? (Perry, Reige and Brown, 1999)

Metaphysically, can material reality be considered independently from the reality of the researching observer? This view of reality has been fundamental to scientific research and has been the basis for a realist or positivist inquiry paradigm.

Epistemology is another branch of philosophy. It is literally "the theory of knowledge" and is concerned with the ways in which we can know the world. In research, it is "the discipline of knowing what does and does not constitute knowledge" (Daymon & Holloway 2002).

The epistemological perspective requires us to consider:

What is the relationship between the researcher and the reality, as they perceive it?

Is the reality shared by others or only by the researcher?

Have the perceptions of the researcher shaped the desired reality or is it a 'true' representation of the reality? (Guba and Lincoln, 1994)

The following Table illustrates the differing ontological, epistemological and methodological perspectives of three non-positivist research paradigms. It was adapted from the works of Guba & Lincoln (1994), Alizadeh & Riege (1996), Healy & Perry (2000) and Perry, Daymon & Holloway (2002).

Table 3-1 Alternative Inquiry Paradigms

Paradigm Element	Post-Positivism	Critical Theory	Constructivism
ONTOLOGY How reality is perceived by the researcher	Critical realism – Reality is only imperfectly and Probabilistically apprehensible	Virtual reality – embracing multidimensional and evolving social, political, cultural, economic, ethnic and gender values	Relativist multiple realities constructed and shaped by the predispositions and biases of researchers
EPISTEMOLOGY How the researcher derives understanding	Modified objectivity. Based on multiple triangulated perspectives create understanding that is probably true if coherently linked to other knowledge and not falsified	Understanding derived subjectively and is value-mediated because the investigator is critical value driven and linked to the investigated	Understanding is created subjectively by the researcher, interactively linked with the object of the research, as understanding evolves and the investigation proceeds
METHODOLOGY The framework of concepts, theories and strategies applied in selecting research methods	Research strategy seeks to reduce but not eliminate the researcher's bias. Truth supported by failure to falsify hypothesis. Utilises both quantitative and qualitative methods	Researcher is a transformation agent who seeks to dialectically change their researched context	Researcher is a dedicated participant seeking to uncover personal understanding that is superior to existing understandings mainly through qualitative methods that can be supplemented by

			quantitative methods
--	--	--	-------------------------

Source: Developed for this study, based on the works of Guba & Lincoln (1994), Alizadeh & Riege 1996), Healy & Perry (2000) and Perry, Daymon & Holloway (2002).

‘We can never achieve a complete ‘scientific’ understanding of the human world. The best we can do is to arrive at a truth that makes a difference that opens up new possibilities for understanding’ (McLeod, 2001, p. 4).

Guba and Lincoln (1994) proposed a direct link between ontological, epistemological, and methodological assumptions of an inquiry paradigm and the practical issues related to the conduct of research. Acknowledging some overlap between inquiry paradigms, Guba and Lincoln identified 10 practical issues that are guided by an inquiry paradigm: inquiry aim, the nature of knowledge, knowledge accumulation, goodness or quality criteria, values, ethics, voices, training, accommodation, and hegemony (p. 112).

Examining the link between collaborators’ ontological, epistemological, and methodological assumptions and the dynamics of the collaborative process contributes to understanding similarities and differences among different inquiry paradigms. Given a research purpose and an appropriately selected ontology and epistemology, the research strategy will include logically coherent considerations regarding the research method, research design and data collection techniques used in the research process. This study adopts the constructivist paradigm, which is built upon the premise of a social construction of reality (Searle, 1995). One of the advantages of this approach is the close collaboration between the researcher and the participant, while enabling participants to tell their stories (Crabtree & Miller, 1999). Through these stories the participants are able to describe their views of reality and this enables the researcher to better understand the participants’ actions (Lather, 1992; Robottom & Hart, 1993). Therefore, this paradigm:

“recognizes the importance of the subjective human creation of meaning, but doesn’t reject outright some notion of objectivity. Pluralism, not relativism, is stressed with focus on the circular dynamic tension of subject and object” (Miller & Crabtree, 1999, p. 10).

3.3. METHODOLOGY

Methodology refers to how the researcher goes about practically finding out whatever he or she believes can be known. It is a research strategy that translates ontological and epistemological principles into guidelines that show how research is to be conducted (Sarantakos, 2005), and principles, procedures, and practices that govern research (Kazdin, 1992, 2003a, cited in Marczyk, DeMatteo and Festinger, 2005).

Methodology refers to the framework of concepts, theories and strategies applied in selecting research methods. Whereas the emphasis of positivist research is on measuring variables and testing hypotheses that are linked to general causal explanations (Sarantakos, 2005; Marczyk, DeMatteo and Festinger, 2005), qualitative methodology is underpinned by an interpretivist epistemology and a constructivist ontology. In research methodologies within the constructivist paradigm the researcher is a dedicated participant seeking to uncover personal understanding that is superior to existing understandings. This assumes that meaning is embedded in the participants' experiences and the meaning is mediated through the researcher's own perceptions (Merriman, 1998). Such research methodologies mainly utilise qualitative methods, often supplemented by quantitative methods.

Methodologically, constructivists and interpretivists do not adopt experimental or quasi-experimental research designs. Constructivists accept that reality is multifaceted and cannot be fragmented or studied in a laboratory, rather it can only be studied as a unified whole within its natural context (Candy, 1991). They take the view that we can never achieve a complete 'scientific' understanding of the human world. The best we can do is to arrive at a truth that makes a difference that opens up new possibilities for understanding' (McLeod, 2001, p. 4).

According to Burns and Grove (2009), qualitative research is a systematic yet subjective approach to highlight and explain daily life experiences and to further give them proper meaning. Further, Holloway and Wheeler (2002) discuss qualitative research in that it allows the researchers to deeply explore behaviours, different perspectives, and life experiences, and further to find out the complexities of the situation through a holistic framework.

According to Creswell (2007) qualitative research employs a distinct method to explore a social or human problem or phenomenon. It conducts studies in natural setting. The constructivist methodological framework takes a qualitative approach and is focused on 'grounded theory' as it is centred around conceptual thinking and theory-building rather than theory or hypothesis testing which would be more consistent with positivist research approaches (Glaser & Strauss, 1967).

Woolcott (1980) advocates grounded theory as an appropriate approach for studying human behaviour on sensitive topics or in a different cultural context, such as applies in this study. Qualitative research is an interpretive and naturalistic approach (Guba & Lincoln, 1994).

Miles & Huberman (1994) provided a graphic overview of qualitative research types, based on the earlier work of Tesch (1990). Figure 3.1 comprises a taxonomy of qualitative research methodologies founded in the nature of the knowledge the researcher is trying to uncover:

- The characteristics of language
- The discovery of irregularities
- The comprehension of the meaning of text / action.

It clearly illustrates that, since this study is seeking to comprehend the meaning behind the actions of business managers and the documents pertaining to those actions, case study research is an appropriate research method and critical reflection is an appropriate interpretation method.

Miles & Huberman (Ibid.) further explained this as follows.

"A main task is to explicate the ways people in particular settings come to understand, account for, take action, and otherwise manage their day to day situations. Many interpretations of this material are possible, but some are more compelling for theoretical reasons or on grounds of initial consistency. Relatively little standardized instrumentation is used at the outset. The researcher is essentially the main "measurement device" in the study. Most analysis is done with words. The words can be assembled, sub-clustered, broken into semiotic segments. They can be organised to permit the researcher to contrast, compare, analyse, and bestow patterns upon them".

the research is interested in ...

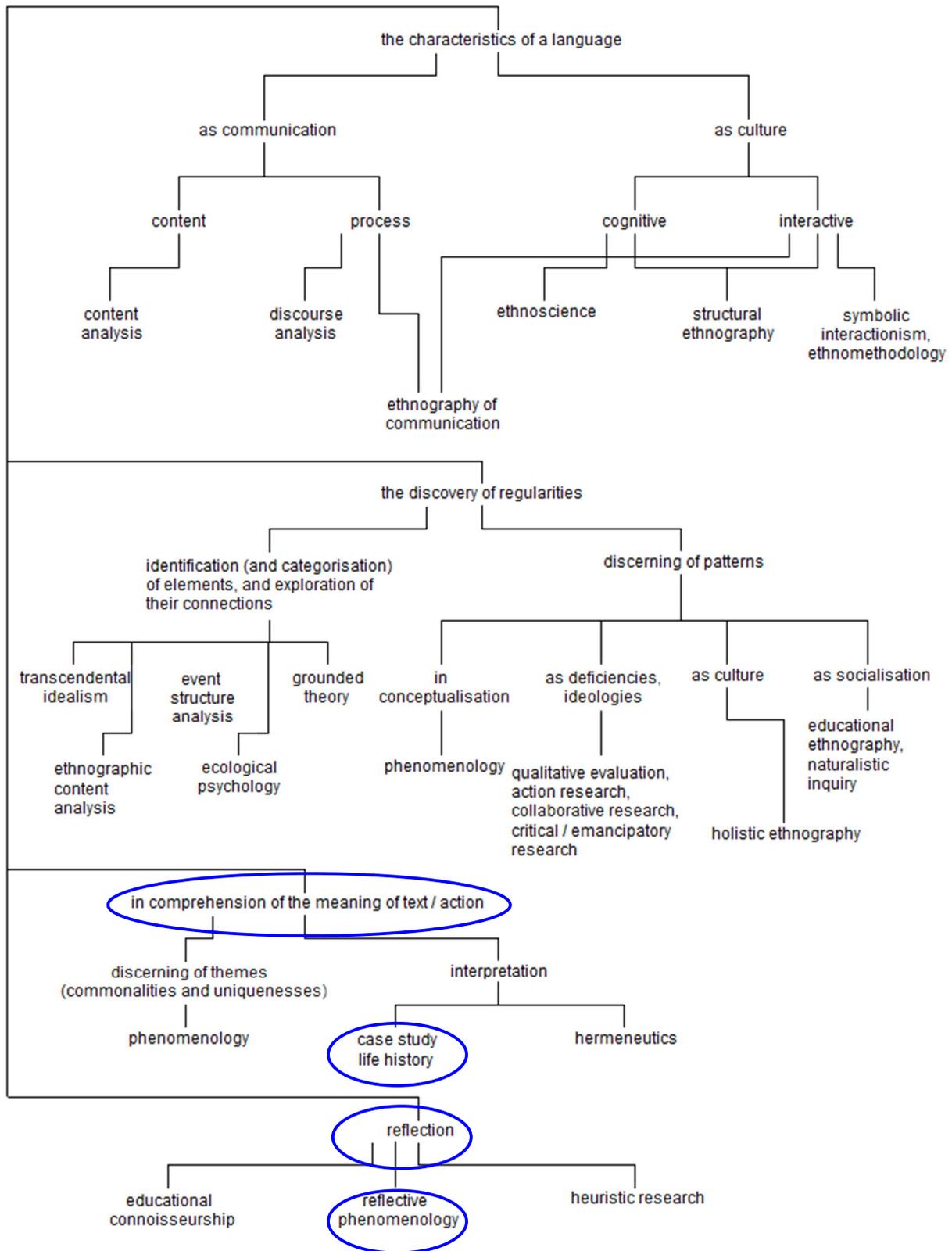


Figure 3-1. Graphic Overview of Qualitative Research Types

Source: (Tesch 1990) cited in Miles & Huberman 1994, p7).

Researchers using qualitative methodologies immerse themselves in a culture by observing its people and their interactions, often participating in activities, interviewing key people, taking life histories, constructing case studies, and analysing existing documents or other cultural artefacts. The qualitative researcher's goal is to attain an insider's view of the group under study.

3.4. METHODOLOGICAL INCOMPATIBILITY

3.4.1. The Issue

The constructivist approach to research methodology requires the researcher to construct an understanding of the phenomenon under investigation, without contaminating that construction with the influence of prior theory. To meet that requirement an inductive logic is used to identify and qualify observations from the research context. However, to first arrive at a suitable subject for investigation, the academic researcher is required to comprehensively review the current body of knowledge in related subjects, and by ascertaining gaps in that knowledge, to arrive at questions suitable for research. To meet that requirement a deductive logic used to evaluate the existing body of knowledge.

The prior use of theoretical deduction and the immersion of the researcher in the prior theory of the phenomenon under investigation is often considered incompatible with the unbiased approach demanded of the analytic induction process. There is a growing school of thought, however, that such incompatibility can be managed to a considerable degree in research practice, and that "the importance of contextual sensitivity, creativity, conceptual awareness, coherence and critical reflection in research and evaluation practices" should outweigh such concerns (Yanchar and Williams 2006).

3.4.2. Addressing the Issue

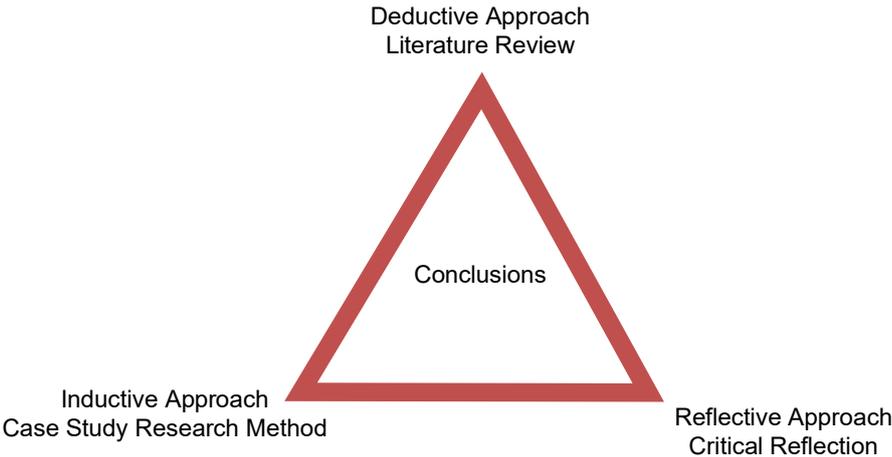
The first step in addressing the issue is to acknowledge the potential for bias derived from exposure to prior knowledge. To address this issue, and to take practical steps that minimise the impact of such potential bias, compartmentalisation is utilised within the research design by ensuring the body of the literature review is segregated and isolated from the analysis of the case studies.

Sensitisation to the body of prior knowledge is intrinsic to the conduct of a comprehensive literature review. In this study, the body of knowledge has been

useful in developing the initial research questions ex ante. Reference to the gaps in the body of knowledge will again be useful in ascertain the contribution to knowledge made by the findings of the research ex post.

However, the extent to which bias can be minimised is controlled by specifically excluding reference to the body of knowledge during the research process.

Figure 3-2. Managing Methodological Incompatibility



Source: Wilson (2012.)

3.5. RESEARCH METHOD

Qualitative research is based upon the observations and interpretations of people's perceptions of different events and it takes a snapshot of people's perceptions in a natural setting (Guba, 1990; Guba& Lincoln, 1994; Newman, 1994). There are several approaches that might be taken to conducting such research. In a 'grounded theory' approach researchers try to highlight and explore informants' perceptions regarding some phenomenon. Qualitative data is gathered through face-to-face interviews, focus groups, telephone interviews etc. (Khan, Qureshi, & Ahmad, 2010; Tepper, 2000). The determination as to which is the most suitable method is driven by the nature of the knowledge that the researcher is trying to uncover.

Yin (1994) illustrated that, by taking into consideration the format of the research question, the extent of the researcher's control over the behaviour or events being investigated and the focus upon contemporary or historical events it is possible to select the most appropriate research method for a given study.

Table 3-2. Alternative Qualitative Methodologies

Method	Form of Research Questions	Requires Control of Behaviour / Events?	Focus on Contemporary Events?
Experiment	How, why?	Yes	Yes
Survey	Who, what, where, how many, how much	No	Yes
Archival Analysis	Who, what, where, how many, how much	No	Yes/no
History	How, why	No	No
Case Study	How, why	No	Yes

Source: Yin (1994: p.6)

Given that this study focuses on contemporary events that are outside of the control of the researcher and that the research questions are phrased as "How / Why" questions, a Case Study Research Method is seen to be appropriate. Cavaye (1996) also provides a useful framework through which the suitability of a given research method might be determined. The criteria set by Cavaye (Ibid.) for the use of case research are also met in the conduct of this study, further vindicating the selection of case study research as the appropriate method.

Table 3-3. Comparison of Case-Based Research Methods

Features	Case Research	Field Studies	Action Research	Application Description	Ethnography
Use of a case-based method	✓	✓	✓	✓	✓
Aims to understand context	✓	X	✓	✓	✓
Does not define a priori constructs	✓	X	✓	✓	✓
Topic defined by researcher	✓	✓	X	✓	✓
No intent of interference in phenomenon	✓	✓	X	✓	✓
Attempts to contribute to knowledge	✓	✓	✓	X	✓
Relates findings to generalisable theory	✓	✓	✓	X	X
Interpretation from researcher's point of view	✓	✓	✓	✓	X

Source: Cavaye (1996, p.231)

3.5.1. Case Study Research Method

The Case Study Research Method (CSRM) was selected for this study as it utilises a qualitative research approach and is a rigorous, structured research approach that can be utilised to develop understanding. Yin (1994: p6) defines the Case Study Research Method as:

“an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.”

Where Yin uses “propositions” to guide the research process, Stake (1995) applies what he terms “issues.” Stake states, “issues are not simple and clean, but intricately wired to political, social, historical, and especially personal contexts. All these meanings are important in studying cases” (p. 17). Both Yin and Stake suggest that the propositions and issues are necessary elements in case study research in that both lead to the development of a conceptual framework that guides the research.

A Case Study Research Method often selects a small geographical area or a limited number of individuals as the subjects of study. Case studies explore and investigate contemporary real-life phenomena through detailed contextual analysis of a limited number of events or conditions, and their relationships. Case study research can include both qualitative and quantitative data collection techniques (Yin 1994: 14–15; Eisenhardt 1989: 538) and in consequence it provides an effective method of understanding how and why certain situations developed as they did.

The Case Study Research Method involves in-depth description of the purposefully selected events, setting the scene, examining protagonists' motivations, personal feelings, reflecting on how decisions were made, actions implemented and their outcomes (how something happened and why?). It is generally long, in-depth, and rich in detail and often told from multiple perspectives. The method is therefore, characterised by extensive, detailed information collection, multiple data collection methods and carefully considered overall research designs and supporting research methods. Case study research requires descriptive writing, attention to detail and a significant amount of time to assemble/collect and process the data. In this research, profiles of the six companies at the heart of the study were developed to give richer insights into those contexts. Those company profiles are provided as Appendices 23 to 28.

3.5.2. Critical Reflection

Critical Reflection refers to the reflective experience that reveals the underlying assumptions, values, and beliefs that compel a person to act in a particular situation and to interpret the observed actions in a particular way (Fook 2015).

Critical incidents can be either positive or negative; an interesting interaction or an ordinary everyday occurrence. Sometimes, depending on the focus and the "rawness" of a critical incident, it may feel uncomfortable to undertake a critical reflection because it highlights the researcher's own assumptions, views and behaviours. Critical reflection is a process that functions to improve the quality of thought and of action and the relationship between them. When understood in this light and designed accordingly, reflection becomes "critical reflection." It is an evidence-based examination of the sources of and gaps in knowledge. The critical reflection framework is a guided process to aid analysis and increase the potential for positive outcomes.

Critical reflection is widely recognised as a key professional leadership adaptive learning process and a means of enhancing leadership practice through the application of relevant leadership theory (Boud & Walker, 1998; Harvey et al., 2010; Mezirow, 1990). In leadership studies, the learner is effectively researching issues impacting upon their own leadership practice and developing their own practice theory. Not only does this act to evaluate and scrutinize practice, it also teaches the learner the process of learning directly from their own concrete practice. (Fook 2015). In this manner, critical reflection is used as a process of identifying the ways in which the researcher might unwittingly affirm discourses that work against him, and the people with whom he works, by examining his implicit assumptions (Fook, 2000, 2002). It therefore actively identifies and challenges potential biases intrinsic to the study, thereby improving construct validity.

Critical reflection also seeks to examine the bigger picture and view the situation more holistically to develop critical breadth of understanding (Thompson & Thompson, 2008). Effective critical reflection will apply to many important aspects of living, which may extend beyond the landscape of leadership practice.

In this sense, more fundamental and generalisable critical reflection should function to improve the way we live and relate as human beings, and in the process also improve our leadership practice (Fook 2015). As a management tool critical reflection can take place at any point and therefore is useful particularly in development- and enquiry-orientated programmes (i.e. learning and insights can be drawn from feedback and across programmes with the rhythm of participant experiences and need). However, within a constructivist research methodology, the requirement to manage the potential incompatibility between theoretical deduction and analytic induction requires the researcher to segregate the process of critical reflection from the process of data collection and analysis in order to minimise the potential for the introduction of bias. To that end, in this study, critical reflection was applied to the preliminary conclusions of the analysed data, so as to better interpret those conclusions within their context and to contrast those preliminary conclusions against both prior theory and the researcher's own PCLP.

3.6. RESEARCH DESIGN

3.6.1. Type of Case Study

Once it has been determined that the research questions are best answered using the Case Study Research Method the next step is to consider what type of case study will be conducted. In the following table the alternative case study types are outlined. Based on the table below, this study could be seen as both exploratory and intrinsic in nature.

Table 3-4. Case Study Types and Definitions

Case Study Type	Definition
Explanatory	This type of case study would be used if you were seeking to answer a question that sought to explain the presumed causal links in real-life interventions that are too complex for survey or experimental strategies. In evaluation language, the explanations would link program implementation with program effects (Yin, 2003).
Exploratory	This type of case study is used to explore those situations in which the intervention being evaluated has no clear, single set of outcomes (Yin, 2003).
Descriptive	This type of case study is used to describe an intervention or phenomenon and the real-life context in which it occurred (Yin, 2003).
Multiple-case studies	A multiple case study enables the researcher to explore differences within and between cases. The goal is to replicate findings across cases. Because comparisons will be drawn, it is imperative that the cases are chosen carefully so that the researcher can predict similar results across cases, or predict contrasting results based on a theory (Yin, 2003).
Intrinsic	Stake (1995) uses the term intrinsic and suggests that researchers who have a genuine interest in the case should use this approach when the intent is to better understand the case. It is not undertaken primarily because the case represents other cases or because it illustrates a particular trait or problem, but because in all its particularity and ordinariness, the case itself is of interest. The purpose is NOT to come to understand some abstract construct or generic phenomenon. The purpose is NOT to build theory (although that is an option; Stake, 1995).
Instrumental	Is used to accomplish something other than understanding a particular situation. It provides insight into an issue or helps to refine a theory. The case is of secondary interest; it plays a supportive role, facilitating our understanding of something else. The case is often looked at in depth, its contexts scrutinized, its ordinary activities detailed, and because it helps the researcher pursue the external interest. The case may or may not be seen as typical of other cases (Stake, 1995).
Collective	Collective case studies are similar in nature and description to multiple case studies (Yin, 2003)

Source: Developed for this study. Based on the works of Stake (1995) and (Yin, 2003).

3.6.2. Case Study Design

Yin (1994: 38–39) classifies case studies as either single-case or multiple-case design. Within these categories, the cases are either holistic (a single unit of analysis) or embedded (containing multiple units of analysis). Part of the research design process involves deciding which of these designs is most appropriate before the collection of data. The number of cases selected will depend on the purpose of the inquiry. It is important to provide a clear justification of the choice of case design in the case analysis.

Table 3-5. Basic Types Case Study Designs

	Single Case Design	Multiple Case Design
Holistic (Single unit of analysis)	Type 1	Type 3
Embedded (Multiple units of analysis)	Type 2	Type 4

Source: Yin (1994 p.39)

In this study the single phenomenon under examination is the leadership of the candidate, hence it is a single case design. However, the research takes place in two distinctly different geographical and cultural contexts: Sri Lanka and Australia. Hence the design incorporates two separate units of analysis. In consequence, the research design of this study is classified as a Type 2 Single Case with two Embedded Study Units.

Yin (1994: 20) argues that there are five important components to a case study research design:

- a study's questions;
- its propositions;
- the units of analysis;
- the logic linking the data to the research findings; and
- the criteria for interpreting the findings

Each of those components will now be briefly discussed.

3.6.2.1. Research Questions:

The research problem, phrased in an interrogative manner in the form of research questions, was derived from gaps in the literature identified in Chapter 2. Consistent with Yin (1994, p.6) as detailed in Table 3.2, research questions suitable for Case Study Research Method are phrased as 'How' and 'Why' questions. In this study the research questions are:

1. From the perspective of an Asian leader operating in a multinational context, how do the required leadership characteristics differ where the organisational culture and social cultural context change?
2. How can I, as a leader, successfully transition from one cultural context to another?

3.6.2.2. Subordinate Research Issues;

Propositions, in Yin's parlance, comprise the component issues that collectively accumulate into the more over-arching research questions above. The analysis and triangulation of the collected data in relation to the key constructs that arise are usually linked to one or more of the subordinate issues. In this study the subordinate issues were:

1. How do the required leadership characteristics differ?
 - 1.1. What are the characteristics of the Sri Lanka Leadership context?
 - 1.2. What are the characteristics of the Australian leadership context?
 - 1.3. Which characteristics are common, and which are unique?
2. How can I, as a leader, successfully transition?
 - 2.1. How are common characteristics adapted from one context to another?
 - 2.2. How are new unique characteristics acquired?
 - 2.3. How are former unique characteristics abandoned?

3.6.2.3. Units of Analysis;

According to the Neuman (2011, p. 69) the unit of analysis is:

'The units, cases, or parts of social life that are under consideration. They are key to developing concepts, empirically measuring or observing concepts, and using data analyses. It 'refers to the level of aggregation of the data collected during the subsequent data analysis stage'.

Neuman (2011) indicated that, using the principle of aggregation, units of analyses might be determined to be individuals, peoples, groups, organizations, movements, institutions, countries and so forth. The determination of the units of analysis during the initial stage of research is crucial as the conceptual framework: data collection techniques and sample size are each dependent upon the unit of analysis (Cavana et al., 2001). In this study the two units of analysis are the Sri Lankan leadership context and the Australian leadership context, each of which contains three companies and twelve informants

3.6.2.4. Sources of Data

A hallmark of case study research is the use of multiple data sources, a strategy which also enhances data credibility (Patton, 1990; Yin, 2003). The variety of data sources will also impact on the range of data collection techniques used to collect them. Potential data sources may include, but are not limited to: documentation, archival records, interviews, physical artefacts, direct observations, and participant-observation. Unique in comparison to other qualitative approaches, within case study research, investigators can collect and integrate quantitative survey data, which facilitates reaching a holistic understanding of the phenomenon being studied. In case study, data from these multiple sources are then converged in the analysis process rather than handled individually. Each data source is one piece of the "puzzle," with each piece contributing to the researcher's understanding of the whole phenomenon. This convergence adds strength to the findings as the various strands of data are braided together to promote a greater understanding of the case.

3.6.2.5. Logic Linking the Data to The Research Issues.

The development of a reliable chain of evidence, through which to substantiate any conclusions that might be derived through analysis, requires that collected data be attributed to specific research questions, either directly or through the subordinate research issues, using a logical reasoning process. By establishing such clear logic, subsequent issues relating to internal and external validity within the case study can be resolved. . One approach to establishing such logic is to ensure that the questions posed during interviews properly align with the principal research questions driving the research.

In this research the principal research questions emphasise the multinational operational context of the study, seeking observations pertaining to the social and cultural differences between organisations and between Embedded Study Units. Given those contextual differences, detailed alignment between the principal research questions and the questions posed during informant interviews is demonstrated as follows:

3.6.2.5.1. Principal Research Question 1

The wording of the first principal research question is reprised here:

From the perspective of an Asian leader operating in a multinational context, how do the required leadership characteristics differ where the organisational culture and social cultural context change?

This question comprises the following key elements:

The candidate is an Asian leader operating in a multinational context. The candidate is also the subject of the data being collected.

The data being collected is intended to inform the candidate's personal contingent leadership paradigm (PCLP) hence it is this perspective that is valued for this study.

This Research Question seeks to understand whether and how leadership characteristics change.

This Research Question also seeks to understand how change manifests itself between organisational contexts, as well as between socio-cultural contexts.

The following statements illustrate the alignment between Principle Research Question 1 and the questions posed during informant interviews:

Interview Question 1

Would you briefly describe with several examples his leadership approach?

This question focuses on the key attribute of difference in context. By comparing answers from informants in different organisations, the question of difference founded in organisational culture might be perceived. By comparing answers from informants in different ESUs, the question of difference founded in social cultural context might be perceived. The researcher is alert to the potential for homogeneity within ESUs and heterogeneity between ESUs.

Interview Question 2

Has his leadership approach in your experience changed if so how?

This question focuses on the key attribute of difference in leadership characteristics. The question explores the longitudinal aspect of the study, seeking insights into changes in leadership characteristics that might be better explained by experiential growth than by contextual factors.

Interview Question 3

Does he espouse specific underpinning core values?

This question combines the key attributes of leadership characteristics and context – focusing on the inverse of difference. In this instance, the question seeks to uncover sustainable leadership characteristics that might be common across organisational and socio-cultural boundaries.

Interview Question 4

Does his actual leadership behaviours support his espoused core values?

This question mirrors the preceding question. Its purpose is one of data validation; that is, to ascertain whether the differences and similarities are real (in practice) versus aspirational (espoused, but not practised).

Interview Question 5

Do you want to add any additional comments about the candidate or his leadership approach?

This question has no specific focus. It does however have a specific purpose. Its intent is to allow discussion to progress along lines that are deemed relevant by the informants, rather than limiting the discussion to the researcher's prescribed direction.

3.6.2.5.2. Principal Research Question 2

The wording of the second principal research question is reprised here:

How can I, as a leader, successfully transition from one cultural context to another?

This question comprises the following key elements:

- The candidate is a leader. The candidate is also the subject of the data being collected.
- This Research Question seeks to understand how the process of transition takes place between different cultural contexts.
- This Research Question also seeks to understand those factors that contribute to making a leadership transition between cultural contexts successful.

The following statements illustrate the alignment between Principle Research Question 2 and the questions posed during informant interviews:

Interview Question 1

Would you briefly describe with several examples his leadership approach?

This question is focused on establishing the parameters of the observed leadership transition. When posed to the Sri Lankan informants this question establishes the status quo ante. When posed to the Australian informants this question establishes the status quo post.

Interview Question 2

Has his leadership approach in your experience changed if so how?

This question is focused on transition. It seeks to establish the presence of transitional changes in leadership practice.

Interview Question 3

Does he espouse specific underpinning core values?

This question seeks to ascertain leadership characteristics that might have specific relevance in the cultural contexts of the two different embedded study units. In tandem with the preceding question, when posed to Australian informants, this question explores intentional transitional changes in contingent leadership.

Interview Question 4

Does his actual leadership behaviours support his espoused core values?

This question is one of data validation; that is, to ensure whether the underpinned leadership characteristics in different cultural contexts existed in practice or whether they were aspirational (espoused, but not practised).

Interview Question 5

Do you want to add any additional comments about the candidate or his leadership approach?

This question has no specific focus. It does however have a specific purpose. Its intent is to allow discussion to progress along lines that are deemed relevant by the informants, rather than limiting the discussion to the researcher's prescribed direction. Evidence of the use of such linking logics is also to be found during data coding and data analysis stages of the study as follows:

- Key Informant Review during data collection to confirm construct validity
- Pattern matching during the data coding process
- Theme development during the data coding process
- Data triangulation through the use of multiple sources of evidence
- Methodological Triangulation by contrasting interview and document content data
- Cross-case triangulations by contrasting collected data between embedded study units.
- Concept mapping during secondary data analysis

An Example of such logic is provided in Figure 3.10. during the discussion on triangulation.

3.6.2.6. The Criteria for Interpreting the Findings

The criteria for interpreting the findings of a case study are unique to the case being studied. For this study those criteria have been established as:

- How completely was each of the subordinate issues answered by a chain of evidence supporting the conclusions?
- How completely was each of the primary research questions answered by compiling the responses of each of the subordinate research issues? and
- How did the answers to the primary research questions compare against the body of prior theory as a consequence of the systematic process of Critical Reflection?

In terms of data sufficiency, researchers are required to gather data repeatedly until either all available data has been collected or until reaching the point at which additional data no longer adds value to the process, at which point data saturation occurs (Glaser & Strauss, 1967). In this study the following data sources and corresponding data collection methods were used:

Table 3-6 Research Techniques Used in each Embedded Study Unit

Study Unit	Data Source	Data Collection Technique
Sri Lanka	12 interviews	Semi structured interviews using open-ended questions. Ten informants were interviewed via Skype and two via telephone. All interviews took place at the informants' homes, at their own preference. All interviews were conducted by third parties and none by the candidate.
	11 documents	References letters, magazines, paper articles held in the possession of the candidate.
Australia	12 interviews	Semi structured interviews using open-ended questions. All interviews were conducted via Skype. All interviews took place at the informants' homes, at their own preference. All interviews were conducted by third parties and none by the candidate.
	3 documents	References letters, magazines, paper articles held in the possession of the candidate.

Source: developed for this study.

3.6.3. Preparatory Work

Before data collection can begin preparatory measures need to be taken to ensure that the study is conducted in an ethical and methodical manner. Those preparations will now be briefly described, following which the collection of data through interviews and documentary evidence will be discussed.

3.6.3.1. Ensuring Informed Consent

3.6.3.1.1. Providing Written Explanations of the Research Project

Informed consent makes explicit that people understand what it means to participate in a particular research study so they can decide in a conscious, deliberate way whether they want to participate. Informed consent is one of the most important tools for ensuring respect for persons during research. It describes in detail what the research is about, including a detailed description of the major (primary) and minor (secondary and exploratory) objectives and the purposes to which the research will be put. Informed consent also incorporates the risks and benefits of participation.

The document that records informed consent, as provided by an academic researcher, may go through ethics committee approval procedures, may include legalistic language, and is provided to all persons whose prior consent is required, then signed by the participants and the researcher. Also, in academic research written advice is provided to all participants that the study is being conducted under the auspices of a university. The name and contact details of the researcher's academic supervisor are provided such that any questions concerning the bona fides or conduct of the study can be addressed if so required. In this study a written explanation of the research project and explanation of the academic nature of the research were combined into a single protocol and provided to the employers and informants in both study units. An example is provided as Appendix 3.

3.6.3.1.2. Explaining Informants' Rights

One important precaution that researchers can take to minimize the risks to participants is to specify the rights that informants have when they take part in research. These rights include, but are not limited, to voluntary participation, the right to withdraw, the right of reviewing and withholding interview material, the right to privacy and confidentiality.

Such rights are customarily documented as part of the informant consent protocol and explained to each informant prior to the start of each interview. In this study the rights of informants were documented as evidenced in Appendix 5, provided in tandem with an informant consent protocol (Appendix 3) and explained to each informant prior to the start of each interview.

3.6.3.2. Consent Protocols

3.6.3.2.1. Institutional Consent

Permission to Interview Employees

When interviewing informants in their capacity as employees of a company, the informants will be disclosing information pertaining to themselves as employees, about other employees and about their experiences within the firm. Such information may be construed as the proprietary information of the company; hence, the prior consent of the company is sought for the release of that information under agreed conditions of strict confidentiality. In this study the consent of the employers in each study unit was given in writing by executives of each company involved. An example is provided as Appendix 4. In this study written confidentiality agreements, signed by the researcher, were incorporated into the explanation of the research project as evidenced in Appendix 2.

Permission to Access Documents

In gathering documentary evidence, it is important to be aware of and to abide by the rights, responsibilities and restrictions conferred in the agreement between the researcher and the document owners. Therefore, the purpose of document consent is to get the informed consent to access the documents, use the content of the documents and to protect the privacy, safety and intellectual property rights of the document owners. In this study all documents were in the public domain or were the private property of the informant. Signed statements of confidentiality were given to companies to cover situations where companies were mentioned in some documents (e.g. references). [Appendix 2].

3.6.3.2.2. Informant Consent

Sufficient information must be presented to enable prospective informants to voluntarily decide whether or not to participate as a research subject. Informant consent is an ongoing process, so it must be made clear to each subject that it is his or her right to withdraw from the study or procedure at any time, not just at the initial signing of paperwork. The location where the consent is being discussed, the subject's physical, emotional and psychological capability must be taken into consideration when seeking the consent of human subjects. The informed consent process should ultimately assure that the subject understands and genuinely experiences what they are agreeing to. Prior to seeking the consent of informants to participation in the study, each informant should be apprised of the prior consent of their employers has been given for them to participate, should they wish to do so. Written consent from each informant is a safety mechanism that protects all parties to the study. The Informant Consent Protocol ensures that such permission constitutes informed consent (checking that participants understand the aims of the project and how their data will be used), assures anonymity (protecting the identity of informants) and records any compensation (if any form of compensation is provided for time disruption, financial or otherwise).

In this study an Informant Consent Protocol was prepared documenting warranties of confidentiality and the uses of collected data. Such Consent Protocols were signed by each informant, in both study units, prior to the conduct of interviews. An example is provided as Appendix 3. Institutional Consent was not required as no data was collected about the company or its business activity, however signed confidentiality agreements were provided to ensure that no company sensitive data might be inadvertently revealed.

3.6.4. Data Collection

3.6.4.1. Interviews

Interviews provide researchers with rich and detailed qualitative data for understanding participants' experiences, how they describe those experiences, and the meaning they make of those experiences (Rubin & Rubin, 2012). There is no defended sample size for case study research however the researcher is expected to study the phenomena in sufficient detail even within small sample size (Tuckett, A 2004). In this study, the sampling followed the procedure of non-probability emphasizing judgment rather than randomization or representation (Saunders, Lewis & Thornhill 2009). Informants were selected on the basis that they comprise a group of individuals who are likely to provide needed information, ideas, and insights on a particular subject. This approach pursues the aim of the study to investigate leadership understanding and in-depth practice, such that what was chosen was "a sample from which the most can be learned" (Merriam 2009, p. 77).

In preparing to conduct interviews there are two aspects to be considered; one pertains to meeting the requirements and rights of the informants, and the other pertains to meeting the requirements of the researcher for meaningful and valuable collected data. As regards the informants' requirements the researcher should gain the participant's confidence, consent and approval before proceeding in an interview with the participant. As regards the researcher's requirements the focus is upon collecting data pertinent to the phenomenon under investigation in a manner that is applied consistently across all informants.

3.6.4.1.1. Gaining Access to Informants

How interviewers gain access to potential participants and make contact with them can affect the beginning of that relationship and every subsequent step in the interviewing process. Therefore, in developing the interviewing relationship, it is important to consider what is fair and just to the participant and to the researcher. (Rubin & Rubin, 2012; Seidman, 2013; Weiss, 1994). In this study all interviews were carried out via Skype or telephone from the informants' own homes, outside business hours at the informants' choice.

3.6.4.1.2. Right People, Right Place, Right Time

Selecting Informants

The purpose of an in-depth interview study is to understand the experience of those who are interviewed, not to predict or to control that experience. Therefore, selecting participants is determined by:

- the purpose of the research questions,
- statistical representativeness is not usually sought,
- a relatively homogeneous group will have shared experiences about the topic,
- the sample of interviewees should share critical similarities related to the research question,
- the sample should be purposeful (not random) sampling
- selection may take the form of an iterative process that seeks to maximize the depth and richness of collected data to address research question
- Identification of information-rich informants related to the phenomenon of interest
- sample sizes determined by the depth and duration of interview
- the number of interviews also considers what is feasible for a single interviewer

In this study informants were selected on the basis that they comprise a group of individuals who were likely to provide needed information, ideas, and insights on subjects relevant to the subordinate research issues of the study.

3.6.4.1.3. Preparing the Interviewers

Establishing a Reliable Interview Process

In academic research it is common for the candidate to be the interviewer, although that is not always the case. Interviewers should be selected on the basis of their skills, prior experience and familiarity with the phenomenon under investigation. Interviewers need to be unbiased, systematic and thorough, offer no personal views and be a good listener. Interviewers need certain skills, including reflective questioning, summarising and controlling the interview process. Where more than one interviewer is engaged in a study, variability is introduced. No two interviewers are alike, in terms of skills, competence or comportment. To reduce variability, where a single interviewer is not possible, structure is added to the research design (e.g. questionnaires and surveys) by which means variability might be reduced.

However so would be the richness of the qualitative data required of good case study research. Therefore, in semi-structured case study interviews the standardisation of avenues of inquiry is attained through the judicious use of interview protocols, briefing sessions, mock interviews and rehearsals. These take on an added importance in minimising variability and improving the reliability of the collected data where more than one interviewer is engaged. In this study, given that the candidate himself was the subject of the single case, to avoid possible bias, and to allow the freedom for informants to provide honest and fair answers without any hesitation, interviews were conducted by third party interviewers

Interview Protocols

Once the conceptual framework has been developed, an interview protocol is developed that lists the topics and issues to be covered during an interview. Such an Interview Protocol sets out the principal research questions and the subordinate research issues (Brinkmann & Kvale, 2015; Patton, 2015). Where appropriate, the interview protocol should also indicate the area of expertise of each informant, and indicate the type of information that would be helpful in linking their responses to the main topic issues. The interview protocol framework is comprised of four-phases (Jones et al., 2014):

- Phase 1: Ensuring interview questions align with research questions,
- Phase 2: Constructing an inquiry-based conversation,
- Phase 3: Receiving feedback on interview protocols
- Phase 4: Piloting the interview protocol.

Each phase helps the researcher take one step further toward developing a research instrument appropriate for their informants and congruent with the aims of the research. Congruency means the researchers' interviews are anchored in the purpose of the study and the research questions. Combined, these four phases offer a systematic framework for developing a well-vetted interview protocol that can help a researcher obtain robust and detailed interview data necessary to address research questions. In this study Interview Protocols were prepared and provided to the interviewer ahead of each interview, providing sufficient information to allow for relevant data to be collected (Appendix 6).

3.6.4.1.4. The Conduct of Interviews

Major sources of data in qualitative research include interviews, field observations and document analysis (Gubrium & Holstein, 2003; Kvale & Brinkmann, 2008; Rubin & Rubin, 2006). Of these the interview has become established as a pillar in qualitative research (Cooper & Schindler, 2008; Hermanowicz, 2002; Qu & Dumay, 2011). However, interviews vary significantly in their structure (Bryman, 2001) and not all interviews are designed for qualitative research. The level of structure given to an interview conversation (Hermanowicz, 2002; Kvale & Brinkmann, 2008) reflects the level of control exercised by the interviewer. This control is exercised through the number, type, and order of the questions asked by the interviewer (Rowley, 2012). In this way interviews can be broadly classified as structured, semi structured and unstructured (Gubrium & Holstein, 2003). In this study, open-ended questions within a semi-structured interview format were used.

Semi-Structured Interviews

Within the two poles of structured and unstructured interviews falls the semi-structured interview with significant variation (Rowley, 2012). Here the interviewer will ask multiple 'main' questions focusing on one or a multiple of closely related themes or topics. The questions are open-ended and ordered according to the flow of the conversation (Bryman, 2001). These main questions are then supported by a number of probes and prompts to dig deeper and extract rich and more in-depth data. In general, it is best to start the interview with relatively easy questions. Such questions, which may ask the respondent to tell the researcher something about themselves, help the respondent to settle, therefore building a good rapport for the interview. Subsequent questions should be designed in a manner that does not lead or force the respondent to give particular answers desired by the researcher (Bryman, 2004).

In Case Study Research Method, the Interview Protocol provides the interviewer with topic areas for discussion and for each informant it suggests points of interest that might yield information that contributes to resolving those issues. As such the interview is largely open-ended, guided in broad parameters along the topic lines required by the study, but without asking specific questions. Discussions might be initiated by such interrogatories as: 'Tell me about...' or "What do you know about".

Probing allows the interviewer to seek elaboration on some point made by the informant, to keep the discussion broadly 'on-track' and to gather rich data where it is available. The words of the informants are valuable data, so it is important that they flow freely and that the vocabulary used is that of the informant and not imposed by the interviewer. Interviewers need to be cognizant of these requirements and fully competent in deploying them, to that end, (and especially where the candidate is not the interviewer), detailed briefings and role play are required prior to the start of live interviews. In this study, after initial briefing sessions, test interviews were carried out with the candidate as the mock informant, to ensure that the interviewers were fully competent in the required interview techniques. Also, after each interview, the interviewers' notes were reviewed to make sure that the responses were gathered according to the instructions given (Appendix 8).

Ethical Interview Practices

Ethical considerations in research are critical and measures need to be taken to ensure they have practical application. Standards of ethical behaviour to guide researchers address issues such as honesty, objectivity, respect for intellectual property, social responsibility, confidentiality, non-discrimination and more. The Australian Graduate School of Leadership requires candidates for the Doctor of Business leadership to complete a double subject in leadership ethics prior to the conduct of research.

Ethical clearance prior to undertaking the in-depth interviews with human participants was obtained from the Australian Graduate School of Business Leadership, Torrens University Australia, in accordance with the Australian National Statement on Ethical Conduct in Human Research (Appendix 7). Specific attention was paid to the requirements for the ethical conduct of research during the briefing of interviewers. The research was conducted within the parameters of that protocol, and periodically audited for compliance by supervisors.

3.6.4.1.5. Recording of Interview Responses

An audio recording allows an interviewer to focus on the conversation with an informant and carries a more complete record of the informant's actual words than might be attained by notes alone. Videotaping further enables an interviewer to capture an informant's expressions, actions, and body language.

Regardless of the availability of recording technology, note taking is a skill that a beginning researcher should develop for many reasons. It allows an interviewer to record details about the context, body language, and affect that might not be apparent on the audio / video record.

Multiple data collection methods provide the researcher with an avenue for triangulation, through which higher levels of confidence can be attained in the findings of subsequent analysis. It is therefore always in the interests of the interviewer to seek both written notes and recordings of the interviews.

Computer applications for use in qualitative research settings are increasing the range of options for interviewers, from taking notes on a laptop computer to integrating audio, visual, and textual data into a case study database (Seale, 2002). Nevertheless, the informant always has the right of veto over the recording process.

To that end, prior to each interview, the informant should be advised whether the interview is to be recorded, and their written consent should be obtained. In this study twenty-two informants elected to exercise that right and did not consent to the recording of their interviews. Only two informants agreed. In the interests of consistency and uniformity it was determined that no interviews would be recorded.

3.6.4.1.6. Transcription of Interview Responses

Transcription is the transference of spoken language with its particular set of rules to the written word with a different set of rules (Kvale, 1996). This process of transforming uninterrupted dynamic oral language spoken in a particular context to a static form of representation (written language) is necessary for the management and organization of data, since only written language can be managed, in other words, sorted, copied, examined, evaluated and quoted (Lapadat, 2000).

The most common formats of qualitative data are written texts, interview data and focus group discussion data. In most cases, interview and discussion data are first digitally recorded and then transcribed. Representing audio-visual data into written form is the most typical way of processing interview and discussion data into an analysable format. Occasionally, the recordings themselves are analysed, for instance, in studies focusing on language or interaction.

In Case Study Research Method, the customary practice is to transcribe the interviewer's notes into a digital format, placing each sentence onto a single line

within a spreadsheet. The notes of each interview are thus recorded onto separate tabs in the same workbook, thereby creating a textual database of interview notes, which comprises a complete record of one data collection technique.

The same process is then followed for the transcription and recording of the audio recordings of each interview, resulting in a second workbook, comprising a complete record of a second data collection technique. Artefacts and documents are coded in a similar manner. In this study, since the informants preferred not to have their interviews recorded, each interviewer took notes during the interview process (Appendix 8). Interviewers took notes rapidly to keep the conversation moving, constructing their own abbreviations for commonly used terms. When later reviewing their notes, the interviewers filled in missing words and details, and underscored points that seemed important or relevant. Upon completion the interviewers' detailed notes were typed into MS Word documents (Appendix 9) and encoded to provide a covert reference to the interviewer's and informants' identities. These textual materials were then made available for analysis.

3.6.4.1.7. Storage of Interview Responses in a Case Study Database

Both Yin and Stake (2003, 1995) recognise the importance of effectively organising data. The advantage of using a database to accomplish this task is that raw data are available for independent inspection. Using a database improves the reliability of the case study as it enables the researcher to track and organize data sources. Thus, all interview responses, collected documents and artefacts are stored in the case study database data base. The case study database is, to all intents and purposes, a comprehensive archive of materials pertaining to the study. Artefacts might be stored in boxes, photographs might be taken digitally, or scanned from original prints and stored as a digital collection. Original documents might be retained, or they might be copied, and the electronic copies retained in an image database.

The original recordings of interviews might be kept as a collection of tapes or as digital recordings depending on the technology used. Interview notes might be kept as hard copy records and the transcriptions of interview recordings and interview notes might be retained as digital workbooks.

This comprehensive collection should also include all the materials prepared for the conduct of the study, including consent protocols, briefing notes, interview protocols, correspondence, letters of consent, and so on. Everything that goes into the Case

Study database should be systematically indexed and the index retained conveniently so that any piece of evidence can be readily accessed.

Table 3-7 Composition of the Case Study Database

Personal Interviews	
Embedded Study Units	2
Number of Interviewed Informants	24
Lines of informant testimony	386
Corded data points	770
Document Analysis	
Number of documents examined	14
Number of document authors	14
Number of paragraphs examined	77
Number of lines of extracted text	552

Source: Developed for this study.

3.6.4.2. Documents

Documents can provide evidentiary data from the context in which informants operate, corroborating perceptions of events, providing background information as well as delivering recorded insights. Such data can help researchers to understand the roots of specific issues and can suggest conditions that impact on the phenomena under investigation (Reiboldt 2004). The value of documentary evidence is dependent upon its accessibility and accuracy. The content analysis of documents can provide the researcher with useful information about the culture of an institution and the participants involved in the subject phenomena, which in turn can help to guide the development of research protocols for further inquiry.

In contrast, Yin (1994, p 80) treats physical artefacts as a discrete data source. Similarly Reischauer (2015) distinguishes clearly between text-based documents and physical arefacts, the latter comprising a separate data source valuable in data triangulation.

Reischauer suggests a combination of the qualitative methods of artefact analysis, semi-structured qualitative interviews and participant observation to generate data. In this study fourteen original documents were identified (Appendix 21), 77 document excerpts were extracted and all were of a textual nature, delivering 552 lines of pertinent documentary evidence.

3.6.4.2.1. Identification of Documents

In studies conducted by ethno-methodologists, documents are used to examine unstated, tacit and implicit meanings and structures embedded within them, as they may refer to some underlying social patterns or values. To such researchers' documents are seen as topics, not as resources – i.e., to be used to make sense of how social actors construct reality, rather than to be used to reflect it. In Case Study Research Method, however, documents are primarily used as sources of evidentiary data, with the characteristics of stability, unobtrusiveness, exactness, offering a broad coverage of time, settings and events (Yin 1994, p.80). An important question for the researcher is how many documents should be gathered. The requirement for data saturation within case study research should always be kept in mind. Bowen (2009) thus suggests that a wide array of documents is useful, although the focus should be upon the quality of documents rather than their quantity. The approach Bowen (Ibid) suggests for identifying suitable documents is to list all the potential documents sources that might be of value to the research topic, then align it with a reason why that source will be valuable and reflect on how the data source connects to the research questions. O'Leary (2014) offers the researcher an eight-step process:

- Gather relevant texts.
- Develop an organization and management scheme.
- Make copies of the originals for annotation.
- Assess authenticity of documents.
- Explore document's agenda, biases.
- Explore background information (e.g. tone, style, purpose).
- Ask questions about document (e.g. Who produced it? Why? When? Type of data?).
- Explore content.

The final five steps in O'Leary's process comprise the document evaluation stage, which is elaborated on in the next section. It is valuable to note however that, in

Credibility: 1 = clear bias; 5 = clear objectivity

Representativeness: 1 = Unique; 5 = Typical

Meaning: 1= tangential relevance; 5 = High relevance

3.6.4.2.3. Recording of Document Excerpts

In case study research the use of cover sheets for each identified document helps the researcher to record metadata that will later be valuable during the data analysis stage: (date, document type, author, pertinence to a specific research question, the significance of the document and a summary of its contents). Such document summary forms are then stored in the case study database in the same way that index cards are stored in a library. In the case of compound documents (e.g. annual reports) a separate document summary form is prepared for each excerpt that is considered pertinent to the study. The checklist described in the preceding paragraph appears on the same document cover sheet. Document cover sheets were prepared to administer the collection of documentary evidence sources in the conduct of this study. (Appendix 22).

Transcription of Document Excerpts

Once a document has been selected, examined and included in the Case Study Database the next requirement is to make the data from that document available for subsequent analysis. The process of document transcription is almost identical to the process employed for the transcription of interview recordings.

- The full text of the document extract is digitised, whether by scanning and optical character recognition (OCR) or by simple copy typing into a computer.
- Each document extract should be allocated a separate digital document (spreadsheet).
- Each sentence within an extract is placed onto a separate line.
- Each data element is coded and indexed in a standardised format identical to that used for other forms of evidence (e.g. interview recordings, interviewers notes).
- Each data element is examined and its primary theme identified, leading to the thematic coding of data elements in combination with the interview data (Appendix 10).

Open coding, as defined by Strauss & Corbin (1998) involves systematically labelling concepts, themes, events, and topical markers so that they can be readily retrieved and examined. The overall relationship between the codes constitutes a coding structure, arising from:

“the analytic process through which concepts are identified and their properties and dimensions are discovered in data.” (Strauss & Corbin 1998, p101).

The process of data transcription cannot be rushed. There will be many lines of data, each requiring indexing and thematic coding (Elamin et al 2009), which involves classifying a huge amount of data into meaningful sections (Bailey 2007). The document cover sheets can also be recorded to produce summary tables of study characteristics, such as the percentages of documentary evidence that met the predetermined quality criteria.

In this study, the primary data coding exercise was conducted on data collected from informant interviews. The themes and sub-themes arising from that coding exercise provided a convenient framework for the coding of documentary evidence also. The data coding hierarchy is illustrated in Figure 3-4.

3.6.5. Data Analysis

3.6.5.1. Data Coding

Coding, which is a process of identifying and organizing themes in qualitative data, reviews different types of codes and their uses. A distinction is drawn between descriptive codes, which are category labels, and analytic codes, which are thematic, theoretical, or in some way emerge from the analysis.

In its initial form, coding is a mechanism of labelling data units in such a way that they might subsequently be indexed or categorised in order to establish a framework of thematic ideas (Gibbs 2007). A structured taxonomy allows for data to be referenced hierarchically.

Table 3-8. Data Code Hierarchy Used in this Study.

Section	Reference Point	Interpretation
Level 1	Study Unit	SU1- = Sri Lanka; SU2 = Australia
Level2	Informant	IN01- Informant #1 (name suppressed)
Level 3	Data Collection Method	IV- Interview DOC=document AR = Artefact
Level 4	Data Collection Medium	N = Notes of Interviewer
Level 5	Line of Transcript	0008 = Line 8 of transcribed testimony

Source: Developed for this study.

Coding, however, extends much further than simple indexing. For as each line of text, on each page, of each workbook is systematically examined, the main theme of that line of text is ascertained. That theme is also allocated a code, which is placed in the header line of each spreadsheet, and wherever a line of text pertains to that same theme, it is flagged accordingly. At the end of this process, a large number of themes will have been identified, each line of text on every page of every workbook will have been flagged according to those themes, and the data can then be re-sorted to obtain a better understanding of the representation of the themes across all the collected data.

Thus, it can be seen that in qualitative research coding is “how you define what the data you are analysing are about” (Gibbs, 2007). Coding is a process of identifying a passage in the text or other data items (photograph, image), searching and identifying concepts and finding relations between them. Therefore, coding is not just labelling; it is linking the collected data to the idea and back to other data.

The coding of collected data as it is collected is the precursor to qualitative data analysis, since the codes that are applied enable the researcher to organise data so it can be examined and analysed in a structured way, e.g. by examining relationships between codes, collapsing sub-codes into meta-codes, and linking codes directly to the research questions.

In this study the open coding process began after preparation of the transcripts from the interview process. Once the data had been captured within an indexed digital format the collected data were initially analysed independently of any prior conceptual framework. The researcher established patterns in the data by working through each of the interviewers' notes, for each interview, line by line. Data coding began with line by line open coding to identify substantive themes (words or ideas) recorded by interviewers based on their conversations with the respondents. Emotional words and phrases, action words, material that reflects symbolic interaction, and other significant words or phrases were highlighted. Selections within the transcripts were highlighted using colour coding. Appendix 20 illustrates this approach. Themes that emerged represented purposeful values pertaining to leadership characteristics. As each new theme emerged the transcripts were revisited to identify similarities. Preliminary coding is illustrated in Appendix 10. Subsequent coding passes resulted in rich associations between data and themes as illustrated in Appendix 11. A summary of the resultant codes constituted the final coding frame of this study, which is illustrated in Table 3.9 and appears as Appendix 12.

Ultimately, 386 lines of informant testimony were subjected to six passes of coding, resulting in 25 identified constructs, within which 770 coded data points were suitable for analysis. Through this method the chain of evidence remained unbroken from data to higher order construct; the validation of each construct can be demonstrated through data triangulation, methodological triangulation and cross-case triangulation.

Table 3-9 Coding Frame Used in this Study

CODE	LABEL	NUMBER OF MENTIONS
1	Adaptability	20
2	Authenticity	14
3	Caring	64
4	Communication	36
5	Confidence	20
6	Courage	26
7	Creativity	16
8	Credible	27
9	Follower-centred	56
10	Humility	19
11	Influence	36
12	Integrity	44
13	Makes a difference	73
14	Respectful	17
15	Service	35
16	Visionary	40
17	Wisdom	43
18	Determination/resilience	34
19	Approachability/openness	26
20	Proactivity	11
21	Empowering/motivating	44
22	Teamwork focus	24
23	Inclusivity/diplomacy	24
24	Popular, respected	13
25	Authoritative/demanding	8

Source: Developed for this Study

3.6.5.2. Statistical Analysis of Qualitative Data

Thematic analysis is a form of pattern recognition within the data, with emerging themes informing the main issues under analysis (Fereday & Muir-Cochrane, 2006). The development of themes has been described as it pertains to the consolidation of field-codes into concept maps to drive connections between the data and the initial research questions. However, theme development can also occur through the incorporation of other forms of data analysis, especially those analytical techniques that require software manipulation of the collected data, such as factor analysis, cluster analysis and content analysis. In this research, the coded data were run through hierarchical cluster analysis in SPSS, from which dendrograms were produced, using the average linkage between groups algorithm. Several emerging patterns clustered naturally into themes as represented in Appendix 13. The analysis was undertaken for the study (Appendix 14), at the Embedded Study Unit level (Appendices 15 and 16) and at the company level (Appendices 17-19).

The logic used to build chains of evidence linking the collected data to the subordinate research issues involved data triangulation through the use of multiple sources of evidence and theme development. Triangulation of the data within and across the Embedded Study Units supported the clustering from which preliminary conclusions were drawn. Details of the statistical analysis, the outcomes of the cluster analysis and the preliminary conclusions drawn are the subject of Chapter 4 of this Critique.

3.6.5.3. Triangulation

The triangulation of evidence involves comparing different sources of information, to corroborate and support emerging data-driven conclusions and in so doing, increasing the researcher's confidence in the correctness of those conclusions and hence in the validity of the study as a whole. Yin (1994, p. 92) presents four types of triangulation.

- Data Triangulation: comparing data obtained from different sources.
- Investigator Triangulation: comparing data collected by different researchers.
- Theory Triangulation: Comparing different perspectives on the same data set.
- Methodological Triangulation: comparing data collected through different methods.

3.6.5.3.1. Data Triangulation

Multiple data points of corroborating testimony were compiled into themes during the six manual coding passes and intensified using the statistical technique of cluster analysis. Retention of specific informant testimony linked through the case study database directly to those themes constituted data triangulation.

3.6.5.3.2. Methodological Triangulation

Comparing the testimony of multiple informants occurred both during the data coding and within cluster analysis – those processes assure methodological triangulation. Comparing the data across informants from multiple companies also delivered methodological triangulation. Furthermore, the comparison of data across all informants at the study-wide level delivered methodological triangulation.

Where conclusions were drawn based upon the hierarchical consolidation of emerging themes, those conclusions were substantiated by multiple instances of both data triangulation and methodical triangulation through which to drive up confidence in the conclusions of the study.

3.6.5.3.3. Cross-case Triangulation

In a single case research design with multiple embedded study units, cross-unit triangulation serves the same purpose as cross-case analysis in a multiple case design. As regards tests of research validity, they are equivalent. The presence of two sub-units of analysis within this Type 2 Single Case research design allowed for a more detailed level of inquiry. Scholz (2011 p.25) purports that where a “case is faceted or embedded in a conceptual grid” it allows the researcher to identify key components of human and environmental systems. The triangulation of data emanating from different embedded study units allows the researcher to elevate the findings beyond the study unit, to the case as a whole.

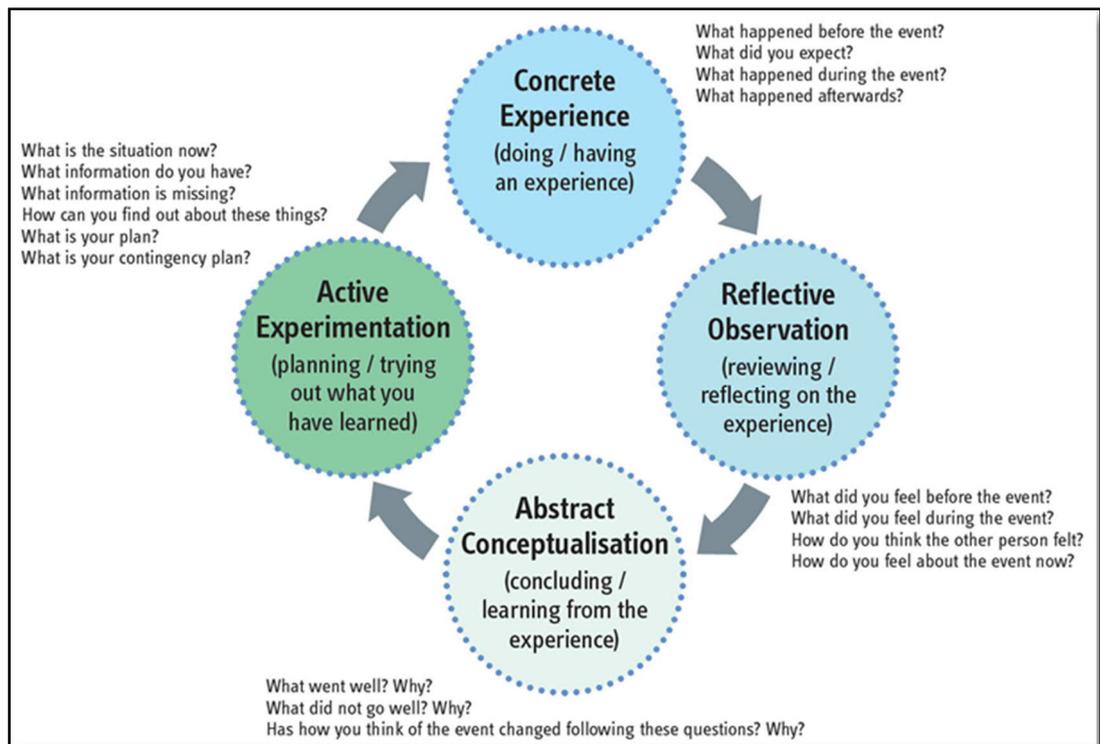
3.6.6. Critical Reflection

Critical reflection is a systematic, methodical reasoning process, used to make meaning of an experience. Critical reflection is descriptive, analytical, and critical, and can be articulated in written form, orally, or as an artistic expression. In short, this process adds depth and breadth to an experience and builds connections between content and the experience. It has been described as self-reflection on how internalised dialogue has been constructed and can therefore, be deconstructed, changed and reconstructed. Fook, (2000) stated:

“The prime purpose of critical reflection is to unearth how we ourselves participate in disclosures which shape existing power relations”.

Consequently, critical reflection, through creating “conceptual space” (Rossier, 2005), may free us from “fixed and potentially restrictive ways of thinking”, and may indicate avenues for change (Fook, 2004).

Figure 3-3. Critical Reflection Tool



Source: Research in Practice for Adults. Department of Health. United Kingdom.

When used as an adjunct to the analysis of qualitative data critical reflection constitutes an iterative cycle of experience, reflection, analysis and response, through which the relevance and significance of theoretical findings can be contrasted against the researcher's PCLP experiences, allowing the candidate the opportunity to extend, modify or reconstruct his PCLP, with downstream implications for future leadership practice.

Key to the systematic application of the critical reflection process is the methodical manner in which it is deployed. In this study, once the data had been analysed preliminary conclusions were drawn on each of the two primary research questions, along with preliminary conclusions on the subordinate issues that facilitated those answers. Those preliminary, data-driven conclusions were then systematically reviewed through critical reflection. The initial review reflected on how the candidate's personal experience might help to explain observable differences in perceptions between the two Embedded Study Units. The Critical Reflection process then considered the implications of prior theory on the research findings. The process concluded with a comparison of the analytic findings against the candidate's existing leadership practice, as documented in his PCLP. From these structured reflections meaningful conclusions were drawn that will allow the candidate to derive a better understanding of who he is as a leader so that he can subsequently utilise that understanding to better adapt to his expected personal evolving circumstances.

3.7. RESEARCH EVALUATION

Evaluation of the research requires compliance with the following criteria: (Yin 1994. P 33)

3.7.1. Research Validity

In qualitative research, credibility is likened to internal validity, (Lincoln, 1985; Bannister and Tindall 1994) or the knowledge that the findings are representative of reality. Transferability is like external validity or the extent to which the findings can be generalised across different populations, methods, and settings (Lincoln, 1985; Bannister and Tindall 1994). The validity of the findings of a study conducted using the Case Study Research Method are evaluated as follows:

3.7.1.1. Construct Validity

Construct validity is the principle criterion that a study is actually measuring what it sets out to study. To test for construct validity Yin (1993 p.33) recommends establishing correct measures for the concept being studied. In this study the concept maps that attribute each data point to a theme, which ultimately connects through a documented hierarchy directly to the subordinate research issues and from there to the principle research questions ensures that the conclusions being drawn directly pertain to answers responding to the questions that are the subject of the research. Through this mechanism, construct validity in this study is assured.

3.7.1.2. Internal Validity

Internal validity refers to the believability and trustworthiness of the findings. Internal validity within a Case Study Research Method study refers to the extent to which the findings of the study are objectively credible, or whether the results were influenced by the actions (or inactions) of the researcher. To some extent this depends more on the richness of the data gathered than on the quantity of data. Triangulation is a commonly used method for verifying accuracy as it involves cross-checking information from multiple perspectives. To improve internal validity the potential for bias is driven out during the research design stage. Similarly, the potential for variation, such that similar results might be found under comparable circumstances, is considered and incorporated in the initial research design. Conduct of this study was in compliance with the research design.

The use of interview and document protocols consent pro-forma, briefings, ethics statements and cover sheets all act to demonstrate the attention paid to the internal validity of this study. Yin (1994 p.33) stressed that the importance internal validity is highest in the context of causal studies, which involve establishing "causal relationships where certain conditions are shown to lead to other conditions". He suggests three techniques to improve internal validity in case study research namely:

- Pattern-matching
- Explanation building
- Time – series analysis

The first two of those techniques, along with data triangulation and methodological triangulation are deployed in the data analysis stage of this study, thereby demonstrating its internal validity.

3.7.1.3. External Validity

External validity refers to the extent to which the results of a study can be externalised. Dayman and Holloway (2002. p 91) considerer that:

“Generalisability is difficult to achieve in qualitative research as the notion stems from a ‘positivist’ worldview, which informs most quantitative research where the discovery of law-like generalities is important.”

Nevertheless, the extent to which the findings of this study might prove useful to other managers who are addressing the adaptation of their leadership practice from one cultural context to another has been considered. The outcomes of that deliberation are provided in the conclusions of the study and to the extent that they are relevant, a modest measure of generalisability might be found.

3.7.2. Reliability

According to Daymon and Holloway (2002: 90):

“Reliability in quantitative research is the extent to which a research instrument such as a questionnaire, when used more than once, will re-produce the same results or answers. However, in qualitative inquiry, you are the research instrument, and therefore your research can never be wholly consistent and replicable. Although your study could be repeated by other researchers, they would be unlikely to achieve the same results, even in similar circumstances and conditions; as your own characteristics and background influence what you see and how you arrive at your conclusions.”

Yin (1994.p 33) describes reliability as: “demonstrating that the data collection procedures can be repeated, with the same results” and advises that “the goal of reliability is to minimise the errors and biases in a study.” In Case Study Research Method, therefore, reliability is akin to replicability.

Where the intention is to enable subsequent researchers to repeat the same research process, guidance must be provided in a form not dissimilar to an audit trail, recording the procedures, decision logics and conceptual frameworks in a methodical manner (Daymon and Holloway 2002). By carefully documenting the research process, as well as its data and conclusions, subsequent researchers will be able to follow the same process, understand how decisions were made and will provide a platform from which they will be able to assess the quality of the conclusions and evaluate the study as a whole (Daymon and Holloway Ibid.).

Yin (1994) provides guidelines for the conduct of a rigorous Case Study Research Method. Following those guidelines ensures that reliability criteria are met. In this study there is an unbroken chain of evidence both data leading to the conclusions, and of the research process starting with the justification for the research design, right through to the externalisation of the conclusions.

Elements of this study that ensure complete replicability include:

- Documented logic linking subordinate issues to principle research questions
- The case study database in its entirety
- Documented research explanations, informants' rights and ethics statements
- Institutional and informant consent protocols
- Interview protocols customised to each informant
- Interviewer briefing guides and role play training records
- Document record and assessment cover sheets
- Indices to digital records of interviews, notes and documentary text
- Indices to the allocated field-codes of data and emergent themes
- Data stored digitally and in analogue format
- Data back-ups stored securely on electronic media and in 'the Cloud'
- Concept maps showing the attribution of data to themes and meta-themes
- A structured framework for the critical reflection of meta-themes against prior theory

3.8. ETHICAL CONSIDERATIONS

Ethics pertains to doing good and avoiding harm, to acting in good faith (*bona fides*) and to protecting the vulnerable from exploitation. Harm can be prevented or reduced through the application of appropriate ethical principles. Thus, the protection of human subjects or participants in any research study is imperative. The research process creates tension between the aims of researcher to make generalizations for the good of others, and the rights of participants to maintain privacy. These two specific areas of concern, as identified by David and Cosenza (1993) as social rights and subject rights, can be extended to embrace the rights of the firm, rights of society, rights of the informant and rights of the researcher (Schlossberg 1991; Tybout & Zaltman 1974). In this study, the detail of such rights and corresponding responsibilities was incorporated into the consent pro forma. All informants acknowledged being informed of their rights and their written consent to their participation was obtained. Informed consent was assured by the provision of documented research explanations, rights and ethics statements and advice as to how to inquire or seek external advice.

Consent was recorded on informant consent protocols. A signed copy of the DBL702 Case Study Ethics Statement can be found at Appendix 1.

3.9. LIMITATIONS OF THE RESEARCH

Within the known body of knowledge there are no leadership studies that examine the differences in the cultural contexts of Sri Lanka and Australia. To that end, this study will inform and extend the body of academic knowledge to some degree.

As in all qualitative research whose designs are based on informant testimony, the data were derived from individuals relying on their memory to reconstruct events and report them. The open-ended interview technique was intended to help recreate experiences in the minds of the informants, but there is no way to verify whether each individual accurately described events, triggers, and behaviours. Nevertheless, the rigour of the Case Study Research Method has provided a comprehensive mechanism through which such research might be reliably repeated.

In this study the researcher's task was to present the compelling experiences of the informants, in enough in detail and in sufficient depth that those who read the study can connect to that experience, learn how it is constituted, and deepen their understanding of the issues it reflects. The DBL degree has no specific requirement to generalise outcomes beyond the intrinsic limitations of the candidate's research. Originality in analysis and practice outcomes is satisfied by the logical manner in which candidates derive a better understanding of who they are as a leader and then utilise that understanding to better adapt to their expected personal evolving circumstances. The methodical process of critical reflection against both prior theory and against the candidate's Personal Contingent Leadership Paradigm ensured that such extrapolation of the research conclusions took place.

Although other managers may also derive benefit from reading such conclusions, and managers who share experience of both the Sri Lankan and Australian leadership contexts might draw meaningful benefit, generalisation of the findings beyond the candidate and the context within which the candidate's personal leadership practice occurs is not intended.

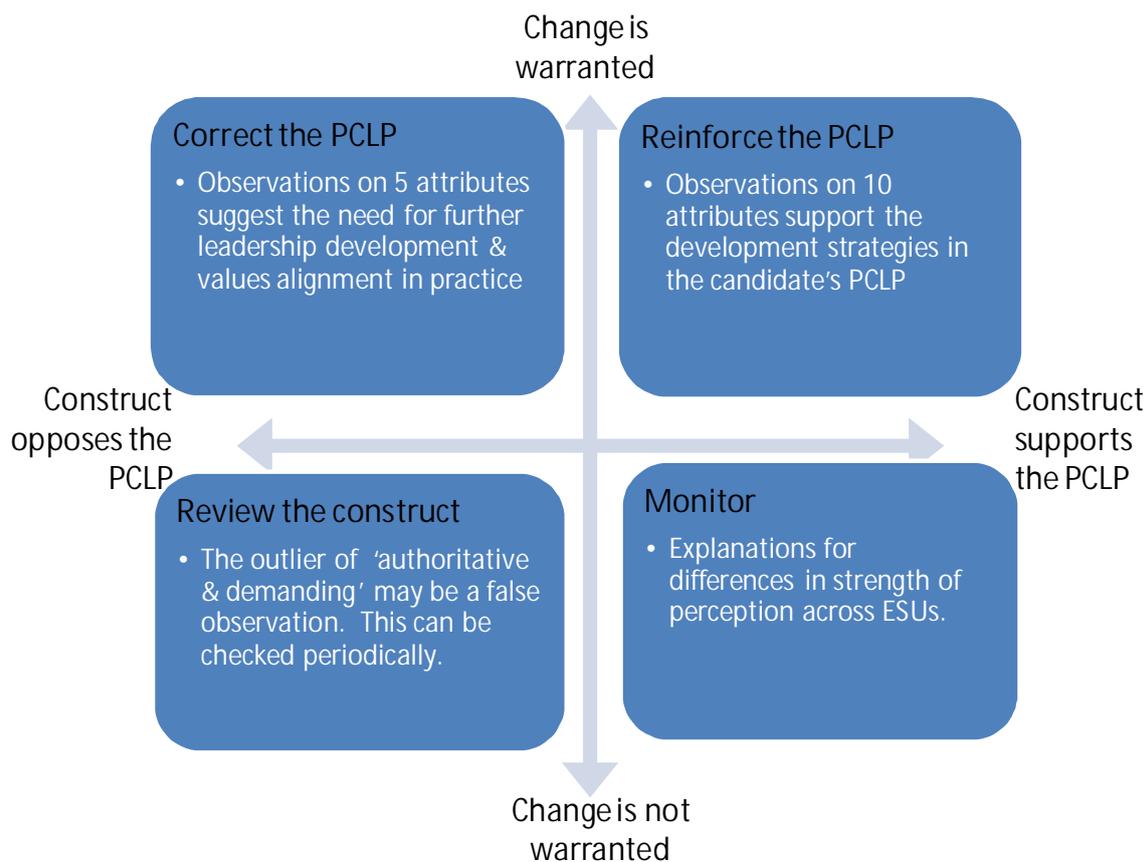
3.10. CONCLUSIONS

Following analysis and triangulation of the collected data the 25 key constructs that arose were subjected to hierarchical cluster analysis, the outcomes of which led to preliminary conclusions to be drawn on each of the two primary research questions, and the subordinate research issues that supported them. Those analytically induced preliminary answers were then subjected to a methodical process of critical reflection against the candidate's prior experience, against relevant prior theory and against the candidate's leadership practice as documented in his PCLP. The outcomes of that critical reflection process delivered key insights which provided final answers to the initial research questions.

Key insights were gained illuminating areas where the candidate's espoused values seem not to be embraced in practice as strongly as the candidate had previously believed. Ten observed characteristics which recorded opportunities for leadership performance improvement corresponded with development strategies in the candidate's PCLP, suggesting that they had already been envisaged and were being addressed.

Five such characteristics did not have corresponding development strategies within the candidate's PCLP, indicating scope to modify the PCLP to further improve his future leadership performance. These observations allow the candidate to derive a better understanding of who he is as a leader so that he can subsequently utilise that understanding to better adapt to his expected personal evolving circumstances. Those key insights are documented as the conclusions of the study. They appear in Chapter 5 and are illustrated in Figure 3.5.

Figure 3-4. Critical Reflection Matrix



Source: Developed for this study.

4. CHAPTER 4 - DATA ANALYSIS

4.1. INTRODUCTION

This chapter presents the analysed evidence derived from the case data to reveal emerging patterns and themes, followed by critical reflection upon the primary conclusions emerging from the data.

As explained in Chapter 3, the collected data were initially analysed independently of any prior conceptual framework. 386 lines of informant testimony were subjected to six passes of coding, resulting in 25 thematic constructs and 770 coded data points suitable for analysis. The coded data was run through hierarchical cluster analysis in SPSS, from which dendograms were produced using the average linkage between groups algorithm. Clustering is the task of dividing the population of data points into a number of groups such that data points are homogeneous within groups and heterogeneous between groups. The aim is to segregate groups with similar traits and assign them into clusters.

The analysis was undertaken at the company level, the Embedded Study Unit level and for the study as a whole. Several emerging patterns clustered naturally into themes. In this study, the logic used to build chains of evidence linking the collected data to the subordinate research issues involved data triangulation through the use of multiple sources of evidence and theme development. Triangulation of the data within and across the Embedded Study Units supported the clustering from which primary conclusions were drawn.

This meta-analysis is useful in mapping the approaches taken by the candidate to leadership. In order to better understand how that approach is perceived by those being led, the data was then examined at increasingly greater degrees of granularity.

4.2. STUDY-WIDE CLUSTER ANALYSIS

Analysis of the complete data set ascertains themes that appear at the highest level of aggregation. Analysis of the collected data shows that the subject concentrates on two parallel priorities, a 'Goal Orientation' and a 'People Orientation'. Within the meta-category of People Orientation sit the sub-categories of 'Warmth and Growth', 'Reliability' and 'Transparency'.

Within the meta-category of Goal Orientation sit the sub-categories of 'Decision-Style', 'Team Driven' and 'Strategic Thinking'. Each such sub-category comprises three or four key attributes which are interrelated and which cluster naturally using the average linkage between groups method of hierarchical cluster analysis. The sub-categories of the meta-category People Orientation, are interrelated and cluster naturally as shown in Table 4.1.

Table 4-1. People Orientation Attributes

People Orientation		
Warmth and Growth	Transparency	Reliability
Caring Follower-centred Empowering / motivating Influence	Authenticity Approachability Openness Communication Inclusivity / diplomacy	Credible Integrity Respectful

Source: Developed for this study.

The same principle applies to the meta-category of Goal Orientation; where the sub-categories are interrelated and cluster naturally as shown in Table 4.2.

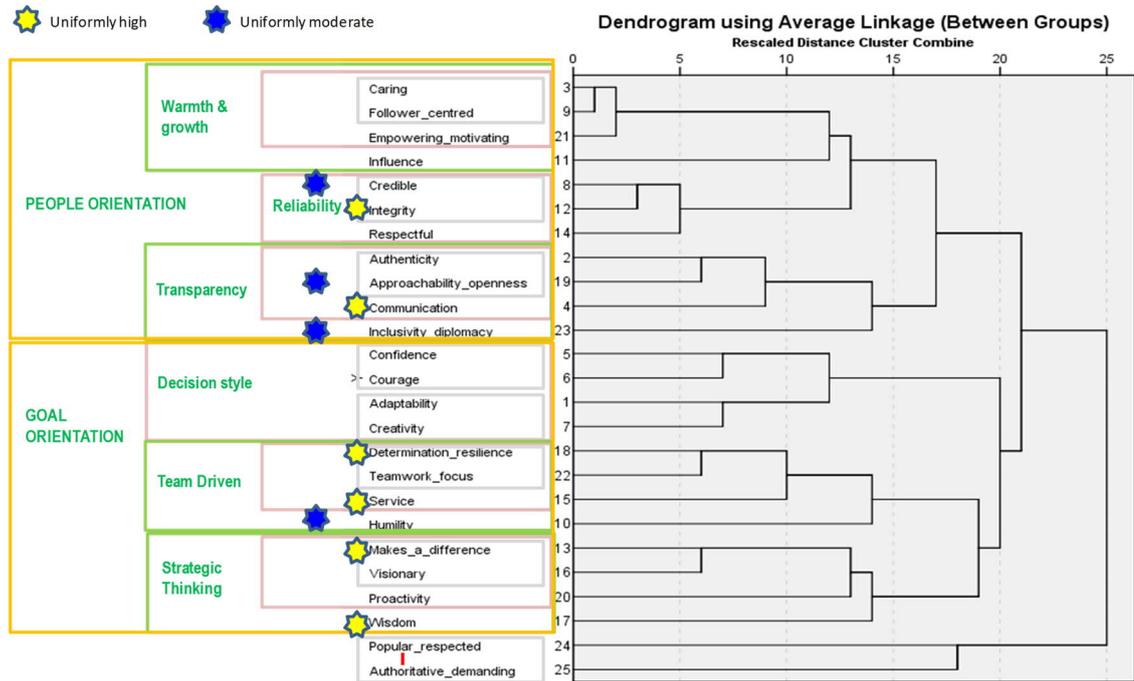
Table 4-2. Goal Orientation Attributes

Goal Orientation		
Decision Style	Strategic Thinking	Team Driven
Confidence Courage Adaptability Creativity	Makes a difference Visionary Proactive Wisdom	Determination / resilience Teamwork focus Service Humility

Source: Developed for this study.

The overall hierarchical clustering of leadership attributes is illustrated in the dendrogram derived from hierarchical cluster analysis in Figure 4.1.

Figure 4-1.Total Study – All Informants



Source: Developed for this study.

4.2.1. Interpretation

Across-the-board informants reported that the informant’s leadership style was characterised by a dual focus on the needs of people and on the needs of the business, with the needs of the business being seen as a priority. Strengths in strategic thinking and a team-driven approach to attaining business success were marginally offset by a perception that the subject’s humility might be stronger. Informants recognised the subject as a strong communicator, however they sought a higher degree of approachability and inclusiveness, without which the subject’s credibility was diminished.

4.3. WITHIN UNIT ANALYSIS

In order to better understand how that approach is perceived by those being led, the data needs to be examined at increasingly greater degrees of granularity. 'Within-Unit analysis' applies the same rigour to a single case study with multiple embedded study units as is used in Within-Case Analysis for multiple case studies. The analysis finds that there is evidence of a common framework of perceptions within each ESU with meaningful homogeneity within ESUs common to the companies operating within those cultural locations.

4.3.1. Embedded Study Unit 1

Across the board, informants in ESU1 responded effusively, making more frequent mention of all attributes than their counterparts in ESU2. All responses were positive, with zero negative criticism given from the informants. 48% of all traits scored high in strength and only two traits, proactivity and personal popularity, scored below the 50% strength level.

One cluster of attributes appeared as a sub-category, labelled 'warmth and growth' indicating a strong people orientation. While no discernible weaknesses were reported, identified strengths in most sub-categories were met by corresponding attributes scored at moderate levels.

This analysis of the strength level scored for attributes by twelve informants from three companies in the Sri Lankan embedded study unit are outlined in Table 4.3.

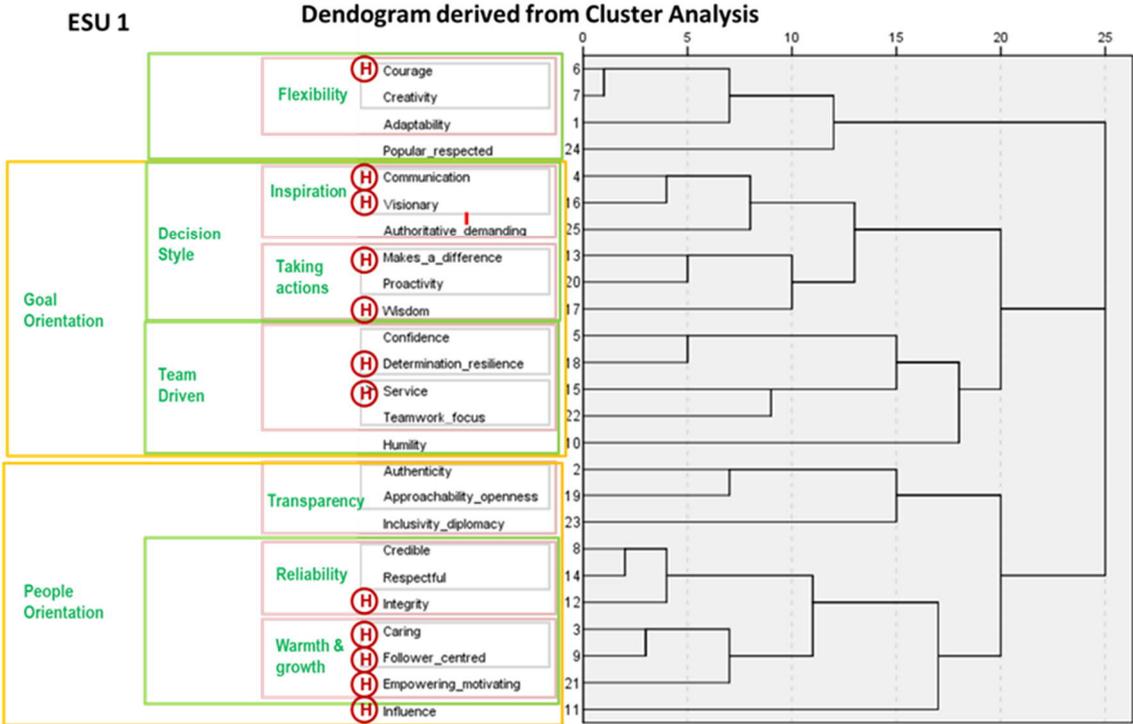
Table 4-3. ESU1 Ranked Attribute Scores

Attribute	Score	Strength	Direction
Empowering/motivating	100%	High	Positive
Makes a difference	100%	High	Positive
Influence	92%	High	Positive
Follower-centred	92%	High	Positive
Caring	92%	High	Positive
Visionary	92%	High	Positive
Determination/resilience	92%	High	Positive
Integrity	92%	High	Positive
Wisdom	92%	High	Positive
Courage	83%	High	Positive
Communication	83%	High	Positive
Service	83%	High	Positive
Authenticity	67%	Moderate	Positive
Respectful	67%	Moderate	Positive
Teamwork focus	67%	Moderate	Positive
Confidence	58%	Moderate	Positive
Creativity	58%	Moderate	Positive
Adaptability	58%	Moderate	Positive
Humility	58%	Moderate	Positive
Credible	58%	Moderate	Positive
Approachability/openness	50%	Moderate	Positive
Inclusivity/diplomacy	50%	Moderate	Positive
Proactivity	33%	Low	Positive
Popular, respected	17%	Low	Positive
Authoritative/demanding	0%	Low	Negative

Source: Developed for this study

Figure 4.2 highlights the clusters derived from the attributes recognised at high strength level from the Sri Lankan informants (ESU1).

Figure 4-2. Dendrogram derived from Cluster Analysis of ESU1 attributed scores



Source: Developed for this study.

4.3.1.1. Interpretation

The strength of the subject’s concern for the needs of his employees resonated strongly from the testimony of the Sri Lankan informants. Whilst rating the subject moderately on other attributes, there was a sense that transparency was less than the informants desired, which they linked to questions as to mutual respect and the subject’s attendant credibility. There was widespread appreciation amongst Sri Lankan informants for the subjects goal-oriented business approach. They ranked the subject highly on attributes in each of the goal-oriented clusters of flexibility, inspiration, taking action and team-driven approach. However, it is illuminating to note that, in each of the aforementioned clusters, the informants also scored the subject less enthusiastically on some attributes, indicating that there remains adequate room for self-improvement.

4.3.2. Embedded Study Unit 2

Across the board, informants in ESU2 responded conservatively, making less frequent mention of all attributes than their counterparts in ESU1. All responses except one were positive.

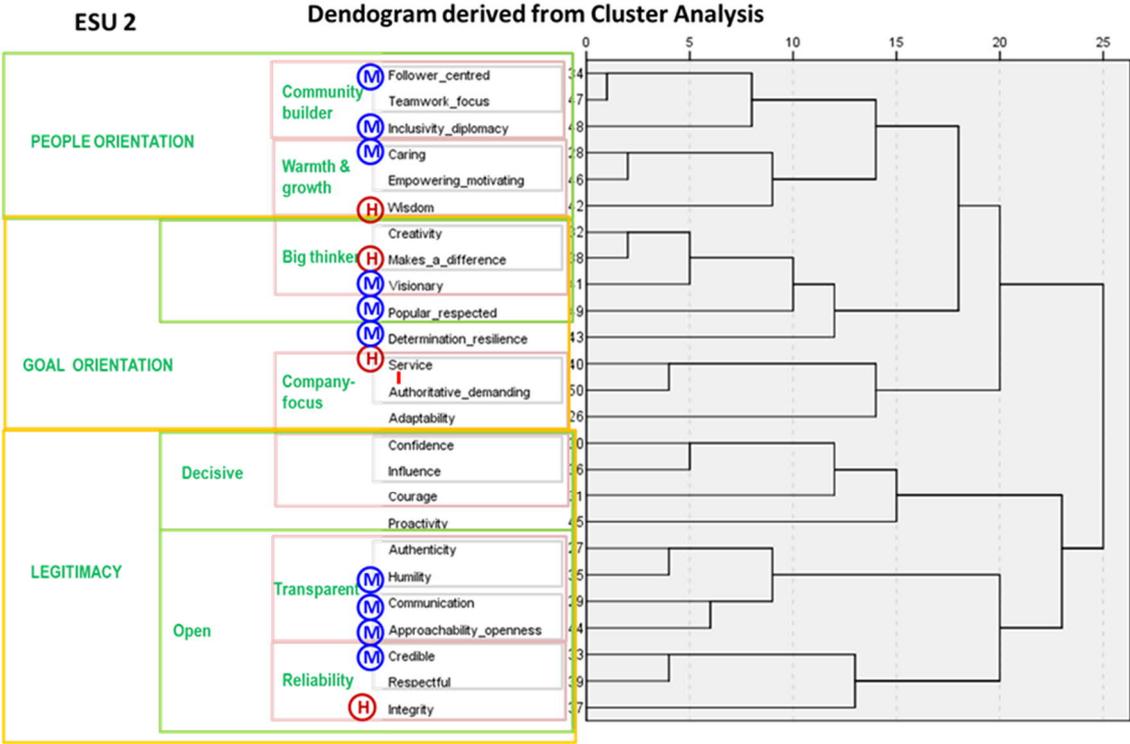
A negative assessment of authoritative / demanding management style was submitted, but this observation was characterised in informant testimony as having been appropriate when viewed retrospectively. 16% of all attributes scored high in strength; whilst ten attributes, constituting 40% of all characteristics, scored below the 50% level. In ESU2, three clusters of attributes appeared as notable categories, labelled 'people orientation', 'goal orientation' and 'legitimacy'. These clusters suggested a balanced perspective across the demands of employees, employers and personal effectiveness. The testimony of twelve informants from three companies in the Australian Embedded Study Unit Regarding the strength levels of the attributes are outlined in Table 4.4 and the clusters derived are illustrated in the dendrogram in Figure 4.3.

Table 4-4. ESU2 Ranked Attributed Scores

Attribute	ESU 2	Strength	Direction
Wisdom	92%	High	Positive
Makes a difference	83%	High	Positive
Integrity	83%	High	Positive
Service	83%	High	Positive
Determination/resilience	75%	Moderate	Positive
Visionary	67%	Moderate	Positive
Communication	67%	Moderate	Positive
Caring	58%	Moderate	Positive
Credible	58%	Moderate	Positive
Follower-centred	50%	Moderate	Positive
Humility	50%	Moderate	Positive
Approachability/openness	50%	Moderate	Positive
Inclusivity/diplomacy	50%	Moderate	Positive
Popular, respected	50%	Moderate	Positive
Authoritative/demanding	50%	Moderate	Negative
Empowering/motivating	42%	Low	Positive
Influence	42%	Low	Positive
Courage	42%	Low	Positive
Teamwork focus	42%	Low	Positive
Proactivity	42%	Low	Positive
Respectful	33%	Low	Positive
Adaptability	33%	Low	Positive
Authenticity	25%	Low	Positive
Confidence	25%	Low	Positive
Creativity	25%	Low	Positive

Source: Developed for this study.

Figure 4-3. Dendrogram derived from Cluster Analysis of ESU2 attributed scores



Source: Developed for this study.

4.3.2.1. Interpretation

Australian informants identified the subject as having the same dual focus of people-orientation and goal orientation as their Sri Lankan counterparts, however they also considered that the subject had a third focus upon establishing the legitimacy of his personal leadership. Australian informants acknowledged the subject as having particular strengths in each of those three categories, recognising his wisdom, his ability to make a difference, his attention to delivering good service and his personal integrity. Multiple other attributes in each of the three foci were reported at moderate levels, which is an acknowledgement of the informants’ respect for those leadership characteristics. The only leadership trait in the study to be reported negatively was ‘authoritative and demanding’. This attribute had only 8 corresponding data points and was the weakest reported trait in the data, however it provides a counterpoint, allowing an avenue for leadership growth.

4.4. CROSS-UNIT ANALYSIS

4.4.1. Homogeneity and Heterogeneity

The data shows several attributes where perceptions are common across ESUs, albeit that there are differences in the strength of those attributes. The number and strength of notably different perceptions between ESUs is also indicative of clear heterogeneity between Embedded Study Units.

People-oriented attributes such as 'empowerment / motivating', 'influence', 'follower-centred and caring', which were ranked very strongly in Sri Lanka, were rated significantly lower in Australia. Furthermore, several other characteristics viewed as being of moderate strengths in Sri Lanka, were rated weakly in Australia. The homogeneity of high strength attributes recognised by informants of both ESUs are outlined in Table 4.5. The notable attributes in both ESUs that were equally rated at high strength by both sets of informants were 'wisdom' and 'service'.

Table 4-5. Homogeneity of High Strength Attributes

Homogeneity - High strength attributes	ESU1	ESU2	Degree of Difference
Makes a difference	100	83	17.0%
Integrity	92	83	9.8%
Wisdom	92	92	0.0%
Service	83	83	0.0%
Communication	83	67	19.3%
Determination/resilience	92	75	18.5%

Source: Developed for this study.

The homogeneity of low strength attributes recognised by informants of both ESUs are outlined in Table 4.6. The notable attributes in both ESUs that were equally rated at low strength by both sets of informants were 'credible', 'approachability/openness' and 'inclusivity/diplomacy'.

Table 4-6. Homogeneity of Low Strength Attributes

Homogeneity - Low Strength Attributes	ESU1	ESU2	Degree of Difference
Humility	58	50	13.8%
Credible	58	58	0.0%
Approachability/openness	50	50	0.0%
Inclusivity/diplomacy	50	50	0.0%

Source: Developed for this study.

Table 4.7 outlines the outliers existing within the two study units. Two outliers in the data were 'proactivity', which was the only attribute that scored more strongly in Australia than in Sri Lanka and 'authoritative / demanding' which appeared only in the Australian data.

Table 4-7. Outliers within the two study units

Outliers	ESU1	ESU2	Degree of Difference
Proactivity	33	42	-27.3%
Authoritative/demanding	0	0.5	100.0%

Source: Developed for this study.

Table 4.8 outlines the heterogeneity amongst the two study units. Authenticity recorded the largest degree of difference for attributes that are heterogeneous within the two study units whilst visionary recorded the lowest degree of difference.

Table 4-8. Heterogeneity amongst the two study units

Heterogeneity	ESU1	ESU2	Degree of Difference
Authenticity	67	25	62.7%
Empowering/motivating	100	42	58.0%
Confidence	58	25	56.9%
Creativity	58	25	56.9%
Influence	92	42	54.3%
Respectful	67	33	50.7%
Courage	83	42	49.4%
Follower-centred	92	50	45.7%
Adaptability	58	33	43.1%
Teamwork focus	67	42	37.3%
Caring	92	58	37.0%
Visionary	92	67	27.2%

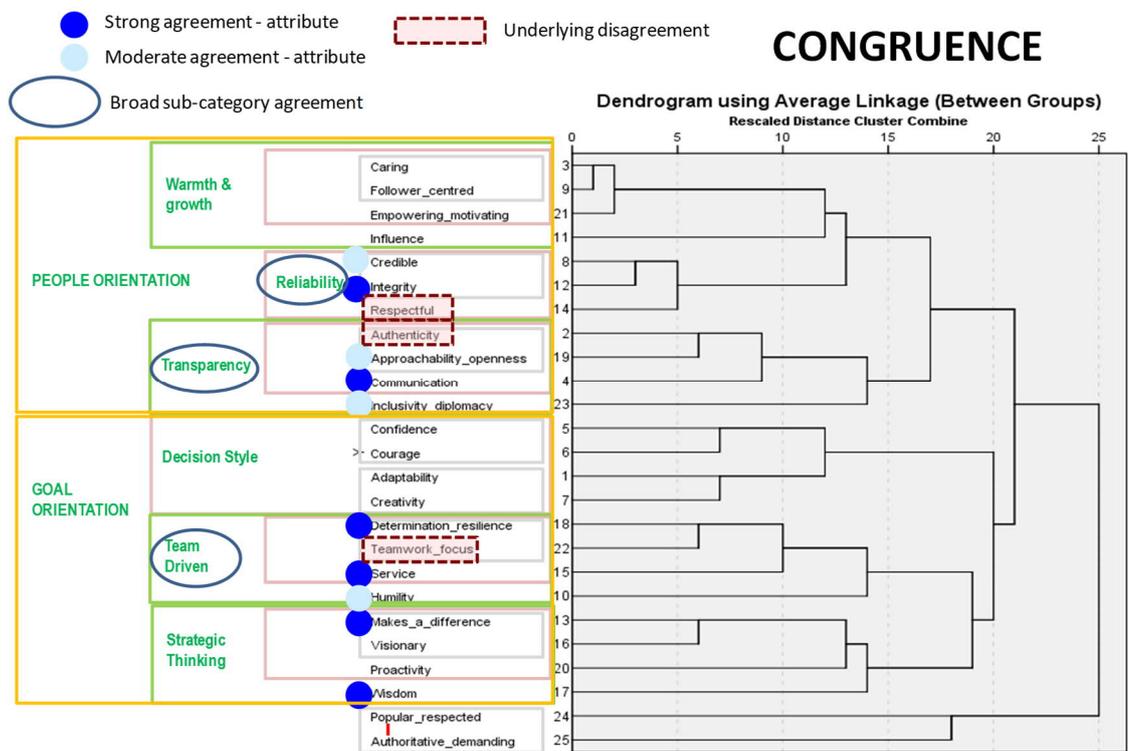
Source: Developed for this study.

4.4.2. Congruence and Divergence

4.4.2.1. Congruence

The hierarchical clustering of attributes represented in Figure 4.4 shows that the attributes of 'Integrity' and 'Credibility' were clustered under the sub-category of Reliability; whilst the attributes of 'Approachability', 'Communication' and 'Inclusivity' were clustered under the sub-category of Transparency. Both those sub-categories accumulated naturally within the broader category of People Orientation and comprised attributes that were ranked strongly or moderately within the data of both ESUs, suggesting a broad congruence between the ESUs on those characteristics.

Figure 4-4. Congruence amongst Leadership Characteristics



Source: Developed for this study.

The attributes of 'Determination-resilience', 'Service' and 'Humility' clustered under the heading of 'Team Driven' under the broader category of Goal Orientation. Determination / Resilience and Service attributes were rated strongly within the data of both ESUs; Humility was rated moderately by both ESUs, suggesting a broad congruence between the ESUs in those areas.

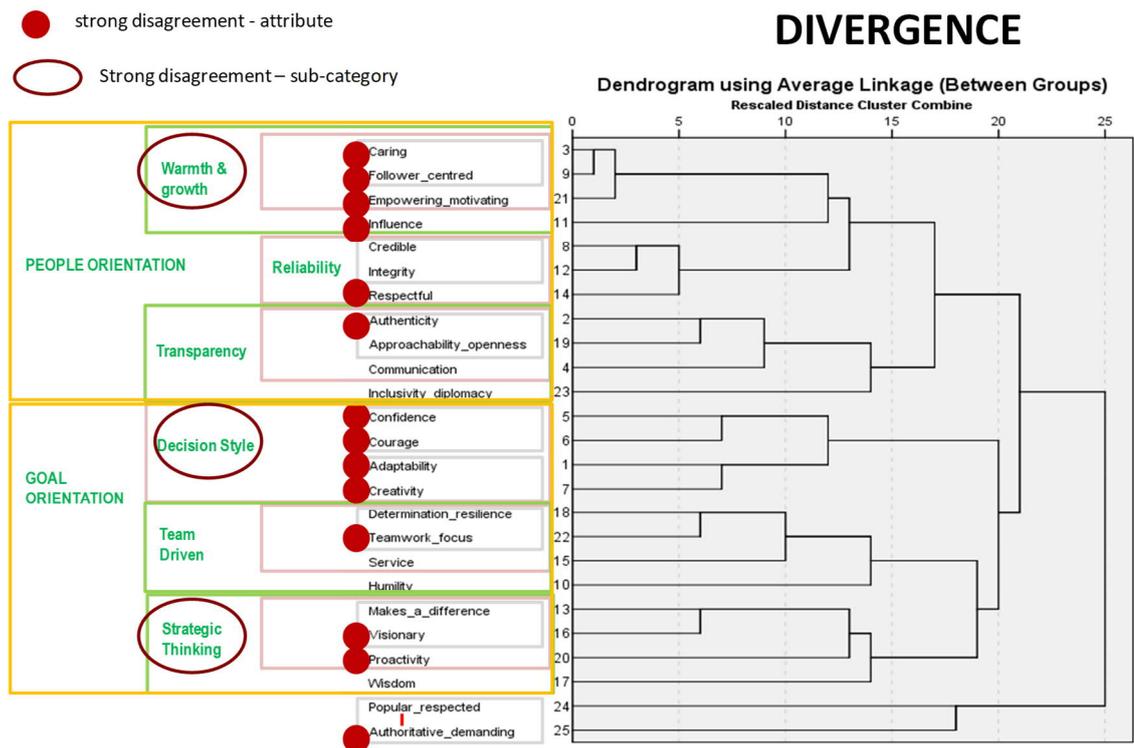
4.4.2.2. Divergence

However, within the sub-category of Reliability also occurs the attribute of 'respectful'; and within the sub-category of Transparency occurs the attribute of 'Authenticity', and in regard to these particular attributes, there was a strong and noticeable difference of opinion between the ESUs (respectful: 67:33; authenticity 67:25) with Australian informants reporting lower perceptions on both attributes.

Similarly, within the sub-category of Team-Driven sits the key attribute of 'Teamwork-focus' and regarding that particular attribute, there was also a strong difference of opinion between the ESUs (67:42).

In the sub-category of 'Strategic Thinking', two attributes, 'Makes a Difference' and 'Wisdom', share a strong agreement between ESUs, but they are counterbalanced by the two attributes of 'Visionary' and 'Proactivity'. Australian informants scored the attribute of visionary much lower than Sri Lankans (92:67), while Australian informants scored the attribute of proactivity higher than Sri Lankans (33:42).

Figure 4-5. Divergence between Leadership Characteristics

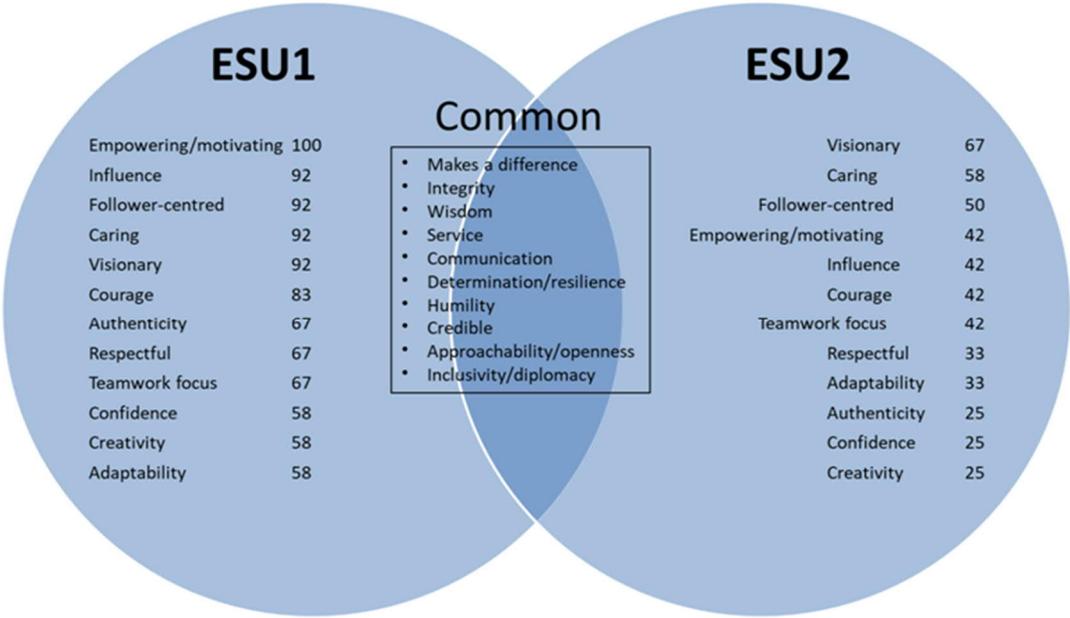


Source: Developed for this study.

There is clearly common ground between the two ESUs and also distinct differences between the ESUs, however such divergence does not fall cleanly upon the category or even sub-category clusters (highlighted in Figure 4.5). Each ESU offers testimony that modifies the prevailing opinions of the other. Interpretation of these conclusions required critical reflection at the attribute level of data.

The combination of convergence and divergence in the patterns identified in the data illustrates the homogeneity within ESUs and the heterogeneity between ESUs, as represented in Figure 4.6.

Figure 4-6. Heterogeneity between ESUs



Source: Developed for this study.

4.4.2.3. Interpretation

Hierarchical cluster analysis has clearly demonstrated homogeneity within ESUs and heterogeneity between them, thereby vindicating the research design as a single case comprising two Embedded Study Units. Moreover, detailed analysis has revealed clustering patterns of commonality (congruence) where both ESUs share specific perceptions, counterbalanced against clustered patterns of data where each ESU adopts a clearly different position (divergence).

In general, Sri Lankan informants were consistent in employing strong remarks when discussing the subject’s leadership characteristics. Australian informants were uniformly more moderate in doing so, suggesting a noticeable difference in degree. Nevertheless, in allowing for that distinction, several leadership characteristics were acknowledged as strong by both ESUs (notably wisdom and service), and several attributes were also commonly recognised as being of lesser strength (credibility, inclusivity and approachability).

The differences in perception of the subject's leadership characteristics are more numerous than commonly shared perspectives. Indeed, each time the Sri Lankan ESU presented corroborated data suggesting a strong category of attributes, the Australian ESU presented a data-supported counter-argument, with the degree of difference ranging from 27.2% to 62.7% across 12 attributes. The underlying reasons for this disparity in perceptions is not explainable directly from the data and was therefore the subject of critical reflection in Section 4.7 of this Critique.

4.5. CROSS-COMPANY ANALYSIS

Table 4.9 illustrates the range of ratings on each attribute by the six companies in this study. The data clearly shows that Sri Lankan companies frequently responded with strong ratings (range = 12 to 6), whilst Australian companies rarely responded with strong ratings (range = 5 to 1). Sri Lankan companies each responded with 2 weak ratings, whereas Australian companies frequently responded with weak ratings (range = 6 to 10). Furthermore, every company declined to respond to some questions (range = 1 to 3).

Responses were weighted in strength from +3 for positive strong, to -3 for negative strong, with nil responses weighted at zero. The weighted scores were then calculated for each company.

Sri Lankan Company 1A recorded the highest weighted score of 54 (72% of the maximum attainable score), whereas its counterpart, Australian Company 2A recorded the lowest weighted score of 35 (47% of the maximum attainable score). Sri Lankan companies collectively presented a weighted score ratio of 66.7% compared to the combined weighted score ratio by Australian companies of 52.4%.

This disparity of 14.3 percentage points further illustrates the heterogeneity between ESUs, whilst the company data shows reasonable homogeneity within ESUs.

The weighted strength scores recorded for attributes across the six companies reflecting the heterogeneity and homogeneity amongst the ESUs are highlighted in Table 4.10.

Table 4-9. Cross Company Data – Strength & Direction

Attribute	ESU 1			ESU2		
	C1	C2	C3	C4	C5	C6
Adaptability	75	50	50	25	50	25
Authenticity	75	50	75	50	25	0
Caring	100	100	75	25	75	75
Communication	75	100	75	50	75	75
Confidence	75	50	50	75	0	0
Courage	100	100	50	75	0	50
Creativity	75	75	25	25	50	0
Credible	100	0	75	50	75	50
Follower-centred	100	100	75	25	50	75
Humility	25	50	100	50	50	50
Influence	100	75	100	75	25	25
Integrity	100	75	100	75	75	100
Makes a difference	100	100	100	75	100	75
Respectful	100	50	50	50	25	25
Service	75	100	75	50	100	100
Visionary	100	100	75	75	75	50
Wisdom	75	100	100	100	75	100
Determination/resilience	100	100	75	25	100	100
Approachability/openness	75	25	50	0	50	100
Proactivity	50	50	0	75	25	25
Empowering/motivating	100	100	100	0	50	75
Teamwork focus	100	50	50	25	50	50
Inclusivity/diplomacy	50	50	50	50	75	25
Popular, respected	25	0	25	0	100	50
Authoritative/demanding	0	0	0	-25	-50	-75
	1950	1650	1600	1150	1425	1375

KEY

X	Positive Strong	n>80
X	Positive Moderate	n>50 – n<80
X	Positive Weak	n>0 – n<50
X	No Comment	N = 0
X	Negative Weak	n<0 – n<-50
X	Negative Moderate	N, -50 – n< -80

Source: Developed for this study.

Table 4-10. Cross-Company Data - Weighted Analysis

	Weighted scores					
Positive Strong	36	30	18	3	12	15
Positive Moderate	16	18	26	26	28	24
Positive Weak	2	2	2	7	4	4
Nil response	0	0	0	0	0	0
Negative weak	0	0	0	-1	0	0
Negative Moderate	0	0	0	0	-2	-2
Negative Strong	0	0	0	0	0	0
Sum	54	50	46	35	42	41
			150			118
Max possible			225			225
Result			66.67%			52.44%

Source: Developed for this study.

4.5.1. Interpretation

Cross-Company analysis corroborated the Cross-Unit analysis, showing common perspectives shared by Sri Lankan companies, with a range of 350 points in overall strength of positive perspectives from 1600 to 1950 based on raw data. A similar range of 225 points in overall strength of positive perspectives from 1150 to 1375 was observable in Australian companies. When the raw data was weighted by virtue of its strength and direction, the outcome showed Sri Lankan firms, on average, to be 66.67% positive and Australian firms 52.44% positive.

This data supports the observation that informants in Australian companies are not perceiving the same strengths in leadership characteristics as their Sri Lankan counterparts. The explanation for that disparity is not discernible from the data and is the subject of Critical Reflection.

4.6. ANSWERING THE RESEARCH QUESTIONS:

For clarity, the two principal research questions, and their subordinate questions are reprised here:

1. From the perspective of an Asian leader operating in a multinational context, how do the required leadership characteristics differ where the organisational culture and social-cultural context change?
 - 1.1. What are the leadership characteristics perceived in the Sri Lankan Leadership context?
 - 1.2. What are the leadership characteristics perceived in the Australian leadership context?
 - 1.3. Which characteristics are common, and which are unique?
2. How can I, as a leader, successfully transition from one cultural context to another?
 - 2.1. How are common characteristics adapted from one context to another?
 - 2.2. How are new unique characteristics acquired?
 - 2.3. How are former unique characteristics abandoned?

4.6.1. Subordinate Questions to Research Question 1

4.6.1.1. What are the leadership characteristics perceived in the Sri Lankan leadership context?

Across the board, informants in ESU1 responded effusively, making more frequent mention of all attributes than their counterparts in ESU2. The strength of the subject's concern for the needs of his employees resonated strongly from the testimony of the Sri Lankan informants. The leadership attributes of caring, follower-centred, empowering / motivating and influence clustered to show a strong people orientation. However, there was a sense that transparency was less than the informants desired, with the subordinate attributes of approachability / openness, inclusivity / democracy being rated at the lesser level of moderate strength. Cluster analysis showed that these traits affected the subject's authenticity and credibility in the Sri Lankan context. There was widespread appreciation amongst Sri Lankan informants for the subject's goal-oriented business approach. They ranked the subject highly on attributes in each of the goal-oriented clusters of flexibility, inspiration, taking action and team-driven approach. However, in each of the aforementioned clusters, the informants also scored the subject less enthusiastically on such attributes, as humility, adaptability, proactivity, confidence and popularity indicating that there remains adequate room for self-improvement.

4.6.1.2. What are the leadership characteristics perceived in the Australian leadership context?

Across the board, informants in ESU2 responded conservatively, making less frequent mention of all attributes than their counterparts in ESU1. Australian informants identified the subject as having the same dual focus of people-orientation and goal orientation as their Sri Lankan counterparts, however they also considered that the subject had a third focus upon establishing the legitimacy of his personal leadership. These clusters suggested a balanced perspective across the demands of employees, employers and personal effectiveness.

Australian informants acknowledged the subject as having particular strengths in each of those three categories, recognising his wisdom, his ability to make a difference, his attention to delivering good service and his personal integrity. Multiple other attributes in each of the three foci were reported at moderate strength levels, which is an acknowledgement of the informants' respect for those leadership characteristics.

Australian informants perceived the subject to have weak levels of leadership attributes in the broad category of 'decisiveness', comprising the component attributes of confidence, courage, influence and proactivity. The only leadership trait in the study to be reported negatively was 'authoritative and demanding'. This attribute was unique to Australian informants and was the least corroborated trait in the data, however it offers an avenue for leadership growth.

4.6.1.3. Which leadership characteristics are common, and which are unique?

Twenty-four of the twenty-five coded attributes were recorded in both ESUs. The only attribute unique to one context was the negative perception amongst some Australian informants in regard to 'authoritative and demanding'. With only 8 corroborating data points, this was the least supported observation in the data. Whilst not dismissing that factor, it is reasonable to observe that all other leadership attributes were positive in direction and shared by both cultural contexts.

The differences in leadership characteristics perceived in these two contexts then relates to the degree (strength) of positive perception, and it is here that some discrimination can be found. Common perspectives on ten of the twenty-five leadership characteristics were shared by the ESUs. 6 of them were shared perceptions of high strength (Makes a difference, integrity, wisdom, service, communication, determination/resilience). 4 of them were shared perspectives of moderate strength (Humility, credibility, approachability/openness, inclusivity/diplomacy).

15 of the identified characteristics, although reported in both ESUs, held markedly different perspectives of strength. Amongst the most striking is the perception that the subject empowers and motivates his workforce. In ESU1 there were 100 references to that construct, with only 42 such references recorded in ESU2. Other characteristics where the lower perception was less than half of the higher perception included the subject's authenticity, confidence, creativity, influence and respect. In Sri Lanka The subject's caring approach and visionary leadership were ranked amongst his strongest traits. In Australia they attained approximately a third of that perspective (37% and 27.2% respectively).

4.6.2. Preliminary Answer to Research Question 1

From the perspective of an Asian leader operating in a multinational context, how do the required leadership characteristics differ where the organisational culture and social-cultural context change?

The leadership characteristics reported in both socio-cultural contexts proved to be almost identical. The critical difference between the contexts was the strength of perception of the informants. Informants from both contexts reported shared perspectives of strength / weakness on ten of the twenty-five identified leadership attributes. It is in the remaining 15 leadership attributes that significantly different perspectives were observed. Invariably, the observations involved a high strength observation in Sri Lanka and a more moderate –low strength observation on the same trait in Australia (although in the case of 'proactivity' the inverse was true). The reasons for this disparity between perspectives are not objectively discernible from the data, and are the subject of a subsequent process of Critical Reflection.

4.6.3. Subordinate Questions to Research Question 2:

4.6.3.1. How are common leadership characteristics adapted from one context to another?

Those leadership attributes that were commonly shared by both ESUs include six attributes that were seen in both socio-cultural contexts to be strong. The four leadership attributes that both ESUs agreed were lacking in strength were credibility, humility, approachability / openness and inclusivity / diplomacy. This tight cluster of traits suggests an avenue for change that would allow commonly shared perceptions to be strengthened during the transition between contexts.

4.6.3.2. How are new unique leadership characteristics acquired?

This study showed that there were no leadership characteristics uniquely valued in either socio-cultural context. There is therefore no specific requirement to acquire new leadership characteristics that would have a unique application to a specific context. Emphasis would be better served to be placed on re-balancing the leader's existing personal strengths and weaknesses to better align with the perceptions of the context in which he / she is leading.

4.6.3.3. How are the former unique leadership characteristics abandoned?

As there were no unique leadership characteristics unique to either socio-cultural context, a leader does not undergo an abandonment process of former unique leadership characteristics. The only exception to this result is when observing the outlier 'authoritative / demanding.' Where a leadership attribute has been observed with a notable negative direction, the leader would be prudent to consider remedial steps to overcome that trait. In this study that trait was not observed in Sri Lanka and was observed in Australia. There are several potential explanations for that phenomenon, but none are explainable from the data and require a process of Critical Reflection.

4.6.4. Preliminary Answer to Research Question 2

How can I, as a leader, successfully transition from one cultural context to another?

Knowledge is widely accepted as a powerful catalyst for change. Knowledge of one's personal leadership characteristics, not as understood by one's self, but as perceived by those being led, could provide a leader with the catalyst needed to successfully transition from one socio-cultural context to another.

This study has found all identified positive leadership characteristics to be common to both contexts. It has found a core of shared perspectives on both leadership strengths and leadership shortcomings. That knowledge provides a clear avenue for personal growth that would be universally welcomed in both contexts.

The study has also identified distinctly different perspectives on commonly shared leadership attributes. The reasons behind such disparity are not discernible from the data and are to be addressed through critical reflection. They have the potential to be the drivers of adaptive leadership characteristics facilitating a successful transition across changing socio-cultural contexts.

5. CHAPTER 5 – CRITICAL REFLECTION

5.1. CRITICAL REFLECTION UPON FINDINGS AND PRIOR THEORY

5.1.1. ESU 1 – Sri Lanka

Across the board, informants in ESU1 responded enthusiastically, making more frequent mention of all attributes than their counterparts in ESU2. The strength of the candidate's concern for the needs of his employees resonated strongly from the testimony of the Sri Lankan informants. The leadership attributes of caring, follower-centred, empowering / motivating and influence clustered to show a strong people orientation. However, there was a sense that transparency was less than the informants desired, with the subordinate attributes of approachability/openness, inclusivity/democracy being rated at the lesser level of moderate strength. Cluster analysis showed that these traits affected the subject's authenticity and credibility in the Sri Lankan context.

There was broad appreciation amongst Sri Lankan informants for the subject's goal-oriented business approach. They ranked the subject highly on attributes in each of the goal-oriented clusters of flexibility, inspiration, taking action and team-driven approach. However, in each of the clusters mentioned above, the informants also scored the subject less enthusiastically on such attributes, as humility, adaptability, proactivity, confidence and popularity indicating that there remains room for self-improvement.

The following discussion elaborates on the above summary, as evidenced by the testimony of informants in ESU 1, showing the relevance of prior theory to the constructs arising from the data.

One of the key findings of the study was that the candidate exhibited strong concern for the welfare of employees (SU1-IN01-IV-N-0009, SU1-IN03-IV-N-0020, SU1-IN03-IV-N-0020). This finding aligns with Marn's (2012) theory of the pursuit of followers' participation and Ladkin's (2008) concern for the best interests of the human condition. Informant testimony SU1-IN01-IV-N-0007 exemplifies this alignment as follows:

“He took direct and swift actions in a time of crisis and assured our job security which allowed the proper flow of operations to be carried out.”

The research found that there was broad appreciation among informants regarding the candidate's care for his employees (SU1-IN01-IV-N-0009, SU1-IN05-IV-N-0153, SU1-IN09-IV-N-0238, SU2-IN17-IV-N-0360, SU2-IN24-IV-N-0458). This finding is consistent with Ladkin's (2008) work on the ethical dimensions of business leaders, where a leader is deeply concerned about his endeavour and questions his purpose to serve the best interest of the human condition. The statement from informant SU1-IN09-IV-N-0238 exemplifies such data alignment:

"During this period, for some weeks, I had been pretty bad, but he was OK with that because he was like – yeah, you have bad days and do not get hung up about that, do not worry, and keep on pushing through".

The study found that follower-centred leadership was scored highly and in a positive manner (SU1-IN03-IV-N-0020, SU1-IN02-IV-N-0038, SU1-IN03-IV-N-0042, SU1-IN02-IV-N-0055, SU1-IN07-IV-N-0120, SU1-IN08-IV-N-0137, SU1-IN08-IV-N-0167, SU1-IN11-IV-N-0246, SU2-IN18-IV-N-0315, SU2-IN23-IV-N-0452). The findings aligned with Bass et al. (2003), who posit that a transactional leader would emphasise strengthening relationships with followers. The following statement by informant SU1-IN02-IV-N-0055 illustrates how the data reflects that theory.

"He took time to have meetings and consultations individually; leadership served to help people fulfil professional desires."

The study found empowering/motivating to be one of the highest-rated (100%) positive leadership traits (SU1-IN04-IV-N-0092, SU1-IN05-IV-N-0153). Wilkin (2010) states that inspiration, motivation, individual consideration and intellectual challenge are core functions of transformational leaders. Informant testimony SU1-IN04-IV-N-0092 exemplifies this alignment in the following statement:

"He organised additional leadership training for professional development for employees on an annual basis that really helped employee development within the organisation."

The study found influence as a leadership trait to be rated highly and positively (SU1-IN06-IV-N-0157, SU1-IN09-IV-N-0175). This finding is aligned with the theory of Long and Thean's (2011) work on leadership that involves influencing an individual or a group in efforts toward goal achievement, as was reported in all three Sri Lankan case studies. Bass's (1985) model describes idealised influence as a key component of transformational leadership theory.

The findings of the analysis revealed that the candidate had a strong influence on his followers' performance as well as their daily routine. Informant testimony SU1-IN06-IV-N-0157 describes the influence-based behaviour reported in the data:

"It was from the very early days of the company, where he made everyone feel that we are on a mission to make something big happen for ourselves and the community. It made us feel included and special and ultimately drove us to do our best".

The study found a sub-cluster in the candidate's leadership named warmth and growth, which included four attributes namely Caring, Follower-centred, Empowering / motivating and influence, that were rated highly by informants, suggesting a strong people orientation in the candidate's leadership. These observations reflect the work of Huang et al. (2010) who spoke of actively creating an egalitarian, empowering, supporting and collaborative work environment. The data is aligned with such theory in the three Sri Lankan case studies investigated and is reflected in the following informant testimony by SU2-IN24-IV-N-0458:

"One of the other things I could say about him on a more personal note is that him being a father of three children he understands other parent's difficulties".

Burns (1978) explains that Transformational Leadership places importance based on a strong relationship between leaders and followers, resulting in a high level of trust and inspiration. Consistent with this theory, the study found that the candidate's transparency was less than what the informants desired. Informant testimonies from SU2-IN19-IV-N-0319, SU2-IN16-IV-N-0288 and SU1-IN12-IV-N-0215 reported a positive, albeit moderate strength of alignment with that theory. The following statement from SU1-IN02-IV-N-0012: typifies that finding:

"During a time of no transparent communication and severing of ties from many parties within and outside the firm, he was able to bring together employees and management to work under one umbrella with seminars and meetings that outlined the future of the company."

The research findings showed that approachability/openness was positively rated by informants but moderate in strength (SU1-IN12-IV-N-0215, SU1-IN05-IV-N-0128, SU1-IN06-IV-N-0143), suggesting there is room for self-improvement.

The analysed data shows consistency with Manning's (2003) cross-cultural leadership effectiveness theory, which proposes that relationship competencies and openness to new perspectives are crucial in leadership characteristics. Informant testimony SU1-IN12-IV-N-0125 represented the relevance of this theory,

"He had an open-door policy that was accessible to anyone."

Inclusivity/diplomacy was ranked positively, however, only moderate in strength by informants (SU1-IN09-IV-N-0177, SU1-IN03-IV-N-0042). These indicate that informants' expectations in terms of inclusivity/diplomacy were not as well aligned with the style of the candidate as other attributes. Leaders sometimes need to maintain a degree of executive confidentiality which can account for such misalignment. The study reported strengths in a team-driven approach in the attainment of business success (SU1-IN06-IV-N-0157). It further indicated that the subject was a strong communicator (SU1-IN08-IV-N-0165) and sought a higher degree of inclusiveness to maintain credibility (SU1-IN09-IV-N-0209). These findings counter-balance the moderate rating of the inclusivity/diplomacy attribute to some degree. Evidence of the candidate's leadership style, in counterpoint to that of the firm itself, is found in informant testimony SU1-IN09-IV-N-0177:

"He got across what role everyone needs to do and what they need to achieve".

The study found that the candidate's credibility was rated positively, but only at a moderate strength (informants SU1-IN12-IV-N-0191, SU1-IN11-IV-N-0226, SU1-IN01-IV-N-0052). The findings showed two opposing factors clustered within this category. On the one hand, the candidate's credibility was diminished by the informants' perceptions of less than desired inclusivity and approachability.

On the other hand, the candidate was regarded strongly for emphasising moral dimensions and professional ethics, as highlighted by informant SU1-IN11-IV-N-0226:

"He managed to combine core factors and values by adding meaning to everyday life."

The works of Gerry and Eid (2012) on moral dimensions and professional ethics are aligned with these finding on credibility as outlined by informant SU1-IN12-IV-N-0191:

"He integrated values and principles to create a purposeful life".

There was broad appreciation amongst Sri Lankan informants (SU1-IN04-IV-N-0025, SU1-IN06-IV-N-0157) for the candidate's goal-oriented business approach. They ranked the subject highly on attributes in each of the goal-oriented sub-clusters of flexibility, inspiration, taking action and team-driven approach. The above informant testimony reported that the candidate adopted a task-oriented leadership style while paying attention to the growth of employees. This finding is aligned with the works of Zakeer et al. (2016), which states that effective and successful leaders are those who adopt a task-oriented leadership style while paying close attention to the maturity of the follower group and its component individuals. Informant testimony SU1-IN06-IV-N-0157 best describes this observation as follows:

"It was from the very early days of the company, where he made everyone feel that we are on a mission. A mission to make something big happen for ourselves and the community. It made us feel included and special and ultimately drove us to do our best".

Flexibility was rated highly, especially in case study SL1, where leadership turmoil was evident within the organisation. The candidate's flexibility as reported in the data paralleled the works of Lorsch (2010), who described changes being made both to one's leadership and the situation at hand, in order to optimise the potential of the employees and the overall result for the enterprise. The candidate's flexibility in his leadership approach is described by the informant statement SU2-IN19-IV-N-0324:

"Yes, in certain phases the company would go through, either a more active or passive stance was taken."

The analysed findings regarding the attribute of inspiration found that the candidate "Empowered others to solve problems, contribute to the vision" (SU1-IN02-IV-N-0037). This data aligns with the work of Wilkins' (2013), who sees inspiration as a basic behaviour recognised in transformational leadership. Informant statement by SU1-IN01-IV-N-0053 highlights this alignment:

"He took time to have meetings and consultations individually. Leadership served to help people fulfil their professional desires."

Within the cluster of goal-oriented, the data on taking action attained a high rating by Sri Lankan informants. The following statement by informant SU1-IN01-IV-N-0007 is an indication of the candidate's ability to take action in the workplace.

“He took direct and swift actions in a time of crisis and assured our job security which allowed the proper flow operations to carry out”.

Yukl's (2002) work emphasises that in a multi-cultural environment, leaders need to effectively deal with complex situations, continually evolving and challenging to interpret. The informants ranked the subject highly on attributes in each of the goal-oriented clusters such as taking action; however, some clusters were ranked low, indicating that there was still an opportunity for self-improvement. The following informant testimony illustrates this:

“He took direct and swift actions in a time of crisis and assured our job security which allowed the proper flow operations to carry out” (SU1-IN01-IV-N-0007).

“He pushed people to develop by giving them new projects and responsibilities (SU1-IN02-IV-N-0038).

The research on Team-Driven indicated that there was still room for performance improvement since component attributes were rated moderate (67%). Marn's (2012) theory emphasised the pursuit of followers' participation and their persistent association with the leader in the sharing of ideas and decisions within a favourable working atmosphere. This is represented by informants' statements SU1-IN06-IV-N-0103 and SU1-IN11-IV-N-0183 respectively:

“Everyone from the low levels of hierarchy to the top levels had their voices heard, thus allowing to achieve objectives swiftly”.

“His leadership approach emphasised on collaboration which brought out the best in the organisation's daily operations”.

Informants SU2-IN17-IV-N-0328, SU2-IN19-IV-N-0324 and SU2-IN21-IV-N-0415 scored the candidate moderately and in a positive manner in terms of adaptability. Marn (2012) describes how a transformational leader can play a leading role in directing responses to change by establishing an initial vision, influencing the adoption of new directions, and supporting the resultant shared vision. Data consistent with this theory is illustrated in informant testimony SU2-IN21-IV-N-0415:

“In the reshaping stages, it was in-or-out leadership, whereas once things stabilised a more open leadership approach was taken”.

Whereas Schein (2004) suggests that the appropriate way for humans to behave about their environment is to be proactive problem solvers and learners, the study

rated the attribute of proactivity positively but at a low strength (SU1-IN04-IV-N-0025), suggesting room for self-improvement on this attribute. This finding could also indicate that informants did not highly prioritise the need for this attribute compared to other goal-oriented attributes. An example of informant testimony in this area was given by SU1-IN04-IV-N-0025:

“He wanted to deliver on goals and persuade others to be confident in reaching goals”.

In each of the Sri Lankan case studies informants seem to have prioritised people-oriented attributes that were more follower-centred, ahead of attributes that concern the leader himself.

The study rated confidence moderately and in a positive direction (SU1-IN04-IV-N-0025, SU1-IN08-IV-N-0124, SU1-IN10-IV-N-0222). Burns' (1978) Transformational Leadership Theory describes the basis of a strong relationship between leaders and followers, resulting in high levels of trust and inspiration. The data on this topic is typified by informant testimony SU1-IN10-IV-N-0222:

“His positivity rubbed off on others and managed to transcend things and to get things done well”.

Informants scored the candidate low on the attribute of popularity, indicating room for self-improvement (SU1-IN03-IV-N-0059, SU1-IN04-IV-N-0071, SU2-IN13-IV-N-0291). Zakeer et al.'s (2016) theory stated that the followers of such leaders ‘function within a working environment, abiding by the rules and regulations to improve their awareness, the morality of their conduct and the standard of the services they perform’. The following testimony by informant SU1-IN05-IV-N-0015 outlines this behaviour:

“It was a clear indication of how much he thinks about the employees’ future development”.

5.1.2. ESU 2 – Australia

Across the board, informants in ESU2 responded conservatively, making less frequent mention of all attributes than their counterparts in ESU1. Australian informants identified the same dual focus of people-orientation and goal orientation as their Sri Lankan counterparts, however, they also identified a third focus upon establishing the legitimacy of personal leadership. These clusters suggested a balanced perspective across the demands of employees, employers and personal effectiveness. Australian informants acknowledged particular strengths in each of those three categories, recognising wisdom, the ability to make a difference, attention to delivering excellent service and personal integrity as key factors.

Several attributes in each of the three foci were reported at moderate strength levels, and the data showed weak levels of leadership attributes in the broad category of 'decisiveness', comprising the component attributes of confidence, courage, influence and proactivity. Such findings suggest areas suited to further improvement.

The only leadership trait in the study to be reported negatively was 'authoritative and demanding'. This attribute was unique to Australian informants and was the least corroborated trait in the data; however, it points to an avenue for leadership growth.

The following discussion elaborates on the above summary, as evidenced by the testimony of informants in ESU 2, showing the relevance of prior theory to the constructs arising from the data.

The analysis found that people-orientation directly focuses on the welfare of employees as underpinned by the sub-categories of Warmth and Growth, Reliability and Transparency that exists under the people-orientation meta-category. While no weak ratings were reported, identified strengths in most sub-categories were scored at moderate levels. The findings reflected the theory of Meng et al. (2003) that 'Australian workers require freedom to have their say in corporate decisions' and those of Ashkanasy et al. (2002) who states that Australian leaders must inspire high levels of performance and be visionary without being too charismatic while still being seen as 'one of the boys' and also allowing Australians to have their say. This alignment with the data is shown by informant testimony SU2-IN13-IV-N-0291:

"He earned and gave respect to his employees and set a standard of behaviour to govern all including himself".

Within the meta-category of goal orientation sit the sub-categories of Decision-Style, Team-Driven and Strategic Thinking. Informants reported that the candidate's leadership style was characterised by a dual focus on the needs of people and on the needs of the business, with the needs of the business being seen as a priority. Hofstede's (1980) work on a goal-oriented leadership style centred on urgency and time-oriented culture evidenced through the use of deadlines and the short time spent to get to the point in business negotiations. Alignment of the data with this theory is illustrated by informant testimony SU2-IN22-IV-N-0448:

"I think he did everything possible to take the company forward".

The candidate's legitimacy of personal leadership was the third critical focus identified by Australian informants. It was perceived to be a clustered compilation of the candidate's decisiveness (comprising the attributes of confidence, influence, courage and proactivity) and openness (comprising the sub-categories of transparency and reliability). Suchman (1995) provided a working definition of legitimacy as:

"...a generalised perception or assumption that the actions of an entity are desirable, proper, or appropriate within some socially constructed system of norms, values, beliefs, and definitions."

Hadcroft (2002) summarises personal legitimacy, from the meta-theory presented by Suchman (ibid.) explaining that personal legitimacy is dependent upon the charismatic qualities of the firm's leaders and representatives. Although it may be useful in supporting the resilience of moral legitimacy, by diverting firm responsibility for its ad hoc departure from acceptable norms to the responsibility of individuals, such a basis for legitimacy is considered to be transitory and idiosyncratic and therefore of limited sustainability. The following discussion of the component attributes of the legitimacy cluster (wisdom, makes a difference and service) illustrates how the analysed data of this study is aligned with the construct of personal legitimacy.

Australian informants (SU2-IN14-IV-N-0302, SU2-IN18-IV-N-0350, SU2-IN20-IV-N-0386 and, SU2-IN23-IV-N-0431) rated the attribute of wisdom positively and at high strength. In this regard, wisdom was detected in three categories, that is, experience, spirituality, and passion. The study findings agree with Yukl's (2002) theory on leadership in a multi-cultural working environment where leaders require both knowledge and experience to effectively deal with situations that are complex, constantly evolving and difficult to interpret. Furthermore, the study findings are in line with Kramer's (2005) theory on cross-cultural leadership development in global businesses. Most global organisations are keenly looking for methods to develop global talent. This observation in the data is highlighted by informant testimony SU2-IN20-IV-N-0345,

"He was very clever as he was great at utilising the right people for their specialties" and

"His wisdom was great in every situation" (2-B-IN20-IV-N-05).

Ability to make a difference was rated highly and in a positive manner by Australian informants (SU2-IN16-IV-N-0269, SU2-IN17-IV-N-0348, SU2-IN22-IV-N-0400, SU2-IN22-IV-N-0448).

The study findings were in line with Zakeer et al.'s (2016) theory that the followers of the leaders' function within a working environment could create a difference as the followers abide by rules and regulations to improve both awareness and the standard of service that can be delivered. The alignment of the data with this theory is illustrated by informant SU2-IN17-IV-N-0348:

"He made personal efforts that lead to making a positive impact on individuals".

The study found that service was rated highly and in a positive manner by the informants (SU2-IN23-IV-N-0431, SU2-IN22-IV-N-0429). Burns' (1978) transformational leadership theory describes how a strong relationship between leaders and followers results in high levels of trust and inspiration. Zakeer et al. (2016) state that the followers of such leader's function within a working environment, abiding by the rules and regulations to improve their awareness, the morality of their conduct and the standard of the services they perform. This is outlined by informant testimony SU2-B-IN18-IV-N-07:

"He demonstrated by the commitment that extends beyond one's self-interest."

Personal integrity was rated highly and in a positive direction by Australian informants (SU2-IN13-IV-N-0284, SU2-IN20-IV-N-0322). These findings were in agreement with Gerry and Eid's (2012) transformational leadership theory on moral dimensions and professional ethics. Burns' (1978) also discusses an ethical, moral enterprise through which the integrity of the organisation would be maintained and enhanced. Informant testimony SU2-IN13-IV-N-0284 emphasised this:

"He showed strong trustworthiness at all times."

The study determined that decisiveness was rated positively by informants (SU2-IN13-IV-N-0260, SU2-IN15-IV-N-0305). Within the meta-category of legitimacy, decisiveness constituted a sub-cluster of attributes comprising confidence, influence, courage and proactivity. Yukl (2012) stated that leaders need to effectively deal with situations that are complex, continually evolving and difficult to interpret in terms of decision-making in a multi-cultural and multi-complex working environment.

Alignment between informant testimony and prior theory is represented by the following informant statements:

"He can take a long-term perspective in decision-making" (SU2-B-IN20-IV-N-06)
and

"He was ethically strong when making a decision." (SU2-C-IN23-IV-N-06).

Although still oriented in a positive direction, confidence was among the ten attributes to which Australian informants attached low scores, allowing an avenue for leadership growth (SU2-IN22-IV-N-0437, SU2-IN21-IV-N-0397). Zakeer et al. (2016) showed that self-confidence is associated with emotional stability, cognitive ability, and knowledge of the business. Informant testimony SU1-IN04-IV-N-0025 represents the data regarding the attribute of confidence:

"He wanted to deliver on goals and persuade others to be confident in reaching goals."

Influence was rated low but in a positive direction by Australian informants (SU2-IN16-IV-N-0269, SU2-IN22-IV-N-0400, SU2-IN22-IV-N-0448). Long and Thean (2011) indicated that there is a broad consensus that leadership is a process that involves influencing an individual or a group in efforts toward goal achievement. Leadership that inspires influence has an emotional impact on subordinates and often inspires them to do more than they would typically do, despite personal sacrifice and obstacles. The low-level rating of this attribute by Australian informants suggests that it offers an avenue for leadership growth and is illustrated by informant testimony 2-A-IN14-IV-N-09:

“Actually, this way, he stimulated the team thinking and spread optimism.”

Proactivity was rated low and in a positive direction by the Australian informants (SU2-IN17-IV-N-0328, SU2-IN19-IV-N-0324, SU2-IN21-IV-N-0415), mirroring a similar rating by Sri Lankan informants. The low rating may suggest an avenue for leadership growth, or it may be an indication that informants prioritised other attributes higher. There were few mentions of the candidate's proactivity within the Australian data, accounting for its low rating. However, one such reference, supporting the positive direction of the observation, was:

“The leadership was always proactive and open-ended” (SU2-A-IN16-IV-N-05).

Wu and Wang (2011) define leadership proactivity as:

“... generating and enacting self-initiated and future-focused leading actions that are persistently sustained to bring changes toward the environment.”

One of their key propositions was that a leader's proactivity could be observed and evaluated differently by raters in different positions. It is possible then that informants holding different perspectives (e.g. Board of Directors) may have taken a different view to the informants of this study. The following quotation is representative of how the Australian informants observed reactivity, as distinct from proactivity, thereby contributing to the low rating of the proactivity attribute.

“So, the initial reaction, I didn't like it, but later I realised the importance of his actions to change” (SU2-IN20-IV-N-0384).

5.1.3. Common and Unique Characteristics

Twenty-four of the twenty-five coded attributes were recorded in both ESUs. The only attribute unique to one context was the negative perception amongst some Australian informants regarding 'authoritative and demanding.' With only eight corroborating data points, this was the least supported observation in the data. While not dismissing that factor, it is reasonable to observe that all other leadership attributes were positive in direction and shared by both cultural contexts.

The differences in leadership characteristics perceived in these two contexts then relate to the degree (strength) of positive perception, and it is here that some discrimination can be found. The ESUs shared common perspectives on ten of the twenty-five leadership characteristics. Six of them were shared perceptions of high strength (Makes a difference, integrity, wisdom, service, communication, determination/resilience). Four of them were shared perspectives of moderate strength (Humility, credibility, approachability/openness, inclusivity/diplomacy).

Fifteen of the identified characteristics, although reported in both ESUs, held markedly different perspectives of strength. Amongst the most striking is the perception that the subject empowers and motivates his workforce. In ESU1 there were 100 references to that construct, with only 42 such references recorded in ESU2.

Other characteristics where the lower perception was less than half of the higher perception included the subject's authenticity, confidence, creativity, influence and respect. In Sri Lanka, the subject's caring approach and visionary leadership were ranked amongst his strongest traits.

In Australia, they attained approximately a third of that perspective (37% and 27.2% respectively). With the one exception raised, the concepts identified as significant during data analysis had the following characteristics:

- all leadership attributes were positive in direction;
- both cultural contexts shared all leadership attributes, and
- differences in leadership characteristics relate to the strength of perception.

5.1.4. Contextual Differences in Leadership Attributes

The study found that the Australian informants identified the subject as having the same dual focus of people-orientation and goal orientation as their Sri Lankan counterparts. In both cases, informants acknowledged the subject as having particular strengths in each of those three categories, recognising the attributes of wisdom, the ability to make a difference, attention to delivering excellent service and integrity (SU1-IN01-IV-N-0053, SU2-IN23-IV-N-0452). The data conforms with the views of Wilkin (2013) who posits that transformational leadership includes basic behaviours such as inspiration, motivation, individual consideration, and intellectual challenge, as illustrated in informant testimony SU1-IN01-IV-N-0053:

“He took time to have meetings and consultations individually; leadership served to help people fulfil professional desires”.

Leadership can vary due to cultural influence. The study found that those leadership attributes that were rated differently in Australia and Sri Lanka nevertheless existed in both countries (SU1-IN08-IV-N-0137, SU2-IN18-IV-N-0315). The contextual differences of ESU1 and ESU2 illustrated that people-oriented attributes such as ‘empowerment / motivating’, ‘influence’, ‘follower-centred and caring’, which were ranked very strongly in Sri Lanka, were rated significantly lower in Australia.

Furthermore, several other characteristics viewed as being of moderate strengths in Sri Lanka were rated weakly in Australia. These findings are in line with Robinson’s (2008) theory which states that of cultural diversity varies according to how leaders define their roles and how they apply themselves to their responsibilities as leaders, and Bass (1997) who took the view that the transformational leadership paradigm would be applicable across cultures, but the manifestations of leadership behaviours might be different. One example of how the candidate’s leadership approach manifested differently under different circumstances can be found in informant testimony SU1-IN11-IV-N-04:

“Yes. His leadership approach changed depending on what objective the firm was trying to achieve.”

As the same leader was studied in both contexts the observed characteristics should be common. The study found that the same attributes were present in both culturally diverse contexts.

In both cases, six shared perceptions were strong: (makes a difference, integrity, wisdom, service, communication, and determination/resilience). Within those perceptions, Sri Lankan informants reported that leadership behaviours that centre on maintaining customer satisfaction by being sensitive to integrity, honesty, and respect to the subordinates resonated strongly (SU1-IN03-IV-N-0042, SU1-IN01-IV-N-0052). These findings are consistent with Jayakody (2008) who purports that the values of integrity, honesty and respect for others are central to the leader's values and belief system and, Yapa (2012) who recommends prioritising based on customers' needs, as demonstrated in informant testimony SU2-IN20-IV-N-0321:

"His leadership approach was leading from the front by implementing drastic policies for a much-needed turnaround for the organisation."

Australian informants also resonated strongly on the attributes, which mainly concern the interaction between leaders and subordinates (SU2-IN13-IV-N-0284, SU2-IN19-IV-N-0319, SU2-IN20-IV-N-0322, SU2-IN19-IV-N-0343). These findings are consistent with the remarks of the Business Council of Australia (2003) that Australian values are characterised by respect for democracy, tolerance and caring for others, a strong sense of justice, egalitarianism, fairness, loyalty and freedom of self-determination. Meng et al. (2003) also corroborate this perspective when they suggest that Australian workers require freedom to have their say in corporate decisions. This is illustrated by informant testimony from both contexts:

"He treats others with dignity, empathy, and compassion" (SU1-IN01-IV-N-0008)
and
"He demonstrated by self-respect and respecting others regardless of differences" (SU2-IN15-IV-N-0286).

Four shared perceptions were rated moderate to weak (humility, credibility, approachability/openness, inclusivity/diplomacy). Sri Lankan informants gave relatively low ratings to those attributes where the candidate's leadership behaviour did not encourage shared decision making between the leader and the subordinates. In this regard, there was homogeneity of low strength attributes recognised among the informants in terms of credibility, approachability/openness and inclusivity/diplomacy (SU1-IN01-IV-N-0007, SU1-IN04-IV-N-0025, SU1-IN02-IV-N-0038). These findings are in line with Chandrakumara and Sparrow (2004) who observed that Sri Lankan society is characterised by inequality in the distribution of power and authority between the social classes and even within the workplace.

This kind of leadership approach may imply that leaders in Sri Lankan societies take a somewhat autocratic approach, which may be seen as appropriate in situations of emergency.

Australian informants also rated the same attributes low (SU2-IN13-IV-N-0273, SU2-IN21-IV-N-0397). Roberts et al. (2003) concluded that Australian leaders are expected to be more socially-oriented and to place less emphasis on the work and/or the outcome of the work. The low strength attributes recognised by informants in the Australian context were credible, approachability/openness and inclusivity/diplomacy. This trend may be associated with Australian leaders being careful not to display their status and power too openly to their subordinates compared to Sri Lankan context. In this regard, leaders must maintain the perception of equality despite their actual power in the organisation. This is illustrated in the informants' testimony as follows:

“He respects others regardless of differences” (SU2-IN21-IV-N-0396) and

“He earns respect from others due to his character” (SU1-IN03-IV-N-0059).

Fifteen characteristics held markedly different perspectives of strength (Sri Lanka: SU1-IN03-IV-N-0042, SU1-IN04-IV-N-0047, SU1-IN01-IV-N-0053 versus Australia: SU1-IN03-IV-N-0042, SU1-IN04-IV-N-0047, SU1-IN01-IV-N-0053). Sri Lankan informants reported many attributes at double the strength of the perceptions of the Australian informants. These include: empowers and motivates his workforce, authenticity, confidence, creativity, influence, and respect. One explanation of this disparity in the data may be that it is a cultural trait. Madsen and Thong's (1989) discussion of the influence of the colonial period on Asian leaders reports that they accommodate the 'hard values' of the West (e.g. individualism, goal orientation) together with 'soft values' of the East (e.g. loyalty, trust, compassion, tolerance, morality and empathy), suggesting a cultural orientation to leadership that would distinguish leaders operating in Eastern and Western contexts. One example of this explanation would be the observation of Wijewardena & Wimalasiri (1996) who reported that Asian leaders often make decisions by collaborating with their own senior managers or consulting with subordinates, as shown in informant testimony SU1-IN11-IV-n-01:

“His leadership approach emphasised collaboration”.

Another possible explanation for the disparity in the strength of the common perceptions might be that the power-balance ratio was higher in Sri Lanka, leading to responses geared to curry favour. The data suggested that the candidate's leadership behaviour did not encourage shared decision-making between the leader and the subordinates. Chandrakumara and Sparrow (2004) reported that Sri Lankan society is characterised by inequality in the distribution of power and authority between the social classes and particularly within the workplace. Wijewardena and Wimalasiri (1996) described Asian managers' attitudes towards respect for rank, the expectation of status recognition in social situations, and the treatment of managers as ritual personalities for whom courtesies are consistently observed. The testimony of informant SU1-C-IN12-IV-N-13 illustrates the status afforded the client by the Sri Lankan ESU:

"He is a leader who can face any situation without any hesitation."

Such attributes may have contributed to the growth of autocratic leadership behaviour. Where a notable disparity in strength was found in the data, the specific attributes were almost always rated more highly in Sri Lanka. High attribute ratings were notably found in relation to characteristics that centre on maintaining customer satisfaction by being sensitive to integrity, honesty, and the respect of subordinates (SU1-IN01-IV-N-0008, SU1-IN03-IV-N-0042, SU1-IN01-IV-N-0053). This high rating of attributes associated with respect for subordinates is represented in informant testimony SU1-IN01-IV-N-0008:

"He treats others with dignity, empathy, and compassion."

The strength of difference in the observed data may also be due to the subject's performance on these traits being stronger in Sri Lanka than in Australia. The attributes that scored highly in Sri Lanka were associated with empowerment / motivating, influence, follower-centred and caring unlike in Australia where the same attributes were scored markedly lower (SU1-IN03-IV-N-0042, SU1-IN04-IV-N-0047, SU1-IN01-IV-N-0053). Jayawardana, O'Donnell and Jayakody (2013) argue that Asian corporate culture is often characterised by an apparent disparity in the distribution of power between managers and non-managers. Sri Lankan employees often build strong relationships with their supervisors, founded in the assumption that failure to be in the manager's 'in-group' can have a severe effect on an employee's performance appraisal.

The disparity in the strength of the data may also be explained if the Australian context did not offer sufficient scope for these traits to be strongly exhibited. The study found that in Australia the candidate's leadership behaviour was more focused on business achievements and commercial objectives rather than on the empowerment and motivation of the workforce, authenticity, confidence, creativity, influence, and respect (SU2-IN13-IV-N-0260, SU2-IN16-IV-N-0269, SU2-IN13-IV-N-0299). Sinclair & Wilson (2002) concurred that a greater emphasis on achievement and materialism was prevalent in the Australian leadership context. This focus on quantitative results is illustrated in informant testimony SU2-IN14-IV-N-02:

"It was laid out for us that the business needed to start on a high note".

The disparity in data strength would also be observable if the phenomenon related to a process of transition, such that, over time, the strength of response by Australian informants would rise. By way of example, in the Australian context informants scored the attribute of visionary much lower than Sri Lankans. The study identified leadership behaviours indicating an ability to develop new leadership attributes over time (SU2-IN16-IV-N-0295, SU2-IN19-IV-N-0324, SU2-IN21-IV-N-0415). The Business Council of Australia (2003) argues that the values of Australians appear to be reasonably constant over time even when comparing across different socio-economic groups, educational levels or family make-up. Sculling and Collings (2006) outlined that effective global leaders see the need to manage cultural differences and to continually develop the skills necessary to participate in the global environment. Examples of the candidate's progressive improvement over time can be found in the data as follows:

"No. The leadership was always proactive and open-ended" (SU2-A-IN16-IV-N-05) and

"The leadership approach was about embracing innovation" (SU2-IN15-IV-N-01).

5.1.5. Different Perspectives on Caring and Vision

The analysed data showed polarised perspectives on the two attributes of Caring and Vision. On the issue of caring, Ladkin (2008) outlined that business leaders who are committed to ethical dimensions are more deeply concerned about their endeavour and they question whether one's purpose serves the best interest of the human condition. Sri Lankan informants held significantly higher regard for the candidate's performance on this attribute than their Australian counterparts.

Table 5-1. Polarised Perspectives on the Attribute of Caring

	ESU1	ESU2	Degree of Difference
Caring	92	58	37.0%

Source: Developed for this study

The sentiments of Sri Lankan informants are represented in the following excerpts from the data:

"I had a family dispute during his leadership period in our organisation; he was very supportive throughout it" (SU1-IN12-IV-N-0248) and

"He always kept on telling "if an employee is having any issues or any problems, please feel to discuss with me" (SU1-IN02-IV-N-20).

An explanation for why the Sri Lankan informants rated these characteristics strongly may be found in Jayakody (2008) who observed that [inter alia] the value of respect for others is central to the Sri Lankan leader's values and belief system. In contrast, Sinclair & Wilson (2002) purport that Australian leaders place greater emphasis on achievement and materialism. Their lack of caring in their leadership approach is attributed by Holstead (1980) to an individualistic culture where workers are mainly concerned for themselves and their immediate families.

"He only wants people to work" (SU2-IN23-IV-N-04) and

"In my opinion, he is only thinking about the business side — not much of employees" (SU2-IN24-IV-N-06).

On the issue of vision, Marns (2012) argued that transformational leaders play leading roles in directing responses to change by establishing an initial vision, influencing the adoption of new directions, and supporting the resultant shared vision.

On the attribute of vision, the data rating from the Sri Lankan ESU was exceptionally high and contrasted strongly with the perceptions of their Australian counterparts.

Table 5-2. Polarised Perspectives on the Attribute of Vision

	ESU1	ESU2	Degree of Difference
Visionary	92	67	27.2%

Source: Developed for this study.

Examples of the SL sentiment are found in the following testimony:

“The merger was a great display of his clear-cut vision” (SU1-IN10-IV-N-0179) and
 “I can still remember how he communicated his inspiring vision” (SU1-B-IN08-IV-N-16).

The study data revealed that in the Australian context, the candidate focused more on achievement and commercial objectives. In consequence, he was seen to be time-oriented to achieving specific goals, where the best performers were rewarded based on the achievements attained within the agreed timeframes (SU2-IN18-IV-N-0315, SU2-IN20-IV-N-0384, SU2-IN22-IV-N-0400).

Long’s (1998) research found that Australian regional executives and leaders predominantly held a short-term or narrow view of the business. Research by Meng et al. (2003) and Ashkanasy et al. (2002) explained that visionary leadership in the Australian context might be seen as too charismatic in the eyes of their peers, such that leaders would then not be considered “one of the boys”. The subject’s focus on business objectives in the Australian context is represented by the following informant testimony:

“In the early stages, it was very one dimensional ...” (SU2-IN13-IV-N04) and
 “He only wants people to work” (SU2-IN23-IV-N-0)4.

5.1.6. Shedding Undesirable Characteristics

The following reflections on the data pertain specifically to Research Issue 2: How can I, as a leader, successfully transition from one cultural context to another? In Chapter 3 (Section 3.6.2.2), that question was broken down into three parts:

1. How are common characteristics adapted from one context to another?
2. How are new unique characteristics acquired?
3. How are the former unique characteristics abandoned?

In this study, there were no positive leadership characteristics that were found to be unique to either socio-cultural context. The study revealed that all but one of the observed leadership attributes were common to both contexts irrespective of cultural dimensions. (For this reflection, the sole negative attribute of 'authoritative and demanding' is being treated as an outlier and is the subject of a separate discussion). Informants in both contexts reported no specific requirement to acquire new leadership characteristics that would have a unique application to a specific context (SU1-IN03-IV-N-0059, SU2-IN13-IV-N-0291).

The study findings are in line with Wilkin's (2013) view regarding the basic behaviours recognised in transformational leadership, as well as Bass' (1997) transformational leadership paradigm that is applicable across cultures, which allows that manifestations of leadership behaviours might be different in different contexts. Hence the sub-question as to how new unique characteristics acquired is considered inapplicable and remains unanswered.

Given the absence of contextually unique leadership attributes in the data, the subject of the study did not undergo an abandonment process of former unique leadership characteristics. Hence the sub-question as to how former unique characteristics are abandoned is also considered inapplicable and remains unanswered.

The only exception to this result is when observing the outlier. Only one attribute was identified in the Australian ESU and not in the Sri Lankan ESU. It was also the only leadership trait in the study to be reported negatively. That attribute was labelled 'authoritative and demanding'.

It was the least corroborated trait in the data, with only eight informant references hence it is being treated as an outlier, however, it nevertheless presents an interesting observation that offers an avenue for leadership growth. Examples of the data supporting this observation include:

“In certain times, the neutral positions [that had been] undertaken were shifted to more authoritative actions when a certain objective had to be fast pressed” (SU2-IN17-IV-N-0328).

“Yeah, because sometimes you need to be a tough taskmaster” (1-C-IN09-IV-N-19) and

“Thus, at times a soft approach was taken where in some cases more aggressive actions were carried out” (1-A-IN03-IV-N-06).

Informants also provided testimony indicating that, although an authoritative position had not been appreciated at the time, it was later understood to have been appropriate under the exigent circumstances:

“But doing that for a long time, I realised that yeah, more people, more customers call back because our customer service has improved dramatically” (2-B-IN20-IV-N-10) and

“So, the initial reaction - I didn’t like it, but later I realised the importance of his actions to change” (2-B-IN20-IV-N-14).

Robinson (2008) stated that cultural diversity varies according to how leaders define their roles and how they apply themselves to their responsibilities as leaders. Henry (2005) said that the mateship principle is the root cause of why Australian managers have difficulty dealing with poor performance and providing feedback on unacceptable standards of work.

When considering the sub-question relating to how common characteristics are adapted from one context to another this study found that all identified positive leadership characteristics were common to both contexts, comprising a core of shared perspectives on both leadership strengths and leadership shortcomings. That knowledge provides a clear avenue for personal growth that would be universally welcomed in both contexts, for as Manning (2003) clarified, openness to new perspectives is crucial to effective leadership. Knowledge is widely accepted as a powerful catalyst for change Caligiuri (2006).

Knowledge of one's leadership characteristics, not as understood by one's self, but as perceived by those being led, could provide a leader with the catalyst needed to transition successfully from one socio-cultural context to another (Caligiuri 2006). The study has also identified distinctly different perspectives on commonly shared leadership attributes. These observed differences in perception, which correspond broadly with Bass' (1997) construct of differential cross-cultural manifestations of common leadership attributes, have the potential to be the drivers of adaptive leadership development, facilitating a successful transition across changing socio-cultural contexts.

The analysed data of this study has demonstrated the commonality of fundamental leadership attributes perceived in culturally diverse settings, conforming to Wilkin's (2013) view of the basic behaviours common within transformational leadership. The study has also shown how those basic attributes can manifest quite differently (in terms of the perceived strength of particular characteristics) in culturally-specific contexts, thereby corroborating the theory of culturally diverse manifestation espoused by Bass' (Ibid.) in his transformational leadership paradigm. As the data analysis identified no leadership characteristics as unique to either socio-cultural context, the leader studied underwent neither an abandonment process nor an acquisition process of unique leadership characteristics. The only exception to this result was the outlier 'authoritative/demanding, which was addressed as a case-specific, non-material observation.

5.2. CRITICAL REFLECTION UPON FINDINGS AND THE PCLP

5.2.1. Relevance of the Analysed Data to the PCLP

The research data, weighted by virtue of its strength and direction (Table 4.10), showed Sri Lankan firms, on average, to be 66.67% positive and Australian firms 52.44% positive. This data supports the observation that informants in Australian companies are not perceiving the same strengths in leadership characteristics as their Sri Lankan counterparts. The identified gaps presented potential opportunities for leadership attribute improvement.

Sri Lankan informants generally rated the candidate at high or moderate levels of strength on most criteria (Table 4.2). The two elements in which SL informants sought stronger performance were proactivity (33%) and popularity / respect (17%).

The PCLP implementation initiative of reputation management (PCLP 6.5) is specifically aimed at addressing this latter issue. Whilst proactivity is not specifically addressed as an attribute within the candidate's PCLP, it could be argued that the very existence of a PCLP, with a detailed implementation programme (PCLP 6, Table 6), illustrates an approach to proactivity that should address that requirement.

The candidate's PCLP indicated that, while maintaining a multi-cultural focus, future leadership intentions will be substantially based in Australia (PCLP 5.2). That observation directs the emphasis of leadership skills development more towards the criteria referenced by Australian informants.

The research revealed heterogeneity in degree between study units, in which Australian informants sought stronger performance on issues of motivation, teamwork and adaptability (Figure 4.6) which align well with the emphasis in the PCLP of Valuing People and Society (PCLP Figure 4).

The research also found a demand for candidate improvement in the attributes of courage and confidence (Figure 4.6). The PCLP presents implementation strategies aimed at improving the candidate's competencies on these attributes (PCLP Table 6, 6.1 to 6.4 – Self Improvement). The research requirement for stronger authenticity corresponds comfortably with the PCLP implementation strategy of reputation management (PCLP Table 6, 6.5). Both ESUs, in the research, scored the candidate at a low level on the attribute of creativity and this element does not appear to be addressed in the PCLP's implementation strategies. Scope exists to modify the PCLP to include leadership development training on this attribute.

5.2.2. Relevance of the Subordinate Research Questions to the PCLP

The subordinate questions to Research Question 1 asked what the leadership characteristics are in Sri Lanka and in Australia, which are unique to each context and which are common to both. The research found that there were no leadership characteristics unique to either context; all observed characteristics were common to both contexts, however there were significant differences in the strength of the attributes between Sri Lanka and Australia. Fifteen of the identified characteristics, although reported in both ESUs, held markedly different perspectives of strength. For example, in Sri Lanka, the subject's caring approach and visionary leadership were ranked amongst his strongest traits. In Australia they attained approximately a third of that perspective (37% and 27.2% respectively).

The subordinate questions to Research Question 2 asked how leadership characteristics are adapted from one context to another, how new unique leadership characteristics are acquired and how former unique negative leadership characteristics are abandoned. The research found that, since all identified positive leadership characteristics were common to both contexts, there were no leadership characteristics uniquely valued in either socio-cultural context. Nevertheless, four leadership attributes were identified by both ESUs as lacking in strength, those being credibility, humility, approachability / openness and inclusivity / diplomacy. Whilst not requiring an adaptation process in the absolute sense, scope exists for strengthening such leadership traits to the benefit of both contexts.

As no positive leadership characteristics were found to be unique to either socio-cultural context, there was also no requirement to undergo an abandonment process of former unique leadership characteristics. One negatively scored attribute, 'authoritative / demanding' appeared as an outlier in the data. Its presence does not suggest the need for abandonment per se, as the informant retrospectively noted the characteristic to be appropriate under the contingent circumstances, however the initial misperception of that attribute does flag a note of caution of which the candidate should remain aware during ongoing leadership character development.

5.2.3. Relevance of the Principal Research Questions to the PCLP

The principal research questions driving this study asked how the required leadership characteristics differ where the organisational culture and social-cultural context change and how to successfully transition from one cultural context to another. Those questions were deconstructed into subordinate questions, the answers to which compiled into a corresponding response in section 5.1.2.

In summary, the leadership characteristics did not differ in nature, since they were found to be uniformly identified in both the Sri Lankan and Australian contexts. Nor did they differ in direction, since all characteristics (except a single outlier) were found to be positive. Contextual perception of the attributes, however, differed markedly in degree, with some leadership attributes (visionary leadership and caring approach) recording significant differences in strength, with the stronger perceptions invariably noted in Sri Lanka.

Critical reflection on these findings suggests possible explanations for those differences:

- The contingent circumstances called for the prominence of such attributes in Sri Lanka, whereas different circumstances in Australia did not require such emphasis;
- The opportunity to apply such skills may have presented itself in Sri Lanka and not in Australia;
- The candidate may have felt more culturally secure in displaying such characteristics in Sri Lanka and less so in Australia; or
- The disparity in data strength would also be observable if the phenomenon related to a process of transition, such that, over time, the strength of response by Australian informants would rise.

This study has not probed into the viability of such explanations and critical reflection suggests that the answer might lie in a combination of these four scenarios.

5.2.4. Leadership Practice Implications Envisaged in the PCLP

Transitioning from one context to another was seen not to require the abandonment of any redundant attributes, nor the acquisition of any context-specific attributes, since all leadership characteristics were common to both contexts. Emphasis therefore should be placed on strengthening particular attributes to better align with contextual exigencies.

It is in that regard that the candidate's PCLP (PCLP Table 6) takes into consideration leadership attribute improvements in the realms of self-improvement (PCLP 6.1), reputation management (PCLP 6.2) and network management (PCLP 6.3).

The strategic framework of the procedures outlined in the PLCP (PCLP Table 6) is intended to ensure that the candidate's PCLP is implemented in practice within the candidate's current leadership context. Specific examples of implications upon the candidate's future leadership practice were identified as follows:

- The two elements in which SL informants sought stronger performance were proactivity (33%) and popularity / respect (17%). The PCLP implementation initiative of reputation management (PCLP 6.5) is specifically aimed at addressing this latter issue. Whilst proactivity is not specifically addressed as an attribute

within the candidate's PCLP; it could be addressed with a detailed implementation programme (PCLP 6).

- The research also found a demand for improvement of candidate's attributes on courage and confidence (Figure 4.6). The PCLP presents implementation strategies aimed at improving these attributes (PCLP 6.1 to 6.4 – Self Improvement).
- The research requirement for stronger authenticity corresponds comfortably with the PCLP implementation strategy of reputation management (PCLP 6.5).
- The issue of credibility is addressed as part of the candidate's intended future leadership practice (PCLP 6.2) by the development of a professional brand for his future leadership practice, including strategies for industry accreditation (PCLP 6.5) and network development (PCLP 6.6 to 6.7).
- Diplomacy skills should also improve as a consequence of participation in cultural integration training (PCLP 6.1) and client relationship management (PCLP 6.7).
- Strengthening of the candidate's teamwork focus should occur through the strategy of strategic partnering skills training (PCLP 6.4).
- Empowerment attribute improvement is envisaged through participation in leadership guidance programmes (PCLP 6.3).
- The candidate's influence should also improve by virtue of intended industry network development (PCLP 6.6).

- Amongst the candidate's intended outcomes from future leadership practice is the desire to attain personal recognition in a global context (PCLP 3.1.1). Operating in such a context will require a sound understanding of how the same characteristics might be viewed significantly differently in different geographical contexts. In aligning leadership behaviours with those intended outcomes (PCLP 6.5), value-driven leadership, adaptive leadership and multinational leadership will become especially pertinent. To that end, participating in cultural integration programmes such as the webinar series conducted by Global PMI Partners (PCLP 6.1 Self-improvement) will strengthen the candidate's capacity to adapt to changing cultural perceptions of the leadership characteristics.

5.2.5. Leadership Practice Implications Not Envisaged in the PCLP

Both ESUs scored the candidate at a low level on the attribute of creativity, and the Australian ESU scored the candidate low on the attribute of adaptability. Neither of these elements appear to be addressed in the PCLP's implementation strategies. Scope exists to modify the PCLP to include leadership development training on these attributes.

Commonly identified weaknesses in such areas as humility, approachability, openness and inclusivity correspond to the candidate's espoused values of humility, tolerance and unity (PCLP 3.4.1). It would appear from the research that, although espoused, such values are not as strongly embraced by the candidate as he might personally perceive. Moreover, such attributes are not yet specifically addressed in the leadership growth initiatives of the candidate's PCLP, suggesting an opportunity to improve the PCLP by incorporating training on such attributes.

6. CHAPTER 6 - CONCLUSIONS

6.1. INTRODUCTION

Chapter One introduced the topic and explained its importance to leadership practice. The purpose of this study was to understand the leadership characteristics valued in each cultural context, and thereby ascertain how to approach a transition from one context to another in a guided and methodical manner.

Chapter Two reviewed two bodies of literature: the first related to the practice of leadership and the second related to the cultural context within which the leadership practice takes place. Perceived shortfalls in the bodies of knowledge were identified in our understanding of the adaptation of cultural sensitivity by leaders working in cross-cultural contexts and how managers might present one set of culture-specific leadership values in one context and a different set of leadership values in another context. Reference to the candidate's PCLP shed some insight into how the candidate had successfully addressed those challenges in practice. These insights suggested avenues for further systematic inquiry, leading to the development of two specific research questions:

Firstly, from the perspective of an Asian leader operating in a multinational context, how do the required leadership characteristics differ where the organisational culture and social-cultural context change?

Secondly, how can a leader successfully transition from one cultural context to another?

Chapter Three established the appropriate research methodology, justified that approach and set out the research design and corresponding data collection and management procedures. This study adopts the constructivist paradigm, which is built upon the premise of the social construction of reality. Qualitative research methodology aided by quantitative analytical techniques are typical of this paradigm and are deployed in this study. Miles and Huberman (1994) explain that within the gamut of available qualitative methods, where the researcher is seeking to comprehend the meaning of texts and actions, case studies and reflection are especially useful.

Yin (1994), described how the format of the research question, the extent of the researcher's control over the events being investigated and the focus upon contemporary or historical events are the criteria through which to select the most appropriate research method. Given that this study focuses on contemporary events that are outside of the researcher's control and that the research questions are phrased as "How / Why" questions, a Case Study Research Method was seen to be appropriate for this study. As the single phenomenon under examination was the leadership of the candidate, the study comprised a single case design with two embedded study units, one in Sri Lanka and one in Australia.

Chapter Four presented the findings of the analysis of the data, collected using the research methods described in the preceding chapter. The collected data were initially analysed independently of any prior conceptual framework. 386 lines of informant testimony were subjected to six passes of coding, resulting in 770 coded data points suitable for analysis. The coded data were run through hierarchical cluster analysis in SPSS, from which dendograms were produced, using the average linkage between groups algorithm. Several emerging patterns clustered naturally into themes. The analysis was undertaken at the company level to ascertain differences and similarities of an organisational nature, at the Embedded Study Unit level to ascertain differences and similarities of a cultural nature and for the study as a whole, to establish leadership characteristics as perceived by the entire population of the informants.

Analysis of the collected data showed a perception shared uniformly by both ESUs that the subject concentrates on two parallel priorities; a 'Goal Orientation' and a 'People Orientation'. Within the meta-category of People Orientation sit the sub-categories of 'Warmth and Growth', 'Reliability' and 'Transparency'. Within the meta-category of Goal Orientation sit the sub-categories of 'Decision-Style', 'Team Driven' and 'Strategic Thinking'. Each such sub-category is comprised of three or four key attributes which are interrelated and which cluster naturally. The Australian ESU also reported a perspective, shared widely by the informants of that ESU, that the subject maintains a third priority: establishing the legitimacy of his personal leadership. Within the meta-category of 'Legitimacy' sit the sub-categories of 'Decisiveness', 'Openness', 'Transparency' and 'Reliability'. These clusters of data from the Australian ESU suggested a balanced perspective across the demands of employees, employers and personal effectiveness.

This meta-analysis is useful in mapping the approaches taken by the candidate towards his leadership. In order to better understand how that approach is perceived by those being led, the data was further examined at increasingly greater degrees of granularity. In Chapter Five, the preliminary conclusions derived from inductive data analysis were then contrasted against the prior theory in a structured critical reflection process. Further critical reflection of the analysed findings from the data against the candidate's PCLP allowed the candidate to 'sanity-test' the emerging conclusions against his own experience of leadership in both cultural contexts. The outcomes of those processes of data analysis and structured critical reflection are presented as the conclusions of this study.

6.2. CONCLUSIONS ON THE RESEARCH ISSUES

6.2.1. Research Issue 1 – Contextual Differences in Leadership Characteristics

6.2.1.1. Preliminary Conclusions from Analysed Data

The research found that there were no leadership characteristics unique to either context; all observed characteristics were common to both. The leadership characteristics reported in both the socio-cultural contexts proved to be substantially uniform in both nature and in positive direction. The critical difference between the contexts was the strength of the perception of the informants. Informants from both contexts reported shared perspectives of strength/ weakness on ten of the twenty-five identified leadership attributes. Several leadership characteristics were acknowledged as strong by both ESUs (notably wisdom and service), and several attributes were also commonly recognised as being of lesser strength (credibility, inclusivity and approachability).

It is in the remaining fifteen leadership attributes that significantly different perspectives were observed. Invariably, the observations involved a higher strength of observation in Sri Lanka and a more moderate to low strength observation on the same traits in Australia (although in the case of 'proactivity' the inverse was true).

Amongst the most striking is the perception that the subject empowers and motivates his workforce. The Australian perspective was only 42% of the strength of the Sri Lankan perspective.

Other characteristics where the lower perception was less than half of the higher perception included the subject's authenticity, confidence, creativity, influence and respect. In Sri Lanka the subject's caring approach and visionary leadership were ranked amongst his strongest traits. In Australia they attained 37% and 27.2% of that perspective respectively. The reasons for this disparity between perspectives were not objectively discernible from the data, and thus they became the focus of the subsequent process of Critical Reflection.

6.2.1.2. Conclusions Derived from Critical Reflection

Data analysis saw the data cluster naturally into the three meta-categories of Goal Orientation (consistent with Hofstede (1980); Zakeer et al. (2016)), People Orientation (Meng et al. (2003)) and Legitimacy (aligned with Suchman (1995)). Long and Thean's (2011) work on influential leadership, Huang et al. (2010)'s work on egalitarian and collaborative environments, the position of Gerry and Eid (2012) on moral dimensions and professional ethics, Wilkins' (2013), view of inspiration as a basic tenet of transformational leadership and Manning's (2003) cross-cultural leadership effectiveness theory are all borne out by evidence that clustered into those meta-categories.

Within the data analysed from the Sri Lankan ESU the candidate demonstrated strong concern for the welfare of employees. That meta-category of People Orientation supports the arguments of Ladkin (2008) re concern for the best interests of the human condition, Marn's (2012) theory of the pursuit of followers' participation and Burns' (1978) linking of transformational leadership with strong relationships between leaders and followers. Bass et al. (2003) also noted that a transactional leader would emphasise strengthening relationships with followers.

The one attribute which opposed the trend, in that it was found to be stronger in Australia than in Sri Lanka was proactivity. The positions of Wu and Wang (2011) as well as Schein (2004) support the view that this result illustrates learning during contextual transition, suggesting that leaders need to be self-initiated and persistent proactive problem solvers and learners.

The presence within the data of the three heterogeneous meta-categories of Goal Orientation, People Orientation and Legitimacy was interpreted as the candidate functioning through a balanced perspective across the demands of employees, employers and personal effectiveness. Lorsch (2010) supported that interpretation of the outcome, describing the changes being made both to one's leadership and the situation at hand, in order to optimise the potential of the employees and the overall result for the enterprise.

The notable disparity in the strength of the observations between the Sri Lankan and Australian ESUs was not explained in the data. Critical reflection on the underlying reasons for the observed differences between ESUs in the degree of strength on fifteen attributes suggested four possible explanations for such disparity. This study has not probed into the viability of such explanations; the answer might lie in a combination of these four scenarios, suggesting a need for sensitivity to these scenarios during the leadership transition process. Such an indeterminate outcome, although unresolved, is not entirely unexpected for as Yukl (2002) explains, in a multi-cultural environment leaders need to effectively deal with complex situations, continually evolving and challenging to interpret.

The attributes of creativity and adaptability were scored at low levels in the data and yet they are not addressed in the PCLP's implementation strategies. The analysed data also revealed commonly identified weaknesses in four key attributes that correspond to the candidate's espoused values. It would appear from the research that, although they are espoused, such values are apparently not as strongly embraced by the candidate as he might personally perceive.

6.2.2. Research Issue 2 – Transitioning between Leadership Contexts

6.2.2.1. Preliminary Conclusions from Analysed Data

Since all observed leadership characteristics were common to both contexts, transitioning from one context to another was seen not to require the abandonment of any redundant attributes, nor the acquisition of any context-specific attributes. Rather, as the research found a core of common perspectives on both leadership strengths and shortcomings, an understanding of such perceived shortfalls provides a clear avenue for personal growth that would be openly welcomed in both contexts.

Four leadership attributes were identified by both ESUs as lacking in strength. Whilst not requiring a contextual adaptation process in the absolute sense, scope exists for strengthening such leadership traits to the benefit of both contexts. The study also identified distinctly different contextual perspectives on commonly shared leadership attributes. The leadership characteristics did not differ in nature, thus there is no transitional requirement to introduce different leadership characteristics. Nor did they differ in direction, implying there is no need to eradicate negatively perceived traits. Contextual perception of the attributes, however, differed markedly in degree, suggesting notably different views on the shared attributes, requiring behavioural adjustments if a successful leadership transition is to be effected.

6.2.2.2. Conclusions Derived from Critical Reflection

It is in the area of the transition of leadership between cultural contexts that the body of prior theoretical knowledge was weakest. The requirement to address this weakness was noted by Caligiuri and Tarique (2009), (2012) and (2013). The difficulties in doing so were attributed by numerous authors to the following issues:

- Cultural differences: Miroshnik (2002); Sims & Schraeder (2004); Lee (2007); Stock & Genisyürek (2012); Zander et al. (2012).
- Language barriers: Dickson et al. (2003); Schweiger et al. (2003); Earley & Ang (2003); Thomas & Inkson (2004); Ko & Yang (2012); Zander et al. (2012).
- Managing cultural diversity: Caligiuri & Tarique (2009); Caligiuri (2013).
- Leadership adaptation: Chrobot-Mason et al. (2007); Steers et al. (2012).

This study has posited that a knowledge of one's leadership characteristics, not as understood by one's self, but as perceived by those being led, could provide a leader with the catalyst needed to transition successfully from one socio-cultural context to another. The analysed data of this study illustrated how the fundamental characteristics of leadership are shared uniformly, albeit with differing perceptions of strength, in two culturally diverse settings. These findings actively support Wilkin's (2013) view that the basic behaviours are common within transformational leadership. Their manifestation in terms of the different perceived strengths of particular characteristics in culturally-specific contexts corroborates the theory of culturally diverse manifestation adopted within Bass' (1997) transformational leadership paradigm.

Since the data showed that all leadership characteristics were common to both contexts, transitioning from one context to another required neither the abandonment of former attributes nor the acquisition of new ones. Rather, since the key observation was a question of degree and since the candidate's future leadership practice would be largely located in Australia (PCLP 3), the focus of transition should be upon strengthening the degree of performance on those attributes that scored lowest on ESU2 data.

The findings of this study have strengthened the body of knowledge by providing evidence that reinforces the above constructs of leadership during transition between culturally diverse contexts. Moreover, these observations have the potential to be the drivers of adaptive leadership characteristics facilitating a successful transition across changing socio-cultural contexts.

6.3. ANSWERING THE RESEARCH QUESTIONS

From the perspective of an Asian leader operating in a multinational context, how do the required leadership characteristics differ where the organisational culture and social cultural context change?

Core leadership characteristics were found to be common to both cultural contexts, with no differences perceived in either nature (attributes) or direction (positivity). Perceptions of degree (strength) varied markedly between contexts. The postulated explanations for that difference were all specific to the leader and his contingent circumstances.

How can I, as a leader, successfully transition from one cultural context to another?

No requirement was found to either abandon undesirable traits nor to acquire uniquely desirable traits. The focus of transition should be directed towards the strengthening of those attributes that are perceived as shortcomings in the leader's intended practice context, with attention to embracing in practice those values espoused in principle.

6.4. IMPLICATIONS FOR LEADERSHIP THEORY

Where a significant review of the literature revealed that the body of prior knowledge fell short on offering pragmatic advice as to how a leader might transition successfully from one cultural context to another, this study has added insight into how one leader is approaching such a transition. It is acknowledged that such insights pertain to the experiences of a single leader, however they provide evidential support for current leadership theories and add experiential richness to the body of literature in the manner typical of descriptive case studies.

6.5. IMPLICATIONS FOR LEADERSHIP PRACTICE

In methodically researching identified gaps in prior theory this study has contributed to a better understanding of the candidate's personal approach to leadership and to the practice of leadership by the candidate within his contingent Australian context. The process, comprising qualitative research, delivering data-driven conclusions, supported by critical reflection and resulting in a strategic framework of proposed initiatives for further leadership development as documented within the candidate's PCLP, has shown itself to be an effective mechanism for adapting leadership approaches to correspond with the cultural sensitivities of differing leadership contexts.

The strategic framework of the procedures outlined in the PLCP (PCLP 6) is intended to ensure that the candidate's PCLP is implemented in practice within the candidate's current leadership context. Ten of the fifteen identified areas for leadership development had been anticipated by the initiatives documented within the strategic framework of the candidate's PCLP (PCLP 6). The remaining weaknesses broadly correspond with the values espoused within the candidate's PCLP and require corresponding strategies for more strongly embracing such values in leadership practice.

6.6. LIMITATIONS OF THE STUDY

In this study, the researcher's task was to present the compelling experiences of the informants, in detailed and sufficient depth, so that those who read it can connect to that experience, learn how it was constituted, and deepen their understanding of the issues it reflects. The DBL degree has no specific requirement to generalise outcomes beyond the intrinsic limitations of the candidate's research.

Originality in analysis and practice outcomes is expected to be satisfied by the logical manner in which candidates derive a better understanding of who they are as a leader and then utilise that understanding to better adapt to their expected personal evolving

circumstances. The candidate personally, and potentially other leaders in a similar position, stand to benefit from the study. However, generalisation beyond the candidate and the context within which the candidate's personal leadership practice occurs is not intended.

6.7. IMPLICATIONS FOR FURTHER RESEARCH

This study was based on the candidate's leadership approach as a leader of South Asian background transitioning to an Australian setting. The cultural differences between these two contexts clearly impact the candidate's leadership approach and also his understanding of his leadership approach in each context. Other South Asian leaders will face similar challenges. The conclusions of this study have illuminated valuable insights that will stand to benefit the candidate personally. It would be helpful to understand how other Sri Lankan leaders have transitioned into roles in Australia. It would be helpful to understand how other Sri Lankan leaders have transitioned into other geographical and cultural contexts. It would also be helpful to understand how other South-Asian leaders, say from India, Pakistan or Bangladesh, have transitioned into corresponding roles in Australia. Further qualitative research across broader populations, in Australia and internationally, would enrich the insights derived from this study and potentially suggest avenues for more extensive research.

7. LIST OF REFERENCES

- Adler, E. (1997) 'Seizing the Middle Ground: Constructivism in World Politics', *European Journal of International Relations*, 3(3), pp. 319–363. doi: 10.1177/1354066197003003003.
- Adler, N. J. (1983) 'A Typology of Management Studies Involving Culture', *Journal of International Business Studies*, 14(2), pp. 29–47. doi: 10.1057/palgrave.jibs.8490517.
- Akuratiyagamage, V. M. (2006) 'Management development practices: Empirical evidence from Sri Lanka', *The International Journal of Human Resource Management*, 17(9), pp. 1606–1624. doi: 10.1080/09585190600878451.
- Al-Krenawi, A. and Graham, J. R. (2000) 'Culturally Sensitive Social work Practice With Arab Clients in Mental Health Settings', *Health and Social Work*, 25(1), pp. 9–22. doi: 10.1093/hsw/25.1.9.
- Alon, I. and Higgins, J. M. (2005) 'Global leadership success through emotional and cultural intelligences', *Business Horizons*, 48(6), pp. 501–512. Available at: https://econpapers.repec.org/article/eeebushor/v_3a48_3ay_3a2005_3ai_3a6_3ap_3a501-512.htm (Accessed: 29 October 2019).
- Ash, D. B. (1997) *Transformational leadership and organizational learning: Leader actions that stimulate individual and group learning*. Doctorate dissertation. Ball State University. Available at: <http://cardinalscholar.bsu.edu/handle/handle/174853> (Accessed: 16 October 2017).
- Ashkanasy, N. M., Trevor-Roberts, E. and Earnshaw, L. (2002) 'The Anglo Cluster: legacy of the British empire', *Journal of World Business*. (Leadership and Cultures Around the World: Findings from GLOBE), 37(1), pp. 28–39. doi: 10.1016/S1090-9516(01)00072-4.
- Ashkanasy, N. M., Trevor-Roberts, E. and Kennedy, J. A. (2000) 'Leadership attributes and cultural values in Australia and New Zealand compared: An initial report based on "globe" data', *International Journal of Organisational Behaviour*, 2(3), pp. 37–44.
- Atwater, L. and Carmeli, A. (2009) 'Leader–member exchange, feelings of energy, and involvement in creative work', *The Leadership Quarterly*, 20(3), pp. 264–275. doi: 10.1016/j.leaqua.2007.07.009.

Australian Bureau of Statistics (1994) 'Special Feature: Trends in Religious Affiliation', Australian Social Trends, 27 May. Available at: <https://www.abs.gov.au/AUSSTATS/abs@.nsf/allprimarymainfeatures/536A027F524DC57FCA25722E001A36D7?opendocument> (Accessed: 16 October 2016).

Australian Bureau of Statistics (2016) Australian Bureau of Statistics, Australian Government, <https://www.abs.gov.au/>. Available at: <https://www.abs.gov.au/> (Accessed: 16 October 2016).

Avolio, B. J., Bass, B. M. and Zhu, F. W. W. (2004) Multifactor leadership questionnaire: manual and sampler set. Menlo Park, CA: Mind Garden, Inc.

Avolio, B. J. and Gardner, W. L. (2005) 'Authentic leadership development: Getting to the root of positive forms of leadership', *The Leadership Quarterly*. (Authentic Leadership Development), 16(3), pp. 315–338. doi: 10.1016/j.leaqua.2005.03.001.

Aycan, Z. et al. (2007) 'Cultural orientations and preferences for HRM policies and practices: the case of Oman', *The International Journal of Human Resource Management*, 18(1), pp. 11–32. doi: 10.1080/09585190601068243.

Ayman, R. (2004) 'Situational and contingency approaches to leadership', in Antonakis, J. and Day, D. V. (eds) *The nature of leadership*. Thousand Oaks, CA: Sage publications, pp. 148–170.

Ayman, R. et al. (2012) 'Implicit Leadership in Iran: Differences between Leader and Boss and Gender', in Turnbull, S. et al. (eds) *Worldly Leadership: Alternative Wisdoms for a Complex World*. London: Palgrave Macmillan UK, pp. 135–157. doi: 10.1057/9780230361720_8.

Bailey, C. (2007) 'Ethical Issues in Qualitative Field Research', in *A Guide to Qualitative Field Research*. 2nd edn. Thousand Oaks: SAGE Publications, Inc., pp. 15–32. doi: 10.4135/9781412983204.

Balain, S. and Sparrow, P. (2009) *Engaged to Perform: A New Perspective on Employee Engagement: Academic Report*. Lancaster, UK: Lancaster University.

Ballou, H. (2012) 'Transformational Leadership Traits: Creates a Leader', Hugh Ballou, 6 August. Available at: <http://transformationalstrategist.com/transformational-leadership-traits-2/> (Accessed: 30 October 2019).

Barnard, C. I. (1938) *The Functions of the Executive*. Cambridge, MA: Harvard University Press.

Barrick, M. R., Mitchell, T. R. and Stewart, G. L. (2004) 'Situational and motivational influences on trait– behavior relationships', in Barrick, M. and Ryan, A. M. (eds) *Personality and Work: Reconsidering the Role of Personality in Organizations*. John Wiley & Sons.

Barzanò, G. (2008) *Leadership per l'educazione. Riflessioni e prospettive dal dibattito globale*. Roma: Armando.

Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York, NY: The Free Press.

Bass, B. M. (1990) 'From transactional to transformational leadership: Learning to share the vision', *Organizational Dynamics*, 18(3), pp. 19–31. doi: 10.1016/0090-2616(90)90061-S.

Bass, B. M. (1995) 'Theory of transformational leadership redux', *The Leadership Quarterly*, 6(4), pp. 463–478. doi: 10.1016/1048-9843(95)90021-7.

Bass, B. M. (1997) 'Does the transactional–transformational leadership paradigm transcend organizational and national boundaries?', *American Psychologist*, 52(2), pp. 130–139. doi: 10.1037/0003-066X.52.2.130.

Bass, B. M. et al. (2003) 'Predicting unit performance by assessing transformational and transactional leadership', *Journal of Applied Psychology*, 88(2), pp. 207–218. doi: 10.1037/0021-9010.88.2.207.

Bass, B. M. and Avolio, B. J. (1990) *Transformational leadership development: Manual for the multifactor leadership questionnaire*. Palo Alto, CA: Consulting Psychologists Press.

Bass, B. M. and Avolio, B. J. (1994) *Improving Organizational Effectiveness Through Transformational Leadership*. Thousand Oaks, CA: SAGE.

Bass, B. M. and Bass, R. (2008) *The Bass Handbook of Leadership: Theory, Research, and Managerial Applications*. New York, NY: Free Press.

Bass, B. M. and Riggio, E. (2006) *Transformational Leadership*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Bass, B. M. and Steidlmeier, P. (1999) 'Ethics, character, and authentic transformational leadership behavior', *The Leadership Quarterly*, 10(2), pp. 181–217. doi: 10.1016/S1048-9843(99)00016-8.

- Bass, B. M. and Stogdill, R. M. (1990) *Handbook of Leadership: Theory, Research, and Managerial Applications*. New York, NY: Free Press.
- Bate, P. (1984) 'The Impact of Organizational Culture on Approaches to Organizational Problem-Solving', *Organization Studies*, 5(1), pp. 43–66. doi: 10.1177/017084068400500103.
- Baum, J. R. and Locke, E. A. (2004) 'The Relationship of Entrepreneurial Traits, Skill, and Motivation to Subsequent Venture Growth', *Journal of Applied Psychology*, 89(4), pp. 587–598. doi: 10.1037/0021-9010.89.4.587.
- Bennett, J. M. and Bennett, M. J. (2004) 'Developing Intercultural Sensitivity: An Integrative Approach to Global and Domestic Diversity', in Bennett, J. M. and Bennett, M. J. (eds) *Handbook of Intercultural Training*. 3rd edn. Thousand Oaks, CA: SAGE Publications, Inc., pp. 147–165. doi: 10.4135/9781452231129.
- Bennett, M. J. (1993) 'Towards Ethnorelativism: A developmental model of intercultural sensitivity', in Paige, R. (ed.) *Education for the intercultural experience*. Yarmouth, ME: Intercultural Press, pp. 21–71.
- Boehnke, K. (2001) 'Parent-Offspring Value Transmission in a Societal Context: Suggestions for a Utopian Research Design— with Empirical Underpinnings', *Journal of Cross-Cultural Psychology*, 32(2), pp. 241–255. doi: 10.1177/0022022101032002010.
- Bontempo, R. and Rivero, J. C. (1992) 'Cultural variation in cognition: The role of self-concept in the attitude-behavior link', in meeting of the American Academy of Management. Las Vegas, NV.
- Boud, D. and Walker, D. (1998) 'Promoting reflection in professional courses: The challenge of context', *Studies in Higher Education*, 23(2), pp. 191–206. doi: 10.1080/03075079812331380384.
- Bowen, G. A. (2009) 'Document Analysis as a Qualitative Research Method', *Qualitative Research Journal*, 9(2), pp. 27–40. doi: 10.3316/ORJ0902027.
- Brinkmann, S. and Kvale, S. (2008) 'Ethics in Qualitative Psychological Research', in Willig, C. and Stainton-Rogers, W. (eds) *The SAGE Handbook of Qualitative Research in Psychology*. 1 Oliver's Yard, 55 City Road, London England EC1Y 1SP United Kingdom: SAGE Publications Ltd, pp. 262–279. doi: 10.4135/9781848607927.n15.

- Brodbeck, F., Frese, M. and Javidan, M. (2002) 'Leadership Made in Germany: Low on Compassion, High on Performance', *Academy of Management Executive*, 16(1), pp. 16–29. doi: 10.5465/AME.2002.6640111.
- Brooks, I. (1997) 'Leadership of a cultural change process', *Health Manpower Management*, 23(4–5), pp. 113–119.
- Brown, L. M. and Posner, B. Z. (2001) 'Exploring the relationship between learning and leadership', *Leadership & Organization Development Journal*, 22(6), pp. 274–280. doi: 10.1108/01437730110403204.
- Bryman, A. (2001) *Social Research Methods*. Oxford: Oxford University Press.
- Bryman, A. (2004) *Social Research Methods*. 2nd edn. Oxford, UK: Oxford University Press.
- Budhwar, P. S. and Sparrow, P. R. (2002) 'An integrative framework for understanding cross-national human resource management practices', *Human Resource Management Review*, 12(3), pp. 377–403. doi: 10.1016/S1053-4822(02)00066-9.
- Burns, J. M. (1978) *Leadership*. New York, NY: Harper and Row.
- Business Council of Australia (2003) *Balancing work and family: A Business Council of Australia survey*. Australia: BCA. Available at: https://d3n8a8pro7vhmx.cloudfront.net/bca/pages/4265/attachments/original/1532562363/balancing_work_and_family_survey_final_2-10-2003.pdf?1532562363.
- Caligiuri, P. (2006) 'Developing global leaders', *Human Resource Management Review*, 16(2), pp. 219–228. doi: 10.1016/j.hrmr.2006.03.009.
- Caligiuri, P. (2013) 'Developing culturally agile global business leaders', *Organizational Dynamics*, 42(3), pp. 175–182. doi: 10.1016/j.orgdyn.2013.06.002.
- Caligiuri, P. and Tarique, I. (2012) 'Dynamic cross-cultural competencies and global leadership effectiveness', *Journal of World Business*. (SPECIAL ISSUE: LEADERSHIP IN A GLOBAL CONTEXT), 47(4), pp. 612–622. doi: 10.1016/j.jwb.2012.01.014.
- Candy, P. C. (1991) *Self-direction for Lifelong Learning: A Comprehensive Guide to Theory and Practice*. San Francisco, CA: John Wiley & Sons.
- Carlyle, T. (first) (1888) *On Heroes, Hero-Worship and the Heroic in History*. New York, NY: Fredrick A. Stokes & Brother.

- Cassiday, P. A. (2005) 'Expatriate leadership: An organizational resource for collaboration', *International Journal of Intercultural Relations*, 29(4), pp. 391–408. doi: 10.1016/j.ijintrel.2005.05.012.
- Cavana, R. Y., Delahaye, B. L. and Sekaran, U. (2001) *Applied Business research: Qualitative and Quantitative Methods*. Milton, Queensland: John Wiley & Sons Inc. Available at: <https://eprints.qut.edu.au/10523/> (Accessed: 29 October 2019).
- Cavaye, A. L. M. (1996) 'Case study research: a multi-faceted research approach for IS', *Information Systems Journal*, 6(3), pp. 227–242. doi: 10.1111/j.1365-2575.1996.tb00015.x.
- CEML (2002) *Managers and leaders: raising our game*. London, UK: Council for Excellence in Management and Leadership.
- Central Bank of Sri Lanka (2012) *Annual Report 2012*. Colombo, Sri Lanka: Central Bank of Sri Lanka. Available at: <https://www.cbsl.gov.lk/en/publications/economic-and-financial-reports/annual-reports/annual-report-2012> (Accessed: 30 October 2017).
- Chandrakumara, A. and Sparrow, P. (2004) 'Work orientation as an element of national culture and its impact on HRM policy-practice design choices: Lessons from Sri Lanka', *International Journal of Manpower*, 25(6), pp. 564–589. doi: 10.1108/01437720410560451.
- Cheng, K. M. (2003) *A Structural Equation Modeling Analysis of Leadership Behavior, Organizational Commitment and Job Satisfaction of Employees in Taiwanese Health Clubs*. Ph.D. thesis. United States Sports Academy.
- Cherry, K. (2012) *The Major Leadership Theories*, Verywell Mind. Available at: <https://www.verywellmind.com/leadership-theories-2795323> (Accessed: 29 October 2018).
- Chrobot-Mason, D. et al. (2007) 'Illuminating a cross-cultural leadership challenge: when identity groups collide', *The International Journal of Human Resource Management*, 18(11), pp. 2011–2036. doi: 10.1080/09585190701639778.
- Chrobot-Mason, D. and Thomas, K. M. (2002) 'Minority Employees in Majority Organizations: The Intersection of Individual and Organizational Racial Identity in the Workplace', *Human Resource Development Review*, 1(3), pp. 323–344. doi: 10.1177/1534484302013004.

Cooper, D. and Schindler, P. (2008) *Business research methods*. 10th edn. New York, NY: McGraw-Hill/Irwin.

Covey, S. R. (2004) *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. Revised edition. New York: Free Press.

Crabtree, B.F and Miller, W. L. (1999) 'Researching Practice Settings: A Case Study Approach', in Crabtree, B. F. and Miller, W. L. (eds) *Doing Qualitative Research in Primary Care: Multiple Strategies*. 2nd edn. Newbury Park, CA: SAGE, pp. 293–312.

Crabtree, Benjamin F. and Miller, W. L. (1999) 'The Dance of Interpretation', in Crabtree, B. F. and Miller, W. L. (eds) *Doing Qualitative Research: Multiple Strategies*. 2nd edn. Newbury Park, CA: SAGE Publications, Inc, pp. 127–143.

Creswell, J. W. (2007) *Research design: qualitative, quantitative, and mixed method approaches*. 2nd edn. Thousand Oaks, CA: Sage Publications.

Davis, D., Allen, J. and Cosenza, R. M. (1988) 'Segmenting Local Residents By Their Attitudes, Interests, and Opinions Toward Tourism', *Journal of Travel Research*, 27(2), pp. 2–8. doi: 10.1177/004728758802700201.

Daymon, C. and Holloway, I. (2002) *Qualitative Research Methods in Public Relations and Marketing Communications*. London, UK: Psychology Press.

Den Hartog, D. N. et al. (1999) 'Culture specific and cross-culturally generalizable implicit leadership theories: Are attributes of charismatic/transformational leadership universally endorsed?', *The Leadership Quarterly*, 10(2), pp. 219–256. doi: 10.1016/S1048-9843(99)00018-1.

Den Hartog, D. N. and Dickson, M. W. (2004) 'Leadership and culture', in Antonakis, J., Cianciolo, A. T., and Sternberg, R. J. (eds) *The nature of leadership*. Thousand Oaks, CA: SAGE Publications, Inc., pp. 249–278. doi: TBD.

Department of Census & Statistics (2002) *Census of Population and Housing*. Colombo, Sri Lanka: DCS.

Department of Census & Statistics (2015) *Census of Population and Housing: 2012*. Sri Lanka: Ministry of Policy Planning and Economic Affairs. Available at: <http://www.statistics.gov.lk/PopHouSat/CPH2011/Pages/Activities/Reports/FinalReport/FinalReportE.pdf>.

Department of Social Services (2007) *Ethnic Communities and Political Power in Australia*, Australian Government. Available at: <https://www.dss.gov.au/search/search/Ethnic%20Communities%20and%20Political%20Power%20in%20Australia> (Accessed: 29 October 2017).

Development Dimensions International, Inc., The Conference Board Inc. and EYGM Limited (2018) *Global Leadership Forecast 2018: 25 Research Insights to Fuel Your People Strategy*. Available at: https://www.ddiworld.com/DDI/media/trend-research/glf2018/global-leadership-forecast-2018_ddi_tr.pdf?ext=.pdf.

Dickson, M. W. et al. (2012) 'Conceptualizing leadership across cultures', *Journal of World Business*. (SPECIAL ISSUE: LEADERSHIP IN A GLOBAL CONTEXT), 47(4), pp. 483–492. doi: 10.1016/j.jwb.2012.01.002.

Dickson, M. W., BeShears, R. and Gupta, V. (2004) 'The Impact of Societal Culture and Industry on Organizational Culture', in House, R. J. et al. (eds) *Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies*. Thousand Oaks, CA: SAGE Publications, pp. 74–87.

Dickson, M. W., Den Hartog, D. N. and Mitchelson, J. K. (2003) 'Research on leadership in a cross-cultural context: Making progress, and raising new questions', *The Leadership Quarterly*, 14(6), pp. 729–768. doi: 10.1016/j.leaqua.2003.09.002.

Dong, L. and Glaister, K. W. (2006) 'Motives and partner selection criteria in international strategic alliances: Perspectives of Chinese firms', *International Business Review*, 15(6), pp. 577–600. doi: 10.1016/j.ibusrev.2006.09.003.

Dorfman, P. W. (1996) 'International and cross-cultural leadership research', in Punnett, B. J. and Shenkar, O. (eds) *Handbook for international management research*. 2nd edn. Cambridge, MA: University of Michigan, pp. 276–349.

Dorfman, P. W. (2004) 'International and cross-cultural leadership research', in Punnett, B. J. and Shenkar, O. (eds) *Handbook for international management research*. 2nd edn. Ann Arbor, MI: University of Michigan, pp. 265–355.

Dorfman, P. W. et al. (2012) 'GLOBE: A twenty year journey into the intriguing world of culture and leadership', *Journal of World Business*. (SPECIAL ISSUE: LEADERSHIP IN A GLOBAL CONTEXT), 47(4), pp. 504–518. doi: 10.1016/j.jwb.2012.01.004.

Dowling, P. J. and Welch, D. E. (2004) *International Human Resource Management: Managing People in a Multinational Context*. 4 edition. Mason, Ohio: South-Western College Pub.

DuBrin, A. J. and Dalglish, C. (2002) *Leadership, an Australasian Focus*. Milton, Queensland: John Wiley and Sons Australia.

Dunn, T. E., Lafferty, C. L. and Alford, K. L. (2012) 'Global Leadership: A New Framework for a Changing World', *SAM Advanced Management Journal*, 77(2), p. 4. Available at: <https://www.questia.com/library/journal/1G1-296697572/global-leadership-a-new-framework-for-a-changing> (Accessed: 29 February 2018).

Earley, P. C. (2006) 'Leading Cultural Research in the Future: A Matter of Paradigms and Taste', *Journal of International Business Studies*, 37(6), pp. 922–931. Available at: <https://www.jstor.org/stable/4540394> (Accessed: 29 February 2018).

Earley, P. C. and Ang, S. (2003) *Cultural Intelligence: Individual Interactions Across Cultures*. Stanford, CA: Stanford Business Books.

Eisenhardt, K. M. (1989) 'Building Theories from Case Study Research', *The Academy of Management Review*, 14(4), pp. 532–550. doi: 10.2307/258557.

Elkins, T. and Keller, R. T. (2003) 'Leadership in research and development organizations: A literature review and conceptual framework', *The Leadership Quarterly*. (Leading for Innovation), 14(4), pp. 587–606. doi: 10.1016/S1048-9843(03)00053-5.

Employee Benefit Plan Review (2001) 'Investment options in 401(k) plans continue to expand', *Employee Benefit Plan Review*, 56(2), p. 36.

Faehner, F. M. (2007) *An exploration of the interest in and challenges of fostering undergraduate leadership-development at Andrews University*. Unpublished doctoral dissertation. Andrews University.

Felfe, J. and Schyns, B. (2004) 'Is Similarity in Leadership Related to Organizational Outcomes? The Case of Transformational Leadership', *Journal of Leadership & Organizational Studies*, 10(4), pp. 92–102. doi: 10.1177/107179190401000407.

Felfe, J. and Yan, W. H. (2009) 'The impact of workgroup commitment on organizational citizenship behaviour, absenteeism and turnover intention: the case of Germany and China', *Asia Pacific Business Review*, 15(3), pp. 433–450. doi: 10.1080/13602380802667411.

- Feng, A. (2009) *Becoming Interculturally Competent Through Education and Training*. Edited by M. Byram and M. Fleming. Tonawanda, NY: Multilingual Matters.
- Fereday, J. and Muir-Cochrane, E. (2006) 'The role of performance feedback in the self-assessment of competence: a research study with nursing clinicians', *Collegian (Royal College of Nursing, Australia)*, 13(1), pp. 10–15.
- Fischer, R. (2006) 'Congruence and Functions of Personal and Cultural Values: Do My Values Reflect My Culture's Values?', *Personality and Social Psychology Bulletin*, 32(11), pp. 1419–1431. doi: 10.1177/0146167206291425.
- Flogging Australia's tall-poppy syndrome (no date) *Convictcreations.com*. Available at: <http://www.convictcreations.com/culture/poppy.htm> (Accessed: 24 May 2016).
- Fook, J. (2002) *Social Work: Critical Theory and Practice*. 1 edition. London; Thousand Oaks, CA: Sage Publications Ltd.
- Fook, J. (2004) 'Critical Reflection and Organisational Learning and Change: A Case Study', in Baldwin, M. (ed.) *Social Work, Critical Reflection and the Learning Organization*. 1 edition. Aldershot, Hants, England ; Burlington, VT: Routledge, pp. 57–73.
- Fook, J. (2015) 'Reflective Practice and Critical Reflection', in Lishman, J. (ed.) *Handbook for Practice Learning in Social Work and Social Care, Third Edition: Knowledge and Theory*. Jessica Kingsley Publishers, pp. 440–454.
- Foronda, C. L. (2008) 'A concept analysis of cultural sensitivity', *Journal of Transcultural Nursing: Official Journal of the Transcultural Nursing Society*, 19(3), pp. 207–212. doi: 10.1177/1043659608317093.
- Forster, N. (2000) 'Expatriates and the impact of cross-cultural training', *Human Resource Management Journal*, 10(3), pp. 63–78. doi: 10.1111/j.1748-8583.2000.tb00027.x.
- Gelfand, M. J., Erez, M. and Aycan, Z. (2007) 'Cross-Cultural Organizational Behavior', *Annual Review of Psychology*, 58(1), pp. 479–514. doi: 10.1146/annurev.psych.58.110405.085559.
- Gerhart, B. (2008) 'Cross Cultural Management Research: Assumptions, Evidence, and Suggested Directions', *International Journal of Cross Cultural Management*, 8(3), pp. 259–274. doi: 10.1177/1470595808096669.

- Gerry, L., & Eid, J. (2012). An idea paper on leadership theory integration. *Management Research Review*, 35 (3/4), 177-191.
- Gerstner, C. R. and Day, D. V. (1997) 'Meta-Analytic review of leader-member exchange theory: Correlates and construct issues', *Journal of Applied Psychology*, 82(6), pp. 827–844. doi: 10.1037/0021-9010.82.6.827.
- Gibbs, G. (2007) *Analyzing Qualitative Data*. London: SAGE Publications, Ltd. doi: 10.4135/9781849208574.
- Gibson, J., Ivancevich, J. and Konopaske, R. (2003) *Organizations: Behavior, Structure, Processes*. 11th edn. Dubuque, IA: McGraw-Hill Education.
- Glaser, B. G., Strauss, A. L. and Strutzel, E. (1968) 'The Discovery of Grounded Theory; Strategies for Qualitative Research', *Nursing Research*, 17(4), p. 364. Available at: https://journals.lww.com/nursingresearchonline/Citation/1968/07000/The_Discovery_of_Grounded_Theory__Strategies_for.14.aspx (Accessed: 20 October 2017).
- Goldstein, A. and Reiboldt, W. (2004) 'The Multiple Roles of Low Income, Minority Women in the Family and Community: A Qualitative Investigation', *The Qualitative Report*, 9(2), pp. 241–265. Available at: <https://nsuworks.nova.edu/tqr/vol9/iss2/4>.
- Goodwin, B. (2011) *Simply Better: Doing What Matters Most to Change the Odds for Student Success*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Govindarajan, V. and Gupta, A. (2002) 'Building an Effective Global Business Team', *Engineering Management Review, IEEE*, 30(2), pp. 28–28. doi: 10.1109/EMR.2002.1022419.
- Graham, J. W. (1991) 'Servant-leadership in organizations: Inspirational and moral', *The Leadership Quarterly*, 2(2), pp. 105–119. doi: 10.1016/1048-9843(91)90025-W.
- Grinin, L. (2010) *The Role of an Individual in History: A Reconsideration*. SSRN Scholarly Paper ID 1752886. Rochester, NY: Social Science Research Network. Available at: <https://papers.ssrn.com/abstract=1752886> (Accessed: 29 April 2018).
- Grissom, J. A. (2012) 'Revisiting the Impact of Participative Decision Making on Public Employee Retention: The Moderating Influence of Effective Managers', *The American Review of Public Administration*, 42(4), pp. 400–418. doi: 10.1177/0275074011404209.
- Grojean, M. W. et al. (2004) 'Leaders, Values, and Organizational Climate: Examining Leadership Strategies for Establishing an Organizational Climate Regarding Ethics', *Journal of Business Ethics*, 55(3), pp. 223–241. doi: 10.1007/s10551-004-1275-5.

- Grove, S. K. and Burns, N. (2009) *The Practice of Nursing Research: Appraisal, Synthesis, and Generation of Evidence*. 6th edn. Elsevier Health Sciences.
- Guba, E. G. (1990) 'The alternative paradigm dialog', in Guba, E. G. (ed.) *The paradigm dialog*. Thousand Oaks, CA: SAGE Publications, Inc., pp. 17–27.
- Guba, E. G. and Lincoln, Y. S. (1994) 'Competing paradigms in qualitative research', in Denzin, N. K. and Lincoln, Y. S. (eds) *Handbook of qualitative research*. London: SAGE, pp. 105–117.
- Guberman, N. and Maheu, P. (2004) 'Beyond Cultural Sensitivity: Universal Issues in Caregiving', *Generations*, 27(4), p. 39. Available at: <https://www.questia.com/library/journal/1P3-601390491/beyond-cultural-sensitivity-universal-issues-in-caregiving> (Accessed: 19 February 2017).
- Gubrium, J. F. and Holstein, J. A. (2001) 'From the Individual Interview to the Interview Society', in Gubrium, J. and Holstein, J., *Handbook of Interview Research*. 2455 Teller Road, Thousand Oaks California 91320 United States of America: SAGE Publications, Inc., pp. 2–32. doi: 10.4135/9781412973588.n3.
- Hadcroft, P. R. (2002). *A Case of Customer Value and Competitive Advantage in Outsourced Business Services*. (PhD Thesis). Charles Sturt University, Bathurst, Australia.
- Haghirian, P. (2012) *Successful Cross-Cultural Management: A Guide for International Managers*. New York, NY: Business Expert Press.
- Hamzah-Sendut, T. S. D., Madsen, J. and Thong, G. T. S. (1989) *Managing in a plural society*. Longman.
- Hanges, P., Lord, R. and Dickson, M. (2000) 'An Information-processing Perspective on Leadership and Culture: A Case for Connectionist Architecture', *Applied Psychology*, 49(1), pp. 133–161. doi: 10.1111/1464-0597.00008.
- Harter, N. (2007) 'Great man theory', in Marturano, A. (ed.) *Leadership: The Key Concepts*. London ; New York: Routledge, pp. 67–71.
- Harvey, M. et al. (2010) 'Aligning reflection in the cooperative education curriculum.', *Journal of Co-operative education*, 11(3), pp. 137–152.
- Healy, M. and Perry, C. (2000) 'Comprehensive Criteria to Judge Validity and Reliability of Qualitative Research within the Realism Paradigm', *Qualitative Market Research: An International Journal*, 3(3), pp. 118–126. doi: 10.1108/13522750010333861.

Henry, A. (2005) *Leadership Revelations, an Australian Perspective: Reflections from Outstanding Leaders*. Sydney, NSW: CCH Australia.

Hermanowicz, J. (2002) 'The Great Interview: 25 Strategies for Studying People in Bed', *Qualitative Sociology*, 25(4), pp. 479–499. doi: 10.1023/A:1021062932081.

Heslin, P., Vandewalle, D. and Latham, G. (2006) 'Keen to help? Managers' implicit person theories and their subsequent employee coaching', *Personnel Psychology*, 59(4), pp. 871–902. doi: 10.1111/j.1744-6570.2006.00057.x.

Hewege, C. R. et al. (2008) 'Post-mortem of post liberalization SOE governance in Sri Lanka: the duality of rational-legal and feudal-patrimonial', in. IRPSM conference, Brisbane, Australia: Queensland University of Technology.

Hewege, C. R. (2011) 'Acculturation and Management Control- "Japanese Soul in Sri Lankan Physique"', *Contemporary Management Research*, 7(1). doi: 10.7903/cmr.6256.

Hitt, M. A. et al. (2001) 'Direct and Moderating Effects of Human Capital on Strategy and Performance in Professional Service Firms: A Resource-Based Perspective', *The Academy of Management Journal*, 44(1), pp. 13–28. doi: 10.2307/3069334.

Hofstede, G. (1980a) 'Culture and Organizations', *International Studies of Management & Organization*, 10(4), pp. 15–41. Available at: <https://www.jstor.org/stable/40396875> (Accessed: 19 May 2016).

Hofstede, G. (1980b) *Culture's Consequences: International Differences in Work-Related Values*. London: SAGE Publications.

Hofstede, G. (1984) 'Cultural dimensions in management and planning', *Asia Pacific Journal of Management*, 1(2), pp. 81–99. doi: 10.1007/BF01733682.

Hofstede, G. (1993) 'Cultural Constraints in Management Theories', *The Executive*, 7(1), pp. 81–94. Available at: <https://www.jstor.org/stable/4165110> (Accessed: 19 May 2016).

Hofstede, G. (2001) *Culture's Consequences: International Differences in Work-Related Values*. 2nd edn. Thousand Oaks, CA: SAGE Publications.

Hofstede, G. (2002) 'Dimensions Do Not Exist: A Reply to Brendan McSweeney', *Human Relations*, 55(11), pp. 1355–1361. doi: 10.1177/00187267025511004.

Hofstede, G. (2011) 'Dimensionalizing Cultures: The Hofstede Model in Context', *Online Readings in Psychology and Culture*, 2(1). doi: 10.9707/2307-0919.1014.

Hofstede, G. H. (1998) *Masculinity and femininity: the taboo dimension of national cultures*. London: Sage Publications.

Hofstede, G., Hofstede, G. H. and Minkov, M. (2010) *Cultures and Organizations: Software of the Mind*. 3rd edn. New York, NY: McGraw-Hill.

Hofstede, G. and Peterson, M. F. (2000) 'Culture: National values and organizational practices', in Peterson, M. F. and Ashkanasy, N. M. (eds) *Handbook of Organizational Culture and Climate*. Thousand Oaks, CA: SAGE Publications, pp. 401–415.

Holloway, I. and Wheeler, D. M. (2002) *Qualitative Research in Nursing*. Oxford: John Wiley & Sons.

Horne, J. (2000) 'O'Neill, Josephine (1905–1968)', in *Australian Dictionary of Biography*. Canberra: National Centre of Biography, Australian National University. Available at: <http://adb.anu.edu.au/biography/oneill-josephine-11305> (Accessed: 19 October 2018).

House, R. J., Wright, N. S. and Aditya, R. N. (1997) 'Cross-cultural research on organizational leadership: A critical analysis and a proposed theory', in *New perspectives on international industrial/ organizational psychology*. San Francisco, CA: The New Lexington Press/Jossey-Bass Publishers (*New perspectives on international industrial/ organizational psychology*), pp. 535–625.

Howell, J. M. and Avolio, B. J. (1993) 'Transformational leadership, transactional leadership, locus of control, and support for innovation: Key predictors of consolidated-business-unit performance', *Journal of Applied Psychology*, 78(6), pp. 891–902. doi: 10.1037/0021-9010.78.6.891.

Howell, J. P. and Costley, D. (2003) 'Understanding behaviors for effective leadership', *Journal of Organizational Change Management*, 16(3), pp. 353–355. doi: 10.1108/09534810310475569.

Huang, X., Lun, J., Liu, A., & Gong, Y. (2010). Does participative leadership enhance work performance by inducing empowerment or trust? The differential effects on managerial and non-managerial subordinates. *Journal of Organizational Behavior*, 31, 122-143. <https://doi.org/10.1002/job.636>

Huber, G. P. (1991) 'Organizational Learning: The Contributing Processes and the Literatures', *Organization Science*, 2(1), pp. 88–115. Available at: <https://www.jstor.org/stable/2634941> (Accessed: 29 October 2018).

Hughes, R., Ginnett, R. and Curphy, G. (2008) *Leadership: Enhancing the Lessons of Experience*. 4th edn. Boston, MA: McGraw-Hill/Irwin.

Hughes, R., Ginnett, R. and Curphy, G. (2009) *Leadership: Enhancing the Lessons of Experience*. 6th edn. New York: McGraw-Hill/Irwin.

IBM (2010) *Working beyond Borders: Insights from the Global Chief Human Resource Officer*. Somers, NY: IBM Corporation. Available at: <https://www.ibm.com/downloads/cas/R6X1EXRA>.

idcommunity (2016) *Proficiency in English*, idcommunity. Available at: <https://profile.id.com.au/australia/speaks-english> (Accessed: 29 May 2018).

Jackson, K. M. and Trochim, W. M. K. (2002) 'Concept Mapping as an Alternative Approach for the Analysis of Open-Ended Survey Responses', *Organizational Research Methods*, 5(4), pp. 307–336. doi: 10.1177/109442802237114.

Javidan, M. (2004) 'Performance orientation', in House, R. J. et al. (eds) *Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies*. Thousand Oaks, CA: SAGE Publications, pp. 239–281.

Javidan, M. and House, R. J. (2001) 'Cultural acumen for the global manager: Lessons from Project GLOBE', *Organizational Dynamics*, 29(4), pp. 289–305. doi: 10.1016/S0090-2616(01)00034-1.

Jayakody, J. (2008) 'Charismatic leadership in Sri Lankan business organizations', *Journal of Management Development*, 27(5), pp. 480–498. doi: 10.1108/02621710810871808.

Jayawardana, A. K. L., O'Donnell, M. and Jayakody, J. A. S. K. (2013) 'Job involvement and performance among middle managers in Sri Lanka', *The International Journal of Human Resource Management*, 24(21), pp. 4008–4025. doi: 10.1080/09585192.2013.781526.

Jiang, Y. and Chen, C. (2016) 'Integrating Knowledge Activities for Team Innovation: Effects of Transformational Leadership', *Journal of Management*, 44(5), pp. 1819–1847. doi: 10.1177/0149206316628641.

Johnson, J. P., Lenartowicz, T. and Apud, S. (2006) 'Cross-cultural competence in international business: toward a definition and a model', *Journal of International Business Studies*, 37(4), pp. 525–543. doi: 10.1057/palgrave.jibs.8400205.

Jones, S. R., Torres, V. and Arminio, J. (2014) 'Issues in analysis and interpretation', in Jones, S. R., Torres, V., and Arminio, J. (eds) *Negotiating the Complexities of Qualitative Research in Higher Education: Fundamental Elements and Issues*. 2nd edn. New York, N.Y: Routledge, pp. 157–173.

- Judge, T. A., Piccolo, R. F. and Kosalka, T. (2009) 'The bright and dark sides of leader traits: A review and theoretical extension of the leader trait paradigm', *The Leadership Quarterly*. (The Leadership Quarterly Yearly Review of Leadership), 20(6), pp. 855–875. doi: 10.1016/j.leaqua.2009.09.004.
- Jung, D. I., Bass, B. M. and Sosik, J. J. (1995) 'Bridging Leadership and Culture: A Theoretical Consideration of Transformational Leadership and Collectivistic Cultures', *Journal of Leadership Studies*, 2(4), pp. 3–18. doi: 10.1177/107179199500200402.
- Kamalika, P. (2008) 'Home and family in ancient and medieval Sri Lanka', *The Island online: Saturday Magazine*, 2 August, p. 1. Available at: <http://www.lankalibrary.com/phpBB/viewtopic.php?f=19&t=4545&start=0&sid=b6d98154d89f41e503399ec923123773&view=print> (Accessed: 29 October 2019).
- Kazdin, A. E. (1992) *Methodological Issues & Strategies in Clinical Research*. Washington, D.C.: American Psychological Association.
- Kazdin, A. E. and Nock, M. K. (2003) 'Delineating mechanisms of change in child and adolescent therapy: methodological issues and research recommendations', *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, 44(8), pp. 1116–1129. doi: 10.1111/1469-7610.00195.
- Kellerman, B. (2012) *The End of Leadership*. New York, NY: Harper Business.
- Khan, S. (2015) 'Abusive Supervision and Negative Employee outcomes: The Moderating Effects of Intimidation and Recognition', *Journal of General Management*, 41(1), pp. 61–81. doi: 10.1177/030630701504100105.
- Khan, Z. A. (2016) 'Leadership Theories and Styles: A Literature Review', *Journal of Resources Development and Management*, 16(0), pp. 1–7. Available at: <https://iiste.org/Journals/index.php/JRDM/article/view/28481> (Accessed: 29 June 2018).
- Kirkman, B. L., Lowe, K. B. and Gibson, C. B. (2006) 'A Quarter Century of "Culture's Consequences": A Review of Empirical Research Incorporating Hofstede's Cultural Values Framework', *Journal of International Business Studies*, 37(3), pp. 285–320. Available at: <https://www.jstor.org/stable/3875261> (Accessed: 29 June 2018).
- Kirkpatrick, S. A. and Locke, E. A. (1991) 'Leadership: do traits matter?', *Academy of Management Perspectives*, 5(2), pp. 48–60. doi: 10.5465/ame.1991.4274679.

- Kluckhohn, F. R. and Strodtbeck, F. L. (1961) *Variations in value orientations*. Oxford, England: Row, Peterson (*Variations in value orientations*).
- van Knippenberg, D. and Sitkin, S. B. (2013) 'A Critical Assessment of Charismatic—Transformational Leadership Research: Back to the Drawing Board?', *The Academy of Management Annals*, 7(1), pp. 1–60. doi: 10.1080/19416520.2013.759433.
- Ko, H.-C. and Yang, M.-L. (2011) 'The effects of cross-cultural training on expatriate assignments', *Intercultural Communication Studies*, 20(1), pp. 158–174.
- Kraimer, M., Wayne, S. and JAWORSKI, R. (2006) 'Sources of support and expatriate performance: The mediating role of expatriate adjustment', *Personnel Psychology*, 54, pp. 71–99. doi: 10.1111/j.1744-6570.2001.tb00086.x.
- Kramer, R. (2005) *Developing global leaders*. New York, N.Y: The Conference Board.
- Kvale, S. (1996) *Interviews: an introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage Publications.
- Kvale, S. and Brinkmann, S. (2015) *InterViews: Learning the Craft of Qualitative Research Interviewing*. 3rd edn. Los Angeles: SAGE Publications, Inc.
- Ladkin, D. (2008) 'Leading beautifully: How mastery, congruence and purpose create the aesthetic of embodied leadership practice', *The Leadership Quarterly*, 19(1), pp. 31–41. doi: 10.1016/j.leaqua.2007.12.003.

- Lamb, R. (2013) How Can Managers Use Participative Leadership Effectively?, task.fm. Available at: http://www.task.fm/?ts=fENsZWFuUGVwcGVybnWludHx8ZjgyNTJ8YnVja2V0MDg3fHx8fHx8NWRiODRiMGZiMDkxNXx8fDE1NzIzNTg5MjcuNzI5MnwwZDQ2NDJhMjQ4YTvkMWZiYjU3NjYxYmE2NTZhNzBINTQ4YmZjZWY3fHx8fHwx8fHx8MHw1ZGI4NGlwZjkwMGI5ZTYzNmQ4YjdjZmV8fHwx8fHwwfDB8fHx8fHx8fHx8MHwx8fDVkYjg0YjBmOTAwYjIiNjM2ZDhiN2NmZXwwfDB8MXwwfDB8VzEwPXx8MQ%3D%3D&pcsa=false&query=How+can+Managers+Use+Participative+Leadership+Effectively%3F+&afdToken=3B1gzSyvl66T-i3DwvTMUz7kqKRIOWkU6YNhrX8aszbj-_jsoaEkNYeAocFsarJPY3K6WIPTXmiE2eQqgrEMlzuw_kqRww&search=1 (Accessed: 20 July 2018).
- Lapadat, J. C. (2000) 'Problematizing transcription: Purpose, paradigm and quality', *International Journal of Social Research Methodology*, 3(3), pp. 203–219. doi: 10.1080/13645570050083698.
- Larsson, G. and Eid, J. (2012) 'An idea paper on leadership theory integration', *Management Research Review*, 35(3/4), pp. 177–191. doi: 10.1108/01409171211210109.
- Lather, P. (1992) 'Critical Frames in Educational Research: Feminist and Post-Structural Perspectives', *Theory Into Practice*, 31(2), pp. 87–99. Available at: <https://www.jstor.org/stable/1476394> (Accessed: 29 July 2018).
- Lee, H.-W. (2007) 'Factors That Influence Expatriate Failure: An Interview Study', *International Journal of Management*, 24(3), p. 403. Available at: <https://www.questia.com/library/journal/1P3-1338356731/factors-that-influence-expatriate-failure-an-interview> (Accessed: 29 October 2019).
- Lee, Y.-S. and Liu, W.-K. (2012) 'Leadership Behaviors and Culture Dimensions in the Financial Industry', *Journal of Applied Finance & Banking*, 2(2), pp. 1–2. Available at: https://ideas.repec.org/a/spt/apfiba/v2y2012i2f2_2_2.html (Accessed: 29 October 2019).
- Lemoine, G. J., Hartnell, C. A. and Leroy, H. (2018) 'Taking Stock of Moral Approaches to Leadership: An Integrative Review of Ethical, Authentic, and Servant Leadership', *Academy of Management Annals*, 13(1), pp. 148–187. doi: 10.5465/annals.2016.0121.
- Lewin, K. (1943) 'Psychology and the process of group living', *The Journal of Social Psychology*, 17, pp. 113–131. doi: 10.1080/00224545.1943.9712269.

Likert, R. (1967) *The human organization: its management and value*. New York, N.Y: McGraw-Hill.

Lim, B.-C. and Ployhart, R. E. (2004) 'Transformational leadership: relations to the five-factor model and team performance in typical and maximum contexts', *The Journal of Applied Psychology*, 89(4), pp. 610–621. doi: 10.1037/0021-9010.89.4.610.

Lincoln, Y. S. and Guba, E. G. (1985) *Naturalistic Inquiry*. Thousand Oaks, CA: SAGE.

Liu, L., Ayman, N. and Ayman-Nolley, S. (2012) 'Children's image of leadership in China', in Turnbull, S. et al., *Worldly Leadership: Alternative Wisdoms for a Complex World*. Basingstoke, UK: Palgrave Macmillan, pp. 135–155.

Livermore, D. (2010) *Leading with Cultural Intelligence: The Real Secret to Success*. New York: American Management Association.

Liyanage, U. (1996a) 'Femininity as a managerial value', *Sri Lankan Journal of Management*, 1(1), pp. 37–47.

Liyanage, U. (1996b) 'Profiling the Emerging Sri Lankan Culture', *Sri Lankan Journal of Management*, 2(1), pp. 35–52. Available at: https://www.academia.edu/16985991/PROFILING_THE_TRADITIONAL_SRI_LANKAN_MIDDLE_CLASS_CONSUMER (Accessed: 29 October 2017).

Long, C. S. and Thean, L. Y. (2011) 'Relationship Between Leadership Style, Job Satisfaction and Employees' Turnover Intention: A Literature Review', *Research Journal of Business Management*, 5(3), pp. 91–100. doi: 10.3923/rjbm.2011.91.100.

Long, D. G. (1998) *Leaders: Diamonds Or Cubic Zirconia?* Neutral Bay: Centre for Leadership Studies.

Lorinkova, N. M., Pearsall, M. J. and Sims, H. P. (2012) 'Examining the Differential Longitudinal Performance of Directive versus Empowering Leadership in Teams', *Academy of Management Journal*, 56(2), pp. 573–596. doi: 10.5465/amj.2011.0132.

Lorsch, J. (2010) 'A contingency theory of leadership', in Nohria, N. and Khurana, R. (eds) *Handbook of Leadership Theory and Practice*. 1st edn. Boston, Mass: Harvard Business Review Press, pp. 411–429.

Luthans, F. and Doh, J. (2012) *International Management: Culture, Strategy, and Behavior*. New York, NY: McGraw-Hill Education.

Madsen, J., & Thong, G. T. S. (1989). *Managing in a Plural Society*. Singapore: Longman

- Madzar, S. (2005) 'Subordinates' information inquiry in uncertain times: A cross cultural consideration of leadership style effect', *International Journal of Cross Cultural Management*, 5(3), pp. 255–274. doi: 10.1177/1470595805058412.
- Manning, T. T. (2003) 'Leadership Across Cultures: Attachment Style Influences', *Journal of Leadership & Organizational Studies*, 9(3), pp. 20–30. doi: 10.1177/107179190300900304.
- Marczyk, G. R., DeMatteo, D. and Festinger, D. (2005) *Essentials of Research Design and Methodology*. 1st edn. Hoboken, N.J: Wiley.
- Marn, J. T. K. (2012) 'The Impact of Transformational Leadership Practices on Job Satisfaction of PHEI Lecturers', *Journal for The Advancement of Science and Arts*, 3(2), pp. 26–39.
- Maslow, A. H. (1943) 'A theory of human motivation', *Psychological Review*, 50(4), pp. 370–396. doi: 10.1037/h0054346.
- Masood, S. A. et al. (2009) 'Transformational leadership and organizational culture: the situational strength perspective', *Proceedings of the Institution of Mechanical Engineers, Part B: Journal of Engineering Manufacture*, 220(6), pp. 941–949. Available at: https://repository.lboro.ac.uk/articles/Transformational_leadership_and_organizational_culture_the_situational_strength_perspective/9567908 (Accessed: 29 June 2018).
- Matviuk, S. (2007) 'Cross-cultural leadership behavior expectation: a comparison between United States managers and Mexican managers', *Journal of American Academy of Business*, 11(1), pp. 253–260.
- McLeod, J. (1996) 'Qualitative approaches to research in counselling and psychotherapy: Issues and challenges', *British Journal of Guidance & Counselling*, 24(3), pp. 309–316. doi: 10.1080/03069889608253015.
- Medina-López-Portillo, A. (2004) *College students' intercultural sensitivity development as a result of their studying abroad: A comparative description of two types of study abroad programs*. Unpublished doctoral dissertation. University of Maryland.
- Medley, F. and Larochelle, D. R. (1995) 'Transformational leadership and job satisfaction', *Nursing Management*, 26(9), p. 64JJ. Available at: <https://search.proquest.com/openview/89ed22be8cce971864b632b0a5268a07/1?pq-origsite=gscholar&cbl=35336> (Accessed: 30 October 2019).

Mendenhall, M. E. and Bird, A. (2013) 'In search of global leadership', *Organizational Dynamics*, 42(3), pp. 167–174. Available at: https://www.academia.edu/16637133/In_search_of_global_leadership (Accessed: 30 October 2019).

Meng, Y. K., Ashkanasy, N. M. and Härtel, C. E. J. (2003) 'The Effects of Australian Tall Poppy Attitudes on American Value Based Leadership Theory', *International Journal of Value-Based Management*, 16(1), pp. 53–65. doi: 10.1023/A:1021984005070.

Merriam, S. B. (1998) *Qualitative Research and Case Study Applications in Education: Revised and Expanded from Case Study Research in Education*. 2nd edn. San Francisco, CA: Jossey-Bass.

Merriam, S. B. (2009) *Qualitative Research: A Guide to Design and Implementation*. San Francisco, CA: Wiley.

Mezirow, J. (1990) *Fostering Critical Reflection in Adulthood: A Guide to Transformative and Emancipatory Learning*. San Francisco, CA: Jossey-Bass.

Mezirow, J. (1991) *Transformative Dimensions of Adult Learning*. San Francisco, CA: Wiley.

Mezirow, J. (2000a) *Learning as Transformation: Critical Perspectives on a Theory in Progress*. San Francisco, CA: Jossey-Bass.

Mezirow, J. (2000b) 'Learning to think like an adult: Core concepts of transformation theory', in Mezirow, J. and Associates (eds) *Learning as Transformation: Critical Perspectives on a Theory in Progress*. San Francisco, CA: Jossey-Bass.

Mezirow, J. (2009) 'Transformative learning theory', in Mezirow, J. and Taylor, E. W. (eds) *Transformative Learning in Practice: Insights from Community, Workplace, and Higher Education*. San Francisco, CA: Jossey-Bass, pp. 18–32.

Miles, M. B. and Huberman, M. A. (1994) *Qualitative Data Analysis: An Expanded Sourcebook*. SAGE.

Minai, M. and Varma, A. (2017) 'Cultural Relevance of Leadership Theories: A Critical Analysis and Propositions', *Dimensions*, 5(2), pp. 2–12.

Minkov, M. and Blagoev, V. (2009) 'Cultural Values Predict Subsequent Economic Growth', *International Journal of Cross Cultural Management*, 9(1), pp. 5–24. doi: 10.1177/1470595808101153.

- Miroshnik, V. (2002) 'Culture and international management: a review', *Journal of Management Development*, 21(7), pp. 521–544. doi: 10.1108/02621710210434647.
- Morgan, G. (1983) *Beyond method: strategies for social research*. Beverley Hills, CA: Sage Publications.
- Morrow, P. C. (1983) 'Concept Redundancy in Organizational Research: The Case of Work Commitment', *Academy of Management Review*, 8(3), pp. 486–500. doi: 10.5465/amr.1983.4284606.
- Murphy, S. and Ensher, E. (2008) 'A Qualitative Analysis of Charismatic Leadership in Creative Teams: The Case of Television Directors', *Leadership Quarterly*, 19(3), pp. 335–352. doi: 10.1016/j.leaqua.2008.03.006.
- Mustafa, G. and Lines, R. (2013) 'The triple role of values in culturally adapted leadership styles', *International Journal of Cross Cultural Management*, 13(1), pp. 23–46. doi: 10.1177/1470595812452636.
- Nanayakkara, G. (1988) 'Training in hospital administration', *Research paper: Organizational behaviour*, 88(2), p. 1.
- Nanayakkara, G. and Ranasinghe, S. (1984) *Management in a socio-cultural context*. Colombo, Sri Lanka: German Cultural Institute.
- Neese, B. (2016) *Intercultural Communication: High and Low Context Cultures*, Southeastern University Online. Available at: <https://online.seu.edu/articles/high-and-low-context-cultures/> (Accessed: 12 February 2018).
- Neuman, W. L. (1994) *Social Research Methods*. Boston, MA: Allyn and Bacon.
- Neuman, W. L. (2011) *Social Research Methods*. 7th edn. Boston, MA: Allyn and Bacon.
- Northouse, P. G. (2003) *Leadership: Theory and Practice*, 7th Edition. 3rd edn. Thousand Oaks, CA: SAGE Publications, Inc.
- Northouse, P. G. (2007) *Leadership: Theory and Practice*, 7th Edition. Thousand Oaks, CA: SAGE Publications, Inc.
- Northouse, P. G. (2012) *Leadership: Theory and Practice*, 7th Edition. 6th edn. Los Angeles, CA: SAGE Publications, Inc.
- Novak, J. D. and Gowin, D. B. (1984) *Learning How to Learn*. New York, NY: Cambridge University Press.

Nyambegera, S. M., Sparrow, P. and Daniels, K. (2000) 'The impact of cultural value orientations on individual HRM preferences in developing countries: lessons from Kenyan organizations', *The International Journal of Human Resource Management*, 11(4), pp. 639–663. doi: 10.1080/09585190050075042.

Oakley, A. (1981) 'Interviewing women: a contradiction in terms', in Roberts, H. (ed.) *Doing Feminist Research*. Thousand Oaks, CA: Routledge. doi: 10.4324/9781315002262-10.

Ofori, G. and Toor, S.-U. (2009) 'Research on cross-cultural leadership and management in construction: a review and directions for future research', *Construction Management and Economics*, 27(2), pp. 119–133. doi: 10.1080/01446190802616937.

O'Leary, Z. (2014) *The Essential Guide to Doing Your Research Project*. 2nd edn. Thousand Oaks, CA: SAGE.

Ololube, N. P. (2013) *Educational management, planning and supervision: model for effective implementation*. Owerri: Springfield.

O'Neill, M. (1996) 'The Karpin Report', *Business Date*, pp. 1–5.

Parry, K. W. (1998) *Leadership Profiles Beyond 2000: How Australian Leadership is Different*. Address to the Senior Executive Service of the Australian Public Service. Canberra: National Press Club.

Parry, K. W. (1999) 'The New Leader: A Synthesis of Leadership Research in Australia and New Zealand', *Journal of Leadership Studies*, 5(4), pp. 82–105. doi: 10.1177/107179199900500408.

Parry, K. W. and Proctor-Thomson, S. B. (2002) 'Perceived Integrity of Transformational Leaders in Organisational Settings', *Journal of Business Ethics*, 35(2), pp. 75–96. doi: 10.1023/A:1013077109223.

Patton, M. Q. (1990) *Qualitative Evaluation and Research Methods*. 2nd edn. Newbury Park, CA: SAGE Publications, Inc.

Patton, M. Q. (2015) *Qualitative Evaluation and Research Methods*. Thousand Oaks, CA: SAGE Publications, Inc.

Penn, A. (2008) *Leadership Theory Simplified*. FSPSD200-PD-11–08N. University of Arkansas. Available at: <https://www.uaex.edu/publications/PDF/FSPSD200.pdf>.

- Perry, C., Riege, A. and Brown, L. (1999) 'Realism's role among scientific paradigms in marketing research', *Irish Marketing Review*, 12(2), pp. 16–23.
- Peter, B., Geoff, B. and Erica, B. (1994) *Qualitative Methods In Psychology: A Research Guide: A Research Guide*. Buckingham, UK: Open University.
- Phatak, A., Bhagat, R. and Kashlak, R. (2008) *International Management: Managing in a Diverse and Dynamic Global Environment*. 2nd edn. Boston, Mass: McGraw-Hill/Irwin.
- Phillips, D. C. and Burbules, N. C. (2000) *Postpositivism and Educational Research*. Lanham, MD: Rowman & Littlefield Publishers, Inc.
- Phillips, T. and Smith, P. (2000) 'What is "Australian"? Knowledge and Among a Gallery of Contemporary Australians', *Australian Journal of Political Science*, 35(2), pp. 203–224. doi: 10.1080/713649336.
- Price, T. L. (2003) 'The ethics of authentic transformational leadership', *The Leadership Quarterly*, 14(1), pp. 67–81. doi: 10.1016/S1048-9843(02)00187-X.
- Qu, S. and Dumay, J. (2011) 'The Qualitative Research Interview', *Qualitative Research in Accounting and Management*, 8(3), pp. 238–264. Available at: <https://papers.ssrn.com/abstract=2058515> (Accessed: 30 October 2018).
- Reischauer, G. (2015) 'Combining artefact analysis, interview and participant observation to study the organizational sensemaking of knowledge-based innovation', *Historical Social Research*, 40(3), pp. 279–298. doi: 10.12759/hsr.40.2015.3.279-298.
- Rienits, R. (1970) *Australia's Heritage: The Making of a Nation*. Sydney: Paul Hamlyn.
- Riggio, R. E. (2012) *What Is Charisma and Charismatic Leadership?*, *Psychology Today*. Available at: <http://www.psychologytoday.com/blog/cutting-edge-leadership/201210/what-is-charisma-and-charismatic-leadership> (Accessed: 30 October 2018).
- Robbins, S. P. and Langton, N. (2007) 'Leadership', in *Organizational Behavior: Concepts, Controversies, Applications*. Toronto: Prentice Hall, pp. 386–426.
- Roberts, E., Ashkanasy, N., & Kennedy, J. (2003). The egalitarian leader: A comparison of leadership in Australia and New Zealand. *Asia Pacific Journal of Management*, 20, 517–540.
- Roberts, B. and Kanaley, T. (2006) 'Sri Lanka: Introduction', in *Urbanization and Sustainability in Asia: Case Studies of Good Practice*. Asian Development Bank.

- Robinson, S. L. (2008). Trust that binds: The impact of collective felt trust on organizational performance. *Journal of Applied Psychology*, 93(3), 593–601. <https://doi.org/10.1037/0021-9010.93.3.593>
- Robottom, I. M. and Hart, E. P. (1993) *Research in Environmental Education: Engaging the Debate*. Geelong, Victoria: Deakin University.
- Rollinson, D. (2008) *Organisational Behaviour and Analysis: An Integrated Approach*. 3rd edn. New York, NY: Prentice Hall Financial Times.
- Rossier, R. (2005) 'Role Models and Farm Development Options: A Comparison of Seven Swiss Farm Families', *Journal of Comparative Family Studies*, 36(3), pp. 399–417. Available at: <https://www.jstor.org/stable/41604023> (Accessed: 30 October 2018).
- Rothaermel, F. T. and Hess, A. M. (2007) 'Building Dynamic Capabilities: Innovation Driven by Individual-, Firm-, and Network-Level Effects', *Organization Science*, 18(6), pp. 898–921. doi: 10.1287/orsc.1070.0291.
- Rowley, J. (2012) 'Conducting research interviews', *Management Research Review*, 35(3/4), pp. 260–271. doi: 10.1108/01409171211210154.
- Rubin, H. J. and Rubin, I. (2006) *Qualitative Interviewing: The Art of Hearing Data*. 2nd edn. Thousand Oaks, CA: SAGE.
- Rubin, H. J. and Rubin, I. (2012) *Qualitative Interviewing: The Art of Hearing Data*. 3rd edn. Thousand Oaks, CA: SAGE.
- Rudnick, J. D. (2007) 'Transformational leadership. Model encourages leaders to transcend personal ambition', *Health Progress (Saint Louis, Mo.)*, 88(3), pp. 36–40.
- Rymer, C. (2008) *Leadership in Australia - how different are we?* DBA thesis. Southern Cross University. Available at: <https://epubs.scu.edu.au/theses/113>.
- Sachs, R. H. (2005) *White Rose History, Volume II (Academic Version): Journey to Freedom (May 1, 1942 - October 12, 1943)*. Exclamation! Publishers.
- Sagiv, L. and Schwartz, S. H. (2007) 'Cultural values in organisations: insights for Europe', *European Journal of International Management*, 1(3), pp. 176–190. doi: 10.1504/EJIM.2007.014692.
- Samarasinghe, V. (2000) 'Subverting Patriarchy? Leadership and Participation of Women in Politics in South Asia', *Ethnic Studies Report*, 18(2).
- Sarantakos, S. (2005) *Social Research*. 3rd edn. New York, NY: Palgrave Macmillan.

- Sarros, J. C. et al. (2005) 'The Organizational Culture Profile Revisited and Revised: An Australian Perspective', *Australian Journal of Management*, 30(1), pp. 59–182. doi: 10.1177/031289620503000109.
- Sarros, J. C., Densten, I. L. and Santora, J. C. (1999) *Leadership and Values: Australian Executives and the Balance of Power, Profits and People*. Sydney: Harper Business. Available at: <https://eprints.lancs.ac.uk/id/eprint/48225/> (Accessed: 30 October 2018).
- Sashkin, M. (1986) 'True vision in leadership', *Training & Development Journal*, 40(5), pp. 58–61.
- Saunders, M., Lewis, P. and Thornhill, A. (2009) *Research Methods for Business Students*. New York, NY: Prentice Hall.
- Schein, E. H. (2004) *Organizational culture and leadership*. Jossey-Bass.
- Schlossberg, H. (1991) 'There's no mystery in how to retain customers', *Marketing News*, pp. 3–10.
- Scholz, R. W. and Tietje, O. (2002) *Embedded Case Study Methods: Integrating Quantitative and Qualitative Knowledge*. Thousand Oaks, CA: SAGE.
- Schönpflug, U. (2001) 'Intergenerational Transmission of Values: The Role of Transmission Belts', *Journal of Cross-Cultural Psychology*, 32(2), pp. 174–185. doi: 10.1177/0022022101032002005.
- Schwartz, S. H. and Bardi, A. (2001) 'Value Hierarchies Across Cultures: Taking a Similarities Perspective', *Journal of Cross-Cultural Psychology*, 32(3), pp. 268–290. doi: 10.1177/0022022101032003002.
- Schweiger, D. M., Atamer, T. and Calori, R. (2003) 'Transnational project teams and networks: making the multinational organization more effective', *Journal of World Business*, 38(2), pp. 127–140. Available at: https://econpapers.repec.org/article/eeeworbus/v_3a38_3ay_3a2003_3ai_3a2_3ap_3a127-140.htm (Accessed: 30 July 2018).
- Scott, J. (1990) *A Matter of Record: Documentary Sources in Social Research*. Cambridge, MA: John Wiley & Sons.
- Scullion, H. and Collings, D. G. (2006) 'International recruitment and selection', in *Global staffing*. New York, NY: Routledge, pp. 68–86.

Seale, C. F. (2003) 'Computer-Assisted Analysis of Qualitative Interview Data', in Holstein, J. and Gubrium, J. F., *Inside Interviewing*. Thousand Oaks, CA: SAGE Publications, Inc., pp. 288–308. doi: 10.4135/9781412984492.n14.

Searle, J. R. (1995) *The Construction of Social Reality*. New York: Simon & Schuster.

Seidman, I. (2013) *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences*. New York: Teachers College Press.

Shamir, B. and Eilam, G. (2005) "'What's your story?' A life-stories approach to authentic leadership development', *The Leadership Quarterly*. (Authentic Leadership Development), 16(3), pp. 395–417. doi: 10.1016/j.leaqua.2005.03.005.

Shane, S., Venkataraman, S. and MacMillan, I. (1995) 'Cultural differences in innovation championing strategies', *Journal of Management*, 21(5), pp. 931–952. doi: 10.1016/0149-2063(95)90048-9.

Shin, J.-H., Heath, R. L. and Lee, J. (2011) 'A Contingency Explanation of Public Relations Practitioner Leadership Styles: Situation and Culture', *Journal of Public Relations Research*, 23(2), pp. 167–190. doi: 10.1080/1062726X.2010.505121.

Silva, A. (2015) 'An Integrated Leadership Theory', *Journal of Perspectives in Organizational Behaviour, Management, & Leadership*, 1(1), pp. 5–9.

Sim, R. and Schraeder, M. (2004) 'An Examination of Salient Factors Affecting Expatriate Culture Shock', *Journal of Business & Management*, 10(1). Available at: <http://web.ebscohost.com.ezproxy.lib.monash.edu.au/ehost/detail?vid=3&hid=112&sid=1cd8b271-afd2-4779-a9d7-0fc2f99e4e6e@sessionmgr114&bdata=JnNpdGU9ZWVhc3QtbGl2ZSZy29wZT1zaXRI#d=b=bt&AN=13335463> (Accessed: 30 July 2018).

Sinclair, A. and Wilson, V. (2002) *New Faces of Leadership*. Melbourne: Melbourne University Publishing.

Şişman, M. (2004) *Öğretim Liderliği*. Ankara: PegemA Yayınları.

Slaven, M. and Boswell, C. (2019) 'Why symbolise control? Irregular migration to the UK and symbolic policy-making in the 1960s', *Journal of Ethnic and Migration Studies*, 45(9), pp. 1477–1495. doi: 10.1080/1369183X.2018.1459522.

Snaebjornsson, I. M. and Edvardsson, I. (2012) 'Gender, Nationality and Leadership Style: A Literature Review', *International Journal of Business and Management*, 8(1), pp. 89–103. doi: 10.5539/ijbm.v8n1p89.

- Spicker, P. (2012) ‘“Leadership”: a perniciously vague concept’, *International Journal of Public Sector Management*, pp. 34–47. doi: 10.1108/09513551211200276.
- Spreitzer, G. M., Perttula, K. H. and Xin, K. (2005) ‘Traditionality matters: an examination of the effectiveness of transformational leadership in the United States and Taiwan’, *Journal of Organizational Behavior*, 26(3), pp. 205–227. doi: 10.1002/job.315.
- Stake, D. R. E. (1995) *The Art of Case Study Research*. Thousand Oaks, CA: Sage Publications.
- Steers, R. M., Sanchez-Runde, C. J. and Nardon, L. (2010) *Management across Cultures: Challenges and Strategies*. New York, NY: Cambridge University Press.
- Stock, R. M. and Genisyürek, N. (2012) ‘A taxonomy of expatriate leaders’ cross-cultural uncertainty: insights into the leader–employee dyad’, *The International Journal of Human Resource Management*, 23(15), pp. 3258–3286. doi: 10.1080/09585192.2011.637064.
- Stogdill, R. M. (1989) *Stogdill’s Handbook of Leadership: A Survey of Theory and Research*. Edited by B. M. Bass. New York, NY: Free Press.
- Strauss, A. L. and Corbin, J. (1998) *Basics of Qualitative Research*. 2nd edn. Thousand Oaks, CA: SAGE.
- Suchman, M. C. (1995). *Managing legitimacy: Strategic and institutional approaches*. *Academy of Management Review*. 20(3), 571-610.
- Sundi, K. (2013) ‘Effect of Transformational Leadership and Transactional Leadership on Employee Performance of Konawe Education Department at Southeast Sulawesi Province’, *International Journal of Business and Management Invention*, 12(2), pp. 50–58.
- Suutari, V. (2002) ‘Global leader development: an emerging research agenda’, *Career Development International*, 7, pp. 218–233. doi: 10.1108/13620430210431307.
- Suzanne, S. M. (2014) ‘The Intelligent, Thoughtful Personality: Librarianship as a Process of Identity Formation’, *Library & Information History*, 30(4), pp. 254–272. doi: 10.1179/1758348914Z.00000000067.
- Tabak, A., Yalcinkaya, H. and Erkus, A. (2006) *Liderlik Kavramina tarihsel bir bakis*. Available at: <http://web.sakarya.edu.tr/~kaymakei/makale/liderlikavrami.pdf>.

Tannenbaum, R. and Schmidt, W. H. (1973) 'How to Choose a Leadership Pattern', *Harvard Business Review*, 1 May. Available at: <https://hbr.org/1973/05/how-to-choose-a-leadership-pattern> (Accessed: 30 October 2018).

Taras, V., Kirkman, B. and Steel, P. (2010) 'Examining the Impact of Culture's Consequences: A Three-Decade, Multilevel, Meta-Analytic Review of Hofstede's Cultural Value Dimensions', *The Journal of applied psychology*, 95(3), pp. 405–39. doi: 10.1037/a0018938.

Tarique, I. and Schuler, R. S. (2010) 'Global talent management: Literature review, integrative framework, and suggestions for further research', *Journal of World Business*. (Global Talent Management), 45(2), pp. 122–133. doi: 10.1016/j.jwb.2009.09.019.

Taylor, E. W. (1998) *The theory and practice of transformative learning: A critical review*. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, College of Education, the Ohio State University.

Taylor, T. L. (2006) *Play Between Worlds: Exploring Online Game Culture*. Cambridge, MA: MIT Press.

Tepper, B. J. (2000) 'Consequences of Abusive Supervision', *Academy of Management Journal*, 43(2), pp. 178–190. doi: 10.5465/1556375.

Tesch, T. R. (1990) *Qualitative Research: Analysis Types and Software Tools*. Psychology Press.

Thean, L. Y., & Long, C. S. (2011). Relationship between Leadership Style, Job Satisfaction and Employees' Turnover Intention: A Literature Review. *Research Journal of Business Management*, 5(3), 91-100.

The World Bank (2018) Sri Lanka development update : more and better jobs for an upper middle-income country. 127611. The World Bank, pp. 1–56. Available at: <http://documents.worldbank.org/curated/en/279731530015106560/Sri-Lanka-development-update-more-and-better-jobs-for-an-upper-middle-income-country> (Accessed: 29 June 2017).

Thomas, D. C. and Inkson, K. (2004) *Cultural Intelligence: People Skills for Global Business*. San Francisco, CA: Berrett-Koehler.

Thompson, S. and Thompson, N. (2008) *The Critically Reflective Practitioner*. Basingstoke, UK: Macmillan Education UK.

- Toan-Anh (2005) *Nep cu: Tin nguong in Vietnam (Quyên thuông)* [Old habits: Religious beliefs in Vietnam. Hanoi: Nha Xuat Ban Tre.
- Toms, W. M. (2007) Exploring the relationship between Kolb's learning styles and TLP leadership styles in the New Jersey State Police: A correlation study. Doctoral dissertation. The George Washington University.
- Trautmann, K., Maher, J. K. and Motley, D. G. (2007) 'Learning strategies as predictors of transformational leadership: the case of nonprofit managers', *Leadership & Organization Development Journal*, 28(3), pp. 269–287. doi: 10.1108/01437730710739675.
- Treviño, L. K., Brown, M. and Hartman, L. P. (2003) 'A Qualitative Investigation of Perceived Executive Ethical Leadership: Perceptions from Inside and Outside the Executive Suite', *Human Relations*, 56(1), pp. 5–37. doi: 10.1177/0018726703056001448.
- Trevor-Roberts, E., Ashkanasy, N. M. and Kennedy, J. C. (2003) 'The Egalitarian Leader: A Comparison of Leadership in Australia and New Zealand', *Asia Pacific Journal of Management*, 20(4), pp. 517–540. doi: 10.1023/A:1026395127290.
- Triandis, H. C. (1993) 'Collectivism and Individualism as Cultural Syndromes', *Cross-Cultural Research*, 27(3–4), pp. 155–180. doi: 10.1177/106939719302700301.
- Triandis, H. C. (1995) *Individualism & collectivism*. Boulder, CO: Westview Press (Individualism & collectivism).
- Trice, H. M. and Beyer, J. M. (1984) 'Studying organizational cultures through rites and ceremonies', *The Academy of Management Review*, 9(4), pp. 653–669. doi: 10.2307/258488.
- Trompenaars, F. (2002) *Riding the Waves of Culture : Understanding Cultural Diversity in Business*. 2nd edn. Edited by C. H. Turner. London: Nicholas Brealey.
- Trompenaars, F. and Woolliams, P. (2004) *Business Across Cultures*. Chichester: Capstone.
- Tsui, A., Nifadkar, S. and Ou, A. (2007) 'Cross-National, Cross-Cultural Organizational Behavior Research: Advances, Gaps, and Recommendations', *Journal of Management*, 33(3), pp. 426–478. doi: 10.1177/0149206307300818.
- Tybout, A. M. and Zaltman, G. (1974) 'Ethics in Marketing Research: Their Practical Relevance', *Journal of Marketing Research*, 11(4), pp. 357–368. doi: 10.2307/3151282.

UNESCO (2010) Australian Convict Sites, UNESCO World Heritage Centre. Available at: <http://whc.unesco.org/en/list/1306/> (Accessed: 29 June 2017).

United Nations Development Programme (2014) Sri Lanka National Human Development Report. NHDR 2014. Sri Lanka: UNDP. Available at: http://hdr.undp.org/sites/default/files/sri-lanka_nhdr_on_youth.pdf.

Van Fleet, D. and Yukl, G. (1992) 'Theory and Research on Leadership in Organizations', in Dunnette, M. D. and Hough, L. M. (eds) *Handbook of Industrial and Organizational Psychology*. Washington, DC: Consulting Psychologists Press, pp. 147–197.

Varma, A. et al. (2009) 'Chinese Host Country Nationals' Willingness to Support Expatriates: The Role of Collectivism, Interpersonal Affect and Guanxi', *International Journal of Cross Cultural Management*, 9(2), pp. 199–216. doi: 10.1177/1470595808101155.

Vauclair, C.-M. (2009) 'Measuring cultural values at the individual-level: considering morality in cross-cultural value research', *RAM. Revista de Administração Mackenzie*, 10(3), pp. 60–83. doi: 10.1590/S1678-69712009000300005.

Vecchio, R., Hearn, R. and Southey, G. (1992) *Organisational Behaviour: Life at Work in Australia*. Marrickville: Harcourt Brace Jovanovich Group.

Vetter, T. (1988). *The Ideas and Meditative Practices of Early Buddhism*. Leiden, Netherlands: BRILL

Vroom, V. H. and Yetton, P. W. (1973) *Leadership and Decision-Making*. Pittsburgh, PA: University of Pittsburgh Press.

Wang, D., Freeman, S. and Zhu, C. J. (2013) 'Personality traits and cross-cultural competence of Chinese expatriate managers: a socio-analytic and institutional perspective', *The International Journal of Human Resource Management*, 24(20), pp. 3812–3830. doi: 10.1080/09585192.2013.778314.

Weinberger, L. A. (2009) 'Emotional Intelligence, Leadership Style, and Perceived Leadership Effectiveness', *Advances in Developing Human Resources*, 11(6), pp. 747–772. doi: 10.1177/1523422309360811.

Weiss, R. S. (1995) *Learning From Strangers: The Art and Method of Qualitative Interview Studies*. 1st edn. New York, NY: Free Press.

Welch, J. R. (2017) 'Cycles of resistance', *SAA Archaeological Record*, pp. 17–21.

- Wernsing, T. and Clapp-Smith, R. (2013) 'Developing global leaders through building cultural self-awareness', *European J. of International Management*, 7(5), pp. 535–549. doi: 10.1504/EJIM.2013.056476.
- Westwood, R., Chan, A. and Linstead, S. (2004) 'Theorizing Chinese Employment Relations Comparatively: Exchange, Reciprocity and the Moral Economy', *Asia Pacific Journal of Management*, 21(3), pp. 365–389. doi: 10.1023/B:APJM.0000036468.87891.26.
- Wiener, Y. (1982) 'Commitment in Organizations: A Normative View', *The Academy of Management Review*, 7(3), pp. 418–428. doi: 10.2307/257334.
- Wijewardena, H. and Wimalasiri, J. S. (1996) 'In Search of an Asian Style of Management', *Sri Lankan Journal of Management*, 1(2), pp. 125–140.
- Wilkins, D. and Carolin, G. (2013) *Leadership Pure and Simple: How Transformative Leaders Create Winning Organizations*. 2nd edn. New York: McGraw-Hill Education.
- Wolcott, H. F. (1980) *Ethnographic research in education*. Washington, DC: American Education Research Association.
- Wu, C., & Wang, Y. (2011). Understanding proactive leadership. *Advances in Global Leadership*. 6, 299-314.
- Yanchar, S. C. and Williams, D. D. (2006) 'Reconsidering the Compatibility Thesis and Eclecticism: Five Proposed Guidelines for Method Use', *Educational Researcher*, 35(9), pp. 3–12. doi: 10.3102/0013189X035009003.
- Yao, X. and Wang, L. (2006) 'The predictability of normative organizational commitment for turnover in Chinese companies: a cultural perspective', *The International Journal of Human Resource Management*, 17(6), pp. 1058–1075. doi: 10.1080/09585190600696671.
- Yapa, S. (2012) 'Total quality management in Sri Lankan service organizations', *The TQM Journal*, 24(6), pp. 505–517. doi: 10.1108/17542731211270070.
- Yaveroglu, I. S. and Donthu, N. (2002) 'Cultural Influences on the Diffusion of New Products', *Journal of International Consumer Marketing*, 14(4), pp. 49–63. doi: 10.1300/J046v14n04_04.
- Yin, R. K. (1994) *Case Study Research Design and Methods: Applied Social Research and Methods Series*. 2nd edn. Thousand Oaks, CA: SAGE Publications, Inc.

- Yin, R. K. (2003) *Case Study Research: Design and Methods*. 3rd edn. Thousand Oaks, CA: SAGE Publications, Inc.
- Yukl, G. (1989) 'Managerial Leadership: A Review of Theory and Research', *Journal of Management*, 15(2), pp. 251–289. doi: 10.1177/014920638901500207.
- Yukl, G. A. (1999) 'An evaluation of conceptual weaknesses in transformational and charismatic leadership theories', *The Leadership Quarterly*, 10(2), pp. 285–305. doi: 10.1016/S1048-9843(99)00013-2.
- Yukl, G. A. (2002) *Leadership in Organizations*. Boston: Pearson.
- Yukl, G. A. (2006) *Leadership in Organizations, International Edition*. 6th edn. Upper Saddle River, N.J: Prentice Hall.
- Yukl, G. A. (2010) *Leadership in Organizations*. Upper Saddle River, N.J: Prentice Hall.
- Zaccaro, S. J., Kemp, C. and Bader, P. (2004) 'Leader traits and attributes.', in Antonakis, J., Cianciolo, A. T., and Sternberg, R. J. (eds) *The Nature of Leadership*. Thousand Oaks, CA: SAGE Publications, Inc.
- Zagorsek, H., Jaklic, M. and Stough, S. J. (2004) 'Comparing leadership practices between the United States, Nigeria, and Slovenia: does culture matter?', *Cross Cultural Management: An International Journal*, 11(2), pp. 16–34. doi: 10.1108/13527600410797774.
- Zakeer, A. K., Nawaz, A., & Irfan, U. K. (2016). *Leadership Theories and Styles: A Literature Review*. *Journal of Resources Development and Management*, 16, 1-7.
- Zander, L., Mockaitis, A. I. and Butler, C. L. (2012) 'Leading global teams', *Journal of World Business*. (SPECIAL ISSUE: LEADERSHIP IN A GLOBAL CONTEXT), 47(4), pp. 592–603. doi: 10.1016/j.jwb.2012.01.012.
- Zwart, G. (2000) *The relationship between spirituality and transformational leadership in public, private and non-profit sector organization*. Unpublished Dissertation Abstract. International University of LaVerne.

8. APPENDICES

CONTENTS OF THE APPENDICES

Appendix 1	Ethics Statement	209
Appendix 2	Research Consent	210
Appendix 3	Informant Consent Protocol	211
Appendix 4	Consent of the Employers	213
Appendix 5	Rights of Informants	214
Appendix 6	Interview Protocols	215
Appendix 7	Ethical Clearance Prior to Undertaking In-Depth Interviews	216
Appendix 8	Interviewers' Notes – by Hand	217
Appendix 9	Interviewers' Notes - Transcribed	225
Appendix 10	Preliminary data Coding	239
Appendix 11	Repeated Data Coding	240
Appendix 12	Final Code Frame	260
Appendix 13	Hierarchical Cluster Analysis – Categories	261
Appendix 14	Hierarchical Cluster Analysis – Total Level	262
Appendix 15	Hierarchical Cluster Analysis – ESU1	263
Appendix 16	Hierarchical Cluster Analysis – ESU2	264
Appendix 17	Hierarchical Cluster Analysis – Company ESU 1B	265
Appendix 18	Hierarchical Cluster Analysis – Company ESU 1C	266
Appendix 19	Hierarchical Cluster Analysis – Company ESU 2A	267
Appendix 20	Category Coding	268
Appendix 21	Documents Used for Document Analysis	269
Appendix 22	Document Cover Sheet	270
Appendix 23	Company Profile of ESU 1A	271
Appendix 24	Company Profile of ESU 1B	272
Appendix 25	Company Profile of ESU 1C	273
Appendix 26	Company Profile of ESU 2A	274
Appendix 27	Company Profile of ESU 2B	275
Appendix 28	Company Profile of ESU 2C	276
Appendix 29	The Candidate's Supporting Portfolio	277

APPENDIX 1 - ETHICS STATEMENT

Appendix C Ethics Statement

I do hereby confirm that due to the nature of this research, people were involved in the interview process and each respondent was:

- Provided with a clear explanation as to why the particular information, documentation and/or artefacts were being sought;
- Informed that it was their right to withdraw their participation in the research at any stage;
- Assured that any information or personal details gathered in the course of the research are confidential and that neither their name nor any identifying information will be used or published;
- Assured that the information, material(s) and/or instruction(s) provided would be held in a safe, secure location whilst being utilised and after use would be destroyed or disposed of in a manner that would not jeopardise its confidentiality;
- Advised that a recording device was to be used whenever this was necessary and their permission was obtained prior to this use; and
- Advised that if they had any concerns or complaints about the research to contact:

Professor Ramzi Fayed

DBL Admin

AGSL within Torrens University Australia

Phone: 02 82110634

Email: admin@agsl.edu.au

DBL Subject Code: DBL 710

Signed: 

Student number: 0058441T

Date: 06/06/2019

APPENDIX 2 – RESEARCH CONSENT

An explanation of the research project, academic nature & confidentiality agreement combined into a single protocol and provided to the employers and informants in both study units.

Salinda Watapuluwa
158, Boundary Road
Camp Hill, Qld 4152

01/05/2017

Mr. Charlie Camilleri
Managing Director
Crushing Industries Australia
P.O Box 496
Mackay QLD 4740

Dear Charlie,

RESEARCH PROJECT PERMISSION

As explained to you earlier about studying for my professional doctorate in business leadership, I wish to have your permission to have few volunteer employees from your company to provide information about my leadership approach during my tenure of service at your company.

Given below are the details of this study and my assurance of the confidentiality of the information of your organisation and its employees.

The Doctor of Business Leadership program is offered by the Australian Graduate School of Leadership at Torrens University Australia.

The Doctor of Business Leadership (DBL) is designed to prepare senior executives to more effectively assume overall leadership responsibility within a substantial multi-business unit organisation operating in intensely competitive national and global markets.

The DBL provides personal challenges and capability enhancement opportunities for experienced executives who have demonstrated the ability to contribute to the success of their enterprises.

My doctoral research study aims to identify my Personal Leadership Contingency Paradigm (PLCP), by analysing my leadership approach during my tenure of services at your organisation as an employee who was holding a leadership position.

In this study, you, or the interviewees who volunteer to participate in this research project do not required to provide any information relating to your organisations' business activities or any of your employees' details.

I hereby assure the confidentiality of your company's business details, and the details of the employees. No details will be published or shared without your written consent. However, details may be provided in confidence to appointed examiners.

Appreciate if you could confirm your consent in writing allowing the employees who are volunteered to participate for this research project.

If you have any concerns or complaints about the research, please contact:

DBL Admin, AGSL within Torrens University Australia

Phone: 02 82110634

Email: admin@agsl.edu.au

Thank you,

Your's sincerely,



Salinda Watapuluwa

APPENDIX 3 - INFORMANT CONSENT PROTOCOL

Research Respondent Consent Form

Mrs. Sandra Herat
No. 30, 2/1, Wilson Street,
Colombo 12
Sri Lanka

25/06/2017

Dear Sandra,

Thank you for your willingness to take the time to participate in my doctoral study research.

The aim of this doctoral study is to identify my Personal Leadership Contingency Paradigm (PLCP), by analysing my leadership approach during my tenure of services at Nelanka Pty Ltd.

The reason for selecting you as a participant for this study is mainly due to the fact of your knowledge and the experience of my leadership style while working with you at the said organisation. I value your contribution and I plan to make good use of your time.

In this study you are not required to provide any information relating to your place of work, its clients, or other employees. Questions will be asked only about your experience with my leadership approach during my tenure of services at the organisation.

The information and anything else you may provide is required in connection with research that is being undertaken as a component of a professional doctorate.

Therefore, to provide you the freedom to answer freely and honestly, an external interviewer will be used to conduct the interview with you. The interviewer is briefed with the nature of the study and its purposes. The interviewer is fully equipped with interview techniques and acting as a facilitator for my research study.

As discussed, due to the geographic reasons, the interview will be conducted via skype or telephone. Date and time will be discussed with you prior to the interview after receipt of this consent form.

It is your right to withdraw your participation in the research at any stage.

Any information or personal details gathered in the course of the research are confidential and neither your name nor any identifying information will be used or published without your permission. However, such information may be provided in confidence to appointed examiners.

The information and anything else you may provide will be held in a safe, secure location whilst being utilised and after use would be destroyed or disposed of in a manner that would not jeopardise its confidentiality.

Please select appropriate options below by signing your initials in the space provided. Your signature below implies your consent to the participation and the recording of the interview.

	I give permission for information provided by me in the course of the research to be published provided no identifying information is included
<u>Sandra</u>	I do not give permission for information provided by me in the course of the research to be published
	I give permission to Audio/Video record the interview
<u>Sandra</u>	I do not give permission to Audio/Video record the interview

If you have any concerns or complaints about the research please contact:

DBL Admin, AGSL within Torrens University Australia

Phone: 02 82110634

Email: admin@agsl.edu.au

I agree to participate, given the above conditions.

Signed: Sandra

Name: Sandra Heald

Date: 08/5/17

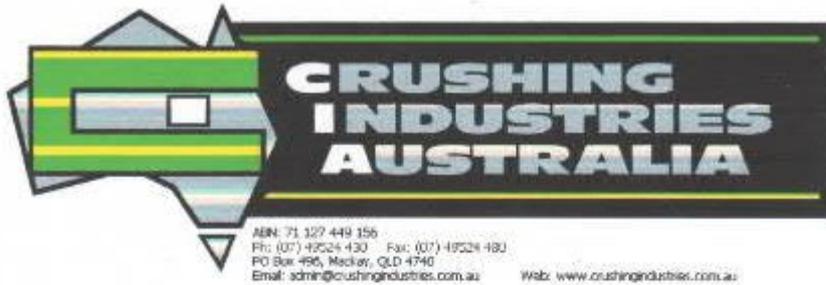
Thank you,

Yours sincerely



Salinda Watapuluwa

APPENDIX 4 - CONSENT OF THE EMPLOYERS



08/05/2017

Hello Salinda,

Rob, Kevin, Lisa and Tammy have expressed their interest in participating your research project. I have no objection of their voluntary participation on same.


Charli Camilleri
Managing Director
Crushing Industries Australia

APPENDIX 5 - RIGHTS OF INFORMANTS

Rights of the informants

Thank you for taking the time to participate in this interview. The interview will take about 60 to 90 minutes.

Participation in this study is voluntary.

You can withdraw from the participation of the interview at any time.

You do not have to answer every question, if you are not comfortable with

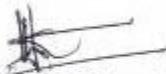
You have the right to review and withhold the interview material

You have your privacy and confidentiality at all times

In order to keep your responses anonymous, your responses will be coded and the link between your name and the code will be kept separately.

Will not use your name or any other potentially identifying information (such as title and organization) in the final report or publications without your written consent.

Results will focus on the content of the information rather than identifying who said what.



Salinda Watapuluwa

20/06/2017

APPENDIX 6 - INTERVIEW PROTOCOLS

The following interview guide was used to educate the interviewers to harness the information from the informants.

Purpose	Guiding principles	Coverage of information to assist research questions	Semi structured open-ended Interview questions
Collecting contextual information	Gain insight into the organisation and leader's role	Contemporary leadership Understanding	Q1 Would you briefly describe with several examples his leadership approach?
Responding to the research questions	Gain leadership approach scenarios	The application of leadership practice	Q2 Has his leadership approach in your experience changed if so how?
	Gain leadership approaches to incorporate cultural sensitivity	To understand the cross-cultural context of leadership	Q3 Does he espouse specific underpinning core values?
	Gain insight into the importance of value	Different leadership values in a different cultural context	Q4 Does his actual leadership behaviours support his espoused core values?
Prompting additional information to gain more about the candidate and observations had made by the informants.	Get the broader view and closing remarks		Q5 Example: Do you want to add any additional comments about the candidate or his leadership approach.

Sourced: developed for this study

APPENDIX 7 - ETHICAL CLEARANCE PRIOR TO UNDERTAKING THE IN-DEPTH INTERVIEWS

From: Ramzi Fayed <rfayed@imia.edu.au>
Sent: Tuesday, 6 November 2018 7:58 AM
To: 'Salinda Watapuluwa' <salinda1@bigpond.com>
Cc: 'Michael Gobits' <mgobits@imia.edu.au>
Subject: RE: Confidential

Salinda

What actually occurred was:

“Ethical clearance prior to undertaking the in-depth interviews with human participants was obtained from the Australian Graduate School of Business Leadership, Torrens University Australia, in accordance with the Australian National Statement on Ethical Conduct in Human Research”.

Ramzi



Professor Ramzi Fayed
Executive Dean and
Director, Doctor of Business Leadership Programme
Australian Graduate School of Leadership at Torrens University
Australia

☎ +61 2 8211 0634

<http://imia.edu.au>

Become a Certified Leadership Practitioner –
<http://imia.edu.au/clp>

APPENDIX 8 - INTERVIEWERS' NOTES

INFORMANT SL KG 1

Q1. Would you briefly describe with several examples his leadership approach?

- In a time of crisis our job security was assured & direct & swift action was taken, (when no one else was willing to stand up)
- A compassionate leader. He was like a colleague or friend. Easy to approach, & communicate. He catered for people's emotions & feelings through difficult times & showed dignity & empathy

Q2. Has his leadership approach in your experience changed if so how?

- Yes. Early stages saw a more positive approach, and in the latter an action oriented approach
- Influential in terms of people & impacting events. Very direct & was ready to lead
 - He focused on joint problem solving to create change in ones & develop / improve.
 - Put a stamp on dignity & showed compassion & empathy to employees & colleagues.

Q3. Does he espouse specific underpinning core values?

- Treated people with dignity, compassion & empathy.
- Straight talker & consistent with words.
- Took time to meet one or one have needs & consult people to reach their goals & objectives.
↳ achieve professional desires, certain mindsets, etc.

INFORMANT SL KG 1

Q4. Does his actual leadership behaviours support his espoused core values?

- He is trustworthy, was great at keeping his word
↳ fulfilled on promises & expectations.
- Always there for a hand & were sure went out of his way to clarify things & simplify complex concepts, issues & projects.

Q5. Do you want to add any additional comments what you have not told previously about the candidate or his leadership approach? Or any incident related to candidate's behaviour by looking at these pictures, documents on your own.

- * The training programs he organized to improve our skill sets or even ones we came up suggested to really impressed he & showed that he was in it to make things better for us"
- * He was quite receptive to what I & other employees say, he would weigh the options & arrive to a conclusion.
- * If you brought up an idea it would be put access to the team, & express how & why employees were feeling/thinking.

INTERVIEW QUESTIONS

INFORMANT SL KG 2

Q1. Would you briefly describe with several examples his leadership approach?

- Several seminars (meetings) were carried out during a chaotic period for the company; Especially when people outside the firm were cutting ties & communication channels were lacking elsewhere.
- Got the workers & teams within the firm to collaborate & create dialogue & exchange ideas/understanding.

Q2. Has his leadership approach in your experience changed if so how?

NO. => Leadership was constant in the sense it adapted to the various issues & events during the tenure of his leadership. Spread positivity & heavy focus on organisational (org) goals. Played a key role in informant's ability to develop & offer employees through assigning new roles & responsibilities.

Q3. Does he espouse specific underpinning core values?

- Respect was key & a two way street ~~to~~ within the workplace.
- Concerned about the employee growth & development & held 1 on 1 consults to help people fulfil personal desires/ambitions.
- kept things real => in the sense nothing that couldn't be done was promised. Made sure everyone was on the same page.
- A risk taker & encouraged others to do so as well.

INTERVIEW QUESTIONS

Q4. Does his actual leadership behaviours support his espoused core values?

- Was a man that did it by the rules & emphasized on getting things done with a right approach.
- He was the person to go to for any wrongdoings by anyone & we knew he would do anything within his limits & beyond to bring justice.
- We felt a huge sense of pride working ~~with~~ for his cause. It was a boost for our integrity & to be true to ourselves & stay out.

Q5. Do you want to add any additional comments what you have not told previously about the candidate or his leadership approach? Or any incident related to candidate's behaviour by looking at these pictures, documents on your own.

From the get go he was clear on what he wanted & what most, to bring positivity & to shape someone's life & the better.

He was very concerned about us & with him there wasn't a top down order in communicating or any attitude given because of seniority etc.

He always said "If anyone has issues, problems, don't hesitate to talk with me".

He always knew & for him he knew the most important resource was human capital & that if things aren't working for your employees, things aren't gonna work for the company.

INTERVIEW QUESTIONS

INFORMANT SL NL 5

Q1. Would you briefly describe with several examples his leadership approach?

* He really talked a great pitch & was a wonderful negotiator. We had a hard time trying to get things going with red tape & a lot of restrictions but he was at it daily & we got the client we wanted.

* In terms of a business that was going to be built from scratch, it was steered with lots of charisma & to be part of that experience helps you grow as well.

Q2. Has his leadership approach in your experience changed if so how?

Yeah, the leadership grew & adapted along the way. He embraced the learning curve & as the year went on you could see the leader he had in handling issues.

Q3. Does he espouse specific underpinning core values?

I think the most important I gained was the work ethic. Especially, he was in before anyone & was going all over the place himself to get things done, set up things when we had this well office space in the early days.

Took a lot of time to show that respect is something we have to show for ourselves & others & was honest & clear person. He said what he meant, did what he said.

INTERVIEW QUESTIONS

Q4. Does his actual leadership behaviours support his espoused core values?

- * Cared for the good of the people; wanted to reach the potential of people (career wise & personally)
- ↳ spent & used resources to train, motivate & develop employees
- Team/unity → emphasis on growing together to perform better as one.

Q5. Do you want to add any additional comments what you have not told previously about the candidate or his leadership approach? Or any incident related to candidate's behaviour by looking at these pictures, documents on your own.

- ↳ He was ever ready to help anyone develop their skills
- No matter the role of the individual, progress & growth was expected out of them.
- Assigning English language classes for factory workers identified as having potential to be supervisors / future managers.
- clearly showed with his actions that he cared for the employees.
- "walk the talk"

INTERVIEW QUESTIONS

INFORMANT SL NL 6

Q1. Would you briefly describe with several examples his leadership approach?

- having your voice heard & instilling effective communication channels.
- Resources were well used & mixed & matched to the right parties to get things done swiftly.
- He made sure whatever your position is, that you have a voice & change is a request away.

Q2. Has his leadership approach in your experience changed if so how?

- * Always had the gusto to challenge the hierarchy or establishment & bring about change that benefited the majority.
- * Contrast there of wanting to bring change (with a difference to others & from others).
- * Adapting in terms of leadership & strategy.

Q3. Does he espouse specific underpinning core values?

With him leading the company, he took bold moves to steer the company to function autonomously.

- * viewed the perspective to cross-enterprise → (Influence sensitive)
↳ showed the visionary side of him.

INTERVIEW QUESTIONS

Q4. Does his actual leadership behaviours support his espoused core values?

- Yes, as he understood & studied human dynamics to cater the needs of employees is to keep a well functioning work force
- He always demonstrated his integrity & moral courage.

Q5. Do you want to add any additional comments what you have not told previously about the candidate or his leadership approach? Or any incident related to candidate's behaviour by looking at these pictures, documents on your own.

- "We were treated & felt to be special on everyday we knew much we are working towards something special"
- Being the best you can be is what we were driven, towards a mission like & trying to leave our stamp in our career & history.
- From the very beginning our goal was to make something big happen & that push is what ultimately drove us to be the best we can be.

APPENDIX 9 - INTERVIEWERS' DETAILED NOTES WERE TYPED INTO MS WORD DOCUMENTS

INTERVIEW ANSWERS

EMBEDDED STUDY UNIT 1 SRI LANKA

ESU 1 COMPANY 1 A PARTICIPANTS

Q1 Would you briefly describe with several examples his leadership approach?

A. SL KG1. He took direct and swift actions in a time of crisis and assured our job security which allowed the proper flow operations to carry out. He treats others with dignity, empathy, and compassion. He was approachable and willing to have a conversation. Made sure everyone knew their role and what they were supposed to accomplish.

A.SL KG 2. During a time of no transparent communication and severing of ties from many parties within and outside the firm; he was able to bring together employees and management to work under one umbrella with seminars and meetings that outlined the future of the company. Used team dialogue and exchange to promote understanding and input. Good listener.

A.SL KG 3. On behalf of myself and the employees, the turning point for the better of this very ugly ordeal in the management level came about through the seminars and the letter of clarification sent out to employees and clients. He considered confidence as a leadership characteristic and built in others for optimal performance.

A. SL KG 4. Everybody was panicking about keeping their positions and where they would go from here on, especially after the director was let go. It was after guaranteeing our jobs was when everything started to fall back into place. He wanted to deliver on goals and persuade others to be confident in reaching goals. He keeps his promises, so we can depend on him.

Q2 Has his leadership approach in your experience changed if so how?

A. SL KG 1. Yes. From early stages, it was more of passive, where as in the latter it was very action oriented. He had an impact in influencing people and events. He was directive, was able and willing to lead. Empowering others through joint problem solving and created change agents in others. He treats others with dignity, empathy, and compassion.

A. SL KG 2. No. The leadership style remained the same as it was applicable for the numerous issues that we faced. He used positive power, focused on organisational goals. Empowered others to solve problems, contribute to the vision. Pushed people to develop by giving them new projects and responsibilities.

A. SL KG 3. Yes. He placed a key point on adaptability, thus, at times a soft approach was taken where in some cases more aggressive actions were carried out. Focused on teams: developed teams and worked at an alignment. Making the improbable seem possible;

A. SL KG 4. Yes. The leadership style transcended from problem oriented to action. Made complex simple, communicated vision. The transformation occurred both inside and outside the company. Being a skilled change agent, he considered loyalty a value, and aligned shared values to engage team.

Q3 Does he espouse specific underpinning core values?

A. SL KG 1. He was treating others with dignity, empathy and compassion. He was consistent with words and actions; walked the talk. Built credibility through professional knowledge and one-on-one interactions with people; leadership served to help people fulfil professional desires

A. SL KG 2. He respects others regardless of differences. Very truthful in dealing with employees. Never promise if it can't be delivered. Was willing to take risks and enabled others to risk.

A. SL KG 3. he has the ability to earn the respect of others. He was creative in developing systems and procedures. He created new products for the company

A. SL KG 4. he is trustworthy. Empowered teams/people who make the business work. Clarified issues and helped others see solutions and made the complex things simple.

Q4 Does his actual leadership behaviours support his espoused core values?

A. SL KG 1 He was great in keeping promises and fulfilling expectations. Focused on congruence, the integrity of thought and action.

A. SL KG 2. He would do anything to bring justice. He always Wanted to do the right thing. Stressed authenticity, integrity. Being true to self, organisational integrity

A. SL KG 3. He always helped to uplift the growth of others. Respect towards employees. He created standards and situations that allowed people to take pride in their work

A. SL KG 4. he showed personal humility for the sake of a greater cause. He Was sensitive to communicate and confront one on one. He keeps his promises, so we can depend on him.

Q5 Do you want to add any additional comments what you have not told previously about the candidate or his leadership approach? or any incident related to candidate's behaviour by looking at these pictures, documents or your own.

SL-K 1: "He has been quite receptive to what I say. The ideas have been taken aboard and he definitely puts it across to the team regarding what my views are. I can always notice that". "The training programmes he organised really impressive".

SL – KG 2: He always kept on telling "if an employee is having any issues or any problems, please feel to discuss with me" It was a good thing for him to tell. Of course, it was a clear indication of how much he thinks about employees. We all felt very comfortable with that attitude of him.

SL-KG 3: "When the company was in a pretty messy situation with the Chairman's death and the new management playing hell, he came forward to stand up for all employees. I can remember he used to tell "Guys don't worry about your jobs, please do what you have to do at this moment. I will somehow protect your jobs" It was a great relief for all of us.

SL-KG 4: "I would give him a lot of credit." Meaning there's a lot of things that he changed, previous management was all about figures and turn over – money at the end of the day. It wasn't working for him. His vision was overall growth, which was important to him to see all employees are happy and good working environment actually.

"He organised additional leadership training for professional development for employees on an annual basis that really helped employee development within the organisation"

ESU 1 COMPANY 1 B PARTICIPANTS

Q1 Would you briefly describe with several examples his leadership approach?

A. SL NL 5. The leadership utilised was extremely efficient and effective as it was evident in the ground up phase of building the business. Getting through red tape and establishing the foundations was done through clear communication and charisma.

A. SL NL 6. The leadership he displayed truly encompassed all resources in the organisation. Everyone from the low levels of hierarchy to the top levels had their voices heard, thus allowing to achieve objectives swiftly.

A. SL NL 7. His leadership entailed clear direction. This was evident from the very beginning with the immediate start-up of operations in Sri Lanka where we entered the market quickly and readily.

A. SL NL 8. His leadership is best described as exuberantly influencing; where the business received the support from the right officials in a very strict and bureaucratic environment.

Q2 Has his leadership approach in your experience changed if so how?

A. SL NL 5. Yes. He has diversified his leadership traits, allowing him to independently tackle in depth issues.

A. SL NL 6. Was willing to challenge the status quo and use influence skills to advance change initiatives. Focus on change leadership and strategy, shared values, sense of urgency; supported acceptance of change in others

A. SL NL 7. No. Helped others focus on the greater good. Focused on the whole group and accommodated individual needs.

A. SL NL 8. No. His leadership is derived from the same traits that allowed the firm to propel from the ground up and was applied to the continuation of operations. Believed in taking extraordinary action and encouraged others to do so.

Q3 Does he espouse specific underpinning core values?

A. SL NL 5. he is very transparent in his dealings. Showed respect for others by putting self in their shoes. Worked tirelessly achieving project outcomes.

A. SL NL 6. he is courageous. Designed the organisation to facilitate autonomy. Enacted full range of visionary. Empowered team to execute on functional details. Raised their perspective to cross-enterprise strategy.

A. SL NL 7. always demonstrated by moral courage. Tried to be a positive force in people's lives; considered team synergy as a creative force; had a strong work ethic. Creating structures that freed people up to take independent action.

A. SL NL 8. personal humility for the sake of a greater cause. Set up a safe climate; created a physical structure that supported the culture. Pushed people to develop by giving them new projects and responsibilities.

Q4 Does his actual leadership behaviours support his espoused core values?

A. SL NL 5. He contributed to the growth of others. He demonstrated all his acts with the intention of the common good.

A. SL NL 6. He acted with intention on behalf of the common good. He always demonstrated his moral courage. He demonstrated a broad understanding of human dynamics.

A. SL NL 7. He was ever ready to take a stand in the face of adversity. He demonstrated dignity and an awareness of one's limitations.

A. SL NL 8. He was acting boldly in the service of inclusion and justice. He made a positive impact on systems and organisation.

Q5 Do you want to add any additional comments what you have not told previously about the candidate or his leadership approach? or any incident related to candidate's behaviour by looking at these pictures, documents or your own.

SL-NL 5: "He was ever ready to help anyone to develop their skills. I can remember how he organised English language training classes for factory workers whom he identified as potential supervisory positions in the company. Thus, it was a clear indication of how much he thinks about the employees' future development. Yeah, it was a great success.

SL-NL 8: When the company was its early start-up stage, he was managing everything tirelessly. I can still remember how he communicated his inspiring vision. "Hey, guys we are going to be the number one producer and supplier of this product to the world, as a pioneering project". "So, I need all of your support, dedication, and corporation." "When we achieve our goals, we all can have the benefit as one big family" He was a very determined man to achieve success.

SL-NL 7. He is an excellent business leader, as well as a community leader. I am a Rotarian, he is also a Rotarian attached to another Rotary club, he has done excellent projects for the society. Here are some of the photos I have where he is addressing the gathering.

ESU 1 COMPANY 1 C PARTICIPANTS

Q1 Would you briefly describe with several examples his leadership approach?

A. SL NL 9. His leadership brought out the best in employees in terms of accepting and embracing new frontiers and challenges. Expressed vision and goals, reinforced with groups and teams. Made sure everyone knew their role and what they were supposed to accomplish.

A. SL NL 10. The merger was a great display of his clear-cut vision and the boundary less structure he placed in attaining clear communication within the organisation. Synthesized to simple levels and communicated.

A. SL NL 11. His leadership approach emphasised on collaboration which brought out the best in the organisation's daily operations. The culture of the two firms synergising into one multi-faceted culture truly brought together the brightest and the most talented to produce our best work.

A. SL NL 12. A very open and interactive approach where employees felt at ease and took great pride in their work and more importantly felt a sense of purpose. It was the non-hierarchical attitude that connected both sides to work together. Believed in the power of personal communications, reiterated messages at multiple opportunities. He integrated values and principles to create a purposeful life

Q2 Has his leadership approach in your experience changed if so how?

A. SL NL 9. No. but he enjoyed leading where followers were spirited, smart and independent

A. SL NL 10. his leadership is one that incorporates flexibility based on certain circumstances. Thus, different methods were carried out for different issues, but the leadership approach was that from the beginning.

A. SL NL 11. Yes. His leadership approach changed depending on what objective the firm was trying to achieve. In the beginning to bring all parties together it was very nonparticipant policies and then later on to meet certain growth targets, policies that favoured certain sectors were applied which ultimately resulted to net growth of the company.

A. SL NL 12. No. But The organisation was a way for staff to build their personal and professional portfolio

Q3 Does he espouse specific underpinning core values?

A. SL NL 9. He was very humble. Built trust through open communications. He always wanted to do the right thing. Built credibility through professional knowledge and one-on-one interactions with people.

A. SL NL 10. He was ethically very sprightful man. His leadership served to help people fulfil professional desires.

A. SL NL 11. He was trustworthy and can depend on him. Focused on congruence, the integrity of thought and action. Helped others reaffirm values.

A. SL NL 12. He was responsible. Listened and paid close attention to people. Had open door policy that anyone was accessible. Was transparent and direct.

Q4 Does his actual leadership behaviours support his espoused core values?

A. SL NL 9. open to perspectives different from one's own. He treats others with dignity, empathy, and compassion. So, he has the ability to earn the respect of others compared to other executives in the organisation.

A. SL NL 10. he always demonstrated dignity and an awareness of one's own limitations. He always had a positivity which can be used to affect outcomes. He never gets excited or panics when it comes to critical issues.

A. SL NL 11. demonstrated by a broad understanding of human dynamics. He demonstrated all his acts with the intention of the common good. He integrated values and principles to create a purposeful life. He made a positive impact on individuals being a role model.

A. SL NL 12. Ability to balance the interests of multiple stakeholders when making decisions. He is a leader who can face any situation without any hesitation and bring positive results. He was open to perspectives different from one's own. He was a trustworthy man.

Q5 Do you want to add any additional comments what you have not told previously about the candidate or his leadership approach? or any incident related to candidate's behaviour by looking at these pictures, documents or your own.

SL -GL 9: "During this period some weeks I had been pretty bad, but he was ok with that because he was like – yeah, you have bad days and don't get hung up about that, don't worry, and keep on pushing through. It's a feel-good factor and just gets you through the day better. Yeah, because sometimes you need to be a tough taskmaster, and sometimes you need to have that pat on the back".

SL- GL12: "Humane touch is always good when it comes to leadership. Because when I had a family dispute during his leadership period in our organisation, he was very supportive throughout it. He gave me ample time to sort out the situation and approved extra paid leave as well".

SL- GL10. The photos you showed I have seen, yes, he is such a personality involved in so many leadership positions. I don't know how he manage his time to do all these things.

EMBEDDED STUDY UNIT 2 AUSTRALIA

ESU 2 COMPANY 2 A

Q1 Would you briefly describe with several examples his leadership approach?

A. AUS DM 13. His leadership approach was taking calculated risks in terms of precise planning and paying attention to detail with the expansion of the business. He demonstrated all his acts with the intention of the common good.

A. AUS DM 14, The leadership approach used for expanding the business was bold and direct actions. It was laid out for us that the business needed to start off on a high note, so the right direction and each critical step was notified and carried out.

A. AUS DM 15. The leadership approach was about embracing innovation. This was clearly evident when the business was trying to build credibility in a new environment and establish a cliental base.

A. AUS DM 16. A very charismatic, fast paced leadership approach that manages to flow ideas through all parties to achieve the identified objectives. He always had a positivity which can be used to affect outcomes. He takes a stand in the face of adversity.

Q2 Has his leadership approach in your experience changed if so how?

A. AUS DM 13. Yes. In the early stages, it was very one dimensional and authoritative as the desired outline was been built and later one more of a confirmation role as more incorporation was allowed to be carried out.

A. AUS DM 14. No.

A. AUS DM 15. No

A. AUS DM 16. No. The leadership was always proactive and open ended, always using a cumulative approach for growth and stability

Q3 Does he espouse specific underpinning core values?

A. AUS DM 13. he showed strong trustworthiness at all times

A. AUS DM 14. He demonstrated a sense of humbleness

A. AUS DM 15. He demonstrated by self-respect and respecting others regardless of differences

A. AUS DM 16. He always kept his promises irrespective of the outcome

Q4 Does his actual leadership behaviours support his espoused core values?

A. AUS DM 13. He demonstrated by self-respect and respecting others

A. AUS DM 14. demonstrated by commitment that extends beyond one's own self interest

A. AUS DM 15. keeping promises and fulfilling expectations

A. AUS DM 16. He can take a long-term perspective in decision-making. He was a humble man.

Q5 Do you want to add any additional comments what you have not told previously about the candidate or his leadership approach? or any incident related to candidate's behaviour by looking at these pictures, documents or your own.

AUS- DM 14: "When he started the new branch, his inspiration and motivational communication provided them with a more in-depth meaning of their work". "Actually, this way he stimulated the team thinking and spread the optimism."

ESU 2 COMPANY 2 B

Q1 Would you briefly describe with several examples his leadership approach?

A. AUS CI 17. A skilled leadership approach with high technical skills that outlined the set problems with the company allowing everyone to be on the same page.

A. AUS CI 18. A leadership with a clear vision and an appropriate reward-based system where you were awarded for your work and was given responsibility for your notified talents.

A. AUS CI 19. The leadership approach was focused around clear communication and barrier less environment within the business. Therefore, the employees and management could once again trust one another and work towards one goal. He was ethical in all his dealings.

A. AUS CI 20. His leadership approach was leading from the front by implementing drastic policies for a much-needed turnaround for the organisation. He was an exceptional man in fulfilling his obligations.

Q2 Has his leadership approach in your experience changed if so how?

A. AUS CI 17. Yes. In certain times, the neutral positions under taken were shifted to more authoritative actions when a certain objective had to be fast pressed.

A. AUS CI 18, No.

A, AUS CI 19. No.

A, AUS CI 20. No.

Q3 Does he espouse specific underpinning core values?

A. AUS CI 17. He had the ability to earn the respect of others

A. AUS CI 18. He demonstrated consistency

A. AUS CI 19. He demonstrated transparency in his dealings

A. AUS CI 20. His wisdom was great in every situation

Q4 Does his actual leadership behaviours support his espoused core values?

A. AUS CI 17. he made personal efforts that lead to making a positive impact on individuals

A. AUS CI 18. He contributed to the growth of others. He demonstrated by the commitment that beyond one's own self-interest. He could make a long-term perspective in decision making.

A. AUS CI 19. He was treating others with dignity. His humility for the sake of a more significant cause was excellent.

A. AUS CI 20 He can take a long-term perspective in decision-making. He has the ability to earn the respect of others.

Q5 Do you want to add any additional comments what you have not told previously about the candidate or his leadership approach? or any incident related to candidate's behaviour by looking at these pictures, documents or your own.

AUS CI 17: "I guess once in a while when they appreciate you that helps as well; because you kind of go into a good mood and you kind of perform better and stuff like that. So, when somebody gives it, it's like you feel a little more good about yourself. It does help you sometimes, but it's not a requirement of every single day."

AUS -CI 18: "I was in this company for more than eight years. I think he was the best leader I have ever come across. That's what I think. I think he was very constructive in what he was doing, and he was approachable. The kind of ideas that he was putting into the team, took the company forward in every aspect"

"Our company has so many ethnic groups working. With the new employees coming in understanding each one's cultural back ground is very difficult, especially when we work in rural settings in different sites. He organised cultural awareness programme with the participation of all employees was very remarkable" We all enjoyed had it gave an opportunity to interact with our colleagues face to face and learn their culture" Also we got the opportunity to taste variety of food from different countries"

AUS-NR 19: "I think he is a very reasonable guy. What I meant by that is you can reason with him in such a way that he won't reject your opinion straight away. So, you can talk to him in such a way that he will understand as well what you're trying to say and where you're coming from, so that's why he's a better leader".

AUS-CI 20: "When he first came in, he changed a lot of things. Of course, at first, we weren't happy, I wasn't happy doing that, doing those changes. But doing that for a long time, I realised that yeah, more people, more customers call back 'cos our customer service have improved dramatically. More old accounts that we closed and more customers who call in to pay their account and continue with us again. So, the initial reaction, I didn't like it, but later I realised the importance of his actions to change".

"Can you see this document? It is a business plan developed by him. Also, he developed lot of policy documents for systems and procedures. Our company did not have such culture. Owners ran the business for the sake of running it. When this guy joined, he changed everything to a system. All we have to do is to follow the system to achieve results. He is an excellent guy to work under".

Q1 Would you briefly describe with several examples his leadership approach?

A. AUS NR 21. Visionary leadership with clear direction and a timeline plan of where the company should head towards and where the company currently exists. He respects others regardless of differences. He acted boldly in the service of inclusion and justice.

A. AUS NR 22. A leadership approach that applied core business principles that allowed operations to flow exceptionally. He has a capability of identifying skills and talents of employees and to make them in a more productively. He contributed to the growth of others.

A. AUS NR 23. The leadership approach was cut throat in the sense the objectives were laid out and measures were taken to achieve them as everybody had to get on board for the turn around.

A. AUS NR 24. Dynamic leadership approach that brought in new talent and utilised the talent within the firm to the fullest potential. He was open to perspectives different from one's own

Q2 Has his leadership approach in your experience changed if so how?

A. AUS NR 21. Yes. In the reshaping stages, it was in or out leadership, whereas once things stabilised a more open leadership approach.

A. AUS NR 22. I don't know anything about his leadership change, but he is very good man. He listens to his subordinates, explain unclear things or situations. I think his communication style is great. All employees like him.

A. AUS NR 23. He is a workaholic; he only wants people to work. I have never seen change of that disgusting approach.

A. AUS NR 24. His approach was changing everything. This was bit annoying. In my opinion he is only thing about business side. Not much of employees.

Q3 Does he espouse specific underpinning core values?

A. AUS NR 21. He was very courageous

A. AUS NR 22. He had a broad understanding of human dynamics. But everything he does for the benefit of the company.

A. AUS NR 23. He was ethically strength, when making decisions, he could balance the interest of multiple stakeholders.

A. AUS NR 24. He was trustworthy. But he mostly thinking about organisation side and wants everyone to work hard.

Q4 Does his actual leadership behaviours support his espoused core values?

A. AUS NR 21. He contributed heavily to the growth of others

A. AUS NR 22. He was acting boldly in the service of inclusion and justice

A. AUS NR 23. He had a personal humility for the sake of a greater cause.

A. AUS NR 24. He had the ability to balance the interests of multiple stakeholders when making decisions

Q5 Do you want to add any additional comments what you have not told previously about the candidate or his leadership approach? or any incident related to candidate's behaviour by looking at these pictures, documents or your own.

AUS- NR 21. "I think he was very good".

"In fact, I've been in this company for a long time." "I think he was the best of all the leaders, whom I have come across there." "I think he did everything possible to take the company forward". "Because in the end, he managed to reduce losses and then you're working on only the good stuff, which is properly streamlined, so that's a good way of going about it."

AUS NR 22: He is really supportive in the sense that if you're doing well. He will actually come up to you and say ---"Oh, really well, good job, and that it means a lot for him to see us performing at our peak," good job---. he'll email you as well, which I think is great because it's a good morale booster from your boss.

AUS -NR 23: "One of the other things I could say about him on a more personal note is that him being a father of three children he understands other parent's difficulties. Therefore, it makes him approachable. For the more senior staff that have families with young children, he understands. Whatever you say the parent will understand quicker."

APPENDIX 10 – PRELIMINARY DATA CODING

ESU	Co.	Inf.	Source	Comments	Adapt	Auth	Care	Comm	Conf	Cour	Crea	Cred	Foll	Humi	Infl	Integ	diff	Resp	Serv	Vis	Wisd	
1	A	1	1-A-IN01-IV-N-01	He took direct and swift actions in a time of crisis						1												
1	A	1	1-A-IN01-IV-N-02	He assured our job security which allowed the proper flow operations to carry out.						1												
1	A	1	1-A-IN01-IV-N-03	He treats others with dignity, empathy, and compassion.														1				
1	A	1	1-A-IN01-IV-N-04	He was approachable and willing to have a conversation.			1															
1	A	1	1-A-IN01-IV-N-05	He Made sure everyone knew their role and what they were supposed to accomplish.											1							
1	A	1	1-A-IN01-IV-N-06	Yes. From early stages, it was more of passive,	1																	
1	A	1	1-A-IN01-IV-N-07	where as in the latter it was very action oriented.	1										1							
1	A	1	1-A-IN01-IV-N-08	He had an impact in influencing people and events.											1							
1	A	1	1-A-IN01-IV-N-09	He was directive, was able and willing to lead.																	1	

APPENDIX 11 – REPEATED DATA CODING

ESU	Company	Informant	Source Reference	Comments	Coded					
					1	2	3	4	5	6
1	A	1	1-A-IN01-IV-N-01	He took direct and swift actions in a time of crisis	6	1	20			
1	A	1	1-A-IN01-IV-N-02	He assured our job security which allowed the proper flow operations to carry out.	9	18	3			
1	A	1	1-A-IN01-IV-N-03	He treats others with dignity, empathy, and compassion.	14	3				
1	A	1	1-A-IN01-IV-N-04	He was approachable and willing to have a conversation.	3	19				
1	A	1	1-A-IN01-IV-N-05	He Made sure everyone knew their role and what they were supposed to accomplish.	11	21				
1	A	1	1-A-IN01-IV-N-06	Yes. From early stages, it was more of passive,	1					
1	A	1	1-A-IN01-IV-N-07	where as in the latter it was very action oriented.	11	13				
1	A	1	1-A-IN01-IV-N-08	He had an impact in influencing people and events.	13	11				
1	A	1	1-A-IN01-IV-N-09	He was directive, was able and willing to lead.	16	5				
1	A	1	1-A-IN01-IV-N-10	Empowering others through joint problem solving and	9	22				
1	A	1	1-A-IN01-IV-N-11	He created change agents in others.	13	11	21			
1	A	1	1-A-IN01-IV-N-12	He treats others with dignity, empathy, and compassion.	3					
1	A	1	1-A-IN01-IV-N-13	He was treating others with dignity, empathy and compassion.	3					
1	A	1	1-A-IN01-IV-N-14	He was consistent with words and actions;	2	12	8			
1	A	1	1-A-IN01-IV-N-15	He walked the talk.	8	12				
1	A	1	1-A-IN01-IV-N-16	He Built credibility through professional knowledge	8	17				

1	A	1	1-A-IN01-IV-N-17	and one-on-one interactions with people;	19				
1	A	1	1-A-IN01-IV-N-18	His leadership served to help people fulfil professional desires	9	21			
1	A	1	1-A-IN01-IV-N-19	He was great in keeping promises	12	8			
1	A	1	1-A-IN01-IV-N-20	and fulfilling expectations.	12	8			
1	A	1	1-A-IN01-IV-N-21	He Focused on congruence,	12				
1	A	1	1-A-IN01-IV-N-22	the integrity of thought and action.	12	8			
1	A	1	1-A-IN01-IV-N-23	He has been quite receptive to what I say.	14	19			
1	A	1	1-A-IN01-IV-N-24	The ideas have been taken aboard	14	19			
1	A	1	1-A-IN01-IV-N-25	and he definitely puts it across to the team regarding what my views are.	9				
1	A	1	1-A-IN01-IV-N-26	I can always notice that". "The training programmes he organised really impressive".	7				
1	A	2	1-A-IN02-IV-N-01	During a time of no transparent communication and severing of ties from many parties within and outside the firm;	6	2			
1	A	2	1-A-IN02-IV-N-02	he was able to bring together employees and management to work under one umbrella	11	22	13	23	9
1	A	2	1-A-IN02-IV-N-03	with seminars and meetings that outlined the future of the company.	13	23			
1	A	2	1-A-IN02-IV-N-04	He Used team dialogue and exchange to promote understanding and input.	22	4	18	9	
1	A	2	1-A-IN02-IV-N-05	Good listener.	3	4	19		
1	A	2	1-A-IN02-IV-N-06	No. The leadership style remained the same as it was applicable for the numerous issues that we faced.	17	12	1		
1	A	2	1-A-IN02-IV-N-07	He used positive power,	11				
1	A	2	1-A-IN02-IV-N-08	He focused on organisational goals.	15	16			
1	A	2	1-A-IN02-IV-N-09	He Empowered others to solve problems,	11	21	13	9	

1	A	2	1-A-IN02-IV-N-10	contribute to the vision.	16			
1	A	2	1-A-IN02-IV-N-11	He Pushed people to develop by giving them new projects and responsibilities.	11	21	9	3
1	A	2	1-A-IN02-IV-N-12	He respects others regardless of differences.	14			
1	A	2	1-A-IN02-IV-N-13	He took time to individually have meetings and consultations	9	19	3	
1	A	2	1-A-IN02-IV-N-14	He Never promise if it can't be delivered.	12	8		
1	A	2	1-A-IN02-IV-N-15	He Was willing to take risks and enabled others to risk.	6	21		
1	A	2	1-A-IN02-IV-N-16	He would do anything to bring justice.	12			
1	A	2	1-A-IN02-IV-N-17	He always wanted to do the right thing.	12			
1	A	2	1-A-IN02-IV-N-18	He Stressed authenticity, integrity.	12	2		
1	A	2	1-A-IN02-IV-N-19	Being true to self, organisational integrity	12			
1	A	2	1-A-IN02-IV-N-20	He always kept on telling "if an employee is having any issues or any problems, please feel to discuss with me"	3	19		
1	A	2	1-A-IN02-IV-N-21	It was a good thing for him to tell. Of course, it was a clear indication of how much he thinks about employees. We all felt very comfortable with that attitude of him.	3	9		
1	A	3	1-A-IN03-IV-N-01	On behalf of myself and the employees, the turning point for the better of this very ugly ordeal in the management level came about through the seminars	4	13	1	
1	A	3	1-A-IN03-IV-N-02	and the letter of clarification sent out to employees and clients.	4	12	2	
1	A	3	1-A-IN03-IV-N-03	He considered confidence as a leadership characteristic and	5			
1	A	3	1-A-IN03-IV-N-04	He built in others for optimal performance.	9	21		
1	A	3	1-A-IN03-IV-N-05	Yes. He placed a key point on adaptability,	1	1		
1	A	3	1-A-IN03-IV-N-06	thus, at times a soft approach was taken where in some cases more aggressive actions were carried out.	11	1		

1	A	3	1-A-IN03-IV-N-07	He Focused on teams:	9	22			
1	A	3	1-A-IN03-IV-N-08	He developed teams and worked at an alignment.	22	9			
1	A	3	1-A-IN03-IV-N-09	Making the improbable seem possible;	7	6	5	16	
1	A	3	1-A-IN03-IV-N-10	he has the ability to earn the respect of others.	8	24			
1	A	3	1-A-IN03-IV-N-11	He was creative in developing systems and procedures.	7	13			
1	A	3	1-A-IN03-IV-N-12	He created new products for the company	7	13	15		
1	A	3	1-A-IN03-IV-N-13	He always helped to uplift the growth of others.	3	21	9		
1	A	3	1-A-IN03-IV-N-14	He Respect(s) towards employees.	14				
1	A	3	1-A-IN03-IV-N-15	He created standards and situations that	7	13			
1	A	3	1-A-IN03-IV-N-16	He allowed people to take pride in their work	21	9			
1	A	3	1-A-IN03-IV-N-17	When the company was in a pretty messy situation with the Chairman's death and the new management playing hell,	6	1			
1	A	3	1-A-IN03-IV-N-18	he came forward to stand up for all employees.	6	9	3	12	
1	A	3	1-A-IN03-IV-N-19	I can remember he used to tell "Guys don't worry about your jobs, please do what you have to do at this moment.	3	9	5	18	6
1	A	3	1-A-IN03-IV-N-20	I will somehow protect your jobs" It was a great relief for all of us.	3	9			
1	A	4	1-A-IN04-IV-N-01	Everybody was panicking about keeping their positions	6				
1	A	4	1-A-IN04-IV-N-02	and where they would go from here on, especially after the director was let go.	3	9			
1	A	4	1-A-IN04-IV-N-03	It was after guaranteeing our jobs everything started to fall back into place.	20	13	18		
1	A	4	1-A-IN04-IV-N-04	He wanted to deliver on goals and persuade others to be confident in reaching goals.	5	18	21	11	
1	A	4	1-A-IN04-IV-N-05	He keeps his promises, so we can depend on him.	12	8			

1	A	4	1-A-IN04-IV-N-06	Yes. The leadership style transcended from problem oriented to action.	13	20		
1	A	4	1-A-IN04-IV-N-07	He Made (the) complex simple,	16	17		
1	A	4	1-A-IN04-IV-N-08	He communicated (his) vision.	13	4	16	
1	A	4	1-A-IN04-IV-N-09	The transformation occurred both inside and outside the company.	13	11		
1	A	4	1-A-IN04-IV-N-10	Being a skilled change agent,	13	11		
1	A	4	1-A-IN04-IV-N-11	he considered loyalty a value, and	12	99		
1	A	4	1-A-IN04-IV-N-12	He aligned shared values to engage team.	12	22	16	23
1	A	4	1-A-IN04-IV-N-13	he is trustworthy.	8			
1	A	4	1-A-IN04-IV-N-14	He Empowered teams/people	9	21		
1	A	4	1-A-IN04-IV-N-15	who make the business work.	18			
1	A	4	1-A-IN04-IV-N-16	He Clarified issues and helped others	17	4	3	
1	A	4	1-A-IN04-IV-N-17	see solutions and made the complex things simple.	7	17		
1	A	4	1-A-IN04-IV-N-18	He showed personal humility for the sake of a greater cause.	15	10		
1	A	4	1-A-IN04-IV-N-19	He was sensitive to communicate and confront one on one.	5	4	19	
1	A	4	1-A-IN04-IV-N-20	He keeps his promises,	12	8		
1	A	4	1-A-IN04-IV-N-21	so we can depend on him.	8			
1	A	4	1-A-IN04-IV-N-22	I would give him a lot of credit.	14	13		
1	A	4	1-A-IN04-IV-N-23	Meaning there's a lot of things that he changed,	13			
1	A	4	1-A-IN04-IV-N-24	previous management was all about figures and turn over – money at the end of the day.				

1	A	4	1-A-IN04-IV-N-25	It wasn't working for him.	10			
1	A	4	1-A-IN04-IV-N-26	His vision was overall growth,	15	16	3	9
1	A	4	1-A-IN04-IV-N-27	which was important to him to see all employees are happy	9	3		
1	A	4	1-A-IN04-IV-N-28	and (In a) good working environment actually.	22	9		
1	A	4	1-A-IN04-IV-N-29	He organised additional leadership training for professional development for employees on an annual basis that really	16	21		
1	A	4	1-A-IN04-IV-N-30	He helped employee development within the organisation"	13	21	9	
1	B	5	1-B-IN05-IV-N-01	The leadership utilised was extremely efficient and effective	17	13		
1	B	5	1-B-IN05-IV-N-02	as it was evident in the ground up phase of building the business.	13			
1	B	5	1-B-IN05-IV-N-03	Getting through red tape	4	99		
1	B	5	1-B-IN05-IV-N-04	and establishing the foundations was done through clear communication and charisma.	4	5	2	
1	B	5	1-B-IN05-IV-N-05	Yes. He has diversified his leadership traits,	17	1		
1	B	5	1-B-IN05-IV-N-06	allowing him to independently tackle in depth issues.	17			
1	B	5	1-B-IN05-IV-N-07	he is very transparent in his dealings.	2			
1	B	5	1-B-IN05-IV-N-08	He Showed respect for others by putting self in their shoes.	14	3	14	
1	B	5	1-B-IN05-IV-N-09	He Worked tirelessly achieving project outcomes.				15
1	B	5	1-B-IN05-IV-N-10	He contributed to the growth of others.	6	18		
1	B	5	1-B-IN05-IV-N-11	He demonstrated all his acts with the intention of the common good.	3	21		
1	B	5	1-B-IN05-IV-N-12	He was ever ready to help anyone to develop their skills.	3	15		
1	B	5	1-B-IN05-IV-N-13	He was ever ready to help anyone to develop their skills.	9	21		
1	B	5	1-B-IN05-IV-N-13	I can remember how he organised English language training classes for factory workers	16	3	9	

1	B	5	1-B-IN05-IV-N-14	whom he identified as potential supervisory positions in the company.	16				
1	B	5	1-B-IN05-IV-N-15	Thus, it was a clear indication of how much he thinks about the employees' future development.	3	9	16	21	
1	B	5	1-B-IN05-IV-N-16	Yeah, it was a great success.	13				
1	B	6	1-B-IN06-IV-N-01	The leadership he displayed truly encompassed all resources in the organisation.	17	11	23		
1	B	6	1-B-IN06-IV-N-02	Everyone from the low levels of hierarchy to the top levels had their voices heard,	3	19	3	9	
1	B	6	1-B-IN06-IV-N-03	thus, allowing to achieve objectives swiftly.	13				
1	B	6	1-B-IN06-IV-N-04	Was willing to challenge the status quo	6				
1	B	6	1-B-IN06-IV-N-05	and use influence skills to advance change initiatives.	11	20			
1	B	6	1-B-IN06-IV-N-06	Focus on change leadership and strategy,	17	1	13	20	16
1	B	6	1-B-IN06-IV-N-07	He shared values, sense of urgency;	2	23			
1	B	6	1-B-IN06-IV-N-08	He supported acceptance of change in others	13	11			
1	B	6	1-B-IN06-IV-N-09	he is courageous.	6				
1	B	6	1-B-IN06-IV-N-10	He Designed the organisation to facilitate autonomy.	21	7			
1	B	6	1-B-IN06-IV-N-11	He Enacted full range of visionary.	16				
1	B	6	1-B-IN06-IV-N-12	He Empowered team to execute on functional details.	11	21	18		
1	B	6	1-B-IN06-IV-N-13	He Raised their perspective to cross-enterprise strategy.	23				
1	B	6	1-B-IN06-IV-N-14	He acted with intention on behalf of the common good.	3	15			
1	B	6	1-B-IN06-IV-N-15	He always demonstrated his moral courage.	12	6			
1	B	6	1-B-IN06-IV-N-16	He demonstrated a broad understanding of human dynamics.	17	4	3	9	

1	B	7	1-B-IN07-IV-N-01	His leadership entailed clear direction.	16	18	
1	B	7	1-B-IN07-IV-N-02	This was evident from the very beginning with the immediate start-up of operations in Sri Lanka	16	99	
1	B	7	1-B-IN07-IV-N-03	where we entered the market quickly and readily.	16	13	
1	B	7	1-B-IN07-IV-N-04	No. Helped others focus on the greater good.	9	3	15
1	B	7	1-B-IN07-IV-N-05	He Focused on the whole group and	22	15	9
1	B	7	1-B-IN07-IV-N-06	He accommodated individual needs.	9	3	
1	B	7	1-B-IN07-IV-N-07	He always demonstrated by moral courage.	12	6	
1	B	7	1-B-IN07-IV-N-08	He Tried to be a positive force in people 's lives;	11	3	
1	B	7	1-B-IN07-IV-N-09	He considered team synergy as a creative force;	7	22	9
1	B	7	1-B-IN07-IV-N-10	He had a strong work ethic.	12		
1	B	7	1-B-IN07-IV-N-11	Creating structures that freed people up to take independent action.	21	7	
1	B	7	1-B-IN07-IV-N-12	He was ever ready to take a stand in the face of adversity.	6		
1	B	7	1-B-IN07-IV-N-13	He demonstrated dignity and	3	10	14
1	B	7	1-B-IN07-IV-N-14	an awareness of one's limitations.	10		
1	B	7	1-B-IN07-IV-N-15	He is an excellent business leader,	15	17	
1	B	7	1-B-IN07-IV-N-16	as well as a community leader.	15	22	9
1	B	7	1-B-IN07-IV-N-17	I am a Rotarian, he is also a Rotarian attached to another Rotary club,			
1	B	7	1-B-IN07-IV-N-18	he has done excellent projects for the society.	15	3	13
1	B	7	1-B-IN07-IV-N-19	Here are some of the photos I have where he is addressing the gathering	4		

1	B	8	1-B-IN08-IV-N-01	His leadership is best described as exuberantly influencing;	11		
1	B	8	1-B-IN08-IV-N-02	where the business received the support from the right officials in a very strict and bureaucratic environment.	13		
1	B	8	1-B-IN08-IV-N-03	No. His leadership is derived from the same traits	5		
1	B	8	1-B-IN08-IV-N-04	that allowed the firm to propel from the ground up	17	13	
1	B	8	1-B-IN08-IV-N-05	and was applied to the continuation of operations.	15	18	
1	B	8	1-B-IN08-IV-N-06	Believed in taking extraordinary action and	16	20	6
1	B	8	1-B-IN08-IV-N-07	encouraged others to do so.	11	21	
1	B	8	1-B-IN08-IV-N-08	personal humility for the sake of a greater cause.	10	15	
1	B	8	1-B-IN08-IV-N-09	He helped Set up a safe climate;	3	22	9
1	B	8	1-B-IN08-IV-N-10	He created a physical structure that supported the culture.	7	23	13
1	B	8	1-B-IN08-IV-N-11	He Pushed people to develop by giving them new projects and responsibilities.	11	21	
1	B	8	1-B-IN08-IV-N-12	He was acting boldly	5	6	
1	B	8	1-B-IN08-IV-N-13	in the service of inclusion and justice.	22	12	3
1	B	8	1-B-IN08-IV-N-14	He made a positive impact on systems and organisation.	13	13	
1	B	8	1-B-IN08-IV-N-15	When the company was its early start-up stage, he was managing everything tirelessly.	6	15	18
1	B	8	1-B-IN08-IV-N-16	I can still remember how he communicated his inspiring vision.	16	4	
1	B	8	1-B-IN08-IV-N-17	Hey, guys we are going to be the number one producer and supplier of this product to the world, as a pioneering project.	5		
1	B	8	1-B-IN08-IV-N-18	So, I need all of your support, dedication, and corporation.	11	22	
1	B	8	1-B-IN08-IV-N-19	When we achieve our goals, we all can have the benefit as one big family"	5	22	18

1	B	8	1-B-IN08-IV-N-20	He was a very determined man to achieve success.	5	18		
1	C	9	1-C-IN09-IV-N-01	His leadership brought out the best in employees	11	13		
1	C	9	1-C-IN09-IV-N-02	in terms of accepting and embracing new frontiers and challenges.	11		21	
1	C	9	1-C-IN09-IV-N-03	He Expressed vision and goals,		6		
1	C	9	1-C-IN09-IV-N-04	He reinforced with groups and teams.	16			
1	C	9	1-C-IN09-IV-N-05	He reinforced with groups and teams.	11		13	9
1	C	9	1-C-IN09-IV-N-06	Made sure everyone knew their role and what they were supposed to accomplish.	9		22	
1	C	9	1-C-IN09-IV-N-07	No. but he enjoyed leading where followers were spirited, smart and independent	9		21	
1	C	9	1-C-IN09-IV-N-08	He was very humble.	9		3	
1	C	9	1-C-IN09-IV-N-09	He was very humble.		21		
1	C	9	1-C-IN09-IV-N-10	He Built trust through open communications.	10			
1	C	9	1-C-IN09-IV-N-11	He Built trust through open communications.		19	8	2
1	C	9	1-C-IN09-IV-N-12	He always wanted to do the right thing.	4			
1	C	9	1-C-IN09-IV-N-13	He always wanted to do the right thing.	12			
1	C	9	1-C-IN09-IV-N-14	He Built credibility through professional knowledge and		17		
1	C	9	1-C-IN09-IV-N-15	He Built credibility through professional knowledge and	8			
1	C	9	1-C-IN09-IV-N-16	He had one-on-one interactions with people.		4		
1	C	9	1-C-IN09-IV-N-17	He had one-on-one interactions with people.	19			
1	C	9	1-C-IN09-IV-N-18	He was open to perspectives different from one's own.	10			
1	C	9	1-C-IN09-IV-N-19	He was open to perspectives different from one's own.		19		
1	C	9	1-C-IN09-IV-N-20	He treats others with dignity, empathy, and compassion.	3	9		
1	C	9	1-C-IN09-IV-N-21	He treats others with dignity, empathy, and compassion.				
1	C	9	1-C-IN09-IV-N-22	So, he has the ability to earn the respect of others compared to other executives in the organisation	14	24		
1	C	9	1-C-IN09-IV-N-23	So, he has the ability to earn the respect of others compared to other executives in the organisation				
1	C	9	1-C-IN09-IV-N-24	During this period some weeks I had been pretty bad, but he was ok with that	10		3	
1	C	9	1-C-IN09-IV-N-25	During this period some weeks I had been pretty bad, but he was ok with that				
1	C	9	1-C-IN09-IV-N-26	because he was like – yeah, you have bad days and don't get hung up about that,			3	
1	C	9	1-C-IN09-IV-N-27	because he was like – yeah, you have bad days and don't get hung up about that,				
1	C	9	1-C-IN09-IV-N-28	don't worry, and keep on pushing through.	11			
1	C	9	1-C-IN09-IV-N-29	don't worry, and keep on pushing through.		18		
1	C	9	1-C-IN09-IV-N-30	It's a feel-good factor and just gets you through the day better.		3		

1	C	9	1-C-IN09-IV-N-19	Yeah, because sometimes you need to be a tough taskmaster,	11	18		
1	C	9	1-C-IN09-IV-N-20	and sometimes you need to have that pat on the back”.	3			
1	C	10	1-C-IN10-IV-N-01	The merger was a great display of his clear-cut vision,	16	17		
1	C	10	1-C-IN10-IV-N-02	and the boundaryless structure he placed in attaining clear communication within the organisation.	4	7	2	
1	C	10	1-C-IN10-IV-N-03	He Synthesized to simple levels and communicated.	17	4		
1	C	10	1-C-IN10-IV-N-04	His leadership is one that incorporates flexibility based on certain circumstances.	15	1		
1	C	10	1-C-IN10-IV-N-05	Thus, different methods were carried out for different issues,	13	1		
1	C	10	1-C-IN10-IV-N-06	but the leadership approach was that from the beginning.	16	12		
1	C	10	1-C-IN10-IV-N-07	He was ethically very sprightful man.	12			
1	C	10	1-C-IN10-IV-N-08	His leadership served to help people fulfil professional desires.	15	21		
1	C	10	1-C-IN10-IV-N-09	He always demonstrated dignity	10			
1	C	10	1-C-IN10-IV-N-10	and an awareness of one’s own limitations.	10			
1	C	10	1-C-IN10-IV-N-11	He always had a positivity which can be used to affect outcomes.	11	13	5	18
1	C	10	1-C-IN10-IV-N-12	He never gets excited or panics when it comes to critical issues.	6	5		
1	C	10	1-C-IN10-IV-N-13	The photos you showed I have seen, yes, he is such a personality involved in so many leadership positions.	5			
1	C	10	1-C-IN10-IV-N-14	I don’t know how he manage his time to do all these things.	18			
1	C	11	1-C-IN11-IV-N-01	His leadership approach emphasised on collaboration	22	9		
1	C	11	1-C-IN11-IV-N-02	which brought out the best in the organisation’s daily operations.	18	13		

1	C	11	1-C-IN11-IV-N-03	The culture of the two firms synergising into one multi-faceted culture truly brought together the brightest and the most talented to produce our best work.	17	13	21
1	C	11	1-C-IN11-IV-N-04	Yes. His leadership approach changed depending on what objective the firm was trying to achieve.	17	1	15
1	C	11	1-C-IN11-IV-N-05	In the beginning to bring all parties together it was very nonparticipant policies	23	22	
1	C	11	1-C-IN11-IV-N-06	and then later on to meet certain growth targets, policies that favoured certain sectors	11	18	15
1	C	11	1-C-IN11-IV-N-07	were applied which ultimately resulted to net growth of the company.	13		
1	C	11	1-C-IN11-IV-N-08	He was trustworthy	12	8	
1	C	11	1-C-IN11-IV-N-09	and can depend on him.	8	3	
1	C	11	1-C-IN11-IV-N-10	Focused on congruence, the integrity of thought and action.	12	8	
1	C	11	1-C-IN11-IV-N-11	Helped others reaffirm values.	21	23	
1	C	11	1-C-IN11-IV-N-12	Demonstrated by a broad understanding of human dynamics.	10	3	9
1	C	11	1-C-IN11-IV-N-13	He demonstrated all his acts with the intention of the common good.	3	15	
1	C	11	1-C-IN11-IV-N-14	He integrated values and principles to create a purposeful life.	12	15	23
1	C	11	1-C-IN11-IV-N-15	He made a positive impact on individuals being a role model.	13	11	
1	C	12	1-C-IN12-IV-N-01	A very open and interactive approach	4	19	2
1	C	12	1-C-IN12-IV-N-02	where employees felt at ease and took great pride in their work	21	9	
1	C	12	1-C-IN12-IV-N-03	and more importantly felt a sense of purpose.	23	13	
1	C	12	1-C-IN12-IV-N-04	It was the non-hierarchical attitude that connected both sides to work together.	17	21	9 23
1	C	12	1-C-IN12-IV-N-05	He Believed in the power of personal communications,	4	19	

1	C	12	1-C-IN12-IV-N-06	He reiterated messages at multiple opportunities.	4	2			
1	C	12	1-C-IN12-IV-N-07	He integrated values and principles to create a purposeful life	12	15	23	16	13
1	C	12	1-C-IN12-IV-N-08	No. But The organisation was a way for staff to build their personal and professional portfolio	15	21			
1	C	12	1-C-IN12-IV-N-09	He was responsible. Listened and paid close attention to people.	14	3	19		
1	C	12	1-C-IN12-IV-N-10	Had open door policy that anyone was accessible.	4	19			
1	C	12	1-C-IN12-IV-N-11	Was transparent and direct.	12	19			
1	C	12	1-C-IN12-IV-N-12	Ability to balance the interests of multiple stakeholders when making decisions.	16	23			
1	C	12	1-C-IN12-IV-N-13	He is a leader who can face any situation without any hesitation	16	5			
1	C	12	1-C-IN12-IV-N-14	and bring positive results.	11	13			
1	C	12	1-C-IN12-IV-N-15	He was open to perspectives different from one's own.		19			
1	C	12	1-C-IN12-IV-N-16	He was a trustworthy man.	12	8			
1	C	12	1-C-IN12-IV-N-17	Humane touch is always good when it comes to leadership.	10	3			
1	C	12	1-C-IN12-IV-N-18	Because when I had a family dispute during his leadership period in our organisation, he was very supportive throughout it.		3			
1	C	12	1-C-IN12-IV-N-19	He gave me ample time to sort out the situation and approved extra paid leave as well.		3			
2	A	13	2-A-IN13-IV-N-01	His leadership approach was taking calculated risks in terms of precise planning	17				
2	A	13	2-A-IN13-IV-N-02	and paying attention to detail with the expansion of the business.	16	17			
2	A	13	2-A-IN13-IV-N-03	He demonstrated all his acts with the intention of the common good.	3	15			
2	A	13	2-A-IN13-IV-N-04	Yes. In the early stages, it was very one dimensional and authoritative	1	25			
2	A	13	2-A-IN13-IV-N-05	as the desired outline was built and later one more of a confirmation role as more incorporation was allowed to be carried out.	11	1			

2	A	13	2-A-IN13-IV-N-06	he showed strong trustworthiness at all times	12	8		
2	A	13	2-A-IN13-IV-N-07	He demonstrated by self-respect	5	12		
2	A	13	2-A-IN13-IV-N-08	and respecting others	14			
2	A	14	2-A-IN14-IV-N-01	The leadership approach used for expanding the business was bold and direct actions.	17	6	20	
2	A	14	2-A-IN14-IV-N-02	It was laid out for us that the business needed to start off on a high note,	4	18	16	2
2	A	14	2-A-IN14-IV-N-03	So the right direction and each critical step was notified and carried out.	9	18	17	
2	A	14	2-A-IN14-IV-N-05	He demonstrated a sense of humbleness	10			
2	A	14	2-A-IN14-IV-N-06	He demonstrated by commitment that extends beyond one's own self interest	15	18		
2	A	14	2-A-IN14-IV-N-07	When he started the new branch, his inspiration and motivational communication	4	16		
2	A	14	2-A-IN14-IV-N-08	provided them with a more in-depth meaning of their work.	13	23		
2	A	14	2-A-IN14-IV-N-09	Actually, this way he stimulated the team thinking and spread the optimism.	9	22	13	11
2	A	15	2-A-IN15-IV-N-01	The leadership approach was about embracing innovation.	6	20	7	
2	A	15	2-A-IN15-IV-N-02	This was clearly evident when the business was trying to build credibility in a new environment and establish a cliental base.	17	13		
2	A	15	2-A-IN15-IV-N-04	He demonstrated by self-respect and	14	5		
2	A	15	2-A-IN15-IV-N-05	respecting others regardless of differences	14			
2	A	15	2-A-IN15-IV-N-06	keeping promises	12	8		
2	A	15	2-A-IN15-IV-N-07	and fulfilling expectations	8	13		
2	A	16	2-A-IN16-IV-N-01	A very charismatic, fast paced leadership approach	11	5		
2	A	16	2-A-IN16-IV-N-02	that manages to flow ideas through all parties to achieve the identified objectives.	4	23		

2	A	16	2-A-IN16-IV-N-03	He always had a positivity which can be used to affect outcomes.	11	5		
2	A	16	2-A-IN16-IV-N-04	He takes a stand in the face of adversity.	6			
2	A	16	2-A-IN16-IV-N-05	No. The leadership was always proactive and open ended,	4	6	20	2
2	A	16	2-A-IN16-IV-N-06	always using a cumulative approach for growth and stability	17			
2	A	16	2-A-IN16-IV-N-07	He always kept his promises irrespective of the outcome	12			
2	A	16	2-A-IN16-IV-N-08	He can take a long-term perspective in decision-making.	17	13	16	
2	A	16	2-A-IN16-IV-N-09	He was a humble man.	10			
2	B	17	2-B-IN17-IV-N-01	A skilled leadership approach	17			
2	B	17	2-B-IN17-IV-N-02	with high technical skills that outlined the set problems	17			
2	B	17	2-B-IN17-IV-N-03	with the company allowing everyone to be on the same page.	23	22	9	
2	B	17	2-B-IN17-IV-N-04	Yes. In certain times, the neutral positions under taken were shifted	1	13		
2	B	17	2-B-IN17-IV-N-05	to more authoritative actions when a certain objective had to be fast pressed.	1	25		
2	B	17	2-B-IN17-IV-N-06	He had the ability to earn the respect of others	24			
2	B	17	2-B-IN17-IV-N-07	he made personal efforts that	13	18	15	
2	B	17	2-B-IN17-IV-N-08	He lead to making a positive impact on individuals	13	15	3	
2	B	17	2-B-IN17-IV-N-09	I guess once in a while when they appreciate you that helps as well;	21	3		
2	B	17	2-B-IN17-IV-N-10	because you kind of go into a good mood and you kind of perform better and stuff like that. So, when somebody gives it, it's like you feel a little more good about yourself.	3	21	9	
2	B	17	2-B-IN17-IV-N-11	It does help you sometimes, but it's not a requirement of every single day."	21	9		

2	B	18	2-B-IN18-IV-N-01	A leadership with a clear vision	16	18	
2	B	18	2-B-IN18-IV-N-02	and an appropriate reward-based system where you were awarded for your work	9	7	13
2	B	18	2-B-IN18-IV-N-03	and was given responsibility for your notified talents.	21	9	
2	B	18	2-B-IN18-IV-N-05	He demonstrated consistency	8	12	
2	B	18	2-B-IN18-IV-N-06	He contributed to the growth of others.	3	21	
2	B	18	2-B-IN18-IV-N-07	He demonstrated by the commitment that beyond one's own self-interest.	10	15	18
2	B	18	2-B-IN18-IV-N-08	He could make a long-term perspective in decision making.	17	16	
2	B	18	2-B-IN18-IV-N-09	I was in this company for more than eight years.	99		
2	B	18	2-B-IN18-IV-N-10	I think he was the best leader I have ever come across.	24		
2	B	18	2-B-IN18-IV-N-11	That's what I think. I think he was very constructive in what he was doing,	13		
2	B	18	2-B-IN18-IV-N-12	and he was approachable.	19		
2	B	18	2-B-IN18-IV-N-13	The kind of ideas that he was putting into the team,	11	16	7
2	B	18	2-B-IN18-IV-N-14	took the company forward in every aspect.	17	13	
2	B	18	2-B-IN18-IV-N-15	Our company has so many ethnic groups working. With the new employees coming in understanding each one's cultural back ground is very difficult,	23	3	
2	B	18	2-B-IN18-IV-N-16	especially when we work in rural settings in different sites.			
2	B	18	2-B-IN18-IV-N-17	He organised cultural awareness programme with the participation of all employees	16	23	22
2	B	18	2-B-IN18-IV-N-18	It was very remarkable	13		
2	B	18	2-B-IN18-IV-N-19	We all enjoyed, had it given an opportunity to interact with our colleagues face to face	4	22	23 9

2	B	18	2-B-IN18-IV-N-20	and learn their culture	22	23		
2	B	18	2-B-IN18-IV-N-21	Also, we got the opportunity to taste variety of food from different countries				
2	B	19	2-B-IN19-IV-N-01	The leadership approach was focused around clear communication	4	2		
2	B	19	2-B-IN19-IV-N-02	and barrier less environment within the business.	4	13	23	
2	B	19	2-B-IN19-IV-N-03	Therefore, the employees and management could once again trust one another	8	23		
2	B	19	2-B-IN19-IV-N-04	and work towards one goal.	16	18		
2	B	19	2-B-IN19-IV-N-05	He was ethical in all his dealings.	12			
2	B	19	2-B-IN19-IV-N-07	He demonstrated transparency in his dealings	12			
2	B	19	2-B-IN19-IV-N-08	He was treating others with dignity.	14	3		
2	B	19	2-B-IN19-IV-N-09	His humility for the sake of a more significant cause was excellent.	10	15		
2	B	19	2-B-IN19-IV-N-10	I think he is a very reasonable guy.	24			
2	B	19	2-B-IN19-IV-N-11	What I meant by that is you can reason with him in such a way	10	19		
2	B	19	2-B-IN19-IV-N-12	that he won't reject your opinion straight away.	14	19		
2	B	19	2-B-IN19-IV-N-13	So, you can talk to him in such a way that he will understand	19	3	4	
2	B	19	2-B-IN19-IV-N-14	as well what you're trying to say and where you're coming from,	4			
2	B	19	2-B-IN19-IV-N-15	so that's why he's a better leader".	24			
2	B	20	2-B-IN20-IV-N-01	His leadership approach was leading from the front	16	24	18	
2	B	20	2-B-IN20-IV-N-02	by implementing drastic policies for a much-needed turnaround for the organisation.	13	25	20	1
2	B	20	2-B-IN20-IV-N-03	He was an exceptional man in fulfilling his obligations.	12	15		

2	B	20	2-B-IN20-IV-N-05	His wisdom was great in every situation	17		
2	B	20	2-B-IN20-IV-N-06	He can take a long-term perspective in decision-making.	16	17	
2	B	20	2-B-IN20-IV-N-07	He has the ability to earn the respect of others.	24		
2	B	20	2-B-IN20-IV-N-08	When he first came in, he changed a lot of things.	13		
2	B	20	2-B-IN20-IV-N-09	Of course, at first, we weren't happy, I wasn't happy doing that, doing those changes.	13		
2	B	20	2-B-IN20-IV-N-10	But doing that for a long time, I realised that yeah, more people, more customers call back	13		
2	B	20	2-B-IN20-IV-N-11	Cos our customer service have improved dramatically.	13		
2	B	20	2-B-IN20-IV-N-12	More old accounts that we closed and more customers who call in to pay their account	13		
2	B	20	2-B-IN20-IV-N-13	and continue with us again.	13		
2	B	20	2-B-IN20-IV-N-14	So, the initial reaction, I didn't like it,			
2	B	20	2-B-IN20-IV-N-15	but later I realised the importance of his actions to change".	1	13	17
2	B	20	2-B-IN20-IV-N-16	Can you see this document? It is a business plan developed by him.			
2	B	20	2-B-IN20-IV-N-17	Also, he developed lot of policy documents for systems and procedures.	16	7	13
2	B	20	2-B-IN20-IV-N-18	Our company did not have such culture.	4	13	
2	B	20	2-B-IN20-IV-N-19	Owners ran the business for the sake of running it.			
2	B	20	2-B-IN20-IV-N-20	When this guy joined, he changed everything to a system.	7	13	
2	B	20	2-B-IN20-IV-N-21	All we have to do is to follow the system to achieve results.	18		
2	B	20	2-B-IN20-IV-N-22	He is an excellent guy to work under".	8	24	
2	C	21	2-C-IN21-IV-N-01	Visionary leadership with clear direction	16	18	

2	C	21	2-C-IN21-IV-N-02	and a timeline plan of where the company should head towards and where the company currently exists.	17	16		
2	C	21	2-C-IN21-IV-N-03	He respects others regardless of differences.	14			
2	C	21	2-C-IN21-IV-N-04	He acted boldly in the service of inclusion and justice.	6	12	22	
2	C	21	2-C-IN21-IV-N-05	Yes. In the reshaping stages, it was in or out leadership,	25			
2	C	21	2-C-IN21-IV-N-06	whereas once things stabilised a more open leadership approach.	1	19		
2	C	21	2-C-IN21-IV-N-07	He was very courageous	6			
2	C	21	2-C-IN21-IV-N-08	He contributed heavily to the growth of others	3	21	9	
2	C	21	2-C-IN21-IV-N-09	I think he was very good.	8	24		
2	C	21	2-C-IN21-IV-N-10	In fact, I've been in this company for a long time. I think he was the best of all the leaders, whom I have come across there.	8	24		
2	C	21	2-C-IN21-IV-N-11	I think he did everything possible to take the company forward.	17	13	15	18
2	C	21	2-C-IN21-IV-N-12	Because in the end, he managed to reduce losses	13			
2	C	21	2-C-IN21-IV-N-13	and then you're working on only the good stuff, which is properly streamlined,	13			
2	C	21	2-C-IN21-IV-N-14	so that's a good way of going about it."				
2	C	22	2-C-IN22-IV-N-01	A leadership approach that applied core business principles	17			
2	C	22	2-C-IN22-IV-N-02	that allowed operations to flow exceptionally.	13	18		
2	C	22	2-C-IN22-IV-N-03	He has a capability of identifying skills and talents of employees and	17	21		
2	C	22	2-C-IN22-IV-N-04	His ability to make them in a more productively.	13	17		
2	C	22	2-C-IN22-IV-N-05	He contributed to the growth of others.	21			
2	C	22	2-C-IN22-IV-N-06	I don't know anything about his leadership change, but he is very good man.	24			

2	C	22	2-C-IN22-IV-N-07	He listens to his subordinates,	4	19	9	3
2	C	22	2-C-IN22-IV-N-08	explain unclear things or situations.	17	4		
2	C	22	2-C-IN22-IV-N-09	I think his communication style is great.	12	4		
2	C	22	2-C-IN22-IV-N-10	All employees like him.	24			
2	C	22	2-C-IN22-IV-N-11	He had a broad understanding of human dynamics.	9			
2	C	22	2-C-IN22-IV-N-12	But everything he does for the benefit of the company.	15			
2	C	22	2-C-IN22-IV-N-13	He was acting boldly in the service of inclusion and justice	6	12	22	
2	C	22	2-C-IN22-IV-N-14	He is really supportive in the sense that if you're doing well.	3			
2	C	22	2-C-IN22-IV-N-15	He will actually come up to you and say ---Oh, really well, good job,	21	4	3	
2	C	22	2-C-IN22-IV-N-16	and that it means a lot for him to see us performing at our peak," good job---	9	3	21	
2	C	22	2-C-IN22-IV-N-17	he'll email you as well, which I think is great	21			
2	C	22	2-C-IN22-IV-N-18	because it's a good morale booster from your boss.	3	21		
2	C	23	2-C-IN23-IV-N-01	The leadership approach was cut throat in the sense the objectives were laid out	16	25		
2	C	23	2-C-IN23-IV-N-02	and measures were taken to achieve them as everybody had to get on board for the turn around.	20	18		
2	C	23	2-C-IN23-IV-N-03	He is a workaholic,	15	18		
2	C	23	2-C-IN23-IV-N-04	he only wants people to work.	25			
2	C	23	2-C-IN23-IV-N-05	I have never seen change of that disgusting approach.	25			
2	C	23	2-C-IN23-IV-N-06	He was ethically strength, when making decisions,	17	12		
2	C	23	2-C-IN23-IV-N-07	he could balance the interest of multiple stakeholders.	17	23		

APPENDIX 12 – FINAL CODE FRAME

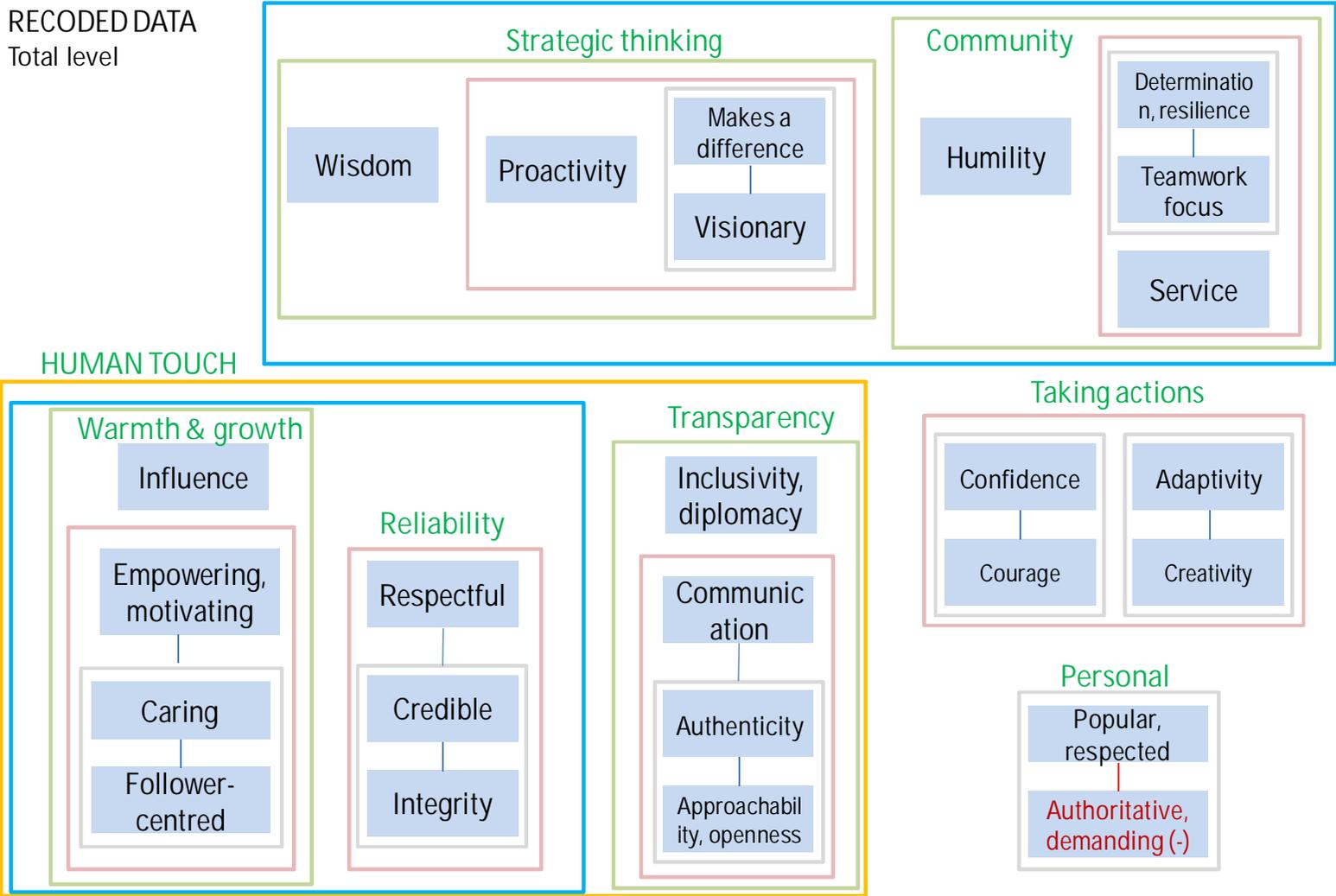
CODE	LABEL	NUMBER OF MENTIONS
1	Adaptability	20
2	Authenticity	14
3	Caring	64
4	Communication	36
5	Confidence	20
6	Courage	26
7	Creativity	16
8	Credible	27
9	Follower-centred	56
10	Humility	19
11	Influence	36
12	Integrity	44
13	Makes a difference	73
14	Respectful	17
15	Service	35
16	Visionary	40
17	Wisdom	43
18	Determination/resilience	34
19	Approachability/openness	26
20	Proactivity	11
21	Empowering/motivating	44
22	Teamwork focus	24
23	Inclusivity/diplomacy	24
24	Popular, respected	13
25	Authoritative/demanding	8

Code Frame

APPENDIX 13 - HIERARCHICAL CLUSTER ANALYSIS.

How the data clustered within categories

RECODED DATA
Total level



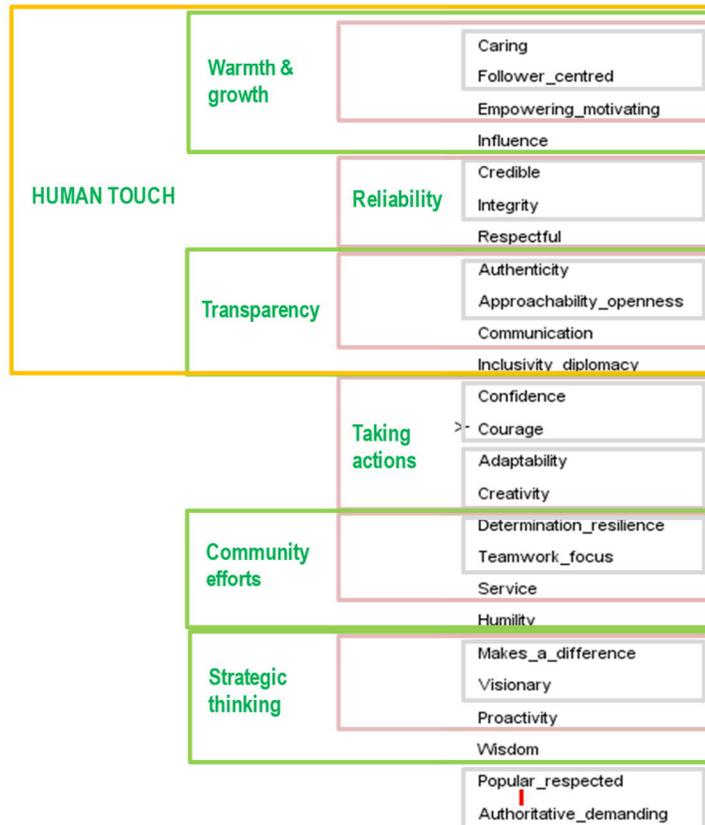
APPENDIX 14 HIERARCHICAL CLUSTER ANALYSIS.

Study-wide analysis

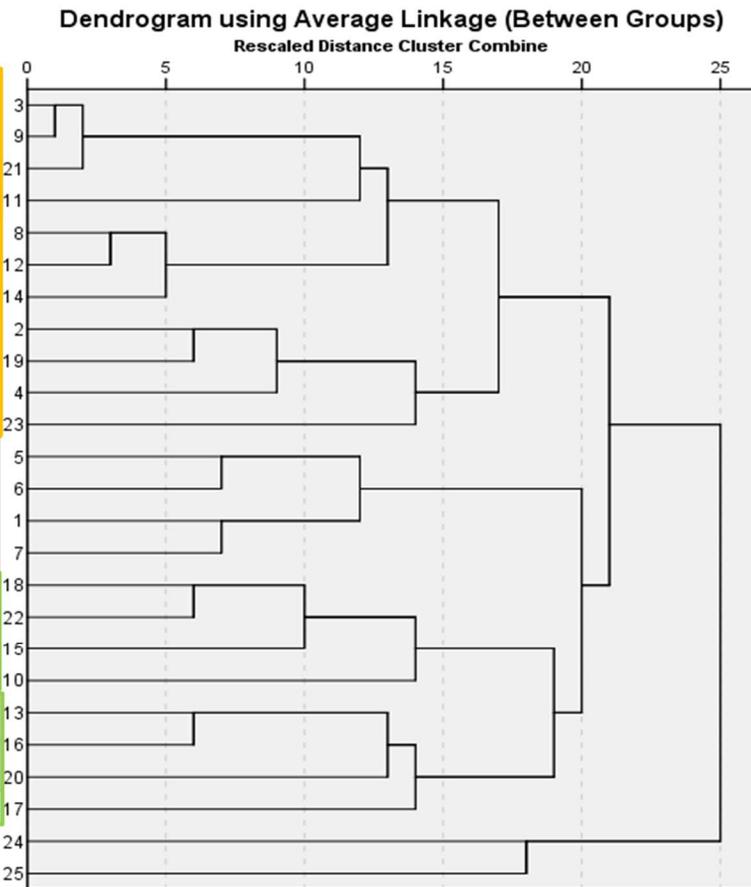
RECODED DATA (by Eszter Takacs)

Total level

- Client codes + 8 additional codes
- Each mention could be coded to multiple codes



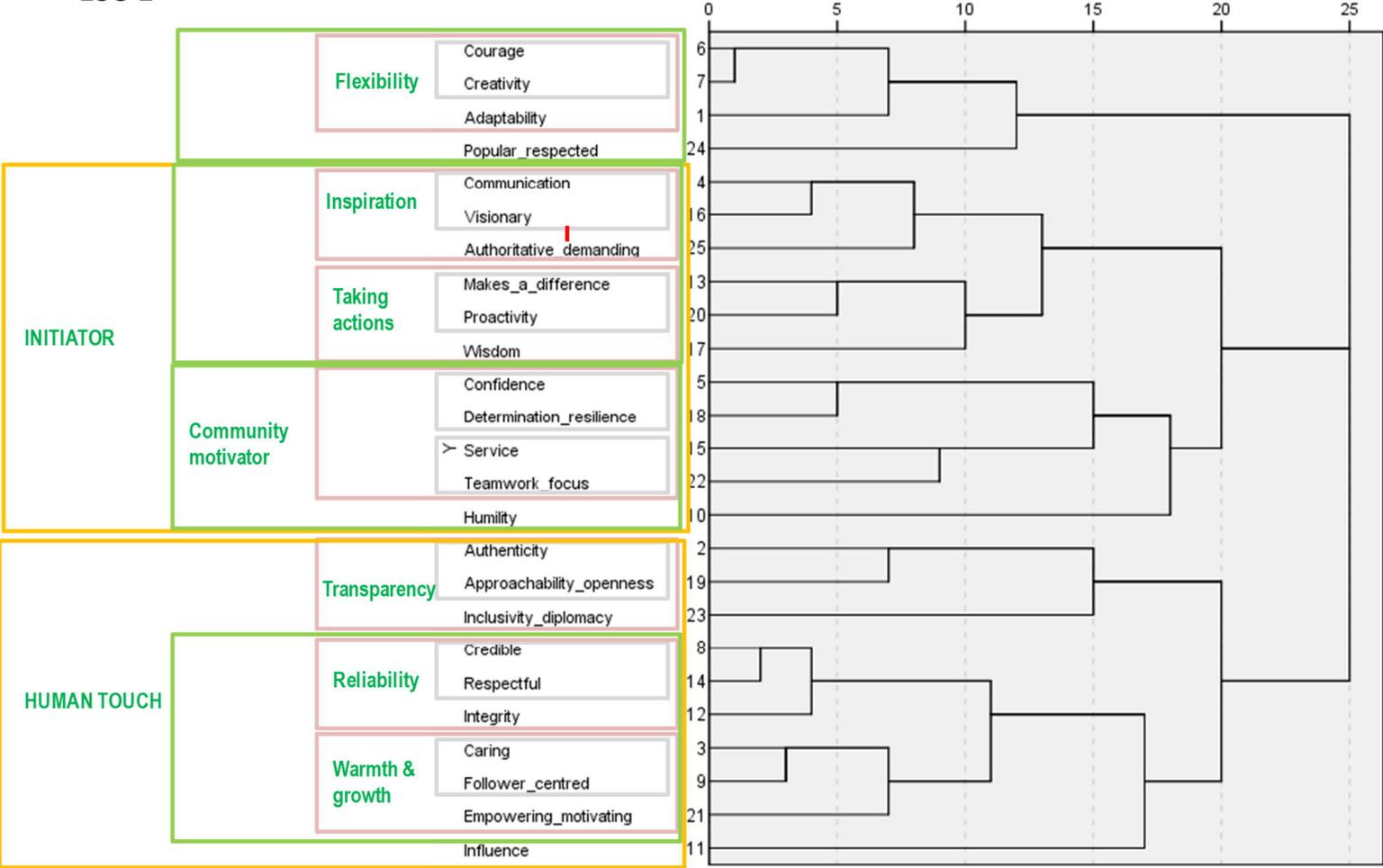
Raw output from SPSS Hierarchical Cluster analysis dendrogram



APPENDIX 15 HIERARCHICAL CLUSTER ANALYSIS.

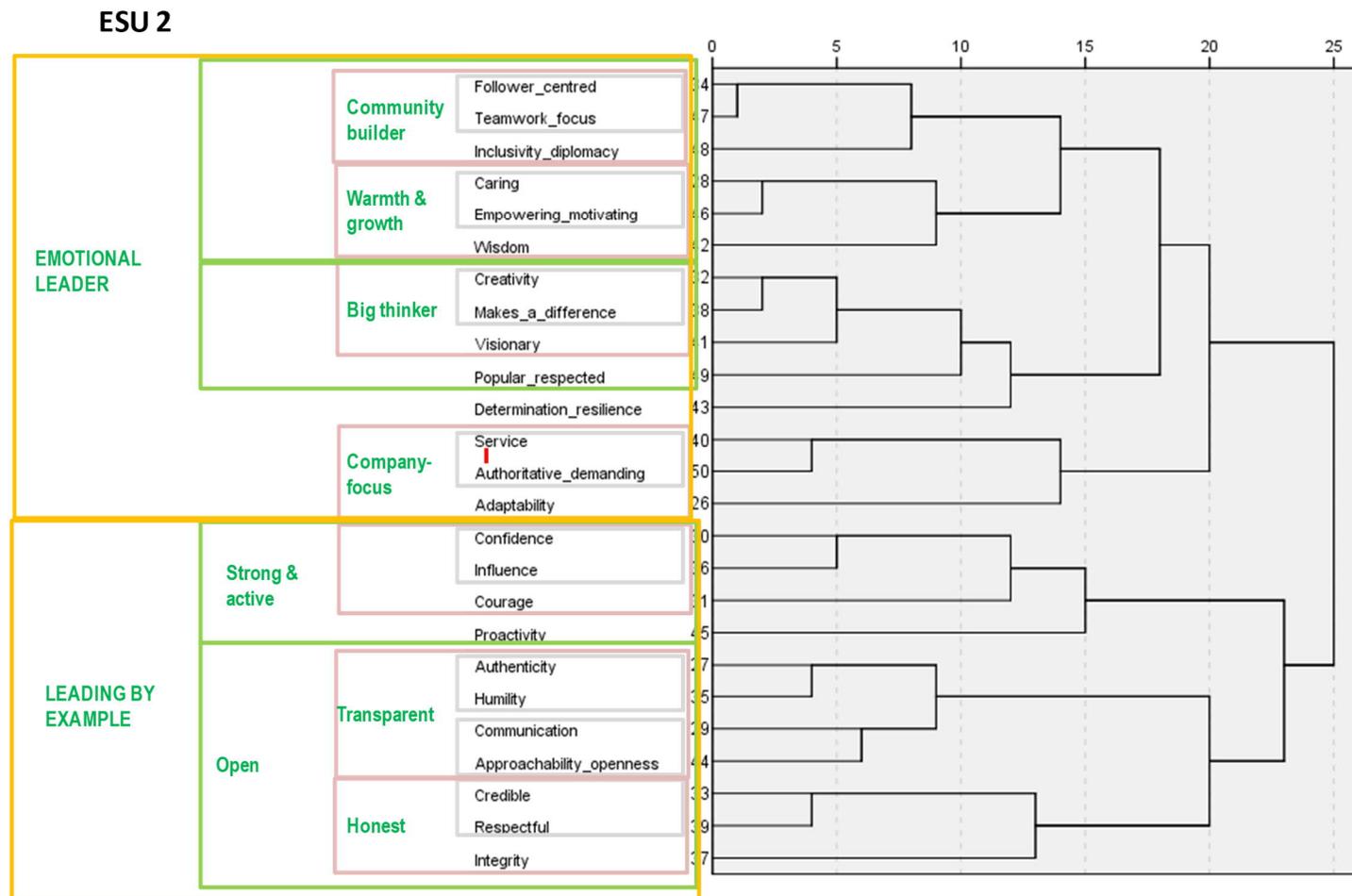
ESU Level Analysis – ESU1 (Sri Lanka)

ESU 1



APPENDIX 16 HIERARCHICAL CLUSTER ANALYSIS.

ESU Level Analysis – ESU2 (Australia)



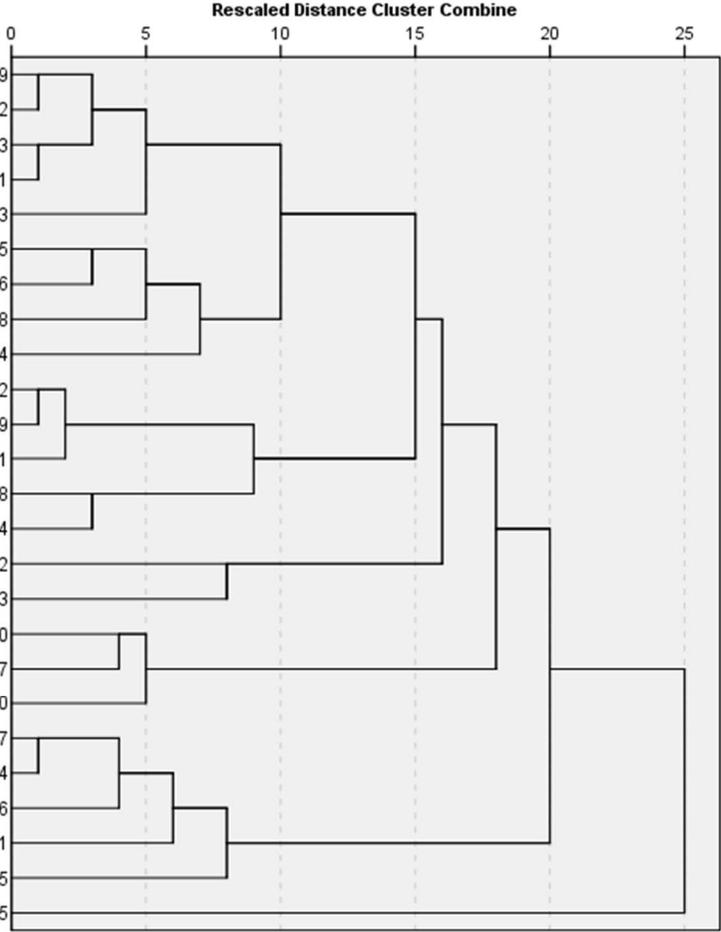
APPENDIX 17 HIERARCHICAL CLUSTER ANALYSIS.

Company-wide Analysis example – Company ESU1B

Company 2

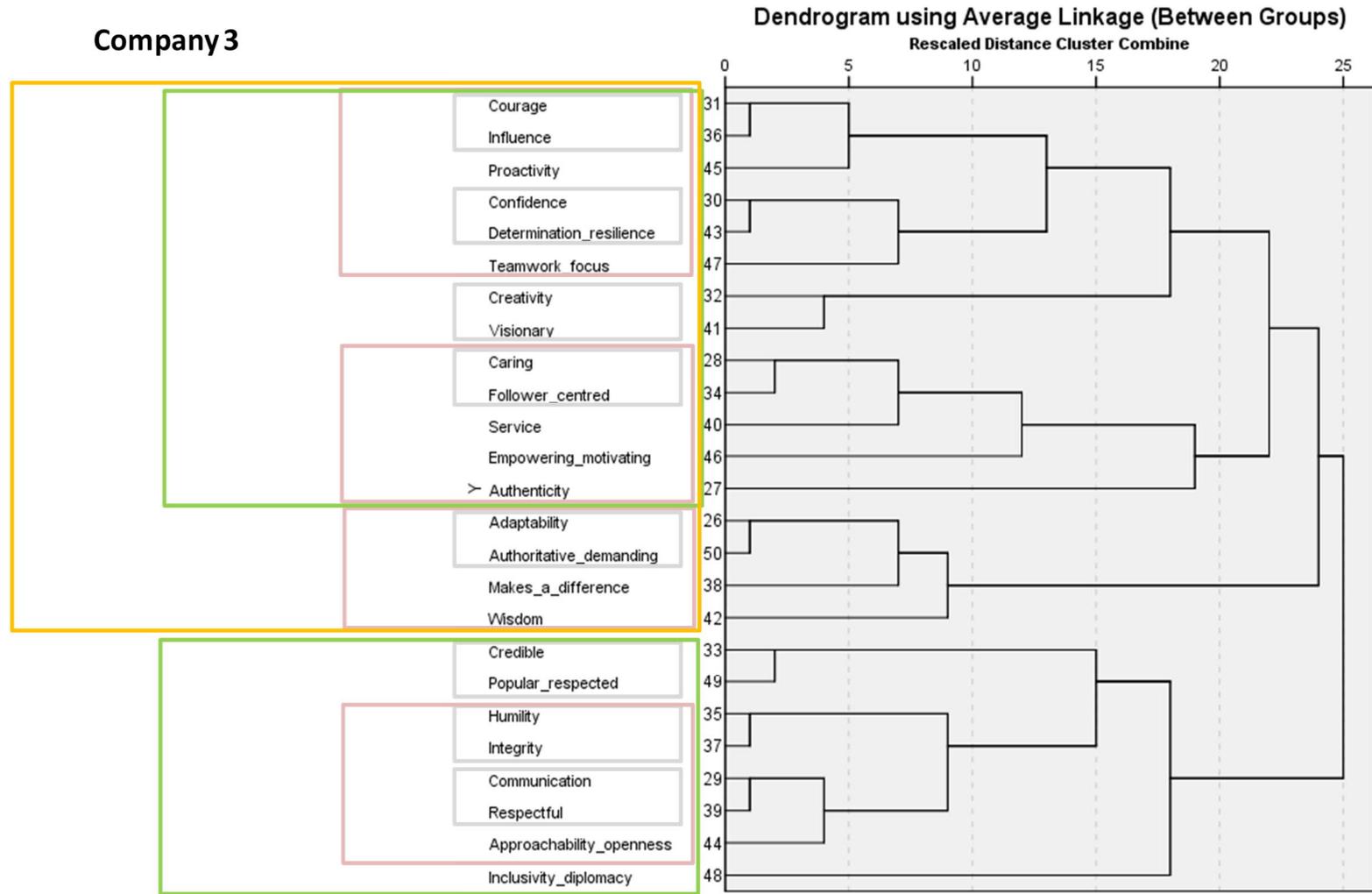


Dendrogram using Average Linkage (Between Groups)



APPENDIX 18 HIERARCHICAL CLUSTER ANALYSIS.

Company-wide Analysis example – Company ESU1C



APPENDIX 20 – CATEGORY CODING



APPENDIX 21 - DOCUMENTS USED FOR DOCUMENT ANALYSIS

Document Type: Reference letters	Document authored	Date of the document
Document Reference	Employer	
SL KG D 01	Sri Lanka - Employer	30/06/2006
SL NL D 02	Sri Lanka - Employer	06/06/2002
SL GL D 03	Sri Lanka - Employer	28/08/2006
RC 07	Sri Lanka – Rotary Governor	20/09/2006
NCI -08	Sri Lanka – CEO	20/09/2005
MS -09	Sri Lanka - Minister	01/02/2006
AP -10	Sri Lanka - Chairman	25/03/2006
AUS DM D 04	Australia - Employer	24/05/2017
AUS CI D 05	Australia - Employer	16/01/2012
AUS NR D 06	Australia - Employer	25/July/2014

Document Type	Document authored	Date Published
Paper Articles		
Document Reference	Sri Lanka - Editor- Sunday Observer Paper	02/02/2003
SO-11	Sri Lank – Editor Sunday observer Paper	29/09/2002
EA-12		

Document Type	Document authored	Date Published
Magazine	Source	
CC -13	Sri Lanka – Cary College	20/03/2014
RI - 14	Sri Lanka – Rotary Club	18/09/2004

APPENDIX 22 - DOCUMENT COVER SHEET

Document Record Cover Sheet

Document Type: Document Source of the
 Reference Document
 Reference letter AUS CIA D 05 Employer

Document Check List

observable criteria.

- Authenticity: 1= gossip; 5 = first hand observation
- Credibility: 1 = clear bias; 5 = clear objectivity
- Representativeness: 1 = Unique; 5 = Typical
- Meaning: 1= tangential relevance; 5 = High relevance

Authenticity	Credibility	Representativeness	Meaning
5	5	4	5

APPENDIX 23 - COMPANY PROFILE OF ESU1A

The Research Questions emphasise the multinational operational context of this study, seeking observations pertaining to the social and cultural differences between organisations and between Embedded Study Units. The candidate was employed at each of the six companies surveyed, three in Sri Lanka and three in Australia. To better understand those contexts, the following company profiles are provided.

Embedded Study Unit 1: Sri Lanka

Company Code	ESU 1A
Industry	Packaging: Manufactures corrugated cartons and plastic packaging materials for various types of product packaging.
Industry rank	2
No of Employees	80
Annual Revenue	AUD 1.0 – 1.5 mil. (Sri Lanka Rupees 16 - 24 mil.)
Profitability	Year on year steady profit growth maintained until the demise of the Chairman in 1987. After a tumultuous period of two years, business returned to normal profitability.
Ownership	(PVT) Ltd.
Employed	1984 - 1992
Positions held	Started as a management trainee; progressed to General Operations Manager
Reported to:	As a Management Trainee I reported to the Executive Manager Training and Development. Before the death of the Chairman I reported as the General Operations Manager to the Executive Director, who was in charge of operations. After the Executive Director, I reported to the Board of Directors which consisted of members of the owning family.
Direct reporting	5 direct reports
Critical Issues	Many contracts were based on inter-personal relationships between the Chairman and his business counterparts. When the Chairman died several inter-company ties were fractured and clients began to lose confidence in the reliability of firm. The subsequent loss of orders severely impacted the firm's cash flow, market share and goodwill. In consequence employment security became fragile.

APPENDIX 24 - COMPANY PROFILE OF ESU1B

Company Code	ESU 1B
Industry	Horticulture supportive product manufacturing and exporting. the company innovated, manufactured and exported a garden stake based on coconut fibre and plastic, which is branded 'Cocopole'.
Industry rank	1
No of Employees	200
Annual Revenue	AUS 5 –7 mil. (Sri Lanka Rupees 385 - 540 mil.)
Profitability	Steady profit growth was maintained throughout the employed period
Ownership	Subsidiary of an international company.
Employed	1992 - 2002
Position held	Country Manager, Sri Lanka.
Reported to:	Director of Subsidiary Operations in the Netherlands. .
Direct reporting	6 direct reports
Critical Issues	Driving growth in export markets and minimising both cost of sales and time to market by reducing the administrative burden on the business.

APPENDIX 25 - COMPANY PROFILE OF ESU1C

Company Code	ESU 1C
Industry	International Logistics Transport & customs brokering.
Industry rank	8 in the logistics sector
No of Employees	125
Annual Revenue	AUD 2.0 – 2.5 mil.)
Profitability	A profitable private business which became a profitable operating division after acquisition by ESU1B in 2002.
Ownership	(PVT) Ltd.
Employed	2002 –2006. This is a continuation of employment by ESU 1B. ESU 1C was acquired by ESU 1B in 2002, at which time the candidate was appointed as MD of the new acquisition.
Position held	Managing Director
Reported to:	Board of Directors of ESU 1B and ESU 1C
Direct reporting	6 direct reports
Critical Issues	The parent company (ESU 1B) had grown rapidly through mergers and acquisitions. Issues common to such growth included capturing synergies from business integration with the other business entities, employee retention, communications and inter-company cultural differences.

APPENDIX 26 - COMPANY PROFILE OF ESU2A

Embedded Study Unit 2: Australia

Company Code	ESU 2 A
Industry	A Management Consultancy providing management consultancy services as a new division of an established Financial Services company.
Industry rank	As a new start-up in an established industry, the firm faced effective competition from entrenched rivals.
No of Employees	10 Management Consultancy unit employees (supported by 50 employees in the parent Financial Services operation)
Annual Revenue	AUD 0.85 mil. .
Profitability	Marginally profitable at start-up, since the parent company absorbed initial set-up and overhead costs.
Ownership	Proprietary Limited Company
Employed	2006 - 2007
Position held	General Manager & Management Consultant
Reported to:	Board of Directors of the parent company.
Direct reporting	3 direct reports
Critical Issues	Standard liabilities of newness: finding the target audience, building credibility, differentiating from the competition, and establishing consistent revenue.

APPENDIX 27 - COMPANY PROFILE OF ESU2B

Company Code	ESU 2B
Industry	Resources sector: Quarry operations, supplied aggregates, crushing and screening services to a clientele range consisting of councils, infrastructure developers, builders, mining companies and main roads.
Industry rank	15
No of Employees	50
Annual Revenue	AUD 40 – 45 mil.
Profitability	Continuous loss scenario until 2010; profitability returned from 2010 onwards. From 2008 onwards strategic and operational changes were made to reshape the organisation.
Ownership	Proprietary Limited Company
Employed	2008 – 2011
Position held	General Manager
Reported to:	Board of Directors comprised of family members
Direct reporting	18 direct reports (including 14 site managers).
Critical Issues	An acquired company whose assets had depreciated under prior ownership. Poorly maintained capital infrastructure, inadequate communication systems and low levels of transparency and accountability prevailed. Revenues were insufficient to cover company overheads and operational expenses.

APPENDIX 28 - COMPANY PROFILE OF ESU2C

Company Code	ESU 2 C
Industry	Health care products manufacturer and distributor: provides alternative medicines & dietary supplement foods to practitioners, pharmacies and healthcare providers.
Industry rank	15
No of Employees	45
Annual Revenue	AUD 25 -30 mil
Profitability	Continuous loss scenario till 2014; profitability returned thereafter. From 2012 strategies were implemented to reshape the business and return it to being a profitable venture.
Ownership	Proprietary Limited Company
Employed	2012 –2016
Position held	Chief Executive Officer
Reported to:	Managing Director
Direct reporting	4 direct reports
Critical Issues	The main issues were inadequate sales revenue, access to finance, attracting and retaining skilled staff, unhealthy cash flow, and deteriorating customer loyalty.

APPENDIX 29 – THE CANDIDATE’S SUPPORTING PORTFOLIO

Supporting Documents:

1. Board Meeting Agenda	278
2. Articles in Newspapers	279
3. Articles in Newspapers	280
4. Articles in Magazines	281
5. Nomination for Leadership Award	282
6. Presentation as a Guest Speaker	283
7. The Outstanding Young Person’s Award	283
8. Entrepreneur of the Year Award	284
9. Attendance as Chief Guest	285
10. Elected Judge of Australian Marketing Excellence Award	286



MICCOE Pty. Ltd.
T/A Mount Isa Entertainment and Tourism Venues
ABN : 48 166 549 837
A.C.N. 166 549 837

AGENDA
BOARD MEETING

Date: 19th November 2014
Time: 4.30pm
Venue: Front Meeting Room, Civic Centre.
Dial In Details and Procedure: n/a

Directors: Hon Cr Tony McGrady
Phil Barwick
Maria Johnstone
Cr Anne Seymour
Hannah Hacon
Matt Bron
Salinda Watapuluwa

Advisory Members: Sharon Ibardolaza, MICC Director Corporate & Financial Services

Apologies Received:

1.0 PROCEDURAL

- 1.1 Declaration of Interests: (Spreadsheet attached for each meeting)
- 1.2 Date of next meeting: Discussion Board Calendar
- 1.3 Approval of previous minutes:

2.0 MATTERS FOR APPROVAL

- 2.1 MICCOE 2014/ 2015 Budget
- 2.2 Fee and Charges for Community Events ie Mount Isa Show
- 2.3 North West Gymnastic Proposal to utilise Xstrata Pavilion full time
- 2.4 Ice Skating Rink Proposal

3.0 MATTERS FOR DISCUSSION – GENERAL BUSINESS

- 3.1 MIRRI – Charges for PA system
- 3.2 Director's Fees and Costs

4.0 MATTERS FOR NOTING

- 4.1 Business Mangers Report

Isa Entertainment & Tourism Venues
Address: P.O. Box 1094, Mount Isa, QLD 4825
Address: 19 Marian Street, Mount Isa QLD 4825

Phone: 47 438 316
Fax: 47 436 296
Email: info@mietv.com.au

The growth of success

Personality Plus

Born as an only child, Salinda Watapuluwa, Managing Director of Growers Link Ltd always dreamt of becoming a businessman. Today, he has not only achieved his dream, but has also made Sri Lanka well known in the European region by becoming a major supplier of horticulture support products.

Education

Watapuluwa had his education at Carey College, Colombo, though he built from Watapuluwa, Kenya. His father, an engineer attached to the Sri Lanka Army while his mother was a housewife. "From my small days, I was dreaming of becoming a businessman. The late Upali Wijewardene was my hero and role model. Every article written on him was collected by me and read over and over again." He took part in all extra curricular activities while in school.

Carer

He said: "Though my father was a professional, my parents never pushed me to do anything which I disliked. Instead, they blessed and supported me to succeed in my chosen career and I owe every bit of my success to my parents who were always behind me."

Watapuluwa's first job was at Jaffarjee Brothers as an Executive in the exports sector where he got an overall knowledge of export procedures and was involved in the export of tea. He then worked for the Fellowes of the Chartered Institute of Management, UK and followed a course at the Yokohama University and attended numerous seminars and workshops relating to business.

Nelanka

In 1992, he was offered the post of Country Manager for Nelanka, a 100 per cent foreign-owned company. The company was established by its Dutch owners to manufacture and export horticulture supportive products. The company was incorporated in February 1992 while Watapuluwa joined in June.



Philodendron (L) and Philodendron, two of the company's products

Entrepreneur of the Year awards in addition to being a trophy winner in the West-ern Province, awarded by the Federation of Chambers of Commerce and Industry of Sri Lanka.

Change of hands

In 1999, the owners sold Rolloos Sorensen BV, Nelanka's parent company, to Vido Group, which is owned by one of the 500 richest families in the world. Nelanka was the only subsidiary located in Sri Lanka. Company was sold to Vido Group.

Birth of Growers Link

"I informed them of my plan and they gave me all the support with a buy-back guarantee. Thus Growers Link was born in 2002."

"At present the company enjoys a 50 per cent market share in Europe. We participate at all major trade fairs and exhibitions to enhance our knowledge, obtain new orders and learn the global trends in horticulture support products." The company manufactures four million metres of plantpote and exports its products to the Netherlands, Spain, Italy, USA, Israel, Saudi Arabia, South Africa, Iran, Australia and Bahrain.

Diversification

The company initially started with cocoa poles and diversified the products according to customer requirements. "Most of all, we focused on quality. Instead, we always arrived to deliver the best quality; this ensured steady orders and forced us to diversify the range to cater to the demands of customers. We had over 90 products including cocoa poles, cocoa wire, cocoa top, cocoa post, coir rope and coir net," Watapuluwa said.

Awards

During this period, the company won a Bronze award in the Agriculture - Non-traditional sector at the National Exporter Awards ceremony organised by the National Chamber of Exporters. It also won a merit award at national level at the Sri Lankan

"I was involved in every aspect of the company be it purchase, recruiting people or the technical aspects. This helped me get an overall understanding of the production process." He was sent overseas for training and was appointed to the board of the company within three months and promoted as Managing Director in the following year.

Though the products had a good market in the European region, penetrating the market was rather difficult. However, due to the company being established in the Netherlands coupled with their knowledge on quality and the requirements of the European buyer, it was able to establish a steady market in the region.

New company

"I established Imexo Global Forwarding Pvt Ltd which engages in freight forwarding and local transportation."

"This has not only helped save money paid as freight forwarding fees, but also provide employment to the youth of the country."

Advice

"Have a goal in life and work with determination and courage to achieve it. Do not forget to look after your staff as they are the biggest asset of any company," Watapuluwa said.

Fact File

Name: Salinda Watapuluwa
School: Carey College
Present Position: Chairman and Managing Director Growers Link and Imexo Global Forwarding Pvt Ltd
Children: A son and daughter



"My ambition is to see the company achieve the Number One status in horticulture exports."

Future plans

Great honour for Nelanka

Nelanka Private Limited Managing Director Salinda Watapuluwa believes that it is a great honour to win an award from the National Exporters.

Watapuluwa also said that it was the first time that they have applied for such an event in his company's ten year history.

Watapuluwa joined the company as its Country Manager in June 1992. On his merits towards the establishment, Share Holders appointed him to the board within a short period of three months. In January 1994 he was appointed as the Managing Director of the company.

Watapuluwa said to be the youngest managing director, to be appointed to a 100% foreign company at the age of 26 years.

It is learnt that Watapuluwa also introduced plastic profiles for different applications in Horticulture and also Green House parts, cocopeat, cocowire and Geotextiles etc.

Watapuluwa believes that wide relationships with the international trade and business promotion campaigns are his major strengths.

He also said that this company exports nearly 86 different items to the international market. They have also participated in most of



Mr. S. K. S. Watapuluwa, Managing Director of Nelanka (Pvt) Ltd is seen receiving the Bronze Award in the Agriculture Non Traditional Sector Medium Category from Mr. K. Samarasinghe, Director Operations of Edna Group of Companies (Principal Sponsor)

the international trade fairs and exhibitions held annually in USA, Netherlands and Germany. Company also exports their products to Netherlands, Spain, Italy, USA, Israel, Saudi Arabia, South Africa, Iran, Australia and Bahrain.

Nelanka (Pvt) Ltd was incorporated in February 1992 as a Horticulture supportive products manufacturer and exporter. The main products is Cocopole, climbing pole for plants made out of coconut fiber and plastics tube. (IN)

THE ISLAND SUNDAY SEPTEMBER 29, 2002



SALINDA WATAPULUWA

I was fortunate to have studied at Carey College from grade one to twelve. During that time, the College guided and inspired me to produce some achievements both during my time as a student and in later years as I ventured into the world of reality. The grounding I received in this great College has stood me well in my career for which I owe much gratitude to its teachers and my parents.

- A Prefect of the College
- Represented College debating team
- Leader of Safety Patrol Squad
- Secretary of Buddhist Society
- Manager of the College Savings Bank
- Member of English Literary Union
- Member of Sinhala Sahithya Sangamaya
- A Scout
- Actively participated in track and field events representing Waldock house. My main events were 100, 200, 4 x 400 meters and long jump. In long jump I created aver kept a school record in 1977 and 1980 (Under 15 and 16)
- Higher Studies/Professional Qualifications
- Graduate in Business Administration and obtained Masters of Business Administration (MBA) from the University of Western Sydney, Australia
- Certified Practicing Marketer (CPM) from the Australian Marketing Institute.
- Fellow of the Australian Marketing Institute (FAMI)
- Member of the Australian Institute of Project Management (MAIPM)
- Positions held school
- President of the Old Boys Union – Carey College 1998-2002

- During my presidency the following projects were carried out successfully
- Carey Night 1998, 1999 and 2001
- Computer education project for school children
- Carey College web site
- Felicitated school past and present staff
- Carey walk - fund raising project
- Inaugurated job bank for school leavers

Community and Industry

- President of the Rotary Club of Colombo Millennium City. (2003 – 2004)
- Rotary District 3220 Governor's Aid (2005-2006)
- Executive Management Committee Member of National Chamber of Industries (2004- 2006)
- Executive Management Committee Member of Association of Clearing & Forwarding Agents of Sri Lanka (2002-2003)

Career High lights

- At the age of 26 became the youngest ever appointed Managing Director of a Sri Lankan operation, subsidiary of 500 fortune company – Vado Group Holland
- Subsequently bought over Sri Lanka operation and expanded business activities to various sectors such as manufacturing, export, transportation, Freight Forwarding and quarry operation as well as being a Management Consultant in Australia.

Awards/Recognitions

- Entrepreneur of the year 2001- Awarded by Federation of National Chamber of Commerce of Sri Lanka
- The Outstanding Young Persons of Sri Lanka (TOYP 2004) award – for Business Accomplishment – Awarded by Junior Chamber International Sri Lanka
- Nominated for SAARC award 2005 – Social and economic development category – Nominated by National Chamber of Industries - Sri Lanka.



THE CEYLON NATIONAL CHAMBER OF INDUSTRIES

(INCORPORATED BY ACT NO 10 OF 1969)

TELEPHONE: 2331444 / 2452181 / 2423734
FAX : 2331443
e-mail : cnci@sl.lk
Website : www.cnci.lk

FLAT NO. 20, FIRST FLOOR, GALLE FACE COURT - 2
P.O. BOX 1775
COLOMBO - 3, SRI LANKA.

28th March 2006

Our Ref : CEO/06/126

Secretary General
SAARC Secretariat
P.O.Box 4222,
Tridevi Sadak, Thamel,
Kathmandu,
Nepal

Dear Sir,

NOMINATION FOR SAARC AWARD - 2005

As the premier Industrial Chamber in the country, the voice of Industry in Sri Lanka, we wish to submit the application for the nomination of **Mr. Sendahandi Kumudu Salinda Watapuluwa** of 69, Makola North, Makola Sri Lanka., for the above award.

Mr.Watapuluwa's contributions as a young entrepreneur towards the social and economic development of our country are in line with SAARC objectives. Therefore the following distinguished personality's recommendations are attached herewith as a testimony to his contributions.

- Hon.Jeevan Kumaratunga - Minister of Sports and Youth Affairs of the Democratic Socialist Republic of Sri Lanka
- Mr.Lucky Pieris - Rotary District 3220 Governor 2004/2005
- Dr.Mrs.Ajantha Perera - Founder, National Programme on Recycling of Solid Waste

As requested by you eight sets of applications, together with the certified copies of identification papers, Assessment of contributions and other documents, together with four photographs of the nominee are enclosed herewith for your kind perusal.

Thank you

Yours faithfully

THE CEYLON NATIONAL CHAMBER OF INDUSTRIES
(Member of SAARC Chamber of Commerce & Industry)

Upali Samarasinghe
Upali Samarasinghe
Secretary General/CEO

JANASHAKTHI INSURANCE CO. LTD. CNCI's recommended insurer

PATRONS: NIHAL ABEYSEKERA, DR. U. VIDANAPATHIRANA
 CHAIRMAN: NIMAL PERERA DEPUTY CHAIRMAN: A. K. RATNARAJAH
 VICE CHAIRMEN: NEWTON WICKRAMASURIYA, SUNIL LIYANAGE, PREETHI JAYAWARDENA, GAMINI MARAMBE
 HONY TREASURER: K. SAMARASINGHE SECRETARY GENERAL / CEO: UPALI SAMARASINGHE

Nomination for Leadership Award

Presentations as a guest speaker in professional societies, community organisations



Presentation as a guest speaker

Delivering acceptance speech of The Outstanding Young Persons Award (TOYP)



Accepting the YOYP award

TOYP Award

**SRI LANKAN
ENTREPRENEUR
OF THE YEAR
2001**

Mr S K S Watapuluwa

Managing Director
Nelanka (Pvt) Ltd

**Provincial Bronze Award
Western Province**



President, FCCISL



Secretary General, FCCISL



Awarded this 27th day of November 2002

FCCISL **FEDERATION OF CHAMBERS OF COMMERCE
& INDUSTRY OF SRI LANKA**



Entrepreneur of the Year Award

The Centenary Sportsmeet

The Centenary Sports Meet was held on 26th February, 2014 at Wesley Grounds with the past OBU President Mr. Salinda Watapuluwa as the Chief Guest flying all the way from Brisbane, Australia to be present at the event. Spooner House emerged as the Champion House at this meet.



Captain of the Spooner House receiving the Champion Trophy from the Chief Guest



AMI
AUSTRALIAN
MARKETING
INSTITUTE
**2015 AWARDS FOR
MARKETING EXCELLENCE**

RECOGNISING MARKETING EXCELLENCE SINCE 1982
Gala Dinner October 22nd 2015 | Grand Hyatt - Melbourne

Judges



Nicole Reynolds
FAMI CPM
General Manager Marketing and
Communication
Baptcare



Daniel Johns
AMAMI
Commercial Director
IPG Mediabrands



Lee Leggett
AMAMI
CEO
Initiative



Samantha Hardman
AMAMI CPM
Strategy Director
Isobar



Irwin Saul
AMAMI CPM
Director - Strategy and
Insights
Lead Harvest



Frank Alpert
FAMI CPM
Professor of Marketing
University of Queensland



Craig Ellis
AMAMI
CEO
Reprise Media



Lynda Cavallera
AMAMI CPM
Marketing Manager
Kinetic Super



Tony Mansfield
AMAMI CPM
Managing Director
Culture Coach



Margaret Faulkner
AMAMI CPM
Senior Research
Associate
**Ehenberg-Bass
Institute, School of
Marketing, UniSA**



Demetrios Hughes



Verity Moreland



Jaimes Leggett



S.K Salinda Watapuluwa

Elected as a Judge for the Marketing Excellence Award 2015

Salinda Watapuluwa

Personal Contingent Leadership Profile

Candidate for the Doctor of Business Leadership

Australian Graduate School of Leadership

Torrens University Australia

9. PERSONAL CONTINGENT LEADERSHIP PARADIGM

CONTENTS

1	MY BUSINESS LEADERSHIP JOURNEY	290
1.1	LEADERSHIP IN THE SRI LANKAN CONTEXT	290
1.1.1	SL Company 1	290
1.1.2	SL Company 2	291
1.1.3	SL Company 3	292
1.2	LEADERSHIP IN THE AUSTRALIAN CONTEXT	293
1.2.1	AUS Company 1	293
1.2.2	AUS Company 2	294
1.2.3	AUS Company 3	295
2	IMPLICATIONS OF PAST LEADERSHIP PRACTICE	296
3	FUTURE LEADERSHIP PRACTICE.	299
3.1	INTENDED OUTCOMES	299
3.1.1	To Attain Global Recognition	299
3.1.2	To Become A Partner In A Global Consultancy Firm	299
3.1.3	To Create A Brand For My Leadership Approach	300
3.2	THE THEORETICAL BASIS OF MY LEADERSHIP BEHAVIOURS	300
3.3	ALIGNMENT OF LEADERSHIP BEHAVIOURS WITH INTENDED OUTCOMES	302
3.4	CORE VALUES AND VALUE PRIORITIES.	303
3.4.1	My Core Values	304
3.4.2	My Value Priorities	305
3.5	LEADERSHIP BEHAVIOUR GUIDELINES	307
3.6.	CULTURAL ALIGNMENT	309
3.6.1	Team Culture	309
3.6.2	Team Norms	311
3.6.3	Alignment of Values with Culture	311
3.6.4	Actions to Improve Alignment	313
3.7	STAKEHOLDER EXPECTATIONS.	314
3.7.1	Current Expectations	314
3.7.2	Changing Expectations	315
3.7.3	Alignment of Leadership Behaviours with Changing Expectations	315
4	INSIGHTS INTO MY LEADERSHIP PRACTICE	316
4.1	INSIGHTS FROM THEORY	316
4.2	INSIGHTS FROM ANALYSIS	318
4.3	INSIGHTS FROM PRACTICE	320
5	INTEGRATION	325
5.1	MY LEADERSHIP JOURNEY SO FAR	325
5.2	MY INTENDED FUTURE LEADERSHIP PRACTICE	326
5.3	HOW I WILL ALIGN MY LEADERSHIP BEHAVIOURS WITH MY INTENDED OUTCOMES	327
5.4	MY LEADERSHIP PROFILE MODEL	327
6	IMPLEMENTATION	332

Index of Tables

Table 1	Foundations of My Business Leadership Values	303
Table 2	Definitions of Core Values	304
Table 3	Values-driven leadership behaviours	307
Table 4	Current stakeholders and their current expectations	314
Table 5	Values-driven leadership guideline	319
Table 6	Strategic Framework - Implementation Programme	332

Index of Figures

Figure 1	Leadership Journey Timeline	298
Figure 2	CMC Positioning.	300
Figure 3	Leadership Behaviour Guidelines Aligned to Core Values	308
Figure 4	Valuing People and Society	328
Figure 5	Fostering Multicultural Diversity	328
Figure 6	Making Sound Decisions	329
Figure 7	Communicating Change	329
Figure 8	Establishing a Consultancy Profile	330
Figure 9	My Personal Contingent Leadership Profile Model	331

1. MY BUSINESS LEADERSHIP JOURNEY

1.1. LEADERSHIP IN THE SRI LANKAN CONTEXT

1.1.1. SL Company 1

The company selected as Sri Lankan Case 1 was a successful, large, family-owned packaging company which had historically operated under the direct, executive management of the Chairman. The sudden death of the Chairman created a significant impact on the management of the company. The succession of a responsible executive leader proved problematic. Family members seeking to step into the late Chairman's role asked the subordinate director to resign, and his departure was followed quickly by the resignations and dismissals of several middle managers. Employee security became fragile, and clients began to lose confidence in the reliability of the firm. The consequent loss of orders severely impacted the firm's cash flow, market share and goodwill.

I joined this company in 1987 as a graduate management trainee. Following a six months training period I was appointed as a Manager. After one year, when the position of General Operations Manager became vacant, I was appointed to this senior role in preference to hiring externally. I was the youngest GOM in the company's history. My position remained the same even after the demise of the Chairman from one years of my appointment.

The situation I faced was one where employee satisfaction was at an all-time low, job certainty was non-existent, and senior managers were trying to look for other jobs. I felt it was my duty to focus on the welfare of the employees in that time of crisis. Initially, I crafted and executed a strategy for the development of high performing teams that could contribute to the sustainability of the business. The early success of that strategy allowed me to earn the confidence of the owners and the authority to lead the company away from turmoil. The next step was to build trust between the employees and their new management team. My priority was to reduce staff attrition. I assured employees at all levels of their job security, knowing well that the company's competitors were ready to draw away our experienced staff. Assuring job security brought stability to the firm's employees. The upper management was fragmented, with each manager pursuing individual agendas.

To allow that situation to continue would have jeopardised the company and its employees' future. I, therefore, set out to unify the team and convince them to steer for a common goal. This required a series of negotiations showing the positive side of the scenario, establishing one platform where transparency was paramount in all actions.

In due course, I raised the awareness of the management team and employees of my long-term vision for the company. Under my leadership, we grew the competence and skills of the staff, motivating them to change by building a corporate culture based on team performance and innovation. The outcome of a customer-centric approach eventually led to positive team performance with accountability, resulting in a positive impact on individuals, operating systems and the organisation as a whole.

This early leadership experience proved to be formative to my leadership character. Where my early communication approach had been direct and raw, I was able to moderate my approach to achieve a more balanced communication style. The success I had in influencing people and events allowed me to become more self-reliant. It imbued me with self-confidence as a driver towards optimal performance and gave me the courage to lead.

1.1.2. SL Company 2

The second selected Sri Lankan case study was a start-up product manufacturing and exporting business in support of the horticulture industry. It was established in Sri Lanka as a subsidiary company of its Dutch parent company. The company innovated, manufactured and exported a garden stake made from coconut fibre and plastic, branded as 'Cocopole'. I joined this company in 1992 as Country Manager to provide the strategic direction for the start-up company in Sri Lanka.

My role was to build the local company from the ground up and to meet the goals and objectives of shareholders. The work involved obtaining necessary permits and approvals from highly bureaucratic government institutions, finding suitable land for the business operations, setting up the office and factory buildings, importing machinery and equipment and the selection, recruitment, training and retention of employees.

This required me to cut through red tape and the bureaucratic environments that existed in Sri Lanka at that time. Effective communication was a critical factor in influencing the right personnel. Through careful strategic planning, organisational diligence and bold strategies the shareholders' objectives were achieved and the start-up company became commercially successful within its first two years of operation. The key leadership characteristics required in this context were discipline, attention to detail and time management. Investing in the right people and understanding how best to deploy human assets to achieve the desired outcomes was also a significant factor.

This experience was a testing time for my leadership, during which I improved my personal confidence, influencing skills, innovation, and my attention to stakeholders' expectations. I learned about the importance of values, the rewards that come from perseverance and how discipline is perceived through the eyes of other people. I also learned to make tough decisions as part of the overall challenge of leading. I was rewarded by appointment to the post of Managing Director of the company.

1.1.3. SL Company 3

The third Sri Lankan case study was based on the amalgamation of two business entities. In 2000, the Netherlands-based parent company decided to sell their Sri Lankan subsidiary, the SL 2 Company, to consolidate operations to Europe. The parent company's shareholders asked if I would like to purchase the Sri Lankan operations. At that time, I was not financially ready, but I tried to help find a prospective buyer.

After much consideration, I decided to assume the business with a partner who had been operating a successful logistics business. Since my partner did not have manufacturing or exportation experience, he preferred not to be involved in day-to-day operations. I became Managing Director and he became Chairman and the main shareholder. My leadership role and responsibilities and the direction of the amalgamated business shifted many times during the amalgamation process.

The amalgamation was designed to leverage product, service and market fit. The key leadership challenges were to capture synergies from business integration with the SL 3 Company while improving employee retention, communications and inter-company cultural differences.

During the merger, I strove to empower employees, create a positive company culture and display trust-building leadership characteristics. To address employee concerns before they became issues, managers implemented continuous feedback cycles and disseminated timely information. This reinforced trust, respect, acceptance and cooperation among all parties concerned. The open communication made it easier to track information. Over time, employee morale became stronger, staff turnover diminished and the company's financial situation improved.

This process taught me what is necessary to diplomatically effect complex organisational change. I saw that influence and motivation are powerful traits that allowed me to pursue results with tenacity, energy and focus. Additionally, I saw that using a fact-based measurement approach and tracking performance helped realise results. I was able to get things done even in the face of resistance and the acceptance of new positions in the amalgamated business arena.

1.2. LEADERSHIP IN THE AUSTRALIAN CONTEXT

1.2.1. AUS Company 1

The first Australian case study concerns a company that has provided complete financial services to corporate clients in Melbourne for over 18 years. Using a team approach, the company leverages the skills, knowledge and expertise of each adviser to help clients manage their financial situations and build long-lasting business relationships.

In 2006, the company decided to expand its operations to include management consultancy activities in Queensland. I was appointed as the General Manager/Management Consultant and entrusted with establishing these operations, generating new business and managing subordinates.

During the expansion, it was necessary to visualise the company's future differently and motivate others to achieve that vision. I focused on finding the target audience, building credibility, differentiating from competition, establishing consistent revenue, prioritizing employee well-being and scaling through strategic planning and research. I explained the objectives of this business model to new employees, persuading them to commit to the vision.

To realise this new approach, I relied on my past experiences and my portfolio. I knew it would take time to establish my reputation and I was prepared for difficulties. I organised each aspect with a clear vision and disciplined time frame. Additionally, I focused on employee mindset, unity and communication.

It became clear through the process that trust enabled employees to better align with the organisational direction. Aligning behaviours and words created the integrity of the message. The good communication practices I used to better understand employee concerns helped them realise the company vision.

1.2.2. AUS Company 2

The second Australian case study concerned a large quarry operator in central Queensland. The current owner had purchased the business in 2006. Currently, there are fourteen production sites that supply aggregates and crushing and screening services. The customers are Councils, infrastructure developers, builders, mining companies and the Queensland government's Department of Main Roads.

After purchasing the company, the owner realised that there was no skilled senior management team and aspects of the business had been mismanaged. As such company assets were completely neglected, there were no proper asset management systems or quality systems, production shutdown time was problematic, there was no proper marketing plan and employee accountability was questionable.

I was brought on as the General Manager and tasked with remedying the issues with the knowledge that the owner planned to sell the business within five years. To gain a clearer picture, I evaluated business operations while applying a strategic approach.

I discovered that employees did not trust the company leadership and that staff turnover was high. I took a neutral approach to resolving the issues, and my approach was well accepted. Employees eventually trusted me and felt comfortable sharing concerns. Additionally, I was able to form a strong strategic partnership between all stakeholders, develop a performance-based culture and saw remarkable achievement in all areas of operation.

This achievement was not limited only to financial results but could be seen in employee attitudes. To reward employee commitment and further boost morale, I introduced an employee welfare programme. This experience taught me that it was necessary to increase my awareness, speed and decisiveness when dealing with tense situations. This became increasingly important as my scope of leadership grew. As I came to understand the talents of employees it became clear that sometimes they were a good fit for their roles and sometimes they were not. By understanding the depth and breadth of human talents, I was able to think across multiple dimensions about how these talents could better contribute to the organisation. I gained awareness of my own skills and learned what works on employees' mindsets. Maintaining integrity in setting up structures for alignment and communication helped me to develop the skills that would support my future leadership approach.

1.2.3. AUS Company 3

The third Australian case study regards a family-owned business that sells health care products. The owner had been a health practitioner for more than 30 years and had developed the business over two decades of education and product innovation. The company carries more than 8,000 products and represents over 300 leading brands. Its purpose is to provide alternative medicine and functional foods to practitioners, pharmacies and other health care providers across Queensland, New South Wales and Victoria.

When I was hired as Chief Executive Officer in 2012, the company's financial situation was dire and staff turnover was high. My challenge was to quickly address all issues and establish a long-term plan for the business.

While reviewing the company's operations procedures I discovered that the root cause of the issue was that the owner had attracted many young employees with the promise of rapid promotion and perks, but without adequate organizational support, and by his intervention in their decision-making, they were doomed to fail. I determined that the business needed to formalise its operating procedures to ensure consistency and that existing OH&S systems needed to be developed. Furthermore, the company needed to reward its current core team, recruit new staff and source additional capital.

To this end, I developed and implemented a strategic plan that covered all areas of the business, including operations, marketing, sales, human resources and finance,

as well as exit and succession plans. I chose the consultative approach of building a vision and motivating staff for long-term sustainability. These measures helped develop a strong strategic partnership with all stakeholders, which resulted in happier employees, lower staff turnover and greater financial success. Through this experience, I understood better where my strengths lie and in which areas I could improve. It was a continuous learning process of asking questions and analysing answers. I also learned that personal characteristics, such as good judgement, communication skills, competence, interpersonal skills and confidence, could strengthen my leadership.

2. IMPLICATIONS OF PAST LEADERSHIP PRACTICE.

During my leadership journey, I have learned valuable lessons from each of the organisations where I have had the opportunity to lead. From the Sri Lankan context case study SL1, the lesson I learnt, was that influencing people and events allowed me to become more self-reliant. It imbued me with self-confidence as a driver towards optimal performance. This, in turn, gave me the courage to lead. In the SL2 company I learned about the importance of values, the rewards that come from perseverance and how discipline is perceived through the eyes of others. I also learned to make tough decisions as part of the overall challenge of leading. The third Sri Lankan company, SL 3, taught me what is necessary to effect complex organisational change diplomatically.

I saw that influence and motivation are powerful traits which allowed me to pursue results with tenacity, energy and focus. Additionally, I saw that using a fact-based measurement approach and tracking performance helped me to realise results.

In the Australian context from the AU 1 company I learned that trust enabled employees to better align with the organisational direction. Aligning behaviours and words created the integrity of the message. The effective communication practices I used to better understand employee concerns, helped them to realise the company vision. From the AU 2 company I learned that it was necessary to increase my awareness, speed and decisiveness when dealing with tense situations. This became increasingly important as my scope of leadership grew.

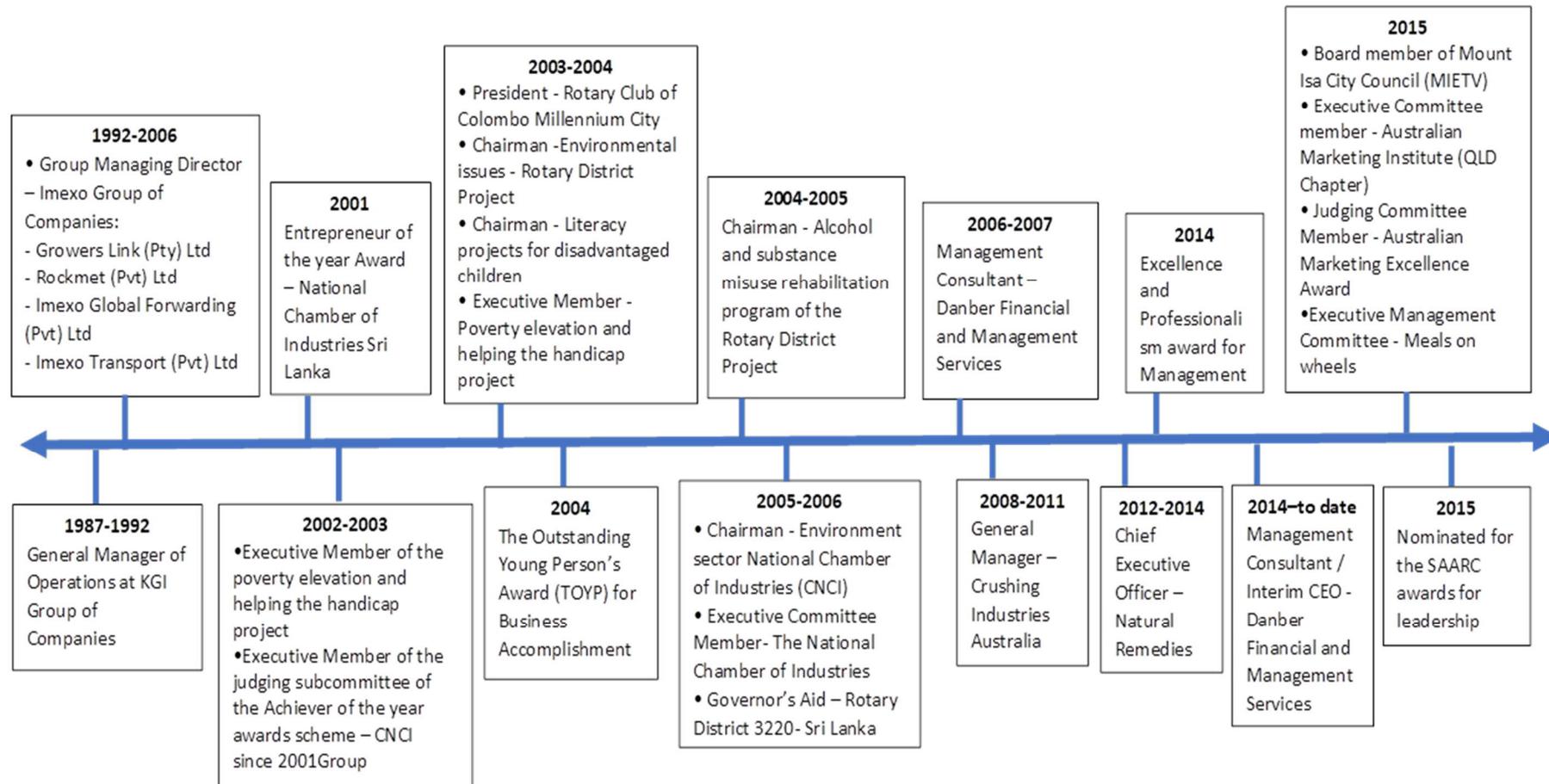
By understanding the depth and breadth of human talents, I was able to think across multiple dimensions about how these talents could better contribute to the

organisation. I gained awareness of my own skills and learned what works in alignment with the employees' mindsets. Maintaining integrity allowed me to set up structures for alignment and communication; it helped me to develop the skills that would support my future leadership approach. From the last Australian company AU 3, I learned how to develop a strong strategic partnership with all stakeholders. This strategic partnership resulted in keeping happier employees, lower staff turnover and greater financial success.

It was a learning process of asking questions and analysing answers. I also learned from these experiences, that acquiring and improving on personal characteristics such as good judgement, communication skills, competence, interpersonal skills and confidence, could strengthen my leadership. In both contexts, my PCLP is structured on the core values of community cooperation, optimism, social responsibility, equality and commitment to staff. My leadership behaviours have included considering all key stakeholders in decision-making processes, ensuring that I work with others towards a common objective, taking care of other peers' and stakeholders' wants and needs, and adequately representing and verifying that every potential solution has been adequately vetted.

Figure 1 Illustrates the timeline of my leadership journey.

Figure 7. Leadership Journey Timeline



Source: Developed for this study.

3. FUTURE LEADERSHIP PRACTICE.

3.1. INTENDED OUTCOMES

The intended outcomes of my future leadership practice are clear indications of what I want from my future career: the choices I make throughout my career, the people I associate with, my mentors and sponsors, the employers. My network affiliations influence my ability to strengthen my professional reputation. Therefore, the intended outcomes of my future leadership practice are:

3.1.1. To Attain Global Recognition

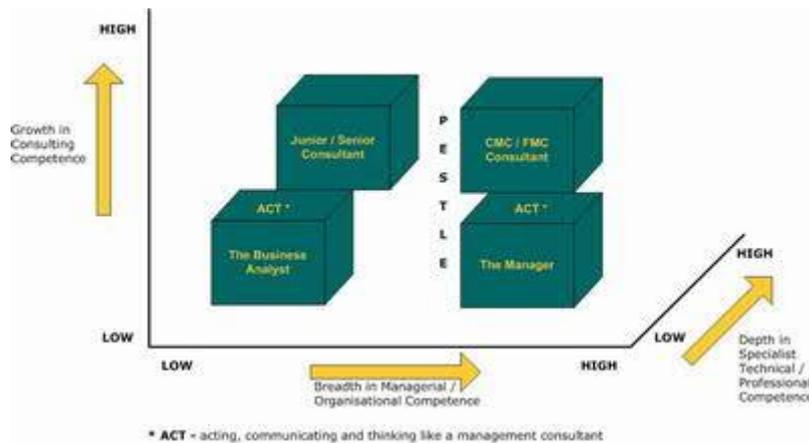
Multicultural leadership is essential as the world is shrinking; there is greater global connectedness and connectivity among people. Many more organisations are becoming multinational, transnational so the ability to adapt to cross borders seamlessly is important. In order to achieve personal recognition in a global context I will prepare myself for multicultural expatriate leadership by participating in a regional talent programme where I could gain confidence in my skills to identify future talent as a multicultural expatriate. This will sharpen my ability to function as an ambassador of corporate culture and vision, which is vital to building global consistency in talent programmes to lead culturally diverse teams.

3.1.2. To Become A Partner In A Global Consultancy Firm

Becoming a partner in a global consultancy firm will be the crowning achievement in my consulting career. Although it may be a significant challenge, making it to this level will provide me with recognition as a top professional in the consultancy field. In order to achieve this outcome, I will further develop my consulting skills, develop and manage client relationships, identify new business opportunities and contribute to the growth and development of myself by undertaking the development needed to be accredited as a Certified Management Consultant (CMC) with the Institute of Management Consultants in Australia (IMC).

“Management consultants who have attained the level of CMC have demonstrated that they have a high level of competence in management consulting in both breadth of their organisational competence and depth of their professional competence.”

Figure 8. CMC Positioning.



Source: Institute of Management Consultants:

<https://www.imc.org.au/become-cmc#the-cmc-qualification>

3.1.3. To Create A Brand For My Leadership Approach.

My professional reputation, or leadership brand, is what others believe to be true about my character, personality, skills, competencies and values. To establish a stronger professional reputation, I must further improve my leadership skills based on the lessons I have learned during my leadership journey in both the Sri Lankan and Australian contexts. I would like to update my skills and knowledge by attending further leadership guidance programmes, listening to insights into current business challenges, trends and cases from world-leading speakers, and networking with like-minded senior executives from different industry groups across the globe. Such improvements are needed in the areas of influencing skills, understanding the importance of values and rewards, refining the skills of making tough decisions, knowing how to make fact-based measurements and good judgements, effective communication practices, learning how to increase my awareness to become more self-reliant, improving speed and decisiveness when dealing with tense situations and building strong strategic partnership skills.

3.2. THE THEORETICAL BASIS OF MY LEADERSHIP BEHAVIOURS

As a consultant I encounter a broad spectrum of company situations, across a wide variety of industries and each with unique contingent circumstances. It would be inappropriate therefore to expect that a single leadership style would apply to all such situations, and that the selection of leadership approaches is likely to be context-specific.

Therefore, it is essential for me to have awareness of the available leadership alternatives and some understanding of how different approaches to leadership affect potential outcomes.

As a consultant, working across a variety of industries and company types, the common challenge I expect to face is the requirement for transformational change from a failing state to a sustainable successful state. In my experience then, the transformational leadership style is the approach best suited to my personal skill set and chosen career path.

Many scholars agree that Transformational leadership can cause essential change, resolve major concerns, and directly advocate cooperation among team members by establishing a shared attitude, cultivating a helping climate, and asking team members to be “team players” (Jiang and Chen 2018). As stated, by (Medley & Larchelle 1995) there is a strong relationship between transformational leadership and employee job satisfaction and these two variables are correlated positively.

They further emphasise that transformational leadership plays a key role in fostering and stimulating information exchanges leading to highly satisfied employees, which in turn contributes to the accomplishment of the organization’s goals (Lim & Ployhart 2004; Ash 1997; Marn 2012).

Lewis, Boston, and Peterson (2017) explained that globalisation has shifted what is expected and necessary for leaders to apply transformational leadership, understanding the linguistic, social, national, ethnic, and cultural factors that influence success in accommodating all backgrounds of people. In order to enact transformational leadership, Lewis, Boston, & Peterson (2017) further emphasised that equity must be a critical component of a shared vision. Wilkins and Carolin (2013) stated that the basic behaviours recognised in transformational leadership, such as inspiration, motivation, individual consideration, and intellectual challenge, were seen as core functions of transformational leaders that should be similar around the world irrespective of cultural dimensions.

3.3. ALIGNMENT OF LEADERSHIP BEHAVIOURS WITH INTENDED OUTCOMES

In order to attain the goal of recognition as a multinational leader, I anticipate the need to focus on five key leadership behaviours.

Initially, I will need to focus on the Value-driven leadership approach. The value-driven approach has a profound understanding of the fundamental values in our global community and a feeling for people's social and basic human needs. Through this understanding and the feeling for what is happening around, I can express the values the organisation stands for.

Secondly, I focus on Adaptive leadership behaviour, which deals with how sensitive am I as a leader to cultural variations and how I cope with situations that are new and ambiguous. With this leadership behaviour, I can have an open attitude toward other cultures.

Thirdly, I will focus on having a Meaningful leadership behaviour, which focuses on a long-term perspective on the business vision and the societal significance of the organisation.

Fourthly I focus on Social leadership, which requires me to value cultural diversity and to employ the tension between cultural values for strategic and cultural renewal. Social leadership has to do with the quality of teamwork in multicultural and virtual teams.

The fifth leadership behaviour I focus on is Confident leadership, where I can see how others see me and how I myself view reality. Being a confident leader, I am conscious of my own emotions, perceptions and cultural biases, as well as the emotions and perceptions of others.

The anticipated outcome of my multinational leadership is to meet tomorrow's leadership challenges in a globalised context. I can bring together people from many cultures with varied work experiences and different perspectives on strategic and organizational challenges. Through this approach, I aspire to create a balance of global and local expertise.

3.4. CORE VALUES AND VALUE PRIORITIES.

Born to Sinhalese parents and growing up in a majority Buddhist country, I practised Theravada Buddhism from a young age. My parents and culture helped shape my ethics. The values embodied in The Noble Eightfold Path shaped many aspects of my life; their adoption forged my character.

Theravada Buddhist Principle	Business Leadership Application
Right View: Our actions have consequences. Knowledge of the fruits of good behaviour.	Understand and accept responsibility for the consequences of decisions
Right Resolve: Right thought, right intention or right aspiration; being harmless and refraining from ill will to any being	The universal non-maleficence maxim: 'first, do no harm'. Always seek to improve rather than worsen circumstances.
Right Speech: no lying, no rude speech, no spreading rumours.	Avoidance of libel, slander, misrepresentation.
Right Conduct or Action: No killing or injuring, no taking what is not given,	Honesty. Do not seek to deceive or defraud.
Right Livelihood: Humility; No conspicuous consumption.	Respect others and the natural world
Right Effort: Promoting wholesomeness	Morality and ethical conduct
Right Mindfulness: Never be absent-minded, being conscious of what one is doing	Stay focused on core goals, be aware of changing circumstances. Avoid excesses that might lead to delusion.
Right Concentration: Concentration of the mind, seeking insight.	Critical reflection. Action learning.

Table 1. Foundations of My Business Leadership Values

Source: Vetter (1988)

3.4.1. My Core Values

Table 2. Definitions of Core Values

Value	Definition
Authenticity	Being true to oneself
Caring	kind and gives emotional support to others
Compassion	Showing kindness, caring, and a willingness to help others
Courage	The ability to do something without any fear
Creativity	The act of turning new and imaginative ideas into reality
Dependability	The quality of being trustworthy and reliable
Equality	The state of being equal, especially in status, rights, or opportunities
Fairness	Treating all people equally
Honesty	Speak the truth and act truthfully
Humility	Being humble
Integrity	Doing the right thing in a reliable way
Making difference	a Being more innovative, competitive, agile, and better at change
Optimism	Hopefulness and confidence about the future or success.
Respect	Feeling or showing honour for someone or something
Self-determination	Personal decision to do something or think a certain way
Self-discipline	Stay on track and do what is right
Service	The action of helping or doing work for someone.
Simplicity	Most likely to be true to myself
Tolerance	Being patient, understanding and accepting of anything different
Unity	Being in harmony
Wisdom	Common sense or the collection of one's knowledge

Source: Developed for this study.

Values allow us to transcend the belief structures of our parental and cultural conditioning. Therefore, we can become more fully who we are, and live a more authentic life. Values allow us to transcend our ethnic/cultural belief structures by uniting us around shared basic human principles.

Shared beliefs have important implications; Van den Steen (2010a) showed that shared beliefs lead to more delegation, less monitoring, higher satisfaction, higher motivation, faster coordination, less influence activities and more communication, but also to less experimentation and less information collection. He further explained that the reason why shared beliefs and values have such a pervasive influence is that they reduce or eliminate differences in objectives and thus eliminate at the root problems that arise from such differences in objectives.

A leader must be able to articulate his / her values in order to make clear, rational, responsible and consistent decisions. However, factors which may not have been internalised as beliefs and values can still influence a person's attitudes at the point of decision-making. Typical influences include the desire to please, political correctness, convenience, peer pressure, and psychological stressors. The potential for these influences to sway attitudes will be greater if the person has not thought through their beliefs and values. This process includes considering the principles by which they might reconcile or prioritise competing values.

A lack of self-awareness or critical insight, or the presence of ambivalence or uncertainty about values, can lead to a less rational attitude to choices, and ultimately to undesirable behaviour.

3.4.2. My Value Priorities

My value priorities are Respect, Equality and Fairness. Disputes about values can arise in the context of work decisions and policies. Disputes involving values tend to heighten defensiveness, distrust, and alienation. One of the conflicts that I have faced during my leadership journey is as follows:

When I was working in SL 2 Company in the Sri Lankan context, one of my electricians was caught stealing a bag of master batch from the factory premises. This particular material was used in manufacturing plastic components for agricultural supportive products and has a high value as a raw material item. This employee had been employed in our company for over eight years and we had no complaints about his work, or prior behaviour. He was very punctual, prepared to go the extra mile to get the job done when it comes to a demanding situation. When this matter was brought to my notice, I called the employee and asked the reason for him to behave in this manner. He became very emotional and told me that he had to pawn his wife's gold jewellery including their wedding rings to find the money for his eight-year-old daughter's medical expenses. With his daughter's continuous health issues, he could not save the money to redeem the pawned jewellery. He was notified by the bank that jewellery was going to be auctioned as the interest component of his debt had not been paid. He had tried every possible avenue that he could think of to find money to redeem the jewellery, but he had failed and his last resort was to steal a bag of master batch and sell it to find the money to redeem his jewellery. After listening to his side of the story I asked him to bring the evidence of his daughter's medical treatment and the receipts of the pawned jewellery. It clearly showed that he told the truth about what had made him steal. So, I warned him against stealing company products, I helped him to redeem his wife's gold jewellery and I asked him pay back the funds to the company in small instalments such that it would not affect his day to day living expenses. My act was criticised by other senior managers, who suggested that this would lead to other people also stealing company items. But I am a strong believer that people tend to steal when there is no other option for them to survive.

In this scenario, to resolve a values-based dispute, I aimed to move beyond demonisation toward mutual understanding and respect through dialogue. I aimed for a shared understanding in which my electrician and myself reached an accurate conceptualisation of one another's point of view. This type of understanding doesn't require sympathy or emotional connection, only an ability to describe accurately what someone else believes about the situation.

In this situation my value priorities were respect and fairness, to support the employee's welfare, competing against the opposing values of honesty and self-discipline which would normally have required me to apply the law to a proven thief. Had I handed over the employee to the police to instigate legal proceedings, the employee may have been imprisoned and his family would therefore have suffered further. Perpetuating the downward spiral, the employee would then have become more frustrated about society at large and his future actions could potentially be more dangerous to society as a whole. However, this decision comprised a context-specific value prioritisation. I am comfortable with the correctness of my decision in this particular circumstance, but I do not consider this a precedent for further decisions as each case will be judged on its merits.

3.5. LEADERSHIP BEHAVIOUR GUIDELINES

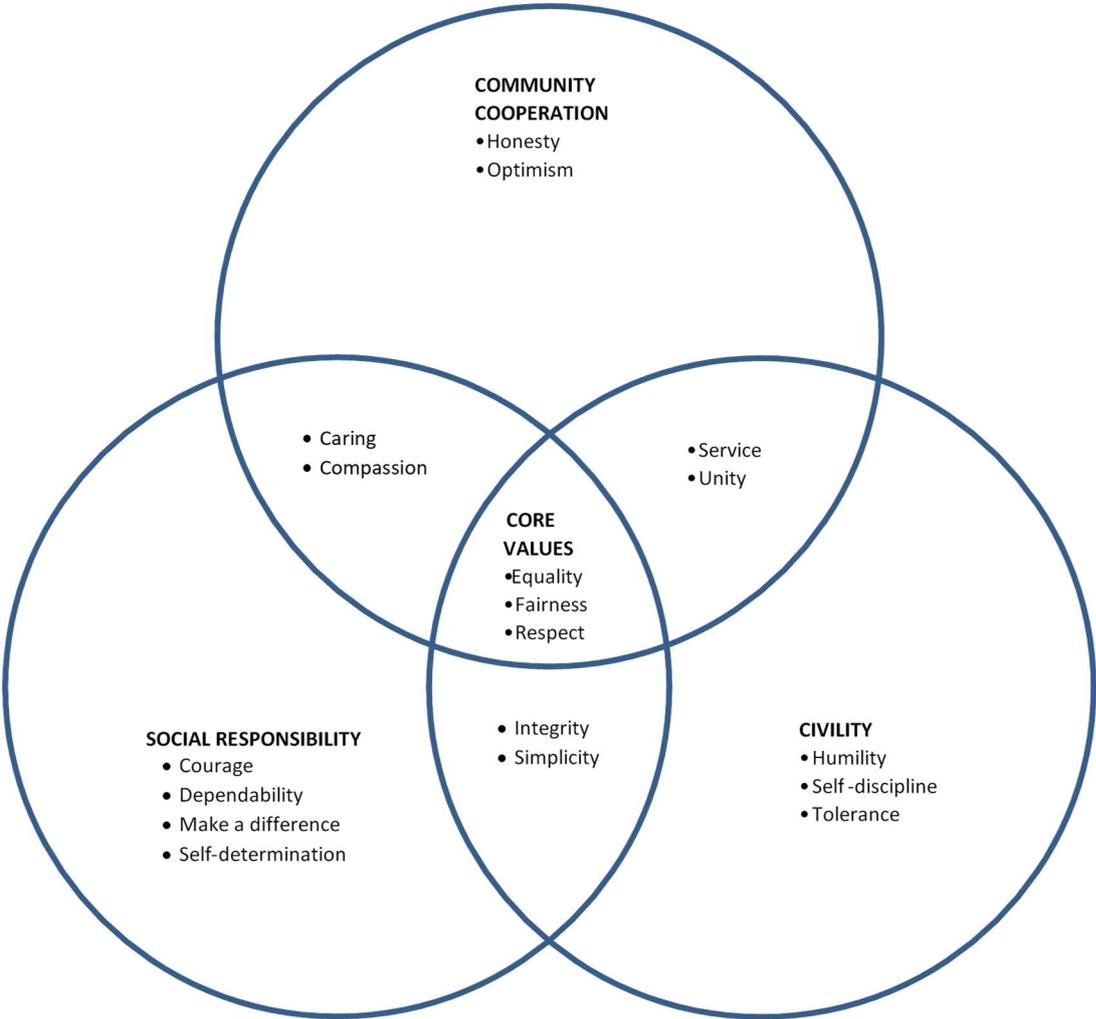
Based on my core values, the following leadership behaviours are suggested.

Table 3. Values-driven leadership behaviours

Value	Leadership Behaviour Guideline
Caring	Show kindness and be willing to help others
Compassion	Sympathy for hardship or suffering that other people are experiencing
Courage	Act without fear of consequences
Dependability	Show trustworthiness and reliability
Equality	Treat all people equally
Fairness	Treat all people justly
Honesty	Speak and act truthfully
Humility	Conduct one's self humbly
Integrity	Do the right thing in a reliable way
Make a Difference	Be innovative, competitive, agile and adaptive
Optimism	Act with positivity
Respect	Show honour to others
Self-determination	Take personal decisions
Self-discipline	Stay on track and do what is right
Service	Work for the benefit of others
Simplicity	Avoid unnecessary complexity
Tolerance	Be patient, understanding and accepting of differences
Unity	Work towards the common good

Source: Developed for this study.

Figure 9. Leadership Behaviour Guidelines Aligned to Core Values



Source: Developed for this document.

3.6. CULTURAL ALIGNMENT.

3.6.1. Team Culture

As a management consultant specialising in turning around failing companies, the leadership style that best suits my character and context is that of transformational leadership, which, according to Burns (1978), involves a strong relationship between leaders and followers, resulting in high levels of trust and inspiration. Marn (2012) outlined the essence of “Team Driven” theory is that it pursues followers’ participation and their persistent association with the leader in the sharing of ideas and decisions within a favourable working atmosphere. In aligning with those theories, my preferred organisational culture is one of teamwork, which creates opportunities for employees to work together and use all available resources and skills to reach their goals. Thus, in a teamwork-oriented culture, people understand and believe that thinking, planning, decisions, and actions are better when done cooperatively. However, this environment does not develop in a vacuum, so I engage business owners and executives to build teamwork amongst employees.

The framework described by Edgar Schein (1988), which described organisational culture as a pattern of basic assumptions, invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration, has worked well enough to be considered valid and, therefore is to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. In a similar vein, Robbins & Coulter (2005) described organisation culture as the shared values, beliefs, or perceptions held by employees within an organisation or organisational unit. Because organizational culture reflects the values, beliefs and behavioural norms that are used by employees in an organization to give meaning to the situations that they encounter, it can influence the attitudes and behaviour of the staff (Scott & Estabrooks 2006). Because each new client I accept presents a unique challenge, understanding the organization's core values can prevent possible internal conflicts. Each client’s organizational culture can manifest itself in a variety of ways, including leadership behaviours, communication styles, internally distributed messages and corporate celebrations.

Some commonly used terms for describing cultures include aggressive, customer-focused, innovative, fun, ethical, research-driven, technology-driven, process-oriented, hierarchical, family-friendly and risk-taking. My role requires me to assess the core elements of each client's business culture and to assess its alignment with the objectives that the shareholders need to achieve.

Some of the organizations where I have provided leadership were able to choose their people orientation or their task orientation. But others may have to fit their orientation into the nature of their industry, historical issues or operational processes. Some may need to be broadly customer focused, others may require an intense process-orientation, while others still may insist upon an exceptionally tight compliance with a regulatory framework.

Each organization puts an emphasis on specific business functions, such as marketing, operations, research and development, engineering or service. Any organization can have a mix of subcultures in addition to the dominant culture. Subcultures exist among groups or individuals who may have their own rituals and traditions that, although not shared by the rest of the organization, can deepen and underscore the organization's core values. For example, a product manufacturer may find the operations subculture to be process-focused in order to minimise variability, contain costs, maximise efficiency and reduce waste, when in contrast, the subculture of the sales-force of the same company might be whole-heartedly customer focused, building relationships that result in repeat orders, lower the cost of sales, increase revenues, raise customer satisfaction levels, foster strong word-of-mouth referrals and drive optimal sales margin per delivered unit of product. Both cultures enhance the success of the company – but when sales teams seek to customise product or shorten delivery cycles, they clash with operations teams seeking to drive uniformity and predictability.

In the case of Australian company AUS2, operations were geographically scattered all over central Queensland. Regional cultures often differed from the overall culture that top leadership was trying to instil. Sometimes the competitive assertiveness that is common in one area may not mesh with a culture emphasizing team building.

Alternatively, a regional subculture built around equality may conflict with a national culture that emphasizes hierarchy and expects people to concede to authority. However, organizational culture tends to emerge over time, shaped by the organization's leadership, by repeated actions and by those values that were perceived to have contributed to earlier successes. Company culture can, therefore, be aligned through the cultural awareness of organization's leaders to sustain elements of the culture that support organizational effectiveness.

3.6.2. Team Norms

My team norms (community cooperation, social responsibility, civility) are behavioural guidelines that have developed gradually over time, forming a code of conduct that provides some order and conformity to group activities and operations. While bearing in mind of those team norms, every team has two components to which team members must pay attention, if the team is to succeed. Firstly, the team must pay attention to the mission (goals, objectives or outcomes) expected of the team. This is the result that the shareholders have asked the team to generate (e.g. a specific financial performance result, market share, earnings ratio, export volume). Secondly, the team must also carefully shape and monitor the team processes it uses to accomplish those goals, such as the determination to succeed, commitment to customer satisfaction, effectively competing in the marketplace, establishing organisational legitimacy within the industry, positioning the company in terms of ethical business practices. Therefore, my team members must get along, respect each other, and practice effective interpersonal relationship building in order to achieve desired outcomes.

3.6.3. Alignment of Values with Culture

In practising the described set of team norms, the most used core values are equality, fairness and respect. There may sometimes be a misalignment between how such values are used in day to day operations, and how they might best be used. I find that, when looking at a company through my new set of lenses, the following values can often be universally applied: unity, caring, compassion, integrity, service, self-determination, simplicity, humility, self-discipline and tolerance.

Because culture is a collection of expectations and norms that determine how a group behaves, values and culture are closely related in achieving the outcomes expected of teams. Therefore, the following examples will showcase how my values can function as part of the team culture to achieve the desired outcomes.

Act with integrity: We are honest, transparent and committed to doing what is best for our customers and our company. We openly collaborate in pursuit of the truth. We have no tolerance for politics, hidden agendas or passive-aggressive behaviour.

Transparency: We pride ourselves on providing complete visibility into the successes, and sometimes failures, of our business as we grow and scale. It is an integral part of our culture as we collaborate and work towards a common goal across functions.

Make a difference every day: We constantly push ourselves to be our best, we focus on solutions, and we arrive every day inspired to make an impact through our talents, passion and hard work.

We break down barriers: One such rule: use good judgment. We hire credible people so that we do not have to institute cumbersome rules or processes. We want you to be free to think, create and get things done on your own terms.

Stay Open: Our individual differences strengthen our teams, and the trust and respect we have for each other infuses passion into everything we do. Opening our minds and combining our different backgrounds, experiences, world views and expertise make us savvier problem solvers and drives better results.

Do the Right Thing: We are guided by solid moral compasses. We stand for what is just and right, and hold ourselves to a high level of ethical standards.

Support Each Other: We are committed to building an encouraging, caring, and supportive environment. We share a responsibility to support our team members and enrich their lives.

We are owners. Every day, we take the initiative—with integrity and courage—to make our company better.

Alignment & Accountability: We align around a decision, and each contributes to and is accountable for its success.

3.6.4. Actions to Improve Alignment

As a leader, when I am trying to align my personal values, team norms and culture, I am trying to enable truly lasting change. Changing someone's values – the things that are important to them – requires me to focus on why the changes are important, not just what the changes are. This can take a significant amount of effort and time. However, if I want the changes to truly take place to bridge the gap to achieve desired outcomes, they must just as important to those on my team as they are to me.

Therefore, to better align my personal values and my team's norms & culture, the following actions could be taken.

A Code of Conduct is a set of conventional principles and expectations outlining a range of social norms, rules and responsibilities that are considered binding by the individuals that are part of an organisation or a group. Developing a Code of Conduct or a set of ethical guidelines shows awareness and commitment to the values applied to internal practices. These documents should guide all aspects of the organisation's work and their projects.

Additionally, the key to bringing values front and centre is to convert them into specific, behavioural examples. By modelling and rewarding behaviours that demonstrate each value, employees are constantly reminded of what their company stands for and how to better work by those principles. Examples include:

- Keeping the company's moral code at the forefront of everyone's mind by making it prominent within the workplace.
- Integrating values into every aspect of the company operation
- Encouraging collective enforcement.
- Hiring, promoting and firing based on values.
- Rewarding employees, by featuring employees who demonstrate the company's values.

3.7. STAKEHOLDER EXPECTATIONS.

3.7.1. Current Expectations

The following table depicts my current stakeholders and their expectations:

Table 4. Current stakeholders and their current expectations

Stakeholder	Shareholder Expectations
Customers Diverse industry sectors from small to medium companies	Product/Service quality, consistency, reliability, availability, turn-around times, and value
Employees Different industry backgrounds, experience range from 5 to 20 years with tertiary qualifications.	Employment income, health and safety, employment sustainability, career development, wages growth, workplace climate, supplementary employment benefits, superannuation, social participation
Investors Private shareholders	Return on investment, dividends, company valuation multiple, share value, the sustainability of long-term growth, organisational stability, management expertise, access to information, statutory returns on their investment
Suppliers Goods and services providers	Payment terms, predictable orders, loyalty, returns policies, collaborative marketing, co-branding
Communities General public	Stability, ethical behaviour, contribution to society, right to be informed of, consulted on and enabled for decision making, Health, safety, economic development
Competitors Consultancy firms	Careful market segmentation. Targeted value propositions. Astute market pricing. Testimonies of customer service excellence.
Regulators Fair works Australia, ASIC, ATO	Compliance with the statutory regulatory frameworks they impose, visible monitoring, risk management and regular reporting.

Source: Developed for this study

3.7.2. Changing Expectations

Bearing in mind that each of my clients' companies will differ, it is anticipated that shareholders' expectations will broadly change as follows:

- For customers: prices to rise slowly but to remain market competitive. Product quality to remain stable but improving as new versions are released. Information to become more proactive without diminishing responsiveness.
- For employees: recognition and praise. Provide feedback, mentorship, and training. Create a work culture by design. Create a safe space for failure. Provide strong leadership and a clear vision.
- For investors: proactively address global challenges.
- For suppliers: improved payment terms, flexible return policies, predictable orders.
- For communities: contribution to the society, right to be informed of, consulted and enabled for decision making.
- For competitors: differentiated experiences based on trust and understanding. Delivering personalized experiences for customer loyalty.
- For regulators: compliance procedures and rules are aimed at achieving.

3.7.3. Alignment of Leadership Behaviours with Changing Expectations

In order to meet the changing needs of my clients' stakeholders, I will need to modify my leadership behaviours in several ways, over time. Those behavioural changes will include:

- For customers, I anticipate a need to strengthen my skills in change leadership in order to meet their rising expectations in an increasingly competitive landscape.
- For employees, I will continue to lead by example to let employees believe in ethical behaviours (e.g. respecting the difference of others and avoiding personal bias). I will need to more quickly respond to problems and make proper decisions from different aspects.

- For investors, I will align my leadership approaches with their investment priorities to collaborate on meeting global challenges in ways that enhance their investments.
- For suppliers, I will look at every possibility that suppliers can impact my company in the supply chain process such as quality, timeliness, competitiveness, innovation, and finance to devise the best mutual benefit for long term supply-chain security
- For communities, I will showcase ethical behaviour in all dealings and actions, share company improvements by way of providing more job opportunities, employment benefits and constantly seek to improve working conditions.
- For competitors I will need to anticipate, adopt and implement changes in the business model according to changing trends, technologies, customer preferences and future concerns. We will compete honourably – but intensely, to secure the optimum outcome for our company’s stakeholders.
- For the regulators, I will comply with the statutory regulatory framework, while respecting my obligations to our investors and wider stakeholder community.

4. INSIGHTS INTO MY LEADERSHIP PRACTICE

4.1. INSIGHTS FROM THEORY

Where Burns (1978) encouraged leaders to build strong relationships with their team, I anticipate getting to know each person in my team, and being truthful with my actions, making listening a habit sharing credit and accepting blame. I will keep my promises and will lead by example and be fair to my team. As outlined by Marn (2012), in order to make a "Team Driven" culture, I will create a team-oriented working environment with teamwork as one of the core organisational values. Through this mechanism I will empower self-managed teams to make their own decisions. Based on the framework described by Edgar Schein (1998), I will apply the lessons I learned about historical assumptions as means of external adaptation and internal integration. I will teach those lessons to new members as the correct way to perceive, think and feel concerning those issues.

Where organisation culture is concerned, I will choose a set of values that makes the business stand out, as described by Robbins & Coulter (2005). I will communicate those values and encourage the collective enforcement of those values. I will encourage the celebration of values alignment by recognising those team members who display those values. As suggested by Scott & Estabrooks (2006), to give the meaning to the situations that the team encounters, I will reinforce the right team behaviours by hiring people with the right values and attitudes and by communicating with the team those behaviours that the organisation expects.

As outlined by Jiang and Chen (2018), transformational leadership can cause essential change. To make the required changes, I will show a genuine commitment to achieving team goals. While I will be flexible and actively involved with the team, I will be reliable and take responsibility for all my behaviours. I will listen, keep informed, always be ready to help and respect the team members and their decisions. As stated by (Medley & Larchelle 1995), to create employee job satisfaction, I will be realistic with my expectations, recognise good work and focus on long-term commitment. I will communicate more with the team, paying attention to the team's wellbeing and providing opportunities for learning. I will give frequent feedback and measure engagement frequently. To optimise organisational productivity, as emphasised by Lim & Ployhart (2004), Ash (1997) and Marn (2012) I will create an environment of coaching and mentoring which aligns with talent acquisition and strategic business planning. I will motivate and prioritise employee recognition and I will continually review, reinvent and reinvest in the resources.

Wilkins and Carolin (2013) stated that fundamental to the basic behaviours of a transformational leader was the obligation to set goals and organisational boundaries. I will do so, and also emphasise organisational performance, evaluation and rewards. I will focus on motivating and engaging followers with a vision of the future. Lewis, Boston, and Peterson (2017) outlined how globalisation has shifted in ways that allow leaders to apply transformational leadership.

I will therefore seek out training for global citizenship and bridge the culture gap with excellent communication skills, practise good manners, celebrate traditional holidays, observe and listen to foreign customers and colleagues.

Based on observations within the literature, it would be helpful if a comprehensive study could be undertaken into the impact of South Asian leaders upon

organisational behaviour when transitioning leadership to other cultures, such that the findings of such a study might be generalised to leadership more broadly.

4.2. INSIGHTS FROM ANALYSIS

Every business environment includes external and internal elements, such as clients, suppliers, competitors, owners, technological improvements, laws, government activities, consumer markets, social, and economic trends. All businesses have limited resources, so they must identify, then prioritize the most critical factors in their environments. Like living organisms in an ecosystem, a business's survival and success depend upon making the most of its resources to adapt to ever-changing conditions. Each business has a portfolio of critical factors that defines the strategic arena in which it competes. Identifying, analyzing, and prioritizing those factors is necessary for the business to grow and remain strong.

Strategic leadership approaches are dependent upon the production and control of the supply chains of the organization. These tasks will be critically and feasibly dividing the market with its analytical business methodologies, also by business leadership.

Quantification the impact of changes in market conditions on a subset of contracts or on the level of welfare of consumers, often requires models involving demand systems. Using these models, it is possible to empirically calculate different protection measures associated with price adjustments affecting the markets. Such an approach allows the modelling of any exogenous change, but it takes on greater relevance when it applies to the analysis of economic policy. Under such circumstances, the modelled changes are evaluated taking into account the level of household income and their different demographic and societal compositions.

According to the work of Pinstруп-Andersen and Caicedo (1978), consumers belonging to different income strata will exhibit different behaviours in response to alterations in prices and revenues. Changes that affect revenue determine the parameters that are taken into consideration when building a business model.

The concerted action between different policy areas is essential in responding to the challenge of balancing the supply and demand for sustainability in the future. Therefore, potential contribution and efforts should be focused on the better use of our knowledge, harnessing of science and technology, the reduction of losses, the

importance of governance and its influence on the trade. Moreover, it is vital to carry out actions related to difficult decisions in all areas of business to present a more cost-effective strategy regarding supply, demand, and organizational behaviour.

Leadership in organisations is often associated with the success of overall business processes. Therefore, a collective and joint approach is required to achieve organisational success. A particular managerial approach combined with Human Resource concepts will help the organisation survive in the competitive world. The joint effort of departments leads to effectiveness in the role of leadership within the organisation. Such leadership behaviour is an effective approach for me, as it has the ability to influence others rather than commanding them. Furthermore, I strive to inspire, persuade, and encourage the team, to use my leadership to tap the knowledge and skills of the team and to direct individuals toward a common objective, drawing out a commitment plan to achieve results.

The impacts to my related behaviour guidelines are:

Table 5. Values-driven leadership guideline

Value	Leadership Behaviour Guideline
Self-discipline	Learn to lead by example
Make a Difference	Be goal oriented
Integrity	Take the responsibility
Unity	Share the glory
Service	Know how to develop a team
Respect	Become a master of communication
Courage	Be courageous and assertive
Optimism	Be confident

Source: Developed for this study

4.3. INSIGHTS FROM PRACTICE

My early leadership experience was followed by over twenty years of progressively more challenging management positions, ranging from General Manager, CEO, Managing Director, and Board Member in companies, community organisations, and professional bodies with a wide range of sizes and industries in different socioeconomic and cultural contexts. In both contexts, my PCLP is structured on the core values of community cooperation, optimism, social responsibility, equality and commitment to staff. Throughout my leadership journey, as outlined below, I learned valuable lessons which I used and influenced the way I developed my PCLP.

SL Company 1: The situations I faced were employee satisfaction at an all-time low, job certainty was non-existent, and senior managers were looking for other jobs. There was an uncertainty in the future of the company. Clients were cancelling orders and cash flow issues were diminishing the goodwill of the company. My action to overcome this situation was that I crafted and executed a strategy for the development of high performing teams that could contribute to the sustainability of the business. This required a series of negotiations showing the positive side of the scenario, establishing one platform where transparency was paramount in all actions. I developed the competence and skills of the staff, motivated them to be different by building a corporate culture based on team performance and innovation.

Implementation of these strategies allowed me to earn the confidence of the owners and the authority to lead the company away from the turmoil. The outcome of a customer-centric approach eventually led to a positive team performance with accountability, resulting in a positive impact on individuals, operating systems and the organisation as a whole. The lesson I learnt was that influencing people and events allowed me to become more self-reliant. It imbued me with self-confidence as a driver towards optimal performance. This, in turn, gave me the courage to lead.

SL Company 2: For this start-up company, I was to provide the leadership and guidance to develop a commercially viable entity adhering to strict timelines. My actions to achieve this challenge was to have a visionary leadership approach to organising every aspect of the business. The key leadership characteristics required in this context were discipline, attention to detail, and time management.

This required me to cut through red tape and the bureaucratic environments that existed in Sri Lanka at that time. Effective communication was a critical factor in

influencing the right personnel. Through careful strategic planning, organisational diligence and bold strategies, the success of the objectives was achieved and the start-up company became commercially fruitful within its first two years of operation. The lessons I learned were about the importance of values, the rewards that come from perseverance, and how discipline is perceived through the eyes of other people. I also learned to make tough decisions as part of the overall challenge.

SL Company 3: The scenario was to capture synergies from business integration while improving employee retention, communication and inter-company cultural differences. The actions deployed to achieve this mission were through effective communication, building trust and respect by being open to the employees' ideas. I kept all employees informed on what was happening and maintained employee feedback. This resulted in reinforcing the trust, respect, acceptance, and cooperation among all parties concerned. The open communication made it easier to track information. Over time, employee morale became stronger, staff turnover diminished and the company's financial situation improved. This process taught me what is necessary to effect complex organisational change diplomatically.

I noticed that influence and motivation are powerful traits which allowed me to pursue results with tenacity, energy and focus. Additionally, I saw that using a fact-based measurement approach and tracking performance helped me to realise results.

AUS Company 1: The circumstances were to provide leadership and set up a management consultancy branch operation in Queensland. To achieve this goal, I organised each aspect with a clear vision and a disciplined time frame. Additionally, I focused on employee mindset, unity, and communication. The outcome of this approach was establishing the new consultancy business, finding the target audience, building credibility, differentiating from the competition, establishing consistent revenue, prioritising employee wellbeing, and scaling through strategic planning and research. The lesson learned was that trust enabled employees to better align with an organisational direction. Aligning behaviours and words created the integrity of the message.

The effective communication practices I used to understand employee concerns better, helped in realising the company vision.

AUS Company 2: Prior to my arrival this business had been mismanaged. Company assets were had been neglected, production shutdown time was problematic, there was no proper marketing plan and employee accountability was questionable. In addition, employees did not trust the company leadership and the staff turnover was high. The challenge was to take full responsibility of the operation and remedy company issues while directing them towards the right path with the knowledge that the owner planned to sell the business within five years. My actions towards addressing the issues were evaluating business operations while applying a neutral approach to resolve the issues. My approach was well accepted. As time progressed, employees eventually trusted me and felt comfortable sharing their concerns. This resulted in forming a strong strategic partnership between all stakeholders, developing a performance-based culture which saw remarkable achievement in all areas of operation. This achievement was not limited only to financial results, but was also noticeable in employee attitudes.

To reward employee commitment and further boost morale, I introduced an employee welfare programme. The experience taught me that it was necessary to increase my awareness, speed and decisiveness when dealing with tense situations. This became increasingly important as my scope of leadership grew. By understanding the depth and breadth of human talents, I was able to think across multiple dimensions about how these talents could better contribute to the organisation. I gained awareness of my own skills and learned what works in alignment with the employees' mindsets. Maintaining integrity allowed me to set up structures for alignment and communication, which also helped me develop the skills that would support my future leadership approach.

AUS Company 3: The company's financial situation was dire, and staff turnover was high. The business needed to formalise its operating procedures to ensure consistency and existing OH&S systems needed to be developed. Furthermore, the company needed to reward its current core team, recruit new workers and source additional capital. I chose the consultative approach of building a vision and motivating staff for long-term sustainability.

To remedy the situation, I developed and implemented a strategic plan that covered all areas of the business including operations, marketing, sales, human resources and finance, as well as exit and succession plans. These measures helped develop a strong

partnership with all the stakeholders. This plan of action resulted in happier employees, lower staff turnover and greater financial success. This experience taught me how to develop a strong strategic partnership with all stakeholders. This strategic partnership resulted in keeping employees happy, achieving lower personnel turnover and having greater financial success. It was a continuous learning process of asking questions and analysing answers. I also learned from these experiences, that acquiring and improving personal characteristics such as good judgement, communication skills, competence, interpersonal skills and confidence, could strengthen my leadership.

Looking back at my leadership behaviour role in the Sri Lankan context, it can be concluded that my leadership guidelines were primarily based on employee welfare as I was attending to employee needs such as job security, morale and job satisfaction during company turmoil and mergers between two contrasting organisations. In the Australian context, the focus of my leadership guidelines was the understanding of decision-making contexts as I had to deal with company expansions into uncharted territory and businesses that were operating with no clear long-term objectives or plans, while trying to survive on a daily basis.

My leadership context for the last ten years has evolved around my perception of the purpose of leadership, which is to provide vision, guidance, and bring people together for the common good. It unites people and gets them to join together for a goal.

As my leadership context has evolved during the past ten years, the adaptation of my behaviours has enabled me to respond quickly to both threats and opportunities. By recognising when to use each skill appropriately, I can maximise my chances for success and long-term achievement. I can also enable the growth and development of my subordinates as well as the company as a whole. I continue to improve my leadership skills by getting the training, mentoring and experience needed to manage my team. On a daily basis, I adapt my approach based on the situation at hand, to ensure that I make the best use of the available resources, tools and techniques to generate a positive outcome.

As the world becomes flatter through technological advances and agile processes, the traditional hierarchical structure for running a business is becoming an outdated method for achieving business success. Leadership is no longer just about finding

effective results through the command-and-control approach to execute a company's strategy.

Having taken into consideration the above facts, I have incorporated inputs into my leadership behaviours, engaging the workforce with the expectation of a collaborative and team-based work environment. I treat my leadership and team member relationships as a business partnership more than a supervisor-subordinate relationship.

This way, I create an environment where team members are more intimately involved in the details of projects as facilitators and coaches while individuals are more autonomous self-leaders, creating a partnership to achieve business results. I continually engage the individuals as they are attempting to make an influence through regular, focused, and one-on-one conversations. I always believe that I don't find the answers to every problem I face. Therefore, I cultivate a culture of a facilitating problem-solving teams through collaboration and iterative improvements. Thereby, I provide opportunities for new employees to improve their capabilities by developing fundamentals in self-leadership that are aligned with the leadership philosophies in other contexts within the organisation. Basically, my leadership approach has become more democratic, where I listen to my people and use team members' input to create a strategy and make collaborative decisions. I inspire and help develop my team members to become self-leaders or step up when necessary.

I strive to create an environment on how the world responds to my behaviour and how I adjust my behaviour in response to that. My options are to do more or less of what I am already doing, or change to a different kind of behaviour. Either way, my aim will be to keep things as they are or to change things to get more of what I want and less of what I don't want. As I managed my past behaviour in some personal and professional situations, the mechanism I used for communicating negative feed-forward is corrective comments about future performance, and for positive feed-forward I used affirming comments about future behaviour.

The feed-forward type of comments can advantageously replace positive or negative feedback in the management of past behaviour in certain personal and professional situations, thus implementing a feed-forward communication technique has helped me to operate more effectively on several systemic levels.

I believe that the expectations reflected in the feed-forward comments or statements are reasonable. Such comments involve risks and uncertainties and no assurances can be given. The actual results will be consistent with these feed-forward comments or statements and may include the potential that such project may experience technical, geographical, metallurgical or mechanical problems, changes in market prices, and other risks not anticipated by me.

To meet the tangible mechanisms of evaluation, I try to remove barriers to employee success. These include personal barriers such as wounded egos and a sense of loss, as well as professional barriers such as the time and resources necessary to carry out a different plan. I ask numerous questions and I gather formal and informal feedback through employee satisfaction studies, 360-degree appraisal systems, MBO reviews, BARS, psych evaluations, and more. The input and feedback allow me to make continual adjustments to my PCLP.

5. INTEGRATION

5.1. MY LEADERSHIP JOURNEY SO FAR

My early leadership experience was followed by over twenty years of progressively more challenging leadership positions in different socioeconomic and cultural contexts in Sri Lanka and Australia. My PCLP is structured on the core values of community cooperation, optimism, social responsibility, equality and commitment to staff.

Throughout my leadership journey, I have learned valuable lessons from both contexts and influenced the way I developed my PCLP. The lessons I learned from the Sri Lankan context are: influencing people, the importance of values, making tough decisions, and how to effect complex organisational changes diplomatically. In the Australian context, I learned that trust enables employees to better align with the organisational direction, effective communication practices to increase my awareness, speed and decisiveness when dealing with tense situations.

In the Sri Lankan context, my leadership guidelines were primarily on employee welfare; and in the Australian context, the guidelines were the understanding of decision-making framework. My leadership context for the last ten years has revolved around the purpose of providing vision, guidance, and bringing people together for the common good.

5.2. MY INTENDED FUTURE LEADERSHIP PRACTICE

To achieve global recognition, I will prepare myself for multicultural expatriate leadership by participating in a regional talent programme where I could gain confidence in my skills to identify future talent as a multicultural expatriate. This will sharpen my ability to function as an ambassador of corporate culture and vision.

To become a partner in a global consultancy firm, I will further develop my consulting skills, develop and manage client relationships, identify new business opportunities, and contribute to the growth and development of myself by undertaking the development needed to be accredited as a Certified Management Consultant (CMC) with the Institute of Management Consultants in Australia (IMC). This will demonstrate a high level of competence in management consulting in both breadths of organisational competence and depth of professional competence.

To create a brand for my leadership approach, I will update my skills and knowledge by attending further leadership guidance programmes, listening to insights into current business challenges, trends and cases from world-leading speakers, and networking with like-minded senior executives from different industry groups across the globe. The outcome of such improvements are needed in the areas of influencing skills, understanding the importance of values and rewards, refining the skills of making tough decisions, knowing how to make fact-based measurements and good judgements, effective communication practices, learning how to increase my awareness to become more self-reliant, improving speed and decisiveness when dealing with tense situations and building strong strategic partnership skills.

5.3. HOW I WILL ALIGN MY LEADERSHIP BEHAVIOURS WITH MY INTENDED OUTCOMES

Value-driven leadership is a profound understanding of the fundamental values in our global community and a feeling for people's social and basic human needs. The outcome expresses the values the organisation stands for.

Adaptive leadership showcase how sensitive I am as a leader to cultural variations and how I cope with situations that are new and ambiguous. The outcome will be my open attitude toward other cultures.

Meaningful leadership is focused on a long-term perspective on the business vision and the societal significance of the organisation, where the outcome of the vision, accompanied by passion and action.

Social leadership is value cultural diversity and to employ the tension between cultural values for strategic and cultural renewal. The intended outcome is the quality of teamwork in multicultural and virtual teams.

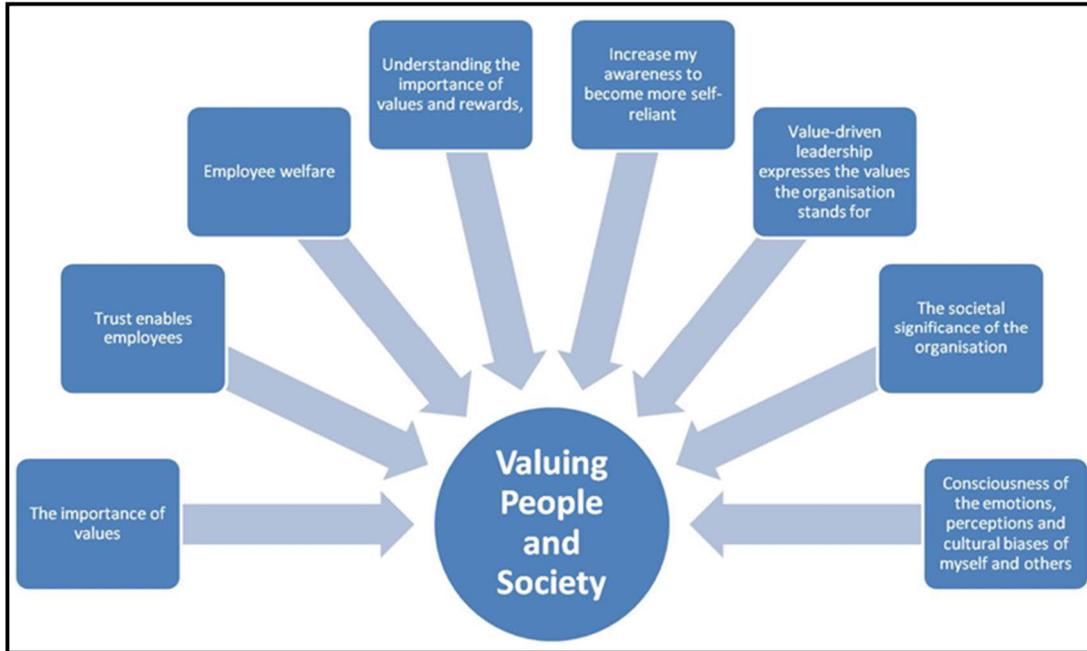
Confident leadership is how others see me and how I myself view reality. The intended outcome is conscious of my own emotions, perceptions and cultural biases, as well as the emotions and perceptions of others.

Multinational leadership brings together people from many cultures with varied work experiences and different perspectives on strategic and organisational challenges. The intended outcome would be to meet tomorrow's leadership challenges in a globalised context while creating a balance of global and local expertise.

5.4. MY LEADERSHIP PROFILE MODEL

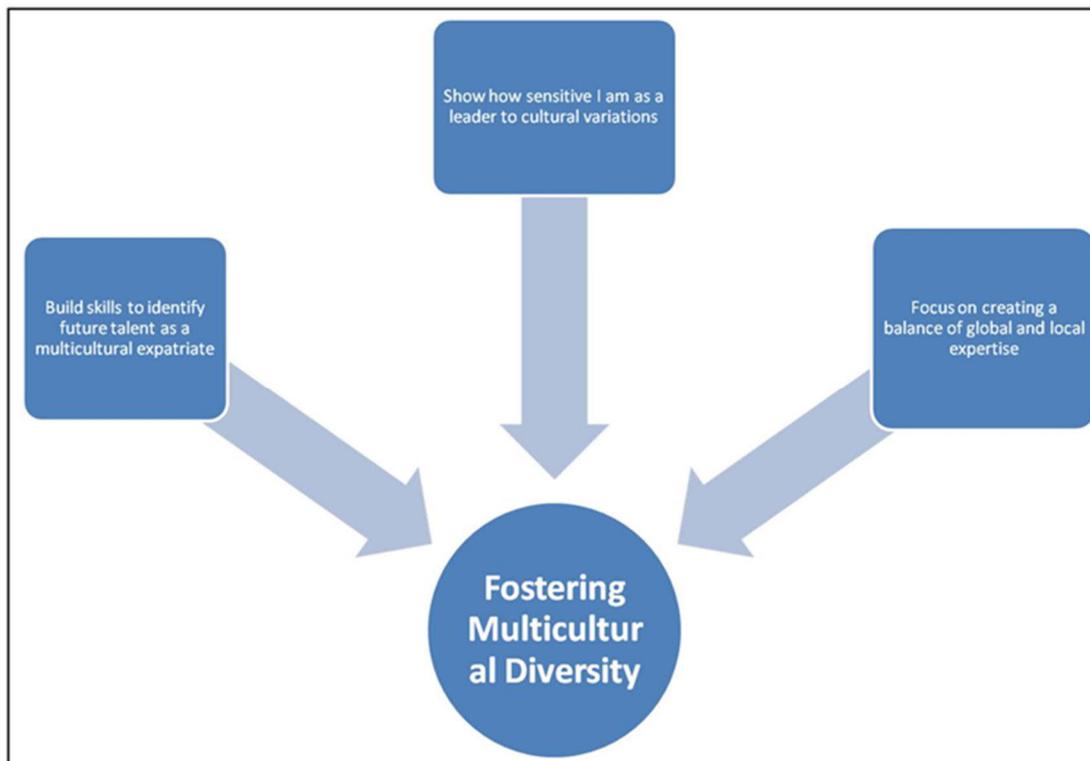
The patterns arising from my leadership journey, both past and intended, and the behavioural changes needed to align my capabilities, intentions and desired outcomes give rise to the following patterns:

Figure 10. Valuing People and Society



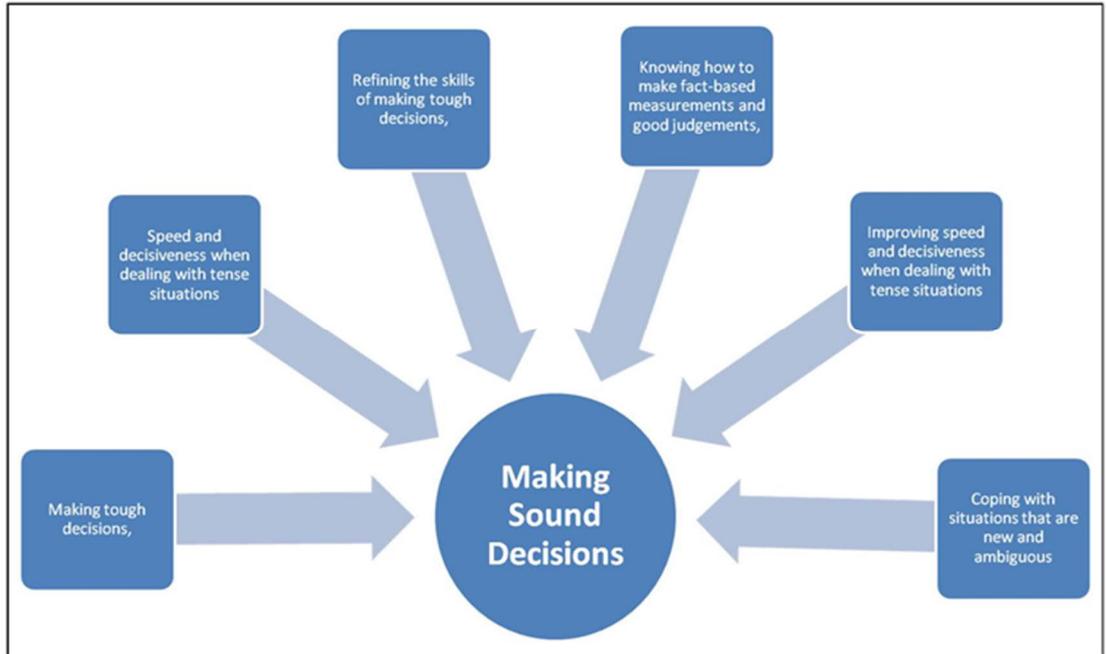
Source: Developed for this study.

Figure 11. Fostering Multicultural Diversity



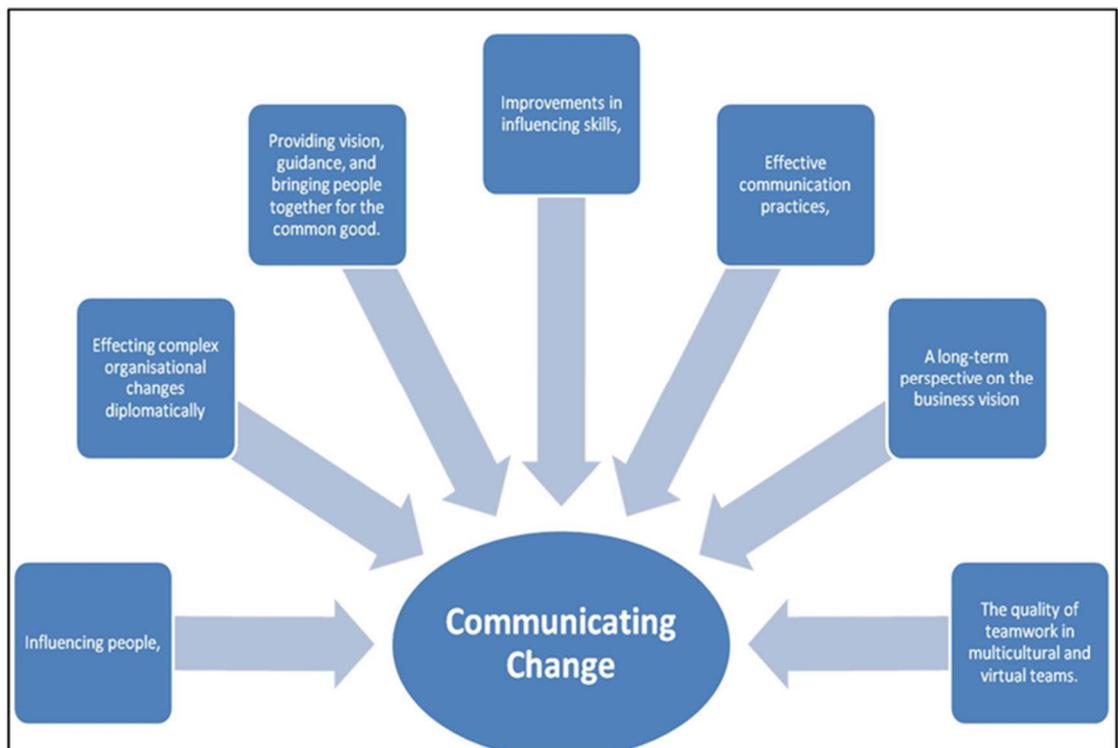
Source: Developed for this study.

Figure 12. Making Sound Decisions



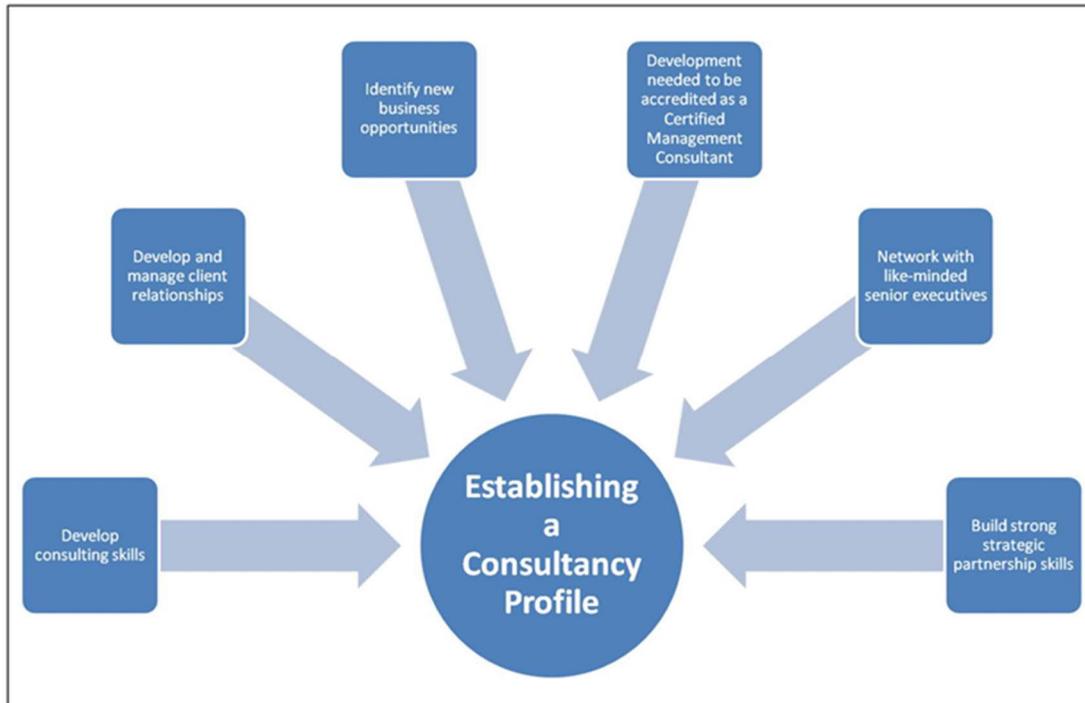
Source: Developed for this study.

Figure 13. Communicating Change



Source: Developed for this study.

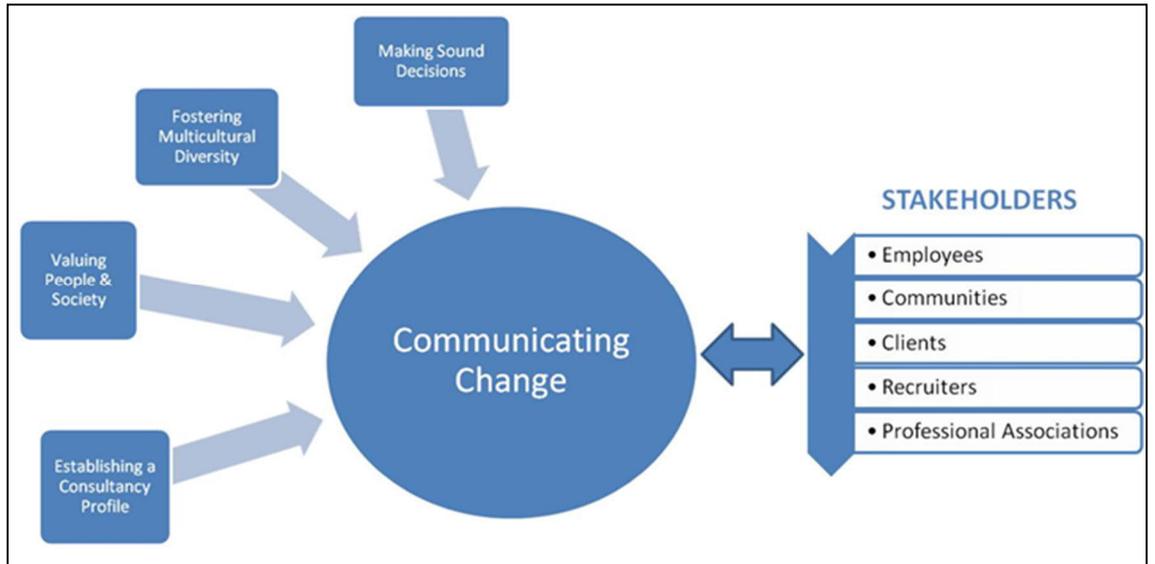
Figure 14. Establishing a Consultancy Profile



Source: Developed for this study.

The combination of those patterns allows a leadership profile model to be developed. As a consultant, the feed-back loop required to enable sustainable progressive development requires two-way interaction between myself and my stakeholders. Clients and recruiters will constantly assess my suitability for the assignments I seek. Professional associations will provide continuous feedback as to my relative positioning within the consulting industry and my suitability for rising levels of industry accreditation. Employees and communities will inform me as to the manner in which my actions remain true to my foundation principles and beliefs.

Figure 15. My Personal Contingent Leadership Profile Model



Source: Developed for this study.

6. IMPLEMENTATION

The procedures outlined in the following strategic framework are intended to ensure that this PCLP is implemented in practice within my current leadership context.

Table 6. Strategic Framework - Implementation Programme

Key Result Area	Procedure	Specific Action Initiative
Self-Improvement	6.1 I will participate in a regional multicultural talent programme to improve my skill in identifying future expatriate talent.	<ul style="list-style-type: none"> • Participate in the following programmes: <ul style="list-style-type: none"> ○ 'Effective Skills for Leading across Cultures' - (RW3 Culture Wizard) ○ 'Developing Global Leaders' - (Cultural Training Asia) [CTA] ○ 'Managing Cultural Diversity Training Program' - (Australian Multicultural Foundation) • Participate in the following Webinar programme: <ul style="list-style-type: none"> ○ Cultural Integration Best Practices for M & A Transactions– (Global PMI Partners)
	6.2 I will further develop my consulting skills.	<ul style="list-style-type: none"> • Participate in the following workshops: <ul style="list-style-type: none"> ○ Independent Consulting (Consultant Training Australia) ○ Consulting Skills (Consultant Training Australia) ○ 'Consulting Essentials' workshop (CMA Learning). • Engage 'Coaching for Consultants' (Ian Benjamin) • Read the following texts: <ul style="list-style-type: none"> ○ Consulting, Contracting and Freelancing: Be Your Own Boss (Ian Benjamin) ○ The Trusted Advisor (David H Maister).
	6.3 I will attend programmes, conducted by world-leading speakers.	<ul style="list-style-type: none"> • Participate in the following programme: <ul style="list-style-type: none"> ○ 'Strategic Leadership Program for CEOs and Senior Executives' – (Institute for Strategic Leadership) [ISL] • Participate in the following Webinar programme: <ul style="list-style-type: none"> ○ Management and leadership Training Webinars (Ken Blanchard Companies).

Key Result Area	Procedure	Specific Action Initiative
	6.4 I will build strong strategic partnership skills.	<ul style="list-style-type: none"> • Read the following texts: <ul style="list-style-type: none"> ○ How To Build a Partnership Program For Long-Term Success (Warren Knight) ○ The best partnership managers (Peter Caputer) • Undertake the following training: <ul style="list-style-type: none"> ○ Professional Partnership Skills Training Program - (The Partnering Institute) [TPI]
Reputation Management	6.5 I will undertake the development needed to be accredited as a Certified Management Consultant (CMC) with the Institute of Management Consultants in Australia (IMC).	<ul style="list-style-type: none"> • Seek full accreditation by the Institute of Management Consultants (Australia) <ul style="list-style-type: none"> ○ Apply for Full Membership of IMC (MIMC) ○ Download and complete the Application Form for Certified Management Consultant (CMC) ○ Submit required evidential documents and referee details ○ Attend the assessment interview ○ Seek upgrade to Fellow Membership (FIMC)
Network Development	6.6 I will network with like-minded senior executives from different industry groups.	<ul style="list-style-type: none"> • Participate in networking events of major professional industry associations, including: <ul style="list-style-type: none"> ○ Strategic Brand Management - Australian Marketing Institute (AMI) ○ Marketing Your Professional Services – Institute of Management Consulting Queensland Branch (IMC) ○ 2020 Australian Governance Summit – Australian Institute of Company Directors ○ Queensland’s Biggest Boardroom Lunch (AICD Brisbane) ○ Directors’ Workshop – Finding Board Positions (AICD Brisbane)

Key Result Area	Procedure	Specific Action Initiative
	<p>6.7 I will develop and manage client relationships.</p>	<ul style="list-style-type: none"> • Participate in training events of major professional industry associations, including: <ul style="list-style-type: none"> ○ Managing & Maintaining Client Relationships – IMC Queensland Chapter • Download, learn and install: <ul style="list-style-type: none"> ○ 'HubSpot' the free customer relationship management software tool. ○ 'Qwilr' the proposal development tool focused on management consulting ○ "Avaza' the project management tool that emphasises simplicity over advanced functionality

Source: Developed for this study.