



A Leadership Critique and Portfolio submitted for the fulfilment of the requirements for the Doctor of Business Leadership Program.

LEADING THROUGH THE **IMPLEMENTATION OF GLOBAL** **INNOVATION**



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Certificate of authorship

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Dedication

I dedicate this thesis to my husband Mark and both my children Seth and Jack, without their love and support I would not have had the ability to complete my journey thus far. To my husband, your strength, dedication, and guidance has been truly inspirational; you have allowed me to remain grounded throughout my journey and have assisted me with identifying not only who I am but what I offer as a leader.

To Seth and Jack, always remain humble and true to oneself – leadership is not what you control; it is who you can coach and grow beyond their comfort zones. The love and understanding you have shown me throughout this journey are what I am sincerely appreciative and proud of you both for.

My final dedication is to my mother and father. Dad although I lost you before I could finish this doctorate, I thank you for everything you have taught me and all the encouragement to keep going, even when you were at your worst and needed my care the most. Mum, you are my best friend and my mentor – everything you do, you do with determination and pride, I thank you for embedding the same into me. Mum, you have listened to me go on about this doctorate and how important it is to me, and not once have you ever said I cannot do this, your support and encouragement along with dad's will always be in my heart.

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Lastly, the students in this intake have been exceptional and strong friendships along this exploration journey will last a lifetime. From the initial engagement to the group presentations and advice given along the way, I thank you all.

Ethical statement and contributor approvals

The research associated with this critique was conducted in accordance with the National Statement on Ethical Conduct in Human Research (2007).

Each respondent was:

- Provided with a clear explanation as to why the 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 during 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 used 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:

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The referencing style contained within this critique and supporting portfolio is APA (American Psychological Association) 7th Edition. All content within this critique and supporting portfolio has been structured in line with the Torrens University referencing guide: [ld.php \(torrens.edu.au\)](http://ld.php.torrens.edu.au).

Glossary of key terms

Adaptive Leadership – Adaptive leadership involves diagnosing, interrupting, and innovating as a way of creating improvements, capabilities and responses that align with organisational values. Adaptive leadership supports members and organisations to adapt to change and conquer challenges they may face.

Communication – The ability to transfer messages through various means to enable the receiver to acknowledge the message and understand the meaning. Research conducted by Husain, Z. (2013) indicates that through communication strategies an individual can effectively communicate any change occurring within an organisation or simply relay important factors within the team to heighten motivation, strengthen collaboration and limit resistance/conflict. Further research on communication and its effectiveness has uncovered barriers that exist between the sender and the receiver. According to Davison Munodawafa (2008), All content to be communicated should be thoroughly verified to avoid misinformation or sending conflict misinformation or sending conflict messages because once something is communicated, it cannot be recalled - uncommunicated.

Humility – Not having a high opinion of yourself or your qualifications; being open to other's opinions, beliefs, and ideas. Being humble is having enough pride to admit when one is in the wrong and accepting mistakes are made. Davis, D. E., et al, 2011 have defined humility as a combination of *modesty, interpersonal skills, cultural awareness & diversity, respect, and compassion*.

Hypothetico-deductive model – Is a circular process that begins with theory from literature to build testable hypothesis, design an experiment through operationalising variables and conduct an empirical study based on experimentation (Park, Y. S., et al., 2020).

Innovation – Is the implementation of new ideas, methods or devices that result in new or enhanced goods and services.

Integrity – Integrity can take on many meanings dependent on the situation presented and the individuals' interpretation. Integrity can broadly be justified to mean, honourable, ethical, and strong moral principles; however further studies by Duggar, J. W. (2011) suggest that integrity is two parts; Individual integrity – stating that integrity is more than ethics; it is all about the character of the individual. It is those characteristics of an individual that are consistently considerate, compassionate, transparent, honest, and ethical.

And organisational integrity that strengthens personal effectiveness, corporate loyalty, and ethical behaviour - It fosters teamwork, corporate pride, and consensus.

Kintsugi – Also known as Kintsukuroi, is a Japanese golden repair. Kintsugi is a golden joinery of broken pottery, each golden Kintsugi flake strengthens the structure of the broken item (Gusmano, B., 2019).

Resilience – Having the ability to recover or to adjust from a difficult situation. According to Ballenger-Browning, K., & Johnson, D. C. (2010) resilience has been connected to physical trauma and how individuals use that trauma to become more resilient in future events. This position was further concluded by Johnson D, Polusny., et al, 2009 who defined resilience as a psychological process developed in response to intense life stressors that facilitates healthy functioning. Bonanno GA (2004) summarizes individuals with resilience maintain mental stability throughout the course of difficult events.

Team Building – Bring a group together to work collectively to achieve a common goal. Team building can inspire and motivate individuals increasing productivity. Indicators of a successful team consist of ***mutual respect, effective communication, rewarding, clear goals, motivation,*** and ***inclusion***, similarly Bender, W. J., & Septelka, D. M. (2002) agreed that these key indicators produce strong teams that can achieve common goals, on or under budget with a benefit to all members.

Trust – To have trust one must have faith and hope to achieve confidence in something or someone. Trust can be defined as a relationship between two or more individuals built on positive traits and behaviours of everyone (Meize-Grochowski, R, 1984).

UAT Testing – User Acceptance Testing is testing the end-to-end journey of an application. This testing creates a ‘real world’ scenario to allow real world testing to be conducted, which in turn allows real world feedback to be obtained.

Critique abstract.

This critique is a deep dive into the researcher's current PCLP and efforts achieved through research to not only progress with learnings and further research but also to evolve the researcher's PCLP. Throughout this critique the researcher talks about the importance of leadership requirements through the implementation of global innovation. Whilst these elements are important, they are not the only leadership factors the researcher was looking for. Leadership capabilities are the driver for the researcher in their goal to assist, strengthen and grow team members. Throughout professional and personal development, the researcher identifies key events that have moulded them and placed them on a pathway to ascertain what a good leader looks like and how the transition of a good leader could impact the implementation of global innovation.

Transformational leadership in conjunction with adaptive leadership qualities peaked the researcher's interest and became the baseline for future research through qualitative and quantitative techniques. The journey into 'what makes a good leader' within the realm of global innovation commenced with a case study derived from proposition questions and personal experience across a 10-year period. The proposition questions were designed in a way to expand the thought process of the researcher and broaden the leadership paradigm to address more specific detailed questions through a semi-structured qualitative interview process.

These interviews created a theory whereby the researcher could develop a questionnaire to establish support of the theory. Research questions were designed in a manner that allowed the researcher to create a direct link between global innovation, leadership, and the researcher's PCLP evolution. The importance of this linkage to the researcher further embeds the passion to explore and evolve their leadership PCLP beyond global innovation.

Results based on numbering factors, including, but not limited to, *personal reflections, experience-based learnings, research results, research, exploration, and evolution* have guided the researcher to not only identifying key elements to a 'good leader' but also key criteria in leadership when it comes to the implementation of global innovation.

These results allowed the researcher to establish a clear set of leadership principles that would be the guiding pathway to the researcher's PCLP implementation, these principles are detailed more in chapter 6 and highlighted below:

- Create a safe and secure environment.
- Communication at all levels.
- Line of Inquiry.
- Decision-Making.
- Feedback.
- Global Innovation.

Whilst the research conducted does have its limitations which are set out in a more descriptive manner in chapter 4, these limitations are minimal in the grand scale of the overall outcome. The researcher will ensure addressed limitations are taken into consideration throughout the operationalization of their PCLP.

The journey ahead is a constant learning progression for the researcher and whilst they have identified their fit for purpose PCLP, this is just the start of something ever progressing and exciting.

Chapter 1: Overview of the researcher's context

Introduction

This chapter supplies an overview of the context in which the researcher's experience as a leader has evolved, accompanied by a summary of the researcher's leadership journey. Join me in this journey through the researcher's leadership pathway for the past 10 years, the exciting times, the challenging times, and the self-reflection times.

1.1: Evolving into a leader

Always admiring their father, the researcher wanted nothing more but to be exactly like him! Their father was their hero, nothing he could do was wrong. At the age of 13 the researcher started to go to work with their father at every chance they could, mainly on the weekends. The researcher was intrusted with doing the bookkeeping, of course supervised by the office manager, the researcher's keen eye for detail and love of numbers really allowed them to take full ownership and responsibility; overtime certain duties become the researchers with no supervision.

The experience of empowerment at a young age was exhilarating, even with the stress of having deadlines and ensuring the office ran smoothly was a thrill to the researcher and almost euphoric. Having conquered the tasks of office duties the researcher wanted more. Engaging with internal stakeholders well, the researcher wanted to try customer service and sales. The researcher was like a duck to water their father said – luckily for the researcher it was in a period where it was not uncommon for children to serve customers at a counter without their parent present, the researcher had the advantage of learning all there was to customer satisfaction and retention.

Communication, whilst juvenile at the time was an important foundation for customer service and sales including influencing, as the years progressed, these traits improved.

Watching their father time and time again highlighted the leadership qualities the researcher hoped to achieve one day, however, there were certain qualities to their father's leadership the researcher didn't resonate with, and it was only then that the researcher began to understand not all leaders are alike.

Figure 1 highlights the leadership qualities of their father's that the researcher did not want to further embark on, this journal entry recorded by the researcher was the opposite of the leader the researcher was becoming. The researcher had an essence of humility within their style in which, their father lacked.

Reflecting on my childhood has brought me to the realisation that my father was my hero. I would go to work with him every single Saturday and help in the administration and accounting departments. Watching my dad manage his day-to-day responsibilities was both fascinating as a child and alarming at the same time. As I grew up into a young adult I started to venture out and assist my father in the operation sector, managing loading and billing with all the other members.

It occurred to me very quickly that my father was not necessarily a hero to his followers, as time went on, I had seen the arrogance of my father increase and the team member's morale diminish. Team members would have discussions without my father, they would be uneasy when he entered the room.

There was an equal mixture of employees who both liked and disliked my father's leadership style, and in some years the employee turnover was high and my father's stress levels at peak; I suggested that a more personal approach is what would be needed, treat the team members as valued humans, listen to them, and encourage them to speak up and share their concerns – this may assist in lowering your stress levels and increasing staff morale, job satisfaction and productivity. The response I received made me realise my own father does not show humility and this was not the person I wanted to become – my father's response was "I am their boss; they will do what I tell them to do! If they do not, then they can simply go elsewhere – I do not have time to babysit them as well."

Figure 1: Childhood Reflective Journal Entry.

Source :(Author)

Regardless of our contradicting styles the researcher still always knew they wanted to be a successful leader just like their father, the difference between both was *humility*.

There is a strong link between humility and the relationship with team members, it identifies the importance of unity within the team and within the individual. The below statement always resonated with the researcher, and now they understand why.

“Humble employees make better leaders as in part because of their foster learning which helps with employee retention and job satisfaction” (Eragula, R, 2015, p.786).

As the time passed the researcher became a wife and mother it was evident that leadership also took a strong hold within the family dynamics. Taking every opportunity to excel in all things ‘leadership’ the researcher embraced the opportunity to coach their youngest son’s basketball team. Nothing screams leadership more than coaching 10-12 under 14-year-old boys! It was one thing to teach them equality, inclusion, and trust, but there was so much more.

Like any young child these boys wanted to celebrate the glory of a win and embrace the victory of each goal they achieved, however, the boys needed to understand how the other children on the opposing team would feel and how their parents albeit proud would feel. After some team building activities and other activities surrounding the understanding of resilience and empathy, the researcher was so proud to see and hear the boys saying, *“As coach says, let’s win with grace and loose with dignity.”*

The strength and determination these boys acquired was inspiring, they worked as a team to play the game at each other’s strengths, graciously admitted defeat and encouraged all those around them to be the best they could be. From team building skills to strategy, to life lessons these boys all had a hand in their future growth and sportsmanship, not all circumstances were good, we had tough times also. The boys needed to rely on each other to pull them through and empower them once again, they learnt dispute resolution between themselves as not every child seen eye to eye on all occasions. It was a privilege and complete honour to coach and guide these boys in lifelong skills that the researcher can only hope to follow them into their adulthood, they also taught the researcher a thing or two! Including to relax a little now and then, they also strengthened the researcher’s resilience.

1.2: Leading through difficult times.

Often individuals view leadership from a business environment perspective, they see managers as leaders or leaders as someone who guides them through work commitments with the only focus being business related. This is not necessarily the case, leadership, much like a journey, can be evident throughout your life but never more so than in a crisis or during the loss of a loved one.

Whilst flourishing in the DBL journey, the family received shocking news – the researcher's mentor, hero, and father, had become gravely ill.

Being the eldest and having that motherly instinct the researcher became the main carer for their father who had been diagnosed with brain cancer (GBM). Not realising the extreme toll, it would take on both their father and the researcher, they started to lead the charge. Their father would require 24/7 assistance as his brain started to deteriorate, so organisation was the key! Having two teenage children and a husband that worked full time was a challenge, but one the researcher was prepared to take on.

Working full time as well as studying, the researcher needed to put their core values and leadership styles to the test and ensure that on a personal and professional level the researcher did not take their frustrations, stress, and tiredness out on those around them.

It is one thing to lose a parent, it is another to slowly watch them deteriorating in front of one's eyes, keeping this in mind the researcher was mindful of both their children, who's bedrooms were located directly next to their grandfather's – each day the researcher could see and feel their anguish and anxiety, which had to be managed individually and as effectively as the researcher could. Employing the same methodologies as the researcher did when they managed diverse teams, the researcher relied on their interpersonal skills – they would meet with the children individually each week and would gather as a family at the end of the week to talk about their feelings, frustrations, concerns, and support required.

The researcher's children were amazingly resilient which is a great quality for them to possess at their age, the support given by the researcher's husband was overwhelming, never being a leader in his professional career he most certainly was in his personal life. Both children felt invaded of their privacy and whilst they loved their grandfather dearly, they are children who have never experienced this situation, let alone death.

We would often brainstorm, making it fun and interactive on a white board and the researcher noticed over time their children starting to change the dynamics of their thinking, it went from all about them to all about their grandfather and how they could assist with the challenges, chores and making him comfortable in his final year on earth.

When the researcher's dad passed, they asked the children, what they learnt from this experience in which they replied:

- Take each day as it comes, you can only do what you can do so do not stress.
- It is a group effort, if everyone helps it not only helps the personal being cared for, but everyone around them.
- Listen – Listen do not just hear people if you listen you will understand.
- Communicate – It is ok to talk about issues bothering us all, you find others have the same concerns.
- Understanding – Understand what events mean to you and others, your way is not always right or can be enhanced by other individuals' thoughts and feelings.
- It is perfectly natural to express your emotions in every way, things are not always easy, and it is how you handle the situation that makes the difference.

To say the researcher was proud would be an understatement, everyone took the challenge head on for the researcher's dad and made his final time comfortable, secure, and happy – the researcher could not have asked for anything more from their family. Even in leadership outside of the business environment, there are lessons to be learnt, growth to embrace and milestones to achieve.

1.3: Professional years (past 10 years)

The researcher frequently asks, *'Is a leader born, or can a leader be created.'* Marques, J. F. (2010) states that leadership is 'incomplete' and will remain that way for years to come, the reasoning behind this is because leadership is a highly dynamic and a

continuously evolving topic, which entails that new definitions and styles of leadership are continuously developing. Whilst the researcher agrees with this statement they also wonder: did they inherit their father's leadership abilities? Were they born or destined to be a leader? Or were they simply mimicking their hero? Regardless of the differentiating reasons leadership is a personal journey and everyone is destined to go their own way.

The researcher's career never began the way it is today, let us rewind 10 years back when the researcher was a National Credit Manager working in the commercial material handling sector. As the National Credit Manager, it was the researcher's responsibility to ensure that all monies due was paid within their trading terms (30 days as at end of month) across all states of Australia. The researcher went through/experienced two leadership roles, one being the leader of all State Credit Managers (SCM) inclusive of Victoria where the researcher resided, secondly, was the joint leader for the credit teams when an SCM was on leave and/or the credit team(s) needed governance, training, or guidance.

Leadership duties/responsibilities with the SCM's

Rules were simple, the researcher's door is always open, and their ears are always ready. Whilst they had weekly update meetings, crucial more in-depth meetings were monthly collaborative meetings.

Monthly duties contained meetings with all SCM to review overdue accounts and outstanding payments reflected in payment plan arrangements, any risks associated with those months' accounts, process improvement initiatives, KPI progress, and group discussions on any internal concerns or updates. Having transformational qualities, the researcher encouraged the group to pick a specific improvement topic for the month and then held an additional brainstorming session. Within these sessions the researcher empowered the management team to derive strategies for improvement that would fit into the below categories:

1. **Value to the customer** – What is in it for the customer?
 - a. **Value to external customers** – What is in it for external customers?
 - b. **Value to internal stakeholders** – What is in it for internal stakeholders?
 - c. **Can this initiative improve processes** - e.g.: reduction in time, cost, and administrative duties?
2. **Value to the business** – What is in it for the business?
 - a. **Ease of ordering/servicing** – Would this improvement make it easier for the customer to order or apply services?

These meetings were imperative to the improvement of the customer and business journey pathways, they also created a safe environment for managers to speak freely and express all their concerns in a safe manner. Aside from the business agenda also discussed was the human element, coaching all SCM's to identify signs of mentally health related issues, frustrations, and stress. For those SCM's who wanted to learn and assist more, a short course was then offered.

This period of the researcher's career was not without its challenges, stepping into a male-dominated arena the researcher quickly realised that their thoughts, beliefs, and ideas were not as welcomed as they should have been. The researcher had always seen

themselves as part of a greater team, they invested so much time academically and spiritually in emotional intelligence and seeking the essence of who they are and how their leadership can create not only strength in teams they coached and guided, but what that means to the customers, organisation and return on investment, especially through innovation.

The researcher had become increasingly enthusiastic for innovation as it is a crucial element for an organisation's success. The researcher first recognised their passion for innovation through their desire to make a change in the creation of new artefacts that would become positively impactful. Innovation then became the focal point of the researcher's personal journey, the willingness to learn and grow through innovative development was truly gifting to the researcher.

There are recognisable benefits to innovation; to the researcher, the benefits extend beyond organisational success. Innovation allows ones' mind to expand beyond what they originally thought possible by promoting imagination, creativity, and collaboration. To the researcher innovation is not just about making customers satisfied or keeping up with the times, it is about the planning and developing process, learning from others, and inviting them to learn from your knowledge.

The researcher has worked in many team environments and thoroughly enjoys being part of a team, innovation has allowed that experience to be on a larger scale and with a greater impact. In an innovation environment, the researcher can learn, grow, and collaborate across multiple groups including overseas counterparts which has allowed the researchers knowledge base to mature.

Going into this opportunity with eyes wide open allowed the researcher to transfer their transformational qualities onto others within the business. Building respect and trust was the greatest achievement. Being a genuine individual, coaching, guiding, and educating the team members produced a strong high performing team. Proving to be an asset for the organisation, this was not seen favourably by senior leadership team who embedded a more autocratic, micromanaging leadership approach and requested that the

researcher adopts the same approach – they wanted a call centre with no opinion and no voice.

Leadership is unique to the individual, transformational qualities to the researcher were all about empowering members, listening to other's beliefs and values, having a high level of trust within the team, and encouraging enthusiasm which also led to members of the team thinking outside of the norm. Team members' growth was important to the researcher, as a leader if the researcher could elevate and coach each person to achieve their goals then that was a success.

Within the 5-year period of being the National Credit Manager, growing and nurturing the team the researcher achieved KPI targets above and beyond expectations, the team was thriving, and it was rewarding to see the team members engaged and cooperating as one team for a common goal.

This was the period of the researcher's career that they learnt about organisational culture it was quite evident by the researcher's performance reviews and consistent meetings surrounding their leadership, which their approach did not fit within the organisational culture and behaviours. Regardless of the efforts place by the team, each meeting with the senior management team highlighted 'imperfections' of the researcher's leadership approach, this was due to conflicting approaches.

Having thought they were quite resilient the researcher soon began to see part of who they were breaking. From early childhood the researcher always referred to themselves as a ***Kintsugi*** vase. Kintsugi is a Japanese technique used to transform broken pottery by using a stronger material such as gold flakes, which in turn transforms the once broken pottery into a stronger and more beautiful unit (Illes, K., & Kirkup, M., 2019). Continuing with their current leadership style was never going to fit within the culture of this organisation and with each criticism received a part of the 'pottery' broke. The researcher then realised organisational culture plays an integral part in one's leadership, to follow suit in an autocratic manner was not who the researcher was and not the leader the researcher ever envisioned to be.

The transformational leadership style was just the steppingstone to leadership, there was more to the researcher and just like a Kintsugi vase they needed to rebirth. Within that organisation, the researcher used the experience as personal growth, the organisational culture insight as learning, and the self-value as their 'gold flakes' material to rebuild a vase strong enough to be educated and resilient, after all, the refurbished pieces are worth significantly more than their original, undamaged counterparts (Illes et al., 2019). Continuing to ensure the team was productive, engaging, and confident, learning to use each other's strengths, the researcher stayed with the organisation for a few more years. This environment allowed the researcher to gain a deeper understanding into who the researcher was as a leader and what innovation can mean to not only the researcher's growth but the organisation itself.

Innovation leadership involves synthesizing different leadership styles in organisations to influence change and create a shift in culture (Gliddon, D. G., & Rothwell, W. J. (Eds.), 2018).

At this stage innovation leadership was something the researcher was researching, but there was a question: was it possible for the researcher in their position to reinvent the wheel within this organisation? Short answer, unfortunately no.

Knowing the researcher's worth and knowing what value the researcher could be to any organisation the researcher decided their time at this establishment had come to end, and after 5 years it was time to part ways.

The next chapter of the researcher's working career began with a global construction material industry. It was within this industry that the researcher began to see interest in their leadership qualities and embracement for new suggestions, ideas, and growth strategies. Commencing as the Business Process Improvement Manager at a regional level, the researcher was able to highlight their own qualities and feel comfortable sharing ideas and thoughts.

Having been micromanaged in the past made it difficult for the researcher in the beginning. Always reporting to senior managers what the researcher was doing, when the

researcher was doing it and why the researcher was doing. The researcher found this behaviour hard to shake, there are elements of that behaviour still within the researcher, however, mistaken for micromanagement the researcher has come to realize it is a lack of confidence on their behalf and an area recognised as requiring improvement.

Drawing from team members from a transparent, engaging environment only reinforced understanding of who the researcher always knew they were and what their leadership meant to those around them as well as the organisation. This organisation was forthcoming with encouraging all members to be as creative as they liked, and they were even more encouraging when your ideas did not plan out as you first had hoped.

As the years progressed, the organisations regions went through a significant restructure, and this seen the researcher's role becoming redundant. However, the researcher's leader fought to keep the researcher employed due to their work standard and ethics. The organisation subsequently placed the researcher into the Regional Credit Management Team as the Regional Credit Manager (RCM). This transition was challenging for the researcher as they had a lengthy career as the National Credit Manager so stepping back into the RCM position was in a sense heading backwards on their journey. Whilst the researcher took on the challenge of becoming an RCM again, it was evident that their leader had no knowledge of the credit space or credit law at all, this made the challenge even greater. To add to the complexity the leader had been in that space for decades and accumulated many supporters by being able to talk in a professional manner but with no substance or intellect.

It was refreshing to coach a team again, albeit on a smaller scale, employing previous coaching methods we all got together weekly to identify improvements needed and conducted bi-weekly brainstorming sessions with a view to reduce requests for credit and administrative burdens.

With the senior leader's absence of credit knowledge, it became difficult to get any improvement changes supported and implemented, which caused greater frustrations and distress on the team.

The researcher began to experience organisational culture patterns that had been familiar to them in the past. One instance involved an internal stakeholder that had been in the organisation for many years and was heavily resistant to any change, their response to change was “why fix anything, we’ve been doing it this way for years.” This stakeholder was able to formulate a ‘negative group think’ environment. Group thinking can be a dangerous situation on its own, it is one person influencing a group to sway a certain way best suited to themselves or their own agenda. Negative group think is another level of toxicity, not only were internal stakeholders that held high positions influenced by this destructive mindset; but they were also led to have negative thoughts surrounding who the researcher was and the researcher’s agenda.

This was evident by the nature of the outcomes was exclusion, stereotyping and close-mindedness, it was apparent that senior support was minimal on the researcher’s side. This internal stakeholder was frightened by exposure, to expose inconsistencies and flaws within their department that could expose their contribution to the business over the past few decades, therefore, resistance and scapegoating was their defence. The integrity shown in this situation was non-existent, not only was the researcher’s ability placed into question, but who they were as a person. From previous experience the researcher knew organisational culture can potentially impact a person’s leadership, however, it was at this moment the researcher also realised that internal stakeholders can also severely impact someone’s leadership and confidence.

Fortunately, the researcher was blessed with a new leader and a new role within the organisation. Even though this event crossed over into the researcher's new journey, the new senior leader embraced who the researcher was and ensured a fair and reasonable investigation of this situation was conducted. The researcher finally had a voice!

The new leader was inspirational, their approach was dynamic and very inclusive – this was the first ever female leader the researcher has encountered, and their leadership vision and values aligned perfectly to their own. A new leader brought new characteristics, some of the below traits are what made their leadership style successful to the researcher:

1. Empowered the team.
2. Led by example.
3. Encouraged others to grow.
4. Had a strong vision and shared that vision with others.
5. Practiced empathy.
6. Cared about the team.
7. Understood their own motivation.
8. High emotional intelligence.
9. Engaged honestly and open.

To be led by someone who was also transformational was a significant part of the researcher's further development, leaders such as this boost self-worth and confidence, giving the follower a fresh start to compose and perform beyond expectations – she had such an overwhelming influence on the researcher that they will be forever grateful for.

Growth is always painful, as the saying goes “no pain, no gain.” The researcher knows who they are, and what insights and value they can bring to the organisation; not only work commitments but also leadership. The researcher began to understand that internal stakeholders can modify leadership to make it stronger, the new leader the researcher now has showed them that resilience can go beyond what they first imagined, and it can be strengthened by integrity.

When an organisation cannot move forward and continues to be caught in a time warp of thinking and it makes it extremely difficult for a leader to achieve the visions and goals, they once were held close to their heart.

If the researcher was to say this incident did not impact their confidence, then they would be lying. This instance caused the researcher's Kintsugi vase to crack; however, it added another layer to their leadership style and highlighted what was important to them. The researcher has since changed positions a few times within this organisation, progressing each step of the way, they are now the Digital Products Manager, Customer Excellence. Every leadership journey has its learning curves, leadership, for that matter is a continuous learning journey, ***'what doesn't break the vase, only makes it a stronger vase.'***

The next chapter of the researchers' leadership journey took them back to a leader who was not the pillar of strength as their past leader. Again, with a change in structure, a new leader came on board from different parts of the world. Having a new leader gave the researcher a new insight into multiple leadership types, however this one was not beneficial at all! This leader was the type of leader who was extremely nice to your face but behind the scenes their cruel and plotting mind sat dormant, awaiting the right time to strike!

Still continue our global innovation path, the team and I formulated many strategies and innovative ideas – it was not until it was time to present these ideas that we could see the true leader shine through. In presentation mode we presented our ideas, thoughts, documents, and research to the leader and within one foul swoop we were demoralised, humiliated, and left feeling completely broken. The researcher felt it their responsibilities to revisit the leader with constructive feedback in relation to their very cutthroat approach and invite them to provide the same courtesy in which we showed them.

Thinking this approach was the most professional the researcher tried to gain feedback in relation to the thoughts, ideas and concepts as opposed to dismissing the projects – this was not what the researcher received! The leader did not feel it appropriate to share their reasoning behind not endorsing the projects and did not want to entertain the idea

of a collaborative workshop at all. The researcher knew then that they had their work cut out for them if any of these projects were going to commence.

Refusing to again sink into a negative mindset or be influenced by negative egotism the researcher along with their team members decided to gain support from the rest of the organisation. Running quite a few surveys and workshops allowed the greater business to have insight into our world and created a greater need and enthusiasm around the organisation. This approach gained the attention of our head office in Germany who fully supported the projects and turned one of them into a global project so now every country benefits along with their cliental.

It did not take long to see that this new leader was very self-agenda orientated almost bordering narcissistic behaviour, I spent a year battling with this type of behaviour and leadership before they were dismissed from the organisation.

Having years in leadership and under leadership the researcher has observed a multitude of different styles, different behaviours, and different interactions they are grateful for each one of them as without them, they couldn't truly see the brightness that can be a productive, encouraging, and engaging leader and what that means to not only an organisation but the people within.

1.4: Creation of the researchers PCLP

The researcher commenced the DBL journey program to not only learn valuable leadership skills, but to also explore in detail who they are as a person, as a leader and what qualities of them are unique and valuable. There is no real definition of a PCLP in the researchers' eyes, and this is based on it being a personal journey. However, a PCLP (**P**ersonal **C**ontingent **L**eadership **P**aradigm) commences with the leader's core values, these are the values in which the leader holds true to nature and true in their intent. Inputs such as leadership process, expectations and experience are then added to the paradigm to formulate a strategy in which the leader is either currently following or inspiring to be. Outputs such as feedback, performance, reviews and experience further expand the PCLP and shape the leadership direction whilst uncovering the type of the leader the researcher is or inspires to be. Due to the personal nature of ones PCLP, it is an ever-evolving paradigm that constantly grows and changes with time and experience.

At the beginning of the DBL program the researcher's PCLP was structured as per below:



Figure 2: Researcher's PCLP as at the commencement of DBL program.

Source: (Author)

Although figure 2 is a preconception of what the researcher's leadership stood for, it was designed to highlight who the researcher is and what their core values are, the PCLP would evolve as their leadership emerged. Figure 2 demonstrates their core values as **humility, integrity and influence** they are everything that makes the researcher the leader they were at that given time.

The intricate circles surrounding the middle core values are leadership qualities the researcher possessed at that point in time. Given historical events in the researcher's past **team building, trust, resilience, emotional intelligence, inclusion, communication, and goal orientation** were important factors in their leadership style and more importantly to their future growth.

Growth throughout the DBL program has allowed the researcher's styles to shine through; even though they were not entirely certain of the style they possessed. This journey has allowed the researcher to identify characteristics and explore them in depth to determine if they are a transformational leader and, also expose other leadership qualities they may possess.

A transformational leader acts to maximise the needs of the follower, the term 'transformational' stems from the ability to inspire and develop people as resources and move them to a higher state of existence, transforming them in the process (Bromley, H. R., 2007). Previous academic strides allowed greater transparency into **emotional intelligence, communication, team building, trust, inclusion** and **achieving desired goals**. The researcher's leadership journey gave pellucidity into **resilience** and **inclusion**, and though the journey to date may not have been picturesque, it has given the researcher the determination and strength to be the best leader they can.

Chapter 2: Leadership literature review

Introduction

Chapter 2 summarizes historical leadership theories, taking you on the journey throughout the ages as leadership transforms and grows from one era to the next. The researcher will identify deductions drawn from the literature that concluded their leadership approach and future aspirations.

Literature review part 1

2.1: Evolution of leadership theory

The biggest question presented thus far is *what makes an effective leader?* This question has troubled researchers for many years.

Over the years, an evolutionary tree of leadership theories has been developed, this has revealed the path along which leadership has evolved (Van Seters., et al, 1990, p1), these pathways are visually displayed in Figure 3 below.

Each theory has its merits and drawbacks and seems to provide part of the answer to the leadership puzzle. In today's complex, dynamic and globalised world, organisations are consistently dealing with change and uncertainty. Many consider the traditional hierarchical views of leadership as less and less relevant given the complexity of the modern world. This led to a shift in focus from the characteristics and behaviours of leaders to a more systemic perspective, focusing on leadership as a collective social process resulting from the interactions of multiple factors.

New leadership theories were consequently formulated to deal with the new reality of organisations and business, resulting in newer and more relevant definitions of leader, follower, and situation (Benmira, S., et al, 2021).

Before delving into any literature review it is imperative for the reader to understand how exactly leadership evolved and where such theories and characteristics were born.

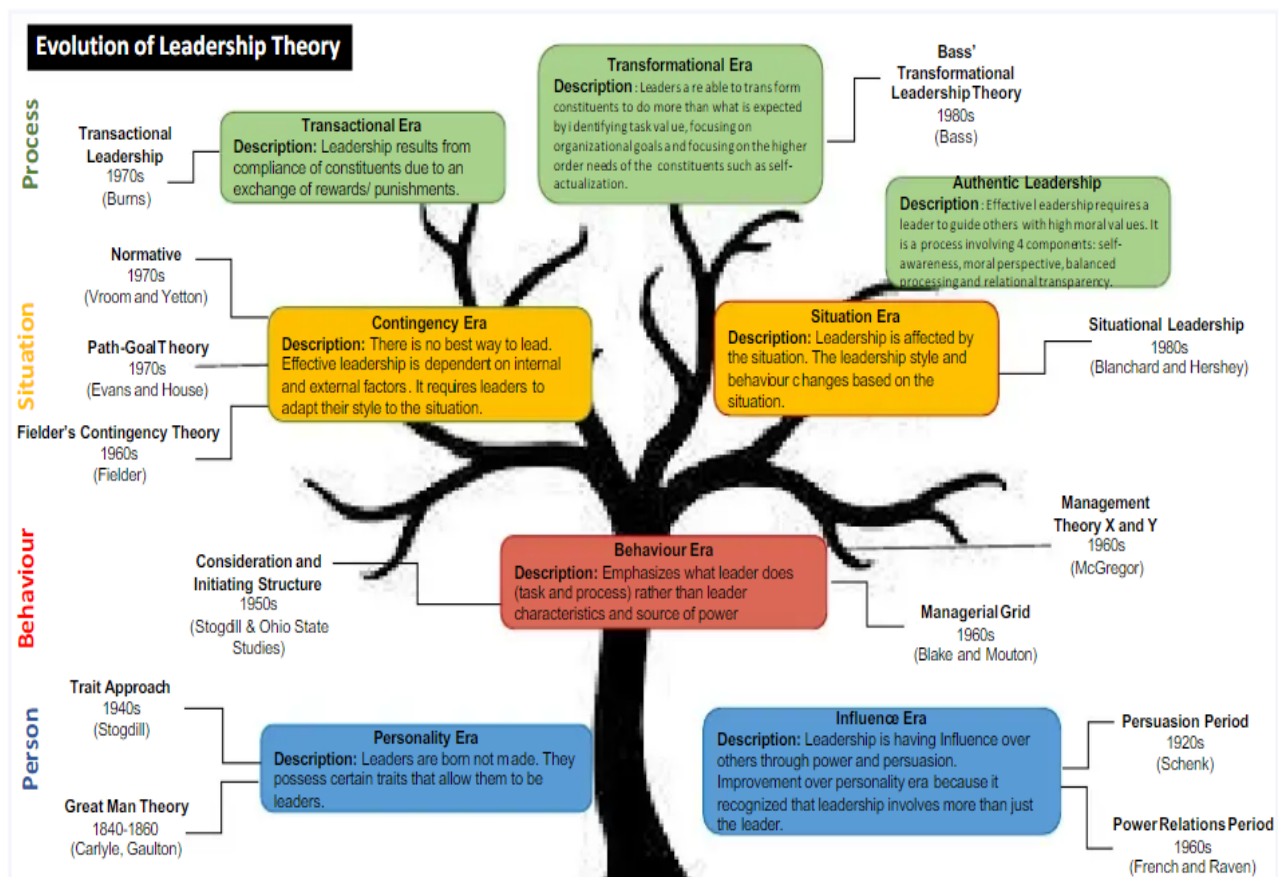


Figure 3: The Evolutionary Tree of Leadership

Retrieved from: Kumar, A. (2014). Leadership Theory Tree. Leadership Theory Tree | PDF | Leadership | Motivation (scribd.com)

This leadership tree demonstrates the leadership progression throughout the years. Commencing from the mid 1800's where the individual was the focal point of leadership through to the 1950s where the leader's behavioural aspects become the focal point. In the 1960s leadership took another evolutionary turn to focusing on the situation and how particular situations influences the individual. The 1970s brought another transition within leadership theory focusing on the processes of leadership through eras such as *transactional*, *transformational*, and *authentic*.

Personality Era

The great man theory

'The great man theory,' this theory was introduced in 1840 by Thomas Carlyle, with the main concept being *'leaders are born to lead'* (Borgatta, E. F. et al., 1954, p.755). This theory assumes that unless an individual had similar characteristics of the past leaders, they could not become a leader and would be unsuccessful in leadership duties, (Spector, B. A, 2016, p.1).

Trait theory

In the next advancement of leadership theory, it was proposed that specific traits or characteristics posed a good leader. According to Horner, M. (2003, p.44) Trait Theory reflected the same sentiment as The Great Man Theory, that leaders were born to lead however they must have the traits of a leader. It was determined after many years of additional research that no consistent traits could be documented or measured from leader to leader (Derue, D. S. et al., 2011, p.5-47).

Influence era.

Five bases of power approach

The study of power was first conducted by psychologists John. R. P. French and Bertram Raven in 1959. Social power may be defined as a force underlying social exchanges in which someone has control over the behaviour or outcomes of another in a dependent position (Mossholder, K. W., et al, 1998).

Reward Power – Reward power is the ability of one person to provide someone with things they desire and remove items that are undesirable. From an employee's perspective, reward power is the capacity of his/her supervisor to provide them with the benefits like pay raise, promotions, personal approval, praise, and respect (Faiz, N., 2013).

Coercive/Punishment Power – Coercive power can be categorised as a fear tactic. Research shows that members become frightened off losing their jobs, having a poor performance review, or being demoted; therefore, they comply with what is asked of them (Hofmann, E. et al., 2017, p. 2-3). Coercive power is essential when attempting to

control negative outcomes, this approach is taken by organisations to exert influence on its trading partners based on exercise of force (Yeung, J. H. Y. et al., 2009, p. 11).

Legitimate Power – Legitimate power stems from an individual's role or position within an organisation. In a recent study (Yukl, G. et al., 1991, p422-423) concluded that legitimate power is a very important source of day-to-day influence within organisations. Batty, R. J. (2016) further states that legitimate power can stem from the organisation itself, behaviours waterfalling down from the hierarchy can be legitimate nature.

Expert Power – Expert Power is based on expertise, skill, and knowledge. A leader high in expert power is seen as possessing the expertise to facilitate behaviour of others. This leads to compliance with the leader's requests (Hersey, P. et al., 1979, p.419).

Referent Power - Lunenburg, F. C. (2012) states that referent power is the ability to influence someone's behaviour because they like, admire, and respect the individual. Elias, S. (2008) refers to referent power at use, when a target complies with the request of a powerholder due to his/her identifying with the influencing agent.

Behaviour era

Reinforced change theory

The Reinforcement Theory is one of the oldest theories of motivation which describe behaviour and how we act. This theory can be called, 'behaviourism' or 'operant conditioning' that is taught in the today's world of psychology (Gordan, M. et al., 2014, p.2). Reinforcement Theory predicts a leader's ability to change an individual's behaviour based on **punishment**, **reward**, or **extinction**. This theory uses such reinforcements to highlight to positive and remove or change any negative behaviours not deemed necessary.

Theory X and Y

Theory X & Y leadership styles are stated as Autocratic (**X**) and Participative (**Y**) integrated with motivation. Theory X focused heavily on only the needs of the organisation, autocratic style further restricts the follower from any contribution or engagement and dictates the direction required (Kopelman, R. et al., 2010, P.5-17). Theory Y on the other hand embraces the followers' contributions and promotes involvement in decision-making methods, both theories would then be influential points for employee behaviour (Dobre, O. I, 2013, p.54-56). There is a clear visible link between Theory X, Theory Y, Transactional and Transformational Theory, according to Odumeru, J. A., & Ogbonna, I. G. (2013, p.359) Theory X is aligned with Transactional Theory as both use the premises that poor behaviour is punishable and good behaviour is reward through incentives. Theory Y is however aligned with Transformational Theory as leaders are more encouraging, trusting and assist followers with all they need to succeed.

Further research was applied to these styles by Kurt Lewin, Kurt's leadership styles studied where **autocratic**, **democratic**, and **laissez-faire** (Arslan, A. et al., 2013, p.101-111).

Situation era

Environment approach

The environment approach depicts an individual is moulded by their environment. The individual's environment, and experience assist in shaping the way they view circumstances along with the way they act and respond to certain situations.

Leader role theory

In a recent development of **role theory**, Biddle, B. J. (1986) states role theory concerns one of the most important characteristics of social behaviour. The fact that human beings behave in ways that are different and predictable depending on their respective social identities and the situation.

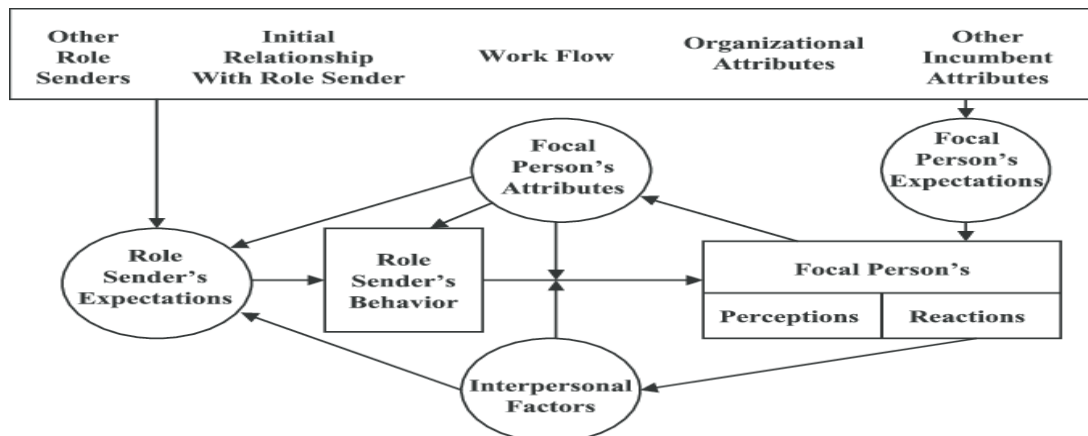


Figure 4: Role of sender in relation to the follower's behaviour.

Retrieved from: Frink, Dwight & Klimoski, Richard. (2004). Advancing accountability theory and practice: Introduction to the human resource management review special edition. Human Resource Manage

Figure 4 shows us that the role of the sender (leader) inclusive of their behaviour, attributes, interpersonal skills, guidance, and coaching acts as a trigger for followers' behaviours. Success is triggered by the sender (leaders) ability to influence the behaviour and clearly demonstrate the value-added expectations of the follower's role, it is essentially 'monkey see, monkey do' mindset.

Contingency era

Contingency theory

Contingency theory, developed in the 1960's was used to consider a multitude of variables such as:

- Individuals experience
- Situational aspects/experience
- Culture of the organisation
- Internal and External environmental factors.

Behavioural theory shed no consistent behaviours amongst leaders whether it was related to task, relationship or situational (Fiedler, F. R. E. D, 2015, p.233-5). Contingency theory describes how aspects of the leadership situation alter a leader's influence on an individual subordinate or a work group (Parry, K. W. et al, 2006, p.1-27).

Fielder (1967-1971) stated there was no supreme way for managers to led, alongside this theory were two more theories; Path-Goal Theory and Normative Theory. Whilst contingency theory revolved around different leadership styles based on situations best suited to them it categorises leaders as either ***relationship orientated***, or ***task orientated*** as demonstrated in Appendix B.

Path-Goal theory

Path-Goal theory however focuses on performance, acceptance of the leader through goal orientation and satisfaction of the followers. Path-Goal theory embraces goals set by effective leaders and evaluates the motivation and commitment of the follower (Indvik, J, 1986. P189-192). Successful Path-Goal leaders concentrate on the behavioural elements of the leader and how they persuade followers and motivate them to achieve their set goals, leading to personal and job satisfaction (Schriesheim, C. et al, 1977, p.339).

Situational theory

Building on from the 3D leadership framework by Reddin (1967), Hersey and Blanchard (1969) developed a lifecycle theory of leadership, which they later renamed to the situational leadership theory (1977) (Graeff, C. L., 1983). Hersey and Blanchard kept the tradition categories of leader behaviour however the primary situational determinant of leader behaviour is directly linked with the task relevant maturity of the follower(s). This would conclude that situational theory is not based on the leadership styles of the leader but more towards the task at hand, with leaders adjusting their styles to what is best suited for the task. Appendix C illustrates Hersey and Blanchard's situational leadership types, this represents the diverse leadership styles that complement each type of context and not a 'one size, fit's all' approach. The model appearing in Appendix C, illustrates leadership styles based on the skill set of each follower, it demonstrates the need of the leader to adjust accordingly and is explained further in the Appendices section.

Normative theory

This theory hypothesizes what is desirable or non-desirable (right or wrong, just, or unjust) in society. It has been used for centuries in correlation with decision-making processes.

Transactional era

Vertical Dyad/Leader Member Theory

Known as 'leader-membership' theory (LMX), vertical dyad transacts with the relationship developed between leader and follower (member). This relationship-based approach suggests relationships are based on social exchanges and produce influential qualities from leader to member (Wikaningrum, T., 2007). Leader-member theory and the development of the dyad has been linked to the growth of building trust, job satisfaction, commitment, performance, and organisational behaviour. It should be noted that this type of leadership relationship does not come without its disadvantages, researchers such as Scandura, T. A., et al (1996), have identified that race and gender play a huge part in forming either productive relationships or having the adverse effect.

Such research indicates that people form first impressions of others based on salient observable characteristics of the person(s), such as gender and race, and categorise the person(s) based in part of their gender and race similarity. It has been suggested that individuals will have stronger identification and feel more comfortable with others who have similar demographic characteristics and who are perceived as similar (Turban, D. B., et al, 2002).

Cultural difference can also impact the LMX exchange, especially when these teams are geographically distributed. Cultural differences can be displayed in many ways inclusive of the examples below:

1. ***Generational*** – Many individuals hold beliefs and values that have come through the generations of their family line.
2. ***Ethnical*** – Race and national backgrounds can significantly affect the workplace and leadership. Communication can be direct in some cultures and not so direct in

others, these different communication strategies can influence not only the workplace culture but followers understanding of tasks.

3. **Religious** - Leaders or followers values based on their religious beliefs can also impact the workplace culture along with individual behaviour and ethics. This type of culture can strongly influence one's decision-making process and organisations and their leaders should be mindful of respecting everyone's religious values.
4. **Educational** – Cultural capital can be derived from an individual educational experience; this strongly affects an individual's ability to solve problems and how they approach situations. Follower's and their leaders can have vastly different levels of education or work experience, this can result in different thought processes and methodologies being employed into a group project – this can be perceived as a positive for varying changes, thoughts, values or negative with a clashing of opinion, thoughts, values, and outcomes.
5. **Feedback** – The giving and receiving of feedback can differ given the culture of both parties. Some parties are not open to receiving feedback, for example: China do not express any criticism, thoughts, or feelings to leaders in anyway, therefore the feedback loop is non-existent. The closing of feedback loops will see follower's becoming less vocal given their background and cultural differences.
6. **Communication** – Communication would be one of the most varying factors in cultural differences, leaders and followers can have an array of ways they communicate. Some communication maybe direct and to the point, involving a lot of eye contact – this can be perceived as intimidating or disrespectful to other cultures.

Emergent leadership

Emergent leadership is a common style that individuals find themselves in. This type of leadership often occurs within a group environment and often sees one individual inadvertently stepping up as a leader over the duration of a project or in general. Commonly presented in virtual teams, emergent leadership becomes the apparent style due to the nature of virtual teams being self-managed (Carte, T. A., et al, 2006).

Social exchange theory

Over many years there has emerged in sociology and social psychology a distinct approach called **social exchange theory** (Cook, K., et al, 2013). Social exchange theory takes the notion that individuals form relationships based on a cost-benefit analysis, meaning people make decisions based on the maximum benefit and reduced risk to them (Cropanzano, R., et al, 2017). These relationships are based on individuals feeling positively or negatively about three (3) key factors:

1. **Cost-benefit analysis** – The process of calculating the value of the relationship in terms of potential costs and reward.

This calculation incorporates the **Weighted Average Cost of Capital (WACC)** to determine the discounted rate to calculate the NPV. The WACC is determined by a range of factors such as, the organisations industry in which it trades in, the capital structure of the organisation and the level of risk that is associated with the organisations operations and its investments. Some examples of these can include lease finance, debentures, long-term finance, bonds, and shares.

WACC is an important calculation tool for determining the cost of an organisation's capital structure based on the proportion of debt, equity, and stock.

WACC = (percentage of capital equity x cost of equity) + (percentage of capital debt x cost of debt) x (1 – tax rate)

Net Present Value (NPV) is a formula commonly used to seek and capture the total value of an investment opportunity. The main concept of NPV is to identify future benefits and future costs connected with and investment, these are then discounted

to present day values (WACC) and subtracted against each other – the balancing amount is then known as NPV.

The cost-benefit analysis is also used in pending projects with a formula to evaluate the cost versus benefit:

$$\text{NPV} = \text{Sum Present Value of Future Benefits} - \text{Sum Present Value of Future Costs}$$

In a social environment, individuals tend to stay in long-term relationships and work well together when the benefit (positivity) outweighs the cost (negativity). In project terms the above formula is used to validate the project, if the cost outweighs the benefit, the project is dismissed.

2. **Comparison level** – This key factor is subjective and depends on previous experiences and cultural norms. The comparison level is built on an individual's idea on how much reward they deserve to receive based on previous engagements. Comparison levels are linked to an individual's self-esteem, the higher the self-esteem, the higher the reward expectation and vice versa. Successful relationships are those that have an equal comparison level or greater than equal level.
3. **Comparison level of alternatives** – The comparison level of alternatives involves the individual assessing their current relationship and evaluating whether they could have fewer costs but greater rewards from another individual. This comparison level suggests that the individual is dependent on the satisfaction of their current relationship, if they are satisfied the risk of looking for an alternative is diminished.

Transformational era

Charismatic theory

German sociologist Max Weber birthed the concept of charisma as being an integral part of leadership. As a sociologist Weber sought to understand the circumstances that enabled some people to dominate and others to be dominated (Nisbett, M., et al, 2016). While there are several formulations of charismatic leadership, the concept overall is one of the most often researched leadership theories (Dinh, J. E., et al., 2014). Given the theoretical linkages of transformational leadership with charismatic leadership, it is not

surprising to find it present in the literature. However, what is surprising is that these theories are often discussed interchangeably and yet, they are in fact not depicted as equivalent by either the most integrative of charismatic or transformational leadership studies. (Meuser, J. D., et al, 2016). Complimentary theories explain the origins, processes, and impact of charismatic leadership by drawing from the trait, cognitive (attribution theory, leader and follower cognitions, romance of leadership), relational (leader-member exchange, followership, relational), and power/influence/politics leadership approaches (Meuser, J. D., et al, 2016). Charismatic leaders apply their unique personal assets to exert influence by challenging followers' minds and hearts through an inspirational vision coupled with dynamic behaviours that invoke strong reactions (Shamir, B., House., et al, 1993). More characteristics on charismatic leaders is identified in Appendix D, along with a comparison of non-charismatic leaders.

Transformational leadership theory

Transformational leaders inspire followers through open communication and collaborative strategies to strive and achieve common goals and enhancements for future strength and growth of the organisation (Bass, B. M., et al, 1994). Further evidence of collaboration was documented by Dvir, T., et al, (2002) with regards to transformational leaders being suited in team building situations and stakeholder engagement scenarios; whereby the interests, ideas, beliefs, and strengths of all involved are taken into consideration promoting a positive attitude, job satisfaction and a strong sense of accountability and ownership. An additional beneficial element of transformational leadership is the positive impact on organisational culture achieved through the ability to understand the current culture and transform follower's which in turn through positive change, changes the existing culture (Sarros, J. C., Cooper, B. K., & Santora, J. C., 2008, p.145-148).

Transformational leader behaviours have been positively correlated to leader effectiveness ratings, follower satisfaction and effort, and overall organizational performance (Einstein, W. O., et al, 2001).

Emerging leadership theories/Styles

Adaptive leadership

Adaptive leadership is emerging as a contemporary leadership concept, this has evolved from such theories as situational, transformational and complexity theories (Cojocar, W. J., 2008). Adaptive leadership involves a change in behaviour to suit the ever-changing situation (Yukl, G., et al, 2010, p.81). The types of changes that would require an adaptive leader are (but not limited too):

1. Increased globalisation and international commerce
2. Rapid technological change
3. Changing cultural values
4. Diversity
5. Social working
6. Virtual teams
7. Ethical responsibility

(Yukl, G., et al, 2010, p.81).

With each given challenge or change, adaptive leaders need to coach and guide people to assist them to adapt and thrive in the face of uncertainty and embrace the process along with the change.

Authentic leadership

Authentic leadership is truly displaying who you are as a leader, an authentic leader gains incredible trust by allowing transparency with the team, being honest and open, humble, and high levels of integrity. Gardner, W. L., et al, (2011) document that authenticity comes from knowing oneself, having an in-depth knowledge of one's thoughts, feelings, beliefs, and values. Self-awareness is a key component to be an authentic leader and gaining credibility and trust. This is further supported by Avolio, B. J., et al, (2005) when they relate authenticity back to its Greek roots, translated as ***"To thine own self be true"*** in continuation from this Avolio, B. J., et al, (2005) refer to authentic leaders as:

"Owning one's personal experiences, emotions, needs, wants, preferences, or beliefs, processes captured by the injunction to know oneself and further implies that one acts in accord with the true self, expressing oneself in ways that are consistent with inner thoughts and feelings."

Literature Review Part 2

Theories that resonate with the researcher

Introduction

The researcher recognises certain leadership theories that not only resonate but have created part of the journey throughout the researcher's career, below are those theories in more detail.

2.2: Transformational leadership

Transformational leadership has been studied by a wide range of researchers from the time it was first recognised in 1973 by James V. Downton to being expanded in 1978 by James Burns to being further expanded on by Bernard M. Bass in 1985.

➤ Origins and Development of Transformational Leadership Theory

While transformational leadership was first recognised in James Downton's paper 'rebel leadership,' it was in fact James Burns who brought the theory to life in 1978 through his study of political leadership. In conclusion of this study Burns wrote a book titled 'leadership' in which he made a clear distinction between *transactional leadership* and *transformational leadership*.

According to McCleskey, J. A. (2014), transactional leadership focuses on the exchanges that happened between leaders and followers. Further research reveals that these exchanges allow leaders to accomplish their performance objectives, maintain current organisation situation, motivate followers through contractual agreement, direct behaviour of followers toward achievement of established goals, emphasize extrinsic rewards, avoid unnecessary risk, and focus on improved organisational efficiency. Burns (1978) argued that the relationship between leaders and followers is a series of exchanges for gratification designed to accomplish organisational and individual gains. In a criticism Burns (1978) stated transactional leadership practices lead followers to short-term relationship of exchanges with leaders. These relationships tend towards shallow, temporary exchanges of gratification and often create resentments between parties (McCleskey, J. A., 2014).

Transformational leadership on the other hand involves a shift in beliefs, the needs, and the values of followers. According to Burns (1978), “the result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents” (Kuhnert, K. W., et al 1987). Burns (1978) believed that transformational leadership occurs when a leader engages with a follower in such a way that both the parties are raised to higher levels of motivation and morality with a common purpose. Burns (1978) stated that transformational leaders exhibit charisma, encourage followers to question their own way of doing things (Muniapan, B. A. L, 2007).

Several researchers have suggested that transformational leadership is more likely to overcome barriers to change in organisations. Due to the increasing uncertainty and environmental turbulence, every organisation, society, and country needs transformational leaders. At the time it was speculated that transformational leaders will become in demand in years to come due to their ability to instil feeling of trust, loyalty, and respect from followers (Muniapan, B. A. L., 2007).

➤ **Further evolution of Transformational Theory**

Bernard M. Bass (1985) further elaborated on transformational leadership by stating it involves establishing oneself as a role model by gaining the trust and confidence of followers (Eagly, A. H., et al, 2003). Furthermore, Bass (1985) views transformational leaders as innovators, going against the status quo, such leaders state future goals and develop sustainable plans to achieve them (Eagly, A. H., et al, 2003). Bass (1985) believed that mentoring and empowering followers, transformational leaders encourage them to develop their full potential and thereby to contribute more capably to their organisation (Eagly, A. H., et al, 2003).

During the evolution of transformational leadership, Bass (1985) suggests there are four primary elements to transformational leadership – these elements are often referred to as the **“Four I’s”**.

<u>Idealised Influence</u>	Idealised influence describes leaders who have charisma, are curious, and deliver messages with simplicity and tact. These leaders are exemplary role models and are readily trusted and respected by all members of the team.
<u>Inspirational Motivation</u>	Inspirational motivation describes leaders that are motivating and willing to commit to a vision. They encourage team members to also commit to this vision by raising team spirit, fostering community and a sense of purpose.
<u>Intellectual Stimulation</u>	Intellectual stimulation describes leaders who encourage their members to think outside the box and be innovative. Stimulating followers promote critical thinking and problem-solving skills to improve the group or organization.
<u>Individual Consideration</u>	Individual consideration is the degree to which a leader attends to each follower's personal needs. Transformational leadership encourages members by focusing on the way each person effects the overall goal.

Table 1: Four primary elements to transformational leadership.

Adapted from: Ugochukwu, C (2021). What is Transformational Leadership. Simply Psychology, Transformational Leadership Theory - Simply Psychology.

By incorporating the “Four I’s” Bass (1985) was able to formulate the Multifactor leadership questionnaire (MQL), a sample appearing in Appendix E, to assist organisations and leaders worldwide to determine transformational and transactional behaviours (Rowold, J., 2005).

Whilst Appendix E is purely a sample of this questionnaire, the full-length version contains 45 items that identify and measure key leadership and effectiveness behaviours shown in prior research to be strongly linked with both individual and organisational success (Bass, B. M., et al 1996).

Even though Burns (1978) and Bass (1985) identified leaders by their actions and the impact those actions have on others, Bass’ interpretation on transformational leadership does differ. Bass (1985) states that transformational leaders attempt and succeed in raising colleagues, subordinates, follows, clients, or constituencies to a greater awareness

about the issues of consequence. This heightening of awareness requires a leader with vision, self-confidence, and inner strength to argue successfully for what they believe is right or good, not for what is popular or is acceptable according to established wisdom of the time (Kuhnert, K. W., et al 1987).

➤ **Transformational Leadership in the Twenty First Century**

In the twenty first century Budiyantri, H., Patiro, S. P. S., Nurman, N., & Astuti, S. (2022) conducted a study to identify if trust is likely to affect the relationship between transformational leadership and job satisfaction. The research involved interviews with 30 respondents and a questionnaire distributed to 350 respondents to understand the most effective leadership style in organisations, trust in leaders and job satisfaction. The aim of this study was to confirm Bass (1985) theory that follower's trust their leaders and, their values influence the relationship between transformational leadership and performance providing strength in the twenty first century to the theory of transformational leadership (Budiyantri, H., et al, 2022).

The results of this research are visible in Figure 5 revealed information about transformational leadership effectiveness, trust between subordinates and their leaders, and job satisfaction (Budiyantri, H., et al, 2022).

Descriptive Statistic of Variables in Research Model				
Variable	Minimum	Maximum	Mean	Standard Deviation
Transformational Leadership	1.0	5.0	3.53	0.081
Trust towards superior	1.0	5.0	3.51	0.92
Job Satisfaction	1.0	5.0	3.48	0.69

Figure 5: Case study results – Relationship between Transformational leadership, trust, and job satisfaction (21st century).

Retrieved from: Budiyantri, H., Patiro, S. P. S., Nurman, N., & Astuti, S. (2022). Do you trust your transformational leader? A study of civil state apparatus

If we dissect the above starting with the mean of 3.53 for transformation leadership, this outcome clearly represents a favourable leadership style amongst the respondents. Secondly is trust, indicating that trust is associated with transformational leaderships and

there is a clear link between the two. Lastly, job satisfaction also resulted in a high mean, indicating the result of trust associated with transformational leadership.

Budiyanti, H., et al, (2022) conclude in their discussions that transformational leadership influence transactional behaviour, which foster subordinates' trust in the leader and motivate subordinates to carry out their job and responsibilities, also noting that transformational leadership has the potential to improve the performance of subordinates, job satisfaction and reduce role conflict.

In addition to previous studies Budiyanti, H., et al, (2022) found that transformational leadership can influence subordinates' values and beliefs. Transformational leaders accept their subordinates' ideas, understand subordinates' needs and motivate them through aspiration. Furthermore, transformational leaders are capable to perform organisational transformation through empowerment and increased employee contribution.

Further studies carried out by Murari, K., & Mukherjee, U. (2021) investigates transformational leadership style (authentic) and suggests that this form of leadership is more appropriate in today's highly competitive and dynamic business environment to create managerial excellence. Key areas of study in this research were ***authentic transformational leadership, managerial excellence, and sustainability***.

After extensive leadership research the concluding conceptual framework appearing in Figure 6, formulated by Murari, K., et al, (2021) and indicates that excellent leadership characteristics are necessary for managerial excellence so that an organisation can achieve a competitive advantage, especially in the present era of cutthroat competition. Combining the research findings into the conceptual framework has allowed Murari, K., et al, (2021) to build on transformational leadership by assuming that authentic transformational leadership is superior to the very effective transformational leadership in the present environment.

The research conducted in this study has highlighted the need for today's society to incorporate authenticity into transformational leadership. Some of the characteristics of

an authentic transformational leader are ***visionary, trusting, intellectual stimulation, individualised consideration, self-awareness, transparency, organisational building, congruent on values, wisdom, and knowledge*** plus much more, these are fundamental to not only managerial excellence but future sustainability.

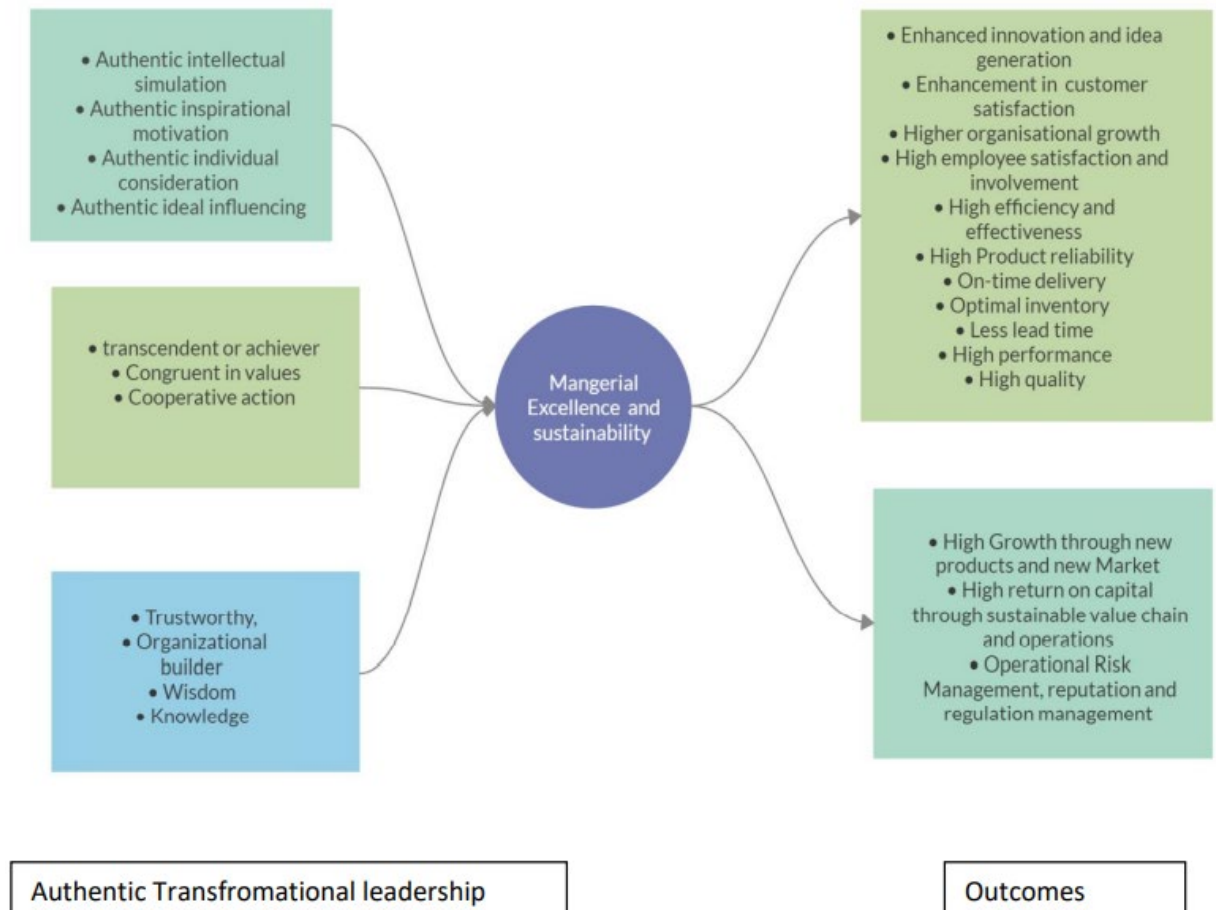


Figure 6: Managerial Excellence and Sustainability.

Retrieved from: Murari, K., & Mukherjee, U. (2021). Role of authentic transformational leadership for managerial excellence and sustainability. Ilkogretim Online

*** Note: There is a spelling error in Figure 6 ‘Managerial’, also the ‘L’ in the bottom left-hand side should be a capital letter, furthermore ‘Transformational’ is spelt incorrectly on the bottom left-hand side, these errors cannot be corrected due to the document being a retrieval***

➤ Qualities of a Transformational Leader

In a recent article Smith, M. A. (2011) describes a transformational leader as an individual who possess self-confidence, self-direction, and can promote teamwork among staff members, encouraging positive self-esteem, motivate staff to function at a high level of performance and empowering staff to participate in the decision-making process.

A transformational leader should possess effective communication skills and can adapt their communication style based on each persons' ability to process and comprehend the interaction (Smith, M. A., 2011).

Another important characteristic is the inspirational persona, this consists of optimism, respect, passion, charisma, vision, integrity, ethics, and honesty. These characteristics allow transformational leaders to gain the confidence and trust of followers and is critical if a leader seeks commitment and responsibility of their followers. Commitment to a strong vision fuel and attracts individuals to strive to reach and maintain the vision (Smith, M. A., 2011).

Popper, M., et al, (2003) discuss the need for transformational leaders to be motivators by employing Maslow's theory of hierarchy needs. Maslow suggests that a hierarchy of human needs consisting of **physiological, security, social, self-esteem**, and **self-actualisation** needs – a full diagram is available in appendix F. Self-actualization, the realization of one's own potential, or the need to become what one has the capacity to become, is at the highest level of the hierarchy. According to Maslow, only upon satisfaction of the needs at the lower level does the motivation to satisfy a need at a higher level arise, while self-actualization needs are deemed infinite. Burns suggested that transformational leaders motivate followers to achieve the highest possible level of need satisfaction, namely self-actualization (Popper, M., et al, 2003).

To demonstrate the link between Transformational leadership and Maslow's hierarchy of needs, McLeod, S. (2007) researched motivation and leadership. Below in Figure 7 (McLeod, S, 2007) compiles the theory with what motivates workers, displayed with an example surrounding leaders. The needs at the bottom of Maslow's hierarchy need to be met before higher level needs can be met (McLeod, S., 2007).

A leader can consider the types of motivators apparent at each level of the hierarchy. Food, clothing, and shelter are motivators at the physiological level. Security needs include motivators of protection from loss or threats, including job security. Affiliation and acceptance are important motivators at the social needs level. At the ego needs level, self-esteem status, and recognition are substantial motivators. At the highest level of needs, self-actualization, an employee will be motivated by opportunities to use their talents, be creative, and achieve their fullest potential. These levels of needs are the cornerstones of motivating employees (Fisher, E. A., 2009).

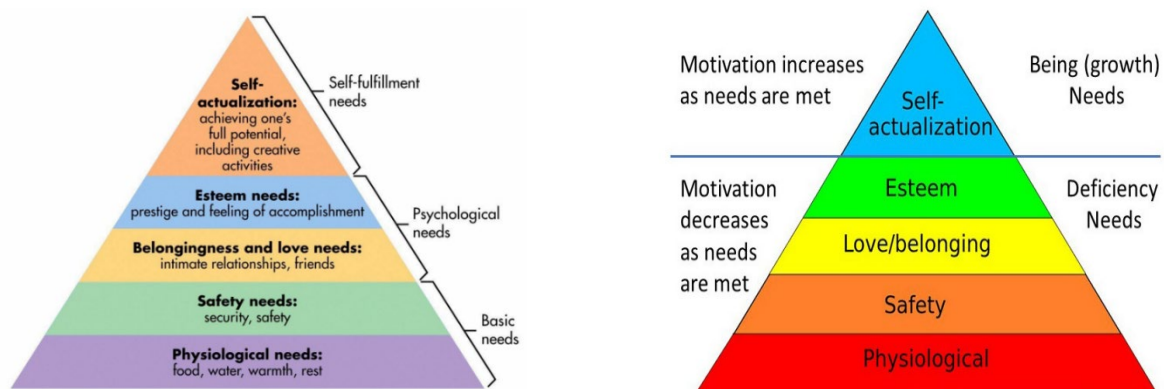


Figure 7: Transformational leadership and Maslow's hierarchy of needs.

Retrieved from: McLeod, S. (2007). Maslow's hierarchy of needs. Simply psychology, 1(1-18).

Hay, I. (2006) gathers from a wide range of researchers a comprehensive table of characteristics of a transformational leader, these qualities are visible in Table 3.

Clear sense of purpose, expressed simply (e.g., metaphors, anecdotes)	Value driven (e.g., have core values and congruent behaviour)	Strong role model
High expectations	Persistent	Self-knowing
Perpetual desire for learning	Love work	Life-long learners
Enthusiastic	Identify themselves as change agents	Able to attract and inspire others

Strategic	Effective communicator	Emotionally Mature
Courageous	Calculated Risk-taking	Risk-sharing
Visionary	Persistence	Sense of public need
Considerate of the personal needs of employees	Listens to all viewpoints to develop spirit of cooperation	Mentoring
Able to deal with complexity, uncertainty, and ambiguity	Empathetic	Trusting

Table 2: Characteristics of a Transformational Leader.

Adapted from: Hay, I. (2006). Transformational leadership: Characteristics and criticisms. E-journal of Organizational Learning and Leadership, 5(2).

Hay, I. (2006) believes that transformational leaders lead changes in mission, strategy, structure, and culture, in part through a focus on intangible qualities like vision, shared values and ideas, and relationship building. They can give significance to diverse activities, illustrating, for example, the ways in which different people and groups might be working towards larger organizational objectives. Transformational leaders also find common ground that allows them to enlist followers in processes of change.

One of the greatest examples of Transformational Leaders is America's own Oprah Winfrey. Oprah became the most influential woman in the media, overcame racism, abuse, and poverty to own a production studio, television network, and magazine company (Ballaro, J. M., et al, 2013).

Oprah is a transformational and charismatic leader; she understands how to influence others to make self-sacrifices and places the necessity of the organisation/people beyond her own interests. Oprah leads by example, open to new experiences, exerts fairness to others and exhibits care for everyone else by giving away her wealth. This is also evident in her charitable foundations and giveaways during her shows. Oprah is an inspiration and influence others, she attracts attention and admiration in everything she does (Winfrey, O., 2016).

Oprah is uniquely able to inspire her team and execute her vision while maintaining mass appeal. Her basic philosophy extends to three branches of leadership: Her team, vision, and values. Oprah's people strategy is simple. She invests in top talent, seeks out smart mentors, values her customer and consistently nourishes each relationship (Goudreau, J., 2010). Oprah is similarly smart not to take her audience for granted. This is her consumer, and without them, success is impossible. She often incorporates the audience into her content, signalling to them that she is listening. Most importantly, she speaks to them as equals who she cares about greatly. One of Oprah's principal strengths as a leader has been creating a vision of her success, communicating that vision to those around her and being resolute in its execution (Goudreau, J., 2010).

"She doesn't wield power and influence because she has money; she has money because she so masterfully owned and wielded her power and influence (leadership) before we even knew who she was" - Allen, T. (2022)



Retrieved from: Allen, T. (2022). Developing strategic leaders: Oprah Winfrey, Authentic and Transformational leadership personified.

2.3: Adaptive leadership

➤ What is adaptive leadership?

Adaptive leadership involves changing behaviour in appropriate ways as the situation changes (Yukl, G., & Mahsud, R., 2010).

As times change, leaders need to have a heightened awareness of how to adapt to quick changing circumstance. As leaders try to cultivate resilience in themselves and their employees, they recognise they need the capacity to be continually adaptive (Peterson, K., et al, 2014).

Adaptive leadership is becoming more important for managers as the fast pace of change effecting organisations increases. These types of changes increase the need for flexibility, adaption, and innovation by leaders including ***increased globalization, international commerce, rapid technological change, changing in cultural values, diversity, social networking changes, more use of outsourcing, virtual interaction, and sustainability*** (Yukl, G., & Mahsud, R., 2010).

One of the most important framings of adaptive leadership is the idea that leadership is not a job or based on authority, but it is a practice that can be done by anyone. Adaptive leadership focuses on the need for change within an organisation and encourages actions that disrupt the status quo to incite forward momentum (Heifetz, R. A., et al, 2014).

Whilst adaptive leadership is embedded in theory it also holds a significant place in scientific theory, as the focus on adaption comes from biology and evolution (Heifetz, R. A., et al, 2014). Successful adaption requires building on the past and observing what is expendable or extraneous. Successful adaption also recognizes the need for loss and that such changes require time (Heifetz, R. A., et al, 2014).

➤ **Adaptive leadership and learning circles.**

Adaptive leaders reflect in many ways after a crisis or change in organisational norms, an example of a learning technique has been highlighted by Peterson and Kolb's (2017) nine ways of learning, details pertained in Figure 8. Living each life experience with a learning attitude can help us extract the right lessons from the experience. The learning way is not the easiest way to approach life, but in the long run it is the wisest (Peterson, K., et al, 2017).

Given the nature of sudden events or circumstances, adaptive work and creating adaptive leaders, consists of learning. Kolb explicitly understood that learning involves more than one's thoughts; it calls on feelings, perception, and action, whilst adaptive leaders don't realise it at the time, they begin to understand that problem solving, decision-making, attitude and behaviour change, and the creative process all involve learning (Peterson, K., et al, 2017).

Learning Style	Style Description	Capabilities
Initiating	» Experimenting with new courses of action to deal with situations and experiences	» Influencing » Opportunity-seeking » Taking initiative » Committing to objectives
Experiencing	» Finding meaning from deep involvement in experiences and relationships	» Embracing sensations, emotions, and intuition » Attending » Being mindful and present » Being in relationships
Imagining	» Creating meaning by observing and reflecting on experiences and considering a range of possible solutions	» Possibility-thinking, dreaming » Appreciating diversity » Empathy » Receptivity
Reflecting	» Connecting experiences and ideas through sustained reflection	» Observation » Perspective-taking » Perceptivity
Analyzing	» Integrating and systematizing ideas through reflection	» Planning systematically » Synthesizing » Understanding conceptual structures » Testing assumptions
Thinking	» Demonstrating the capacity for disciplined involvement in abstract reasoning, mathematics, and logic	» Quantitative Analysis » Objectivity and neutrality » Focus on single objective
Deciding	» Using theories and models to choose a single course of action to solve problems and achieve practical results	» Solving problems » Setting goals and priorities » Evaluating ideas and solutions » Making decisions
Acting	» Taking assertive, goal-directed action that integrates people and tasks	» Acting to get things done » Leading work teams » Balancing technical knowledge and relationships
Balancing	» Weighing the pros and cons of acting versus reflecting and experiencing versus thinking to assume any learning style	» Adapting » Considering all options » Assuming a holistic perspective to find blind spots

Figure 8: Peterson and Kolb's (2017) – nine ways of learning.

Retrieved from: Peterson, K., & Rutledge, M. (2014). Creating adaptive leaders and organizations. *Od Practitioner*, 1(46), 10-18.

The nine learning styles above provide a sophisticated roadmap for any process that involves adapting what a person or team already knows to new circumstances. These styles also suggest the capabilities that will support individuals and teams on any adaptive-learning-journey (Peterson, K., et al, 2017).

➤ **Adaptive Leadership and Change Management**

Adaptive leadership is centred on the leader and focuses on the leader's behaviour and interaction with followers as well as the ability to mobilise and motivate followers to adapt to change (Arthur-Mensah, N., et al, 2017).

When leaders think of adaptive leadership, they sometimes think of sudden impacts. For example, in 2019 the world experienced a new virus that swept the nation called the coronavirus (COVID-19) or the 2017/18 bushfires in Victoria. Whilst adaptive measures needed to take place with all types of unforeseen uncertainties, they are not the only cause or need for adaptive leadership.

Many leaders/organisations conduct PESTLE analysis that identify many areas requiring change. PESTLE analysis looks at the ***political, economic, social, technological, and environmental*** factors that may cause drastic changes.

While some changes require a bit of fine tuning to normalize operations and systems, other changes may require complex solutions and systemic/paradigm shifts for organizations to reach a new sense of normalcy (Arthur-Mensah, N., et al, 2017).

Unpredictability is at the heart of any change process because introducing something new to a situation may run counter to what previous experience conditioned one to expect (Combs, 2006, as cited in Arthur-Mensah, N., et al, 2017), thereby creating uncertainty and less predictability.

Dependent on the situation, causation, and impact, change management is a crucial tool both at an operational and strategic level, therefore, there should be no doubt regarding the importance to an organisation of its ability to identify where it needs to be in the future, and how to manage the changes required getting there (By, R. T., 2005).

Due to the importance and uncertainty in the 21st century it is critical to have leaders that are not only transformational but also adaptive. An increase in globalisation, rapid pace of technological innovation, changes in cultural differences, a growing knowledge workforce, and shifting social and demographic trends, few would dispute the primary task of management is the leadership of change (By, R. T., 2005).

An adaptive design may be a powerful approach to change management. Recently, Bernstein and Linsky (2016) (as cited Muluneh, G. S., et al, 2018), introduced adaptive design as part of the tools and tactics required to lead changes in complex adaptive systems. In this design, adaptive leadership and design thinking are merged to complement each other. These approaches are well-regarded forms of change management independently but can be more powerful together. (Muluneh, G. S., et al, 2018).

2.4: Relationship between Adaptive, Transformational Leadership and Innovation

The researcher has adapted their own theory regarding both transformational leadership, adaptive leadership, and innovation. As an organisation begins to transform through doing things better and being better, both leaders and members begin to adapt to new ways of doing things and new ways of improving existing systems or processes. The researcher believes there is a cross functional alignment between both leadership styles and innovation as demonstrated in diagram 1.

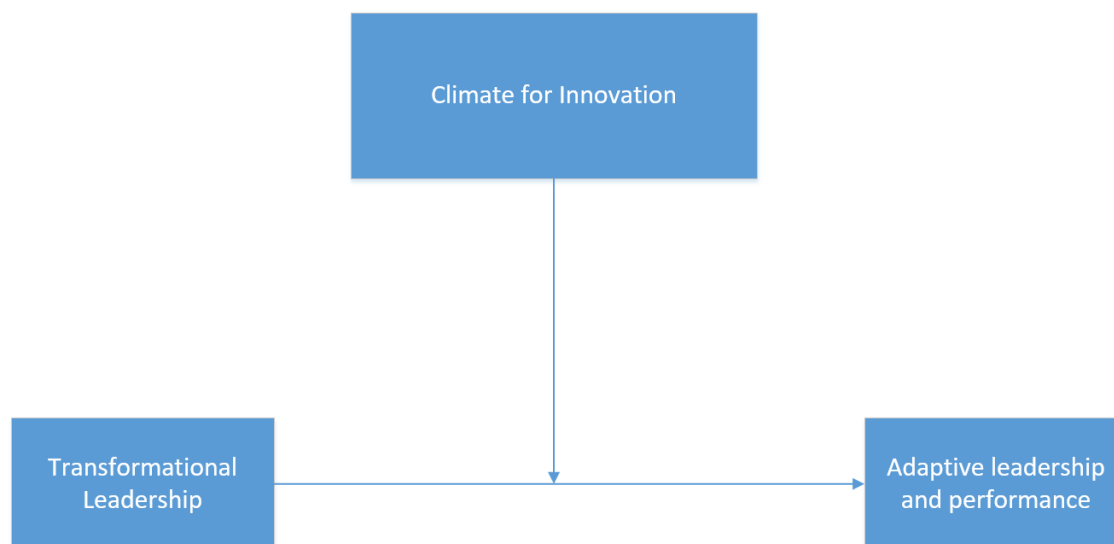


Diagram 1: Correlation between Adaptive, Transformational Leadership and Innovation.
Source: (Author)

To better understand the correlation between Adaptive, Transformation Leader and Innovation, we must first understand each section of Diagram 1. Understanding each element will give insight into the intricacies that contribute to the overarching position of the researcher and their future endeavours to become the leader required.

Climate for innovation

A climate for innovation requires an organisation to be fertile, fertility brings with it creativity, the very foundation innovation is built on. The creation of a climate for innovation necessitates on knowledge, ingenuity, passion and commitment, these factors plus additional attributions create a safe and practical space to brainstorm and unleash ones' creativity.

Innovation requires the right environment to flourish; through research it has been discovered that the below points are critical to the development of an innovative environment:

- Hire with a diverse lens – those that understand the vision, bring new and exciting ideas, different backgrounds, passions, beliefs, and abilities.
- Align innovation with core values – Honest, open, share ideas and explore initiatives without fear.

- Employees need time and space to innovate – Allowing team members to break away from their daily role to become creative and share ideas, thoughts & feelings on innovation and innovative projects. It has been suggested that additional support to ensure time and space can be achieved by the below:
 - Conduct regular meetings to allow discussions in a safe non distracting environment.
 - Have suggestion boxes to allow anonymous ideas if required to be received, or general ideation to be submitted.
 - An ideation portal on the staff intranet or SharePoint page.
 - Have dedicated meeting rooms with specific time schedules that anyone can use for ideation or discussion.
 - Encourage collaboration – by encourage collaboration the leader can ensure a safe open working environment where free flowing conversation and ideation can occur. Brainstorming sessions can assist with creating a free-flowing environment, process improvement brainstorming opens new ideas and ‘what if’ scenarios stimulate these improvements and allows out of the box thinking. Project work allocation swaps also foster differing views, opinions, and ideas. Allowing the team to role play and job swap can promote a higher level of collaboration and a different perspective on ideation.

- Feedback – Having well defined feedback loops can guarantee team members ideas are being considered and discussed with decision-makers, quite often allow them to become part of the decision-making process. On the opposite side, feedback is also beneficial to the leader themselves – by embracing constructive feedback, a leader can determine if the climate for innovation is working or if they are required to fine tune it some more.

- Rewarding – Whilst rewards are not always a motivation driver, to some, it can be. Some team members may seek rewarding of all kinds, praise, monetary, promotion etc. Rewards can be a valuable tool for a leader to encourage ideation and boost confidence levels, celebrating milestones or someone’s ideation can be the difference between a motivated excited team or a team just going through the motions of innovation.

- Train and Develop – Team members achieve greater satisfaction when they have been trained and developed. Team members gain additional experience that can accelerate ideation and benefit the organisation.
- Resourcing – Invest in resources, innovation is an investment and ideas can only take the future vision so far.

Transformational leadership

Transformational leaders help facilitate a climate for innovation by encouraging creativity, autonomy, support and ensuring barriers to resources and pressures are reduced.

Transformational leaders influence positively the benefits of innovation and inspire members to think out the box to be creative with new ideation. This type of leadership sets the environment of nurture and support which enhances the climate of innovation and strengthens the bond between leader and member.

It is vital to have a leader that is open, honest, and willing to train and develop team members across the organisation to inspire ideation and creativity.

This leadership style in an innovation setting is important to not only the development of team members but the experience they gain throughout the journey. Learning curves can be documented from both sides of the equation, leaders learn and grow through the feedback loops, observations and mistakes made. Team members learn through gained knowledge, unsuccessful and successful projects or tasks, feedback, observations, and collaboration.

Adaptive leadership/Performance

Adaptive leadership much like transformational leadership, encourages ideation and supports progress throughout the journey of innovation. We have already discussed how important communication and collaboration is to the success of change, adaptive leaders lead with high levels of empathy and consideration to all members to mitigate the fear and risk levels.

Whilst subject matter experts are engaged throughout the process, the rest of the organisation may not be, therefore, fear of the unknown or fear of change can be heightened. Adaptive leadership allows transparency, support, knowledge sharing and

inclusion to be the main agenda – taking individuals along on the journey, considering their concerns and fears helps to settle any anxiety that may arise.

Adaptive leaders can access their working environment, future and current strategies and implement new ways of working, this can generate quite a lot of change and that can be concerning to an organisation but not for the adaptive leader. Since adaptive leaders have high levels of emotional intelligence, they can reduce challenges/resistance and help organisations achieve their goals. Building strong relationships is important to adaptive leaders with the inclusion of self-reflection and correction in their own behaviours and conflicts. Strong relationships combined with adaptive leadership can stimulate innovative culture throughout the organisation, this will drive ideation enterprise wide.

Correlation

Transformational leaders stimulate team members to look at old processes and challenges in new ways. They also empower them to challenge their own traditions, values, and ways they have always gone about business-as-usual routines. These points in conjunction with the coaching, mentoring, growing, and developing capabilities of a transformational leader enables subject matter experts in the future. These subject matter experts are well diverse in areas of the business in which improvements or innovations have been deployed. Adaptive leaders with increased emotional intelligence understand members needs and wants which can increase productivity and job satisfaction keeping the united team embraced and motivated. There is clear growth in both leadership styles for the leader and the team members which embraces the whole concept of leadership. Managing individuals is just that, managing what they are or are not doing, to leader is to grow and develop, challenge and reward. If we look at the key insights of transformational leadership qualities and adaptive leadership qualities in parallel with the requirements necessary to develop a 'culture of innovation' you can clearly see the alignment.

Literature Review Part 3

Leadership journey

Introduction

This section of the literature review is constructed in a personal nature, identifying those theories that have a relationship to the researcher's PCLP both current and becoming. The leadership styles are identified from not only literature review but early childhood experiences. These are ***Transformational, Authentic, and Adaptive***. Also addressed in this section is the concept of ***Storytelling*** as this is what the researcher frequently uses as one of the many communication tools to convey ideas, visions, knowledge transfers and resolutions.

2.5: Researcher's leadership journey

The researcher has always been a multitasked individual over the past 10+ years in leadership, the researcher has had to adapt too many leadership styles across multiple departments, balancing people, and organisational culture.

➤ Childhood learnings

Reflection is such a powerful tool, with life being so busy, that quite often a person forgets to sit and reflect on past experiences, life changing events and childhood memories. It was only recently the researcher took some much-needed time to evaluate who they are, what path brought them here and which experiences shaped their journey. This reflective moment has made the researcher laugh and cry and truly highlighted events that they had been misplaced over the years, little did they know these misplaced events created the pathway of who they are today.

From a young age it was always the researcher's responsibility to look after their younger brother ensuring all his needs were attended to whilst both their parents worked over 2 hours away. Back then that was a lot of responsibility for a young child.

The researcher's father was a General Manager of a timber yard and their mother worked in the hospital environment, therefore their time at home was minimal and with the researcher being the eldest by 4 years it became their job to ensure everything was

smooth sailing. As the researcher's parents started their day at 5.00 am a typical morning would consist of waking their brother, making his breakfast, and ensuring he ate it, which was not always smooth. Getting him and themselves ready for school and walking to the bus stop which could also be a time-consuming activity. You may be thinking that is a normal task for older children and that may very well be true, however, the researcher's brother also has ADHD with high levels of anger and for a young child ill-equipped to handle the tantrums and defiance it wasn't always a 'simple task'. A single day would entail constant watch over the researcher's brother, especially during school hours as he was always the centre attraction for bullying.

The researcher's organisational and time management skills really had to shine when school finished, it was imperative that their brother and themselves get to the bus stop on time, if we missed the bus, we would need to walk home which was a lengthy difficult walk. It would be several hours before the researcher's parents returned home from work; therefore, it was also the researcher's duty to prepare dinner by peeling and cutting the vegetables, set the table, and ensure all homework was started if not completed.

Having a brother who had ADHD was difficult enough. His anger when something did not go his way or to plan was, at times, unbearable, the need to have influential qualities was something the researcher had learnt as the time progressed. Influential qualities form part of leadership qualities as stated by Khoshhal, K. I., & Guraya, S. Y. (2016), leaders can identify needs and devise action plans to achieve their intended targets in improving a situation or setting.

Only through reflection did the researcher truly appreciate the influential and leadership qualities they already possessed, every task that was placed upon the researcher at a young age they mastered, not only that, but they also influenced their brother to achieve all he desired and together both achieved the goals set out as children and started working together in a more effective and efficient manner.

There have been many learnings the researcher has taken away from reflecting on their childhood experience, some of which are discussed below.

- **Trust** – It must have taken a great deal of trust from my parents to know that the researcher could take on life challenges to assist in ensuring the family had a roof over our heads and food on our table, even at a young age they seen potential in the researcher to get the job done with minimal fuss. Trust was also gained from the researcher's brother, having endured terrible bullying and constant ridicule it was extremely hard for the researcher's brother to have trust in anyone, which included the family members. As the years progressed, the researcher was not only able to gain their brother's trust but to enable him to see that not everyone is as he first thought.
- **Confidence** – On a personal level the researcher's confidence enhanced, the researcher was mastering the art of time management, and their organisational skills were improving. Confidence oozed out of the researcher, however, soon the researcher realised that the heightened confidence turned into the need to have control of all situations. The researcher found themselves mothering their brother even when their mother was home. The researcher would disagree with their mother on many things, and the researcher believed this was due to their increased confidence and feeling they knew what was best for their brother. When the researcher had control of a situation, they knew things would get done and that gave them a sense of relief and self-satisfaction, little did they know then, that it would cause them to re-evaluate themselves later in professional years.

- **Influential** – Not only was the researcher able to influence their brother but they soon realised they could influence others around them. The researcher would quite often influence the bullies to either leave their brother alone or in some instances leave them alone. Unbeknown to the researcher at the time, their influential traits formed part of a bigger picture. Being emotionally intelligent (EI), this would come back in future years as successful change management.

➤ **Past experiences**

In an extension on elements of chapter 1 and in conjunction with those leadership theories that resonate with the researcher, they have learnt a lot in the past 10 years, working within two different organisations that were worlds apart in both products and services, along with culture and priorities. To ensure key points of learning are emphasised, the researcher has separated each experience into their own key category below:

People – Working across various departments and learning a wide range of individual behaviours have strengthened the researcher's resilience and understanding of people's needs. As cited in Salovey, P., et al (1990), emotional intelligence is defined as:

"Emotional Intelligence refers to an ability to recognize the meanings of emotion and their relationships, and to reason and problem-solve based on them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them".

Goleman, D. (1996) suggest that our deepest feelings, our passions, and longings are essential guides. Our emotions, they say, guide us in facing predicaments and tasks too important to leave to intellect alone – danger, painful loss, persisting towards a goal despite frustrations, and bonding with a mate, building a family. Each emotion offers a distinctive readiness to act; each moves us in a direction that has worked well to handle the reoccurring challenges of human life (Goleman, D.,1996). All emotions are impulses to act, in the instant plans for handling life that evolution has instilled in us. In our emotional

repertoire each emotion plays a unique role as revealed by their distinctive biological emotions (Goleman, D.,1996), these ‘basic’ emotions are presented in table 4.

Anger	Fury, outrage, resentment, wrath, exasperation, indignation, vexation, acrimony, animosity, annoyance, irritability, hostility, and, at the extreme, pathological hatred and violence.
Sadness	Grief, sorrow, cheerlessness, gloom, melancholy, self-pity, loneliness, dejection, despair, and, when pathological, severe depression.
Fear	Anxiety, apprehension, nervousness, concern, consternation, misgiving, wariness, qualm, edginess, dread, fright, terror; as a psychopathology, phobia, and panic.
Enjoyment	Happiness, joy, relief, contentment, bliss, delight, amusement, pride, sensual pleasure, thrill, rapture, gratification, satisfaction, euphoria, whimsy, ecstasy, and at the far edge, mania.
Love	Acceptance, friendliness, trust, kindness, affinity, devotion, adoration, infatuation, agape.
Surprise	Shock, astonishment, amazement, wonder.
Disgust	Contempt, disdain, scorn, abhorrence, aversion, distaste, revulsion.
Shame	Guilt, embarrassment, chagrin, remorse, humiliation, regret, mortification, and contrition.

Table 3: Basic Emotions.

Researchers are continuing to investigate the psychological details of how each emotion prepares the body for different kinds of responses. The keystone to emotional intelligence is to know oneself, being aware of one's own feelings as they occur (Goleman, D.,1996). For example, an old Japanese tale goes, a belligerent samurai challenged a Zen master to explain the concept of heaven and hell. But the master replied with scorn *"You're nothing but a lout – I can't waste my time with the likes of you"*, the samurai flew into a rage and pulled his sword from his scabbard yelling *"I could kill you for your impertinence"*, *"That"* the master replied, *"Is hell"*.

Startled at seeing the truth in what the master pointed out about the fury that had him in its grip, the samurai calmed down, sheathed his sword, bowed, and thanked the master for the insight. *"And that"* said the master *"Is heaven"* (Goleman, D.,1996). This example shows the difference between being caught up in one's feelings and becoming 'aware' that you are being swept away in the emotion. Self-awareness is being able to restrain from being carried away by emotions, overreactions or amplifying what you perceive and remain in a neutral state that allows self-reflection even in the hardest moments. Therefore, self-awareness is being aware of both our mood and our thoughts about the mood (Goleman, D.,1996).

There are four (4) domains to Emotional Intelligence (EI) they are: ***self-awareness, self-management, social awareness, and relationship management***. Within these domains are twelve (12) EI competencies as shown in Figure 9, these competencies can be learned and learnable capabilities that can assist with outstanding performance and leadership (Goleman, D., et al, 2017).

SELF-AWARENESS	SELF-MANAGEMENT	SOCIAL AWARENESS	RELATIONSHIP MANAGEMENT
Emotional self-awareness	Emotional self-control	Empathy	Influence
	Adaptability		Coach and mentor
	Achievement orientation		Conflict management
	Positive outlook	Organizational awareness	Teamwork
			Inspirational leadership

Figure 9: Emotional Intelligence Domains and Competencies.

Goleman, D., & Boyatzis, R. (2017). Emotional intelligence has 12 elements. Which do you need to work on. Harvard Business Review, 84(2), 1-5.

The researcher acknowledges their EI competencies are forever evolving and areas of improvement are key to the future growth of their PCLP, however, awareness and growth have been incorporated within the learning framework of the researcher and present competencies are discussed further below.

Given the researcher's roles and responsibilities, combined within both organisations, it was essential that as a leader the researcher considered every individual need and wants to ensure continuous improvement and engagement. To do this, the researcher needed to understand the emotions within themselves as well as others, learn to manage those emotions appropriately and use them to facilitate thinking in addition to understanding the emotional meanings.

Through purely listening to team members, understanding team members, and taking the time to ensure they all had their say and felt comfortable in voicing their beliefs along with their concerns, increased the value and trust the team members had with the researcher. Once trust was achieved, respect shortly followed. At this stage, as the leader, the researcher was producing high performing teams, all complementary to each other's strengths and weaknesses. Considering the teams were not only customer facing but also internal change managers, the need to have a well-formed team was critical to the success of each individual project, big or small.

One of the biggest challenges and successes the researcher had is team building. The researcher categorised it both as a challenge due to the array of differences in each individual and a success due to the volume of accomplished milestones and goals the teams have achieved. The success of many projects balanced on competing demands for project quality, scope, time, and cost as well as meeting the varying concerns and expectations of the project stakeholders (Aga, D. A., et al, 2016).

Having learnt from experience and growing in transformational qualities, the researcher engaged in team building activities via visual tools – through emotional intelligence, it was identified that majority of the team members were very visual people, they understood more and engaged more if the problem statement was visualised; and brainstorming was the formula for resolution. Collaboration through brainstorming aided the team members and the researcher to identify all risks, opportunities, resources required and a resolution framework to be put in place at its infancy.

Being a leader building strong teams and understanding emotional needs and impacts on the team also allowed the team to form strong relationships between themselves and this was never clearer than when Covid-19 hit Australian shores.

Adaptability of the team

Being a Credit Manager and a Digital Transformation Manager, the researcher had successfully led teams through difficult and unpredictable times. However, the Covid-19 pandemic ticked all pain-points for a leader. As proved in figure 10 each state was severely impacted in their own way, and everyone impacted even more so. As a leader with deadlines for projects and concern to members' wellbeing, the researcher needed to become adaptive as well as elevating their transformational attributes.

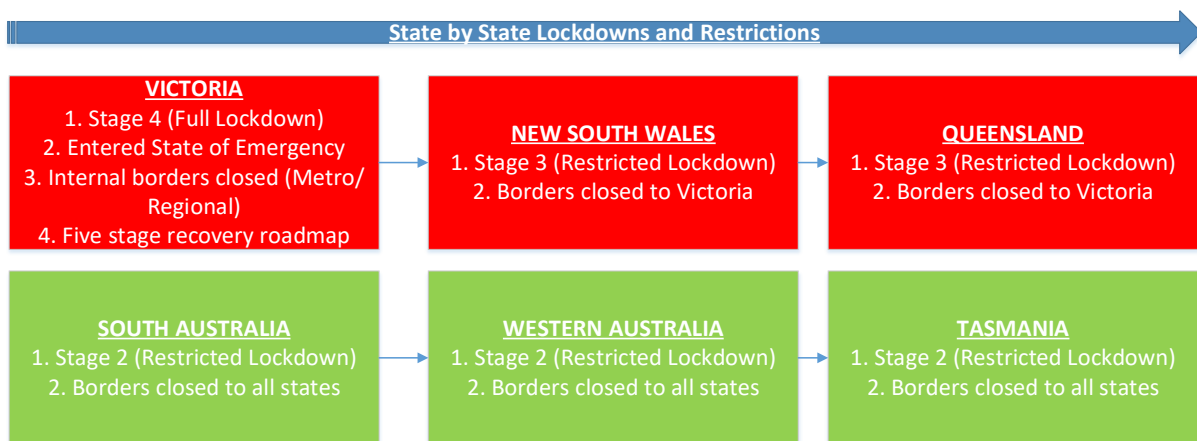


Figure 10: Individual State Lockdowns.

Source: (Author)

In the context of leadership and engagement activities, strain was clearly apparent. The researcher's colleagues became less engaged and less enthusiastic. Positioned on a national level it is common for projects the researcher was leading to require stakeholder engagement from all states and all subsectors of the business, but due to various stages of lockdowns and restrictions it was visible to the researcher that stakeholders from each state struggled with motivation, collaboration, communication, stress management and inclusion.

Colleagues from Victoria and NSW showed signs of extreme distress, frustration, and panic – due to the uncertainty within their states they were ordered to work from home with no foreseeable or vocalised resolution. Whilst humanity has overcome pandemics in the past this situation was still new to this generation and the impacts for some were quite severe. Colleagues had to learn very quickly how to conduct Zoom/Teams meetings and set up computer equipment at home to still ensure they could work.

Individuals had to deal with stress due to uncertainty, changes in their daily interactions, working from home, home pressures/stress, children studying from home, financial impacts, mental well-being (especially when confined to one's home), political impacts, environmental changes and increased frustration, additionally organisational and environmental factors that can also elevate angst and uncertainty.

Authenticity, adaptability, and transformational qualities were all very real in assisting team members, project progression and ensuring well-being issues were openly spoken and addressed in a respectful manner. Even as the leader, the researcher also had anxiety and was under a great amount of stress and pressure, the researcher had to ensure that their emotions and conduct did not override the bigger picture and at the same time ensuring the researcher too, spoke about them. With that in mind the researcher established weekly one on one meetings with each team member to address all pressing concerns, questions and milestones needed. As the teams knew that the researcher's authenticity was real and had already built respect and trust, this was not a hard task to accomplish and continued to be successful throughout the pandemic.

Leaders from all sectors of the business would come together to discuss wider issues, concerns, always on a high-level approach to ensure integrity and trust was adhered too – this allowed collective brainstorming, with the CEO taking charge on implementing support services including counselling and family aid.

According to Bailey Jr, D. E., et al (2012), adaptive challenges are complex in nature and do not have an expected resolution, the resolution must be sort after. These challenges cannot be helped by expert or technical intervention, solutions require learning and behaviour change by the person experiencing the problem. The individuals with the challenge must work to discover and adopt the new beliefs, attitudes, and behaviours needed to resolve the challenge. These sediments are valid given the changes in work patterns, behaviours, and the environment.

The organisation continued to adapt and improve risk and emerging threats management, highlighting the inconsistencies within the organisation and placing strategies in to overcome these. This is a continuous improvement strategy for the team

and the researcher. Through brainstorming, team building and troubleshooting strategies – the researcher enabled empowerment, strength, supportiveness and understanding. This pandemic is not over yet, and no one knows what the future holds. The researcher knows that having a strong framework in place that continuously evolves to adapt to any circumstance is crucial to survival.

Culture – Organisational culture stands for shared values and beliefs that are used to guide individuals on how to approach their work and their interactions throughout the organisation. Schein, E. H., (1990) suggested that culture is a property of groups and can be thought of as the accumulated learning that a given group has acquired during its history. Therefore ‘culture’ can be thought of as:

1. A pattern of basic assumptions.
2. Invented, discovered, or developed by a given group.
3. As it learns to cope with its problems of external adaptation and internal integration.
4. That has worked well enough to be considered valid and, therefore.
5. Is to be taught to new members as the.
6. Correct way to perceive, think, and feel in relation to those problems.

(Schein, E. H., 1990).

Once a group has learned some shared assumptions, the resulting automatic patterns of perceiving, thinking, and behaving provide meaning, stability, and comfort in that the anxiety that would result from the inability to understand or predict events around one is reduced by the shared learning (Schein, E. H., 1990).

Working previously for an organisation that already had a poor culture opened the researcher’s eyes and knowledge to different aspects, mostly bad ones. The culture the researcher worked within had very minimal tolerance for women in leadership, the culture had no allowance for values, beliefs, or improvement ideas from anyone below the senior hierarchical structure.

Leading through this culture for 5 years was demotivating and unpleasant at times, however unbeknown to the researcher at the time, it also increased their knowledge to the relationship between team members and organisational culture.

As a leader, leading through multiple diverse projects with diverse team members, the researcher has been fortunate to physically see the relationship between **Organisational Culture, Leadership Behaviour** and **Job Satisfaction**. Organisational culture is the social glue holding an organisation together. A strong culture provides common values and codes of conduct for employees, which should assist them in completing their missions and goals (Tsai, Y., 2011).

As a leader it is imperative to promote beneficial, transparent, honest culture, even if the organisation itself does not promote aligning values. In the researcher's working career, it has been clear that the core values upheld by the researcher has not married up with the ethical standards or values that the organisations have held. In one instance the organisations ethics came into question by the researcher when the organisation decided the mighty dollar was more important than the wellbeing of wildlife and the environment in general, the devastation of this decision is shown below:

1. The construction expansion will sever a vital habitat corridor.
2. The expansion will cease the progress of breeding koala colonies.
3. 5,000 koalas had already perished in the bushfires, further devastation could see them extinct in NSW within 30 years.
4. To revegetate a new corridor could take up to 15-20 years before the trees are matured.
5. Noise, dust, and pollution will disrupt koalas' refuge in the area, as well as homes nearby.
6. Death warrant signed for koalas – favouring rock over koala conservation.

When one claims that something is either 'good' or 'bad,' 'right' or 'wrong,' 'moral' or 'immoral' one makes assertions with regards to other's behaviours. To condemn or praise someone else's actions is one of the most powerful things that one can do with language, and that others can do to us.

The researcher did not agree with the direction that the organisation was heading and took a utilitarian position in this situation. This position was argued by Jeremy Bentham

(1748-1832) and John Stuart Mill (1806-1873) to be the morally right stance provided it concluded in the happiness/pleasure in the greatest number of stakeholders (AGSL,2020).

Whilst the organisation displayed an act utilitarian in some regard, further evaluation shows a strong egoism side to business and senior leaders. Egoism requires one to choose the course of action that best serves personal short or long-term interests, as perceived by that person and/or organisation (AGSL, 2020).

Ethics is a set of business policies outlining the codes of conduct, morals on the other hand are on an individual level, the two co-exist but are not mutually exclusive. Parker, M. (1998) states that morals dictate behaviours that can arise from organisational ethics, this in turn can also manipulate the organisational culture within.

This situation exposed the misalignment between the organisation and the researcher's core values. The researcher reflected and realised that the moral and ethical implications below caused their adopted position to be in complete contradiction to their beliefs and core values.

- The researcher not blinded to the fact that construction and employment are major factors in future growth and economy circulation. However, it should not be ignored that conservation is as equally important.
- The lack of consideration shown for the existing wildlife.
- The absence of knowledge on timelines of land growth – trees alone can take up to 20-30 years to be a viable food and shelter source.
- No evidence of seeking alternative land/space to obtain resources and/or cater for wildlife growth.
- Researching into the community's concerns and understanding the impacts seemed to be non-existent.
- Not considering other's beliefs and values.

The researcher had existing core values that surrounded the internal environment such as:

- **Humble** – A sense of pride without gloating, working within a team environment where all wins are equal.
- **Supportive** – Bringing everyone together, sharing ideas and supporting decision-making alongside risk taking. Helping others grow within their careers and within their selves.
- **Determined** – Strength to make a change, take on challenges with end goals in sight.
- **Empathetic** – Listen, understand, and share thoughts and feelings with others in an open and trusting environment.

However, after this situation with personal reflection, the researcher determined they also had core values that extended out to the external environment:

- **Integrity** – Holding true honesty and what is important to the researcher to enable strong bonds to form. Moral and ethical principles that are important to the researcher, holding those values to the best intent.
- **Compassion** – Understanding others' thoughts, feelings, values, and beliefs, using this knowledge to educate self-awareness.
- **Confidence** – Speaking with conviction and honesty, knowing the researcher's beliefs and ethical values matter – standing by what they believe in.

The researcher acknowledges the need for connected intellect, it is clear to the researcher that strong, viable leadership comes not only within the leader but from internal and external sources alike.

Combining these fundamental core values has allowed the researcher to truly identify all environmental core values and create a clear illustration of who they are today, as shown in diagram 2.

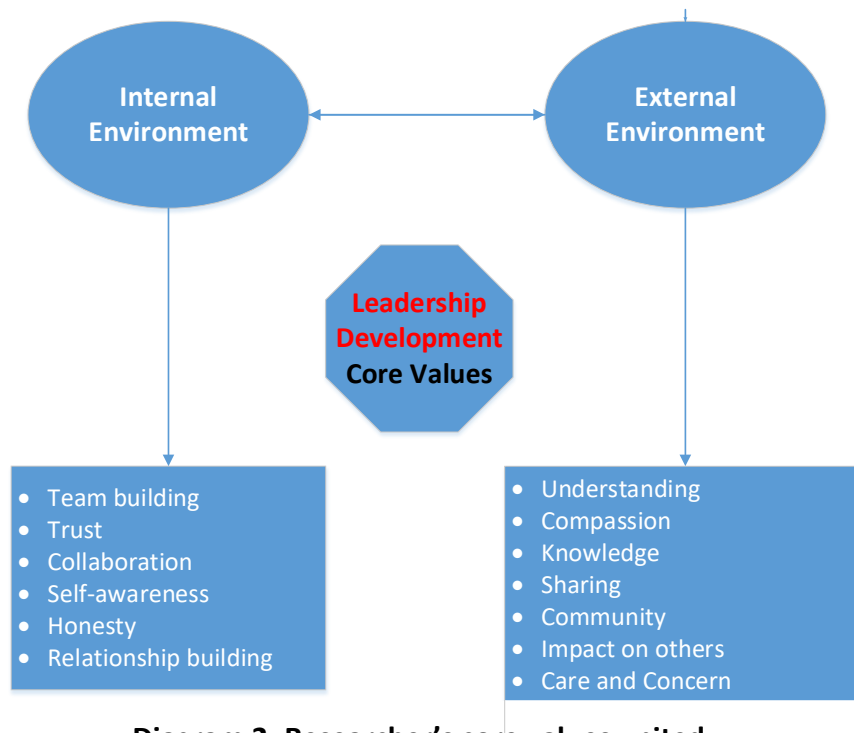


Diagram 2: Researcher's core values united.

Source: (Author)

The researcher has witnessed transformational qualities alongside authenticity shape and mould the culture within their team and to have that alignment has allowed the team to be more acceptable and adaptable to change. They know they can openly express their thoughts and concerns in a safe and honest environment, which in turn has allowed transparency.

When there is a good interaction between leader and follower, there will be contributions to team communication and collaboration, and encouragement of members to accomplish the mission and objectives, which in turn enhances job satisfaction (Tsai, Y., 2011).

➤ **Storytelling**

Human beings learn from experiences – their own and those from others through stories. Since human beings have had language, there have been stories (Harris, J., et al, 2006). A story creates an incredible message and acts like a container for important life lessons (Harris, J., et al, 2006). As discussed throughout chapters 1 and 2 the researcher has had many different experiences ranging from childhood into adulthood, these experiences are often converted into stories to help in communicating important messages.

Storytelling helps individuals know where they have come from, what we are and what we are striving to be. Individuals adapting to their environment has been around for centuries Harari, Y. N. (2014) states that humans evolved in East Africa about 2.5 million years ago from the earlier genus of apes. These archaic men and women journeyed throughout North Africa, Europe, and Asia. Different climates in different parts of the world ensured variations in evolution to ensure survival (Harari, Y. N., 2014). Throughout this movement, humans being to develop characteristics based on the influence of the environment of where they lived. Knowing at this stage that infants were completely dependent on their parents, humans commenced social systems, networking and creating engaging social behaviours to feed, protect and educate moving forward.

The cognitive revolution seen humans achieve unprecedented accomplishments. By this time humans developed improved communication using sophisticated language. Due to the enhancement of social skills, gossip and storytelling began, this gave rise to legends, myths, gods, and religion (Harari, Y. N., 2014). Imagination through storytelling has allowed individuals to share a vision that no one could see and those that never existed. This brought forward the joining of larger groups, cooperating a shared belief, collectively willing to see it even if it had no physical presence (Harari, Y. N., 2014).

Telling convincing stories is not easy, but it has been achieved and millions are convinced to believe stories, this allows the network of stories to become incredibly powerful. The early evolution of imagined reality resulted in diverse behaviours which are the main component of what we now call 'cultures' (Harari, Y. N., 2014).

Storytelling can be motivational, exhortative, and expository, they can reach across boundaries of culture, profession, and age. Self-disclosure through storytelling is a

powerful method of engaging and inspiring others, as the researcher has gained the respect and trust of members over their leadership journey, a story disclosing a failure can have the paradoxical effect of building trust and encouraging openness (Harris, J., et al, 2006).

Life stories can provide leaders with a 'meaning system' from which they can act authentically, that is interpret reality and act in a way that gives their interpretations and actions a personal meaning (Albert, J. F., et al, 2009). Storytelling has become a great communication tool to convey experiences surrounding changes within a business and how we as 'leaders' and those as 'members' feel about the change and possible consequences of the change.

Communicating stories about important idea's, events and people highlights how important it is that leaders understand how to use culturally responsive stories as tools for improvements and organisational transformation (Aidman, B., et al, 2017). The researcher has led many teams through many projects and authenticity has always remained a core value. Linking storytelling with authentic leadership has allowed the researcher to personalise the narrative for greater meaning and understanding.

Based on reflection, observation and successes, the researcher has noticed a cultural shift within the teams that has extended throughout the organisation. The researcher has had the privilege to coach and grow upcoming leaders who are now storytellers, holding similar core values and authenticity, promoting innovative ideas, and well communicated strategies.

"If you want to know me, then you must know my story, for my story defines who I am."

~ Dan McAdams

2.6: Summary of literature review

The evolution of leadership was explored in detail with the researcher interpreting the evolving styles, traits, and characteristics throughout the journey. During the investigation process the researcher acknowledged similarities within themselves, qualities they possess on various levels of the evolving leadership tree.

Having acknowledged many traits and qualities throughout, the researcher resonates more than most with *Transformational Leadership* and *Adaptive Leadership*. This is based both on the researcher's experiences, past and present, and their core values. Whilst the researcher makes mention of Adaptive Leadership, they still acknowledge the need for future growth in this area, adaptive leadership comes in various forms but just the thought that the researcher displays their ability to adapt, does not cover all its aspects. Therefore, future growth and strength is visioned in the researchers PCLP. Further observation and reflections have highlighted the researcher as a storyteller, the researcher has been able to engage, motivate and inform through this process and is a trait they would like to continue; reflections show this methodology has always been of benefit.

Chapter 3: Research methodology and research questions

Introduction

This chapter is a continuation of the researchers' leadership journey comprising of research methodology to allow the researcher to gain insight and further develop their PCLP. The research methodology involves case studies derived from proposition questions, the researchers past 10 years of experienced reflections and research questions conducted both via survey and interviews. The research involved will provide further extensions to the researchers PCLP with the inclusion of feedback loops for continuous improvement.

3.1: Research question(s)

The overall purpose for this research in a succinct manner is:

How can the researcher's PCLP evolve to lead through global innovation?

To evaluate and form a conclusion on the overarching question, the researcher will explore certain propositions that will form a basis for further development of their PCLP. These propositions will form case studies and allow the researcher to determine key criteria required to conclude their overall research.

3.1.1: Propositions to be explored.

1. What is important for a leader to promote and implement global innovation?
2. How is global innovation communicated, how is the vision and appetite for change and risk communicated?
3. How does organisational culture impact global innovation?
4. How do leaders react overall to Global Innovation?

These propositions will be used in conjunction with the researcher's leadership reflections to gain greater insight of how leaders lead through the implementation of global innovation.

The research collected from the qualitative and quantitative data will be used to support the evolution and growth of the researcher's PCLP.

The literature review presented in Chapter 2 has allowed visibility into how these research questions may be addressed. Additional research and greater insight into relatable material is also present within Chapter 2, this has allowed the researcher to draw baseline foundations, and however, larger research and investigation is required to complete the bigger picture.

In parallel with the survey questionnaire will be interviews in support of the proposition questions that will allow further PCLP development for the researcher. In addition to the proposition questions the researcher also included the below:

1. *Top challenges as a leader for change/innovation?*
2. *Top successes as a leader for change/innovation?*

These inclusions allowed the researcher to gain a more granular level of information to achieve the expectation surrounding change management, leadership styles, communication, organisational culture and how these elements impact the implementation of innovation.

3.2: Research methodology

The choice of which method to employ is dependent upon the nature of the research problem. Noor, K. B. M. (2008) states that a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context using multiple sources of evidence. The case study method has been chosen as it is a specific field research method, Becker (1970) refers to a case study as a detailed analysis of an individual case supposing that “one can properly acquire knowledge of the phenomenon from intensive exploration of a single case”, (as cited by Fidel, R., 1984).

The methodology being used in this research is a combination of, *experienced reflections, surveys, and semi – structured interviews*.

These methodologies will form the basis of a case study framework and support the future growth required into the researcher’s leadership paradigm.

The research paradigm being utilised in this study is *descriptive*. According to Kothari, C. R. (2004) *descriptive research* includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the affairs as it exists at present. Descriptive research allows for a voyage of discovery into the unknown, Singh, K. K. (2022) highlights the meaning of research as a “careful investigation or inquiry especially through search for new facts in any branch of knowledge”.

The methods used in descriptive research are survey methods of all kinds, including comparative and correlational methods (Singh, K. K., 2022) in this research, correlation is the best fit method. The correlation method will allow the researcher to identify the relationships between qualitative variables and measure how these variables are related. The research methodology is designed as per Table 5 using a mix method of qualitative and quantitative analysis in parallel with each other.

<u>Qualitative</u>	<u>Quantitative</u>
Interviews/Observations	Surveys/Questionnaires
Subjective	Objective
Inductive	Deductive
Parallel Design	Parallel Design



Table 4: Research Paradigm

Source: (Author)

3.2.1: Qualitative interviews

Commencing with qualitative data in the form of interviews and reflections, the researcher will conclude through subjective and inductive analysis. This qualitative data along with proposition questions will form the case study framework.

Fossey, E., et al, (2002) expresses that qualitative research aims to address questions concerned with developing an understanding of the meaning and experience dimensions of humans' lives and social worlds. Central to good qualitative research is whether the research participants' subjective meanings, actions, and social contexts, as understood by them, are illuminated.

Furthermore, Silverman, D. (Ed.). (2020), expressed the below qualities are essential to qualitative research (QR).

- QR is a theoretically driven enterprise.
- QR complements quantitative research by entering the 'black box' of how social phenomena (including interviews and focus groups) are constituted in real time.
- QR is as much about social practices as about experience, and
- QR is, or should be, a credible, rigorous enterprise.

Subjective – Based on or influenced by personal experience, feelings, or opinions.

Subjective analysis is based on the personal perspective or preferences of such person and not fact.

Inductive – Through observations and interviews a pattern can emerge and a theory be presented for further examination.

Interviews conducted in this critique have been performed as semi-structured in nature. Newcomer, K. E., et al (2015) describe semi-structured interviews to be conducted as conversationally with one respondent at a time, semi-structured interviews employ a blend of closed and open-ended questions, often accompanied by follow up why or how questions.

The interviews performed in this research were conducted in a relaxed atmosphere and kept to a strict hour time limit, this ensured fatigue would not affect the results.

Interviewees:

In total there were 7 Interviewees, these participants will remain anonymous however to allow validity and the reader the gauge a better understanding, the researcher has provided a short bio of their demographics, background, and experiences.

Participant 1:

Demographics: Female, Aged 45 – 50, Senior Executive Manager.

Background: This participant has come from a Not for Profit (NFP) sector, they have spent many years creating a pathway through self-exploration to not only find themselves but explore their abilities surrounding leading, coaching, and creating sustainable working environments. In most of their work commitments transactional leadership was the appropriate method, however, as they have progressed on their self-exploration journey and a change in career, they are now more aligned with servant leadership and ascertaining the best out of the staff members.

Experience: Original experience highlights financial management, nowadays, experience in customer service, marketing, sales, and strategic business development.

Participant 2:

Demographics: Female, Aged 25 – 30, Senior Team Leader.

Background: Working from the ground up, this individual has grown in all types of personal and business development to become an engaging senior team leader within the transportation sector. Past background revealed fundamental knowledge of process improvement and digital development for ease of business. Whilst still relatively young, this participant is always looking outside the box for improvement opportunities for their team, bringing them along on the journey every step of the way. The ability of this participant to look outside the box and encourage team members to contribute, share and expand their knowledge has allowed improvement opportunities to reflect great customer experiences.

Experience: Working in a range of team's varying all type of experience, creating, and managing supportive networks to approve and promote process improvements. Coaching and guiding teams to a level of autonomy to allow multiple projects to exist at once.

Participant 3:

Demographics: Male, Aged 50 – 55, Digital Product and Development Manager.

Background: Building a solid foundation in Germany this participant successfully implemented digital product solutions all around the world. Majority of their experience surrounds the information technology space, whilst they primarily work alone, their experience in managing wider teams on a project management level is high.

Experience: Entrepreneur, Solid experience in project management, Research and Development.

Participant 4:

Demographics: Male, Aged 55 – 60, General Manager of People, Culture and Customer.

Background: Always working within the Human Resources sector, this participant is a bright bubbly spirit that has a way of calming every turbulent situation down. This General Manager has always led many departmental teams, they are a team playing who embraces challenge.

Experience: Team building, Emotional Intelligence, Cross-functional abilities.

Participant 5:

Demographics: Female, Aged 45 – 50, Chief Impact Officer.

Background: Having ascertained their Doctorate in environmental studies this interviewee is passionate about impacting factors both in the social arena and environmental impacts. This passion filters through her team, enhancing her leadership and creating a strong bonded relationship.

Experience: Leadership, Emotional Intelligence, Environmental impact knowledge, knowledge sharing techniques.

Participant 6:

Demographics: Male, Aged 35 – 40, Head of Project Delivery, Transformation Delivery.

Background: Consulting across numerous businesses with similar characteristics, this interviewee has strong industry knowledge which shines through in their innovative ideas. Being a consultant consists of working across a multitude of departments and intertwining with many internal stakeholders. This has allowed them to engage with diverse groups utilising their influential skills to allow everyone to go on the transformation journey they are creating.

Experience: Team building, Engagement, Cross-functional abilities, Strong collaboration.

Participant 7:

Demographics: Male, Aged 60 – 65, Chief Transformation Officer, Transformation Delivery.

Background: Surrounding themselves with innovative creations through strong project management abilities, this interviewee is very passionate about ‘what good looks like’ for both the internal stakeholders and external consumers. This interviewee has proved time after time that strong relationships are critical to engagement and collaboration, they conduct numerous knowledge sharing workshops with all levels of capabilities to ensure cross-functional understanding and capability uplift. Their leadership is unique to them and one of admiration.

Experience: Team building, Emotional Intelligence, Cross-functional abilities, Innovation, Transformation.

3.2.2: Quantitative questionnaire

Entailed within this critique is a form of a quantitative method, this method in its form is based on a questionnaire. According to Sukamolson, S. (2007), the definition of quantitative research is:

The numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect.

As stated in Sukamolson, S. (2007), Cohen (1980) the definition of quantitative research is:

Social research that employs empirical methods and empirical statements. Cohens states that an empirical statement is defined as a descriptive statement about what “is” the case in the “real world” rather than what “ought” to be the case.

This critique will contain a questionnaire that is objective and deductive in nature, definitions of each can be seen below, and be simultaneously parallel with the qualitative research conducted.

Objective – *Dealing with purely the facts and excluding any personal feelings, thoughts, or beliefs into influencing the outcome.*

Deductive – *Is aimed at testing a predesigned theory, the theory of deductive reasoning can only be valid if the inductive studies are true in nature.*

Research questionnaire.

The research questions that are explored within this thesis are as follows.

Survey questionnaire:

1. *Why is it important to measure outcomes against customer expectations?*
2. *Why is it important to allow members to participate in decision-making?*
3. *Why is it important to allow members to express their ideas?*
4. *Should innovation and current projects be communicated internally regularly?*
5. *Why is organisational culture important to global innovation implementation?*
6. *Why is it important to successfully implement global innovation?*

This critique commences with qualitative research to ascertain the ‘theory’ before moving alongside with quantitative results. These results are further supported by experienced reflections to allow further visibility to growth drivers for the researchers PCLP.

3.3: Validity and reliability of data

Validity in its simplest form means ***the measure of what is intended to be measured*** chapter 4 contains analytical data that has gone through various methods of validity and reliability testing demonstrated in diagrams 3 and 4 below.

According to Kimberlin (2008) ***validity*** is often defined as the extent to which an instrument measures what it purports to measure. Validity requires that an instrument be reliable, but an instrument can be reliable without being valid. While we speak of the validity of a test or instrument, validity is not a property of the test itself. Instead, validity is the extent to which the interpretations of the results of a test are warranted, which depend on the test’s intended use (Kimberlin, C. L., et al, 2008).

Reliability, however, is a measure of the stability or consistency of test scores to the extent which a research instrument consistently has the same deliverables if it is used in the same situation on repeated occasions (Kimberlin, C. L., et al, 2008).

3.3.1: Validity and reliability of the questionnaire

The researcher conducted a readability test with a sample of participants to measure how easy the questionnaire was to read and understand. The sample size for the questionnaire was 4 diverse individuals that work across all levels of management.

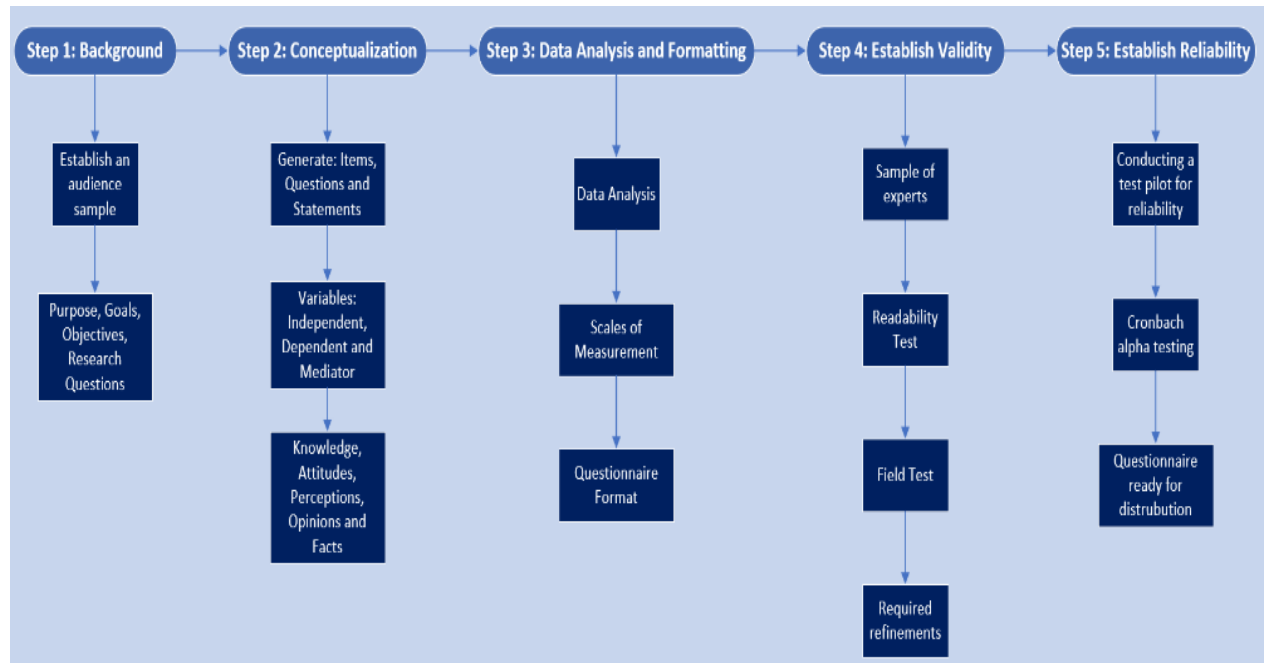


Diagram 3: Questionnaire design incorporating Validity and Reliability

Source: (Author)

Step 1 – Background

An audience sample is required to ascertain the purpose, goals, and objectives of the research question. Selecting individuals with the right characteristics and experience in relation to the core content is vital for validity as well as the main structure of the questions. Designing the question(s) to be fit for purpose will ensure the purpose, goals, and objectives the researcher is after, are being addressed, a well-constructed audience sample can assist with this.

Step 2 – Conceptualization

The researcher generated key items, questions and statements that required exploration, this key criterion ensured the main research question could be analysed and answered in an appropriate way. Conceptualization assists in deductive research by means of translating sections of the abstract theory into testing hypotheses, this involved the researcher using variables such as:

- **Independent variables** – An independent variable means just that; it is a standalone variable that is not affected by any other variable. In this study the variable is the implementation of global innovation.
- **Dependent variables** – Dependent variables are those that support the independent variable. For instance, in this research the dependent variables consist of, but not limited to organisational culture, change management, engagement and communication.
- **Mediator variables** – The mediator acts as the medium between the two variables. As Illustrated in Diagram 4 mediator was the researcher, the researcher ensures the connection between the independent variable was complimentary to the dependent variable. Each time the researcher investigated a dependent variable it measured and tested the independent variable.

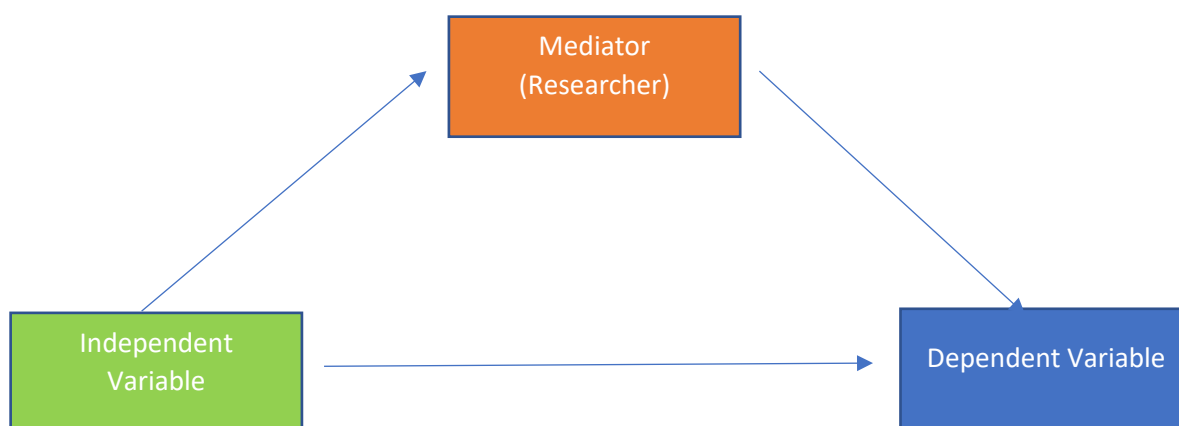


Diagram 4: Triangulation of Variables

Source: (Author)

Step 3 - Data analysis and formatting

The researcher constructed a roadmap to visually display the order to collect data and analyse the data as a testing method, this allowed the researcher to amend and enhance the questionnaire format to strengthen the collating process and ensure variables were complimentary.

Measurements of scale are commonly used to measure both qualitative and quantitative data, in this research ordinal scale was used to analyse the data – derived from the

roadmap the ordinal scale was displayed in the way of a 5-point Likert Scale which is explained more in-depth in chapter 4.

Step 4 – Establish validity.

The researcher conducted a readability test with a sample of participants to measure how easy the questionnaire was to read and understand. As language and interpretation of the original questionnaire differed based on participants level of understanding and interest, the questionnaire in this research paradigm was redeveloped utilising these levels of difference and redistributed in a field test to ascertain readability, understand and topic interest. Feedback received had a positive notation and concluded with validity in relation to the subject matter, therefore no further refinements were necessary.

Step 5 – Establish reliability.

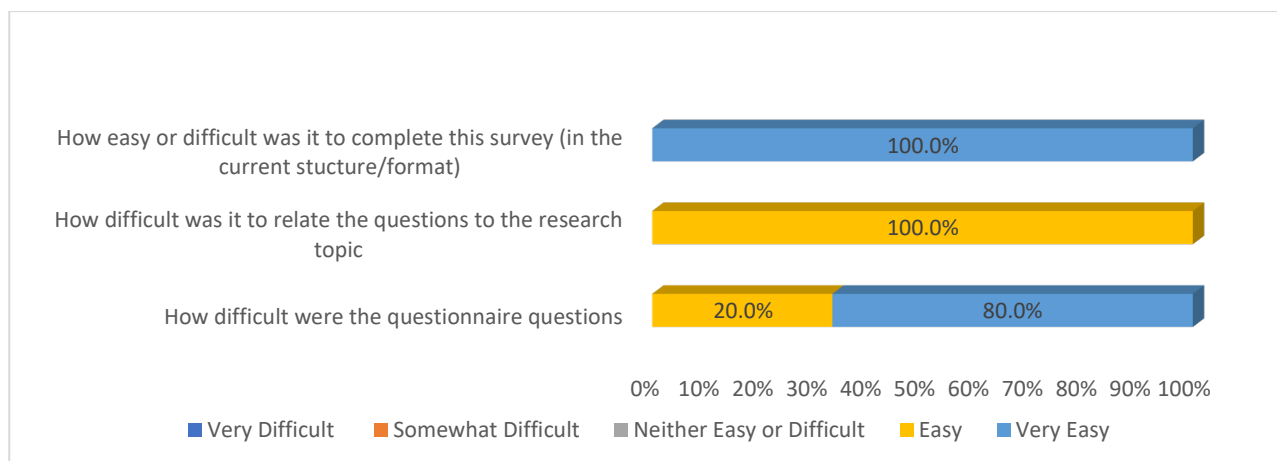
The researcher also selected a sample of participants to form a test pilot of the questionnaire. Though this process was challenging, it was important to the researcher to ensure the data being gathered was not of poor quality. Therefore, it was essential to do the pilot to guarantee the questionnaire is not only relevant to the research question but that is also providing the researcher with enough material to support their future PCLP growth and development.

The benefits to the researcher conducting a pilot were:

- Is the questionnaire targeting the correct audience?
- Will the researcher be able to collect all required data?
- Will the data provide avenues for further investigation?
- Does the questionnaire collect enough data? (Not too much, not too little)
- Does the questionnaire provide the right format to allow clear and concise answers?
- Does the questionnaire require further improvement/development?

The pilot processes the researcher implemented was:

- Secondary research into questionnaire structures, reliability and validity was undertaken by the researcher through scholarly articles, research papers and sampling.
- Feedback gathered from the readability and field test sampling was taken into consideration.
- Four (4) participants were selected from the original questionnaire platform. These participants were selected based on a mixture of backgrounds in relation to age, sex, and management levels, and this allowed diverse feedback to be collected.
- A survey was constructed based on the questionnaire to further collaborate data of validity and reliability of the questionnaire; results are illustrated in Graph 1.



Graph 1: Questionnaire survey results.

Source: (Author)

The researcher evaluated the feedback especially with regards to question two (2) and question three (3) in graph 1. Feedback provided indicated perceived repetition in the questionnaire; some questions were similar in language to other's therefore caused confusion. The researcher changed the language to suit the content of the question and ensured similarities were removed.

The overall results demonstrate the ease of completing the questionnaire, these results encompassed with the feedback given enabled the researcher to continue with the final

design and progress with issuing the live questionnaire without completing a Cronbach alpha test.

3.3.2: Validity and reliability of the interviews

Patton (1990) stated validity and reliability of qualitative data depends on the researcher's expectations in the interview process, the researcher play's an integral part in ensuring the interviewees understand the questions being asked – this assists the researcher in obtaining in-depth answers that provide a clearer, more complete picture of the research findings.

A pilot test was conducted to ensure that validity of the instruments is achieved (Majid., et al, 2017). As the researcher was inexperienced in conducting research interviews, a pilot was conducted to identify and highlight any imperfections in the process and address them early on, this allowed any adjustments to the instruments needed to ensure added value and credibility into the research (Van Wijk., et al, 2013).

Harding (2013) stated that the pilot test for qualitative interviews is not obvious because as the interviews progressed, the quality of the interview guide is improved. A pilot study is a trial run conducted in preparation of the full-scale study and may be specifically to pre-test a research instrument (Aung, K.T., et, al, 2021).

In this study the researcher wanted to explore the leadership capabilities that contribute to successful implementation of global innovation which expands the further growth and development of the researchers' PCLP and the leader they are inspiring to become. To test these the researcher conducted intimate pilot interviews. This technique also allowed the researcher to gather valuable feedback on how they communicate the question and how the questions are structured. The pilot phase feedback confirmed the comparability of the data, the reliability of the data and allowed flexibility to extend questions or ask follow-up questions. Results from the pilot guided the researcher to refining not crispy-clear questions and removing questions that were inadvertently repeating key criteria from other questions.

3.4: Research design

The case study is parallel giving that both qualitative data and quantitative data was conducted simultaneously. Whilst the research techniques were very different the results were used to support each method and provide a parallel conclusion. A parallel design allows control over both methods and ensures they are conducted at the same time with a complimentary outcome (Gast, D. L., et al., 1988).

The design begins with thorough literature review and careful, thoughtful planning, designing, preparing, collecting, analysing, and sharing (Yin, R. K., 2009), all whilst providing feedback loops as demonstrated in Figure 11.

According to Ridder, H. G. (2017), there are significant 'gaps and holes' when literature reviews/theory are not explored prior to collection of data. Yin (2009) also supports this by stating theory builds a strong case study plan and improves the internal validity of the study (Aberdeen, T. (2013). Yin, RK (2009).

Figure 11: Case study research design

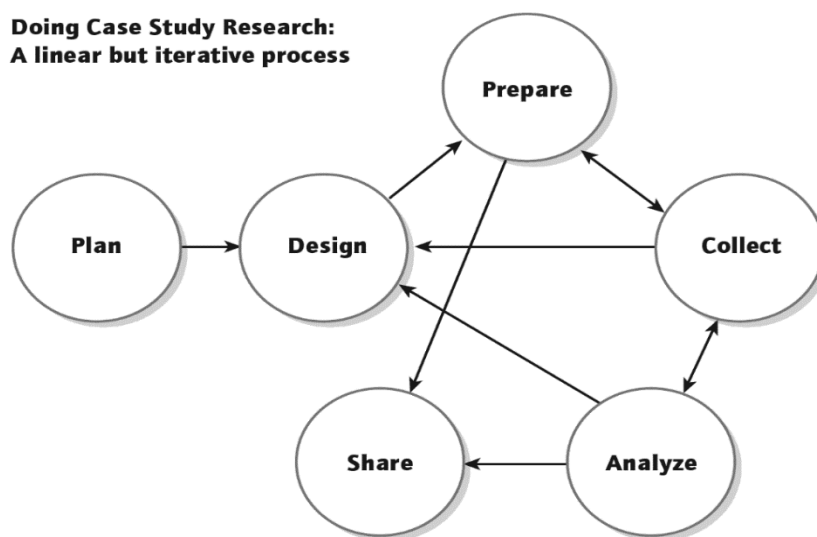


Figure 11:Case study research design.

Retrieved from: Yin, R. K. (2009). *Case study research: Design and methods* (Vol. 5). Sage.

The structure displayed in this critique is drawn from Yin, R. K. (1994) five (5) steps in designing case study research.

1. Case study questions
2. Propositions (if any)
3. The case(s)
4. Logic that links data to the propositions; and
5. Criteria for interpreting the findings.

With the above steps in mind, this critique will be accomplished with both qualitative and quantitative data, the rationale for combining these methods is to form strength, reliability, and validity to the collective data.

The long-standing debate over mixed method research stems back to ancient times. The debate continues to affect how one views knowledge, what one looks for, what one expects to find and how one believes they are to go about findings and justifying “knowledge” (Johnson, R. B., et al., 2007).

In today’s time, mixed research is a compilation of perspectives, standpoints and positions gathered from both qualitative and quantitative research to give greater insight to knowledge, triangulation of both techniques will further strengthen the reliability and validity. According to Campbell, D. T., & Fiske, D. W. (1959) triangulation refers to ‘multiple operationalism’, in which more than one method is used as part of the validation process that ensures that the explained variance is the result of the underlying phenomenon or trait and not of the method.

3.4.1: Paradigm adopted

Research is guided by a set of beliefs also known as a paradigm, according to Killam, L. (2013) a paradigm is a noun defined as *“a theory or group of ideas about how something should be done, made or thought about”*.

Guba and Lincoln (1994) defined paradigm as *“basic belief systems based on ontological, epistemological and methodological assumptions”*.

1. **Ontology** – Originating from the Latin word ‘ontologia’ meaning **to be**, it can be defined as “a particular theory about the nature of being or the kind of things that have existence” – *Nature of reality and truth* (Killam, L., 2013).
2. **Epistemology** – Driven by ontological beliefs, epistemology means **knowledge to understand and know**. A person’s ontological beliefs dictate how objective they can be to what can be known (Killam, L., 2013).
3. **Methodology** – Refers to the way **one goes about discovering knowledge** in a systematic way. It is more specific, and practice based than epistemology. Methodology is driven by the researcher’s ontological and epistemological beliefs (Killam, L., 2013).

Guba and Lincoln (1994) break these paradigms down into four categories. These four categories span across all three paradigms above, also displayed in Table 6.

1. **Positivism** – Positivism relies on the Hypothetico-deductive method to verify a prior hypothesis that are often stated quantitatively, where functional relationships can be derived between casual and explanatory factors (independent variables) and outcomes (dependent variables) (Park, Y. S., et al., 2020).
2. **Realism** – Relies on the independent idea of reality from the human mind. There are two types of realism:
 - **Direct** – This realism portrays the world through the human lens, it stands for ‘*what you see, is what you get.*’
 - **Critical** – Argues that humans do experience sensations and images of the real world. These sensations and images of the world can be deceptive and do not necessarily portray the real world (Novikov, A.M., et al, 2013).

3. **Critical theory** – Emphasises social realities incorporating historically situated structures. Therefore, critical theory researchers aim at critiquing and transforming social, political, cultural, economic, and ethnic and gender values. The research inquiries are often long-term ethnographic and historical studies of organisational processes and structures (Healy, M.J., et al, 2000).
4. **Constructivism** – Holds that truth is a belief system held in a context. Like critical theory, constructivism inquiries about the ideologies and values that lie behind a finding so that reality consists of "multiple realities" that people have in their minds. Researching this constructed reality depends on interactions between interviewer and respondent, that is, the researcher must be a "passionate participant" during his/her field work (Healy, M.J., et al, 2000).

Element	Paradigm			
	Positivism	Critical theory	Constructivism	Realism
Ontology	Reality is real and apprehensible	"Virtual" reality shaped by social, economic, ethnic, political, cultural, and gender values, crystallised over time	Multiple local and specific "constructed" realities	Reality is "real" but only imperfectly and probabilistically apprehensible
Epistemology	<i>Objectivist</i> : findings true	<i>Subjectivist</i> : value mediated findings	<i>Subjectivist</i> : created findings	<i>Modified objectivist</i> : findings probably true
Common methodologies	<i>Experiments/surveys</i> : verification of hypotheses, chiefly quantitative methods	<i>Dialogic/dialectical</i> : researcher is a "transformative intellectual" who changes the social world within which participants live	<i>Hermeneutical/dialectical</i> : researcher is a "passionate participant" within the world being investigated	<i>Case studies/convergent interviewing</i> : triangulation, interpretation of research issues by qualitative and by some quantitative methods such as structural equation modelling

Table 5: Four categories of paradigms and their elements

Retrieved from: Healy, M.J., & Perry, C. (2000). Comprehensive criteria to judge validity and reliability of qualitative research within the realism paradigm. *Qualitative Market Research: An International Journal*, 3, 118-126.

Visually displayed in figure 12, the methods being utilised in this critique are interviews, instrumental case study and questionnaires, realism is the appropriate paradigm being used in conjunction with additional methods such as deductive, inductive, and abductive; this will enable the researcher to isolate the truth, seek the knowledge, and form a valid conclusion. Table 7 expands more on the below definitions:

Deductive – Deductive reasoning is the process of inferring conclusions from known information based on formal logical rules, where conclusions are necessarily derived from the given information and there is no need to validate them by experiments (Ayalon, M., et al, 2008).

Inductive – Inductive reasoning involves making predictions about novel situations based on existing knowledge (Hayes, B. K., et al, 2010). This would imply that an inductive reasoning would be based around the ‘probability’ of the conclusion.

Abductive – Walton, D. (2014) has defined abductive reasoning, commonly referred to inference to the best explanation, is reasoning from given data to a hypothesis that explains the data. While a good inductive argument warrants that the conclusion is true, a good abductive argument is a method of reasoning in which one chooses the hypothesis that best explains the relevant evidence (AGSL, 2020).

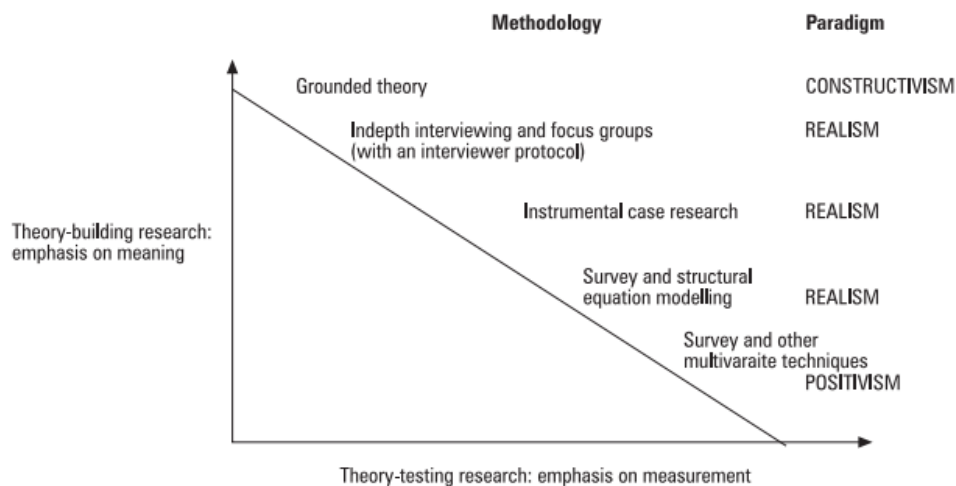


Figure 12: A representative range of methodologies and their related paradigms.

Retrieved from: Healy, M.J., & Perry, C. (2000). Comprehensive criteria to judge validity and reliability of qualitative research within the realism paradigm. *Qualitative Market Research: An International Journal*, 3, 118-126.

	Deduction	Induction	Abduction
Logic	In a deductive inference, when the premises are true, the conclusion must also be true	In an inductive inference, known premises are used to generate untested conclusions	In an abductive inference, known premises are used to generate testable conclusions
Generalisability	Generalising from the general to the specific	Generalising from the specific to the general	Generalising from the interactions between the specific and the general
Use of data	Data collection is used to evaluate propositions or hypotheses related to an existing theory	Data collection is used to explore a phenomenon, identify themes and patterns and create a conceptual framework	Data collection is used to explore a phenomenon, identify themes and patterns, locate these in a conceptual framework and test this through subsequent data collection and so forth
Theory	Theory falsification or verification	Theory generation and building	Theory generation or modification; incorporating existing theory where appropriate, to build new theory or modify existing theory

Table 6: Deduction, induction, and abduction: from reason to research

Retrieved from: Saunders, M., Lewis, P. & Thornhill, A. (2012) "Research Methods for Business Students"
6th edition, Pearson Education Limited.

The researcher has designed and implemented a research design map to display actions taken throughout the research, this can be seen in diagram 5 below.

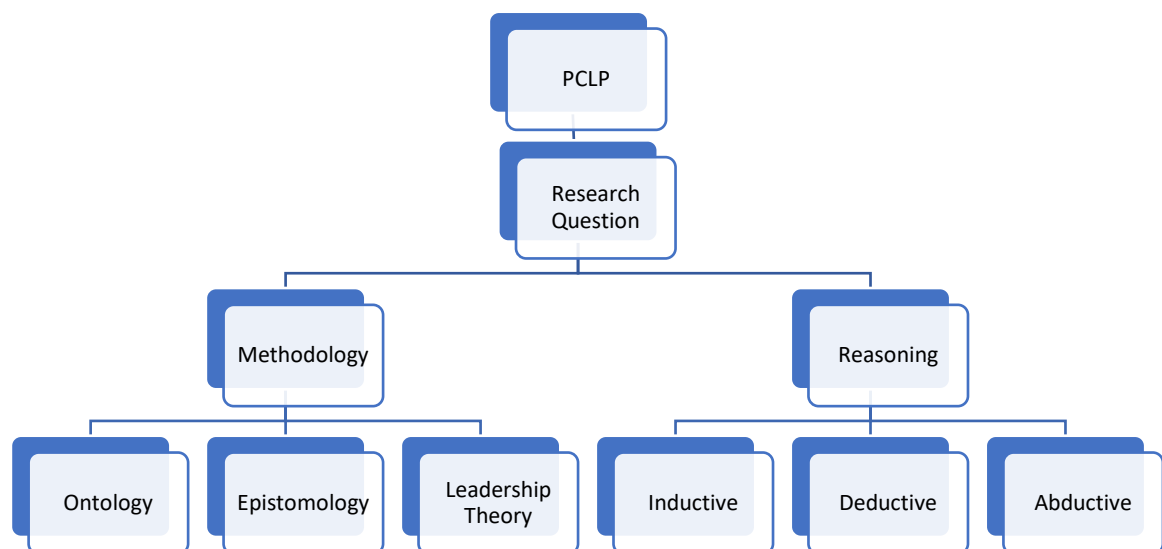


Diagram 5: Research roadmap.

Source: (Author)

➤ **PCLP**

Commencing with the established PCLP, the researcher intends to further develop their PCLP to cater for additional leadership qualities and form connections with recognisable theories.

➤ **Research question.**

The research question has been established to guide and inform the research on the leadership qualities and recognisable theories that will assist in the development of the PCLP.

➤ **Methodologies**

Ontology – Realism that relies on the idea of independence of reality from the human mind based on the assumption of an approach to develop knowledge.

Epistemology – Gathering knowledge through observations, experienced reflections, and literature.

Methodology – Seeking information through qualitative and quantitative resources.

➤ **Reasoning**

Deductive - will be obtained through data collection in the form of a questionnaire.

Inductive - will involve the collection of evidence and leadership experiences through semi-structured interviews.

Abductive - is made through cause-and-effect analysis which will allow opinions to be formed.

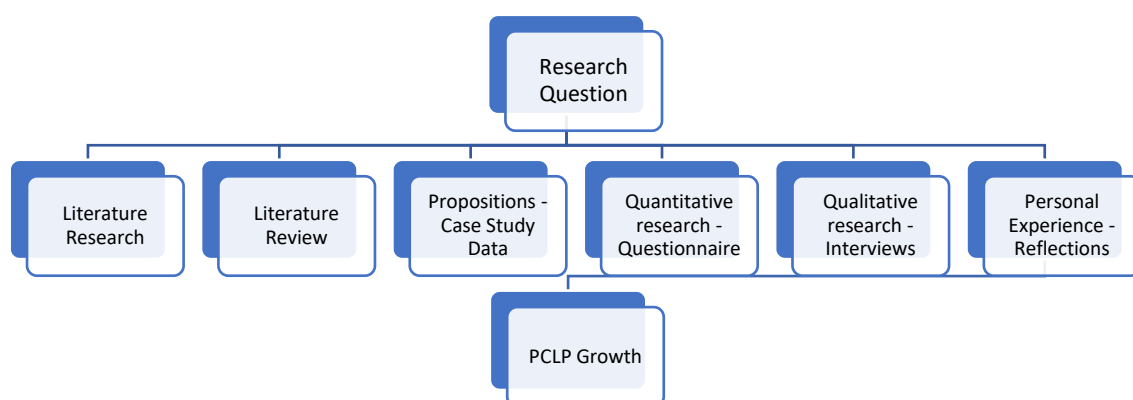


Diagram 6: Research design.

Source: (Author)

Diagram 6 illustrates the methods used to design the intended research; however, these methods have been constructed based upon specific inputs, activities, and outcomes. A more in-depth break-down is contained in Table 8.

<u>Method</u>	<u>Inputs</u>	<u>Actions</u>	<u>Outcomes</u>
Research Question	Review of current PCLP state. Reflection on learnings from DBL701-704. Reflection of past 10 year's leadership experience.	Leadership theory review. Captured learnings within module work and progressive PCLP development.	Completion of proposition questions, linking these questions to becoming the case study analysis and forming the basis for quantitative research.
Proposition questions	Data collection and PCLP review.	Measuring proposition questions against the research questions. Identifying the alignment between the proposition questions and the researcher's PCLP.	Finalise the proposition questions to further develop the researcher's PCLP.
Qualitative research	Data collected from proposition question observations; gaps identified requiring further analysis.	Interview questions drafted; method best suited determined.	Interviewees selected, final questions completed and distributed.
Quantitative research	Data collected from proposition	Questionnaire drafted.	Clear linkage between proposition

	questions and interview questions.	Identify any gaps from Qualitative research.	questions, questionnaire questions and PCLP development. Questionnaire finalised and candidates selected.
Experienced reflections	Journey entries from commencement to completion of DBL701-704. Reflections from the past 10 years of leadership experience.	Reviewed entries to eliminate those not required. Reflecting on those relevant to the study.	Factoring in relevant experiences to strengthen findings and learnings relevant to the PCLP development.

Table 7: Research inputs, actions, and outcomes

Source: (Author)

3.5: Summary of research methodology and researcher questions

Research methodology and design is critical to the integrity of the study by matching the research aims with high-quality data. The research methodology and design has enabled the researcher to formulate answers to the overall research question *‘How can the researcher’s Personal Contingent Leadership Paradigm evolve to lead through the implementation of Global Innovation.’* Through various methods including reliability and validity of data, the researcher can make a connection with existing theories and progress further development of their PCLP.

Chapter 4: Case research analysis and reflection

Introduction

This chapter will outline the propositions that were put forward to create case studies. The structure of this chapter will commence with each case study that has alignment with each proposition, followed by a personal experience reflection. Results from both the interviews and surveys will complete the research phase of this critique with the desired result showing potential improvements and future growth to the researcher's PCLP.

4.1: Data analysis methods

Data analysis is referred to as a process, a process whereby the researcher collects, cleanses, transforms, and models data. This process certifies the discovery of useful information which will inform conclusions and establish decision-making.

4.1.1: Proposition data

- 1) Gathering data:
 - a) Four (4) individuals discussed the proposition questions with the researcher.
 - b) This initial data was required to establish valid case studies.
- 2) Coding:
 - a) As these questions were gathered in a conversation the researcher felt the need to code the collected data.
 - b) The researcher identified common categories within the questions as a starting point in formulating case studies.
- 3) Analysing:
 - a) From the key categories, the researcher further refined the data into common areas of interest.
 - b) Case studies were formed from this data ensuring they had a direct relationship to the researchers overarching research question.
 - c) The need to transform these areas of interest into case studies was critical to enable further research to be conducted.
- 4) Reporting:

- a) The position questions are documented along with the discussions that were conducted between the participant and the researcher.
- b) Further refinement was then presented in the form of 'learnings' these are documented in the proposition section of this critique under the heading summary of learnings.
- c) These learning then create the case study areas in which the researcher used to create the interview questions.

4.1.2: Qualitative data

The researcher collated all data formed by the methodologies discussed in chapter 3. The qualitative data analysis consists of a flow of activities such as:

- 1) Gathering data:
 - a) As identified in Chapter 3, data was collected via semi-structured interviews through note taking, observations and in-depth discussions.
- 2) Coding data:
 - a) The researcher went through the process of focusing and selecting the key information from data inputs. The researcher then simplified the information and transformed the data to capture key themes and produce theories for further exploration. The coding process was conducted through inductive methods by creating codes or in this case 'theories' based on the data gathered from the interviews.
- 3) Analysing:
 - a) At this stage, the researcher acknowledged that a single frame of inductive coding was not enough to clearly identify key insights. The researcher constructed sub-codes to further refine the emerging theories. Whilst this process was time consuming it assisted the researcher with quality improvement of the analysis.
 - b) Analysing the coded data to identify key insights allowed the researcher to visualise a story. Key themes emerging along the analysing process quickly uncovered a story for further research and confirmation via quantitative data techniques. The researcher could envision a pattern emerging from the qualitative methods, visions of leadership conditions and visions of member

and organisational requirements to enable the implementation of global innovation.

- c) These key insights, theories, codes, and sub-codes are discussed in detail further on in this critique.

4) Reporting:

- a) The researcher reported all key themes and emerging theories to ensure the quantitative methods would further support the analysed data and form strong conclusions. Further expansion of the reporting is within the interview section of this critique.

4.1.3: Quantitative data

Once the data was inspected, cleansed, and coded, it provided valuable information that the researcher could draw valued conclusions on.

1) Distribution:

- a) Questionnaires were distributed via email to all participants and were accompanied by a letter outlining the position of the researcher and the intent of data collected (Appendix G).

2) Collection:

- a) All questionnaires disbursed were returned to the researcher in a timely manner. The researcher printed all questionnaires and compiled in a group for further analysis. Based on the structure of the questionnaire (Likert Scale) there was no need for coding.

3) Analysis:

- a) The data was analysed based on deductive reasoning; the aim was to test the existing theories constructed from the qualitative data.
- b) Questionnaire results were measured by a Likert scale and analysed based on percentages and reported using descriptive statistics. Tables were used to facilitate data analysis and interpret the results.
- c) The interpreted data is also presented in a graph to further strengthen the conclusions to each applied theory.

4) Reporting:

- a) In-depth analysis was conducted on the graphical results to ensure validity and reliability in the data, this analysis concludes or exposes the participant's strong point of view any uncertainty or a low point of view to a question.
- b) The researcher digests the responses and offers an explanation based on the alignment with the qualitative data.

4.2: Proposition questions

The proposition questions were constructed to formulate a baseline for further research, each question has a unique reasoning and will be stated throughout this study. The results from these questions framed case studies and prompted the interview questions and questionnaire to ensure full exposure and value added within the researcher's PCLP.

Question 1:

What is important for a leader to promote and implement global innovation?

The goal for asking this question was to see what individuals believed is important factors and or qualities for the successful implementation of global innovation. This question was positioned from an internal perspective, the researcher was interested to see what leadership qualities are required for engagement and collaboration throughout the global innovation implementation. From the responses it was clear to see they were individualistic and unique to the participant's background experience.

The participants responded with the below:

- Understanding your team's dynamics
- Creating a safe, secure, and open environment for dialogue
- Engagement of a team members
- Sponsorship and support from internal stakeholders
- Taking all stakeholders on the journey
- Encouraging teams to collaborate, share thoughts, feelings, beliefs, and ideas.
- Ensuring everyone knows the expectations of the project and of them as individuals.
- Designing feedback loops that allow growth and development.

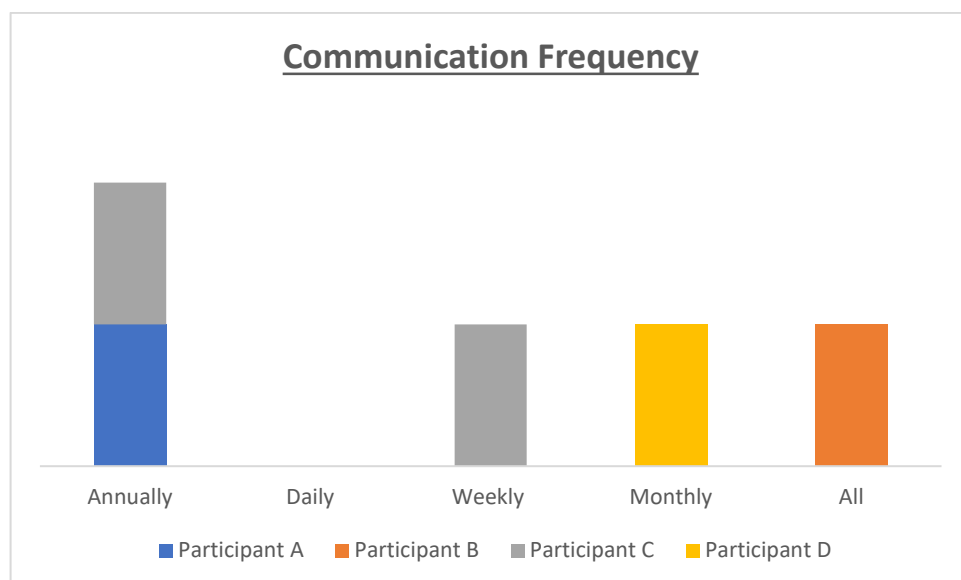
Question 2:

How is global innovation communicated, how is the vision and appetite for change and risk communicated?

The purpose for this question was to press upon the need for communication across various channels and methods. It was also so the researcher could gauge a need for vision and appetite within organisations for risk and change. How important are these elements to global innovation, how detrimental are they to a leader if not implemented in the correct manner, or at all?

The participants responded with the below:

- Discussions with teams to ensure understanding.
- Reflection activities
- Role playing activities (potential risks)
- Continuous improvement
- Newsletters/Bulletins
- Risk meetings



Graph 2 : Frequency of communication.

Source: (Author)

The frequency of communication displayed in graph 2 is an important factor to this question as it elaborates further on the value of communication along with exposing any inconsistencies between the content and frequency.

Question 3:

How does organisational culture impact global innovation?

The researcher wanted to see the relationship, if any, between organisational culture and the implementation of global innovation. The results to this question educated the researcher and encouraged a further question relating to this topic in the interviews.

The participants responded with the below:

- Organisational values must align with future innovation projects.
- Crucial for all leaders to show support of innovation to assist in moulding the appropriate culture.
- Customer centricity is a key part of not only innovation but also organisational culture.
- Open-minded culture is a key driver for innovation.
- Changing past embedded culture.
- Ensuring adaptive readiness for all individuals – through knowledge sharing and adaptive leadership.

Question 4:

How do leaders react overall to Global Innovation?

It is important to the researcher to open a line of inquiry in relation to the reaction of leaders when implementing global innovation. This question lends to additional leadership traits and characteristics of leaders throughout this implementation and innovation period.

The participants responded with the below:

1. Embrace the uncertainty.
2. Align with organisational values.
3. Supportive.
4. Creating enthusiasm.

5. Forward thinking.
6. Opening a line of inquiry through curiosity.

In addition to the proposition questions, the researcher asked the below questions:

1. *Top challenges as a leader for change/innovation?*

2. *Top successes as a leader for change/innovation?*

These inclusions were explored in depth in the interview process and allowed the researcher to gain a more granular level of information to gain the expectation surrounding change management, leadership styles, communication, organisational culture and how these elements impact the implementation of innovation.

The responses to these two additional proposition questions are expanded on in the interview results section of this critique. The proposition questions and answers formulated case studies and areas of focus for the questionnaire and interview questions which have been analysed further on in this critique.

4.2.1: Summary of proposition questions

The proposition questions were designed to create case studies for further investigation and research to answer the overarching research question. With the above participant responses, the researcher learnt the below facts:

Responses	Ranking	Learnings
4	3	The responses to this question seemed to have similar notations of collaboration, building trust and engagement. The participants indicated that creating a safe and open environment was key. Participants also raised a valued and additional view

		to explore which was taking the stakeholders on the journey with you, this would provoke support and understanding which the researcher found a critical element for global innovation and explored this case study further within the interview stage.
4	1	Communication, vision, risk, and change was the goal for this question. The responses allowed for a high-level focus area to engage more within the questionnaire and interview stage. Communication was the highlighted topic along with setting the scene for an open and honest environment, the researcher was intrigued to explore the benefits of communication and the reasoning behind its importance across all departmental segments as well as the team directly involved.

		The participants referred to the need for multiple communication methods dependent on the audience and range, this was also a key case study the researcher wanted to explore in greater depth as it indicated the need enhance and change dependent on the category, for example: if it was a potential risk item, the communication would be presented across a broader network of stakeholders and the method would need to be more informative and formal. On a change management perspective, participants revealed that consistent communication and vision where two (2) of the main factors for successfully implementing global innovation. Participants explained that knowledge is key, even if it is a milestone announcement or an informative session
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		to ensure everyone is kept abreast of progress. Including the wider organisation in events and milestones brings people together and assists with identifying any gaps or risks that may potentially impact another department or process. Promoting the vision keeps individuals on track and communicates the importance of the innovation and the benefits attached.
4	4	The researcher noted that some participants responded purely in relation to organisational culture that has been created or embellished from the past, and other responses pointed towards aligning organisational values to successfully implement any innovations. Respondents identified that past behaviours and mindsets within the organisation has influenced the commitment and

		ability to create paths for innovation. This type of culture has also impacted the change management cycle by influencing individuals in a way that has caused significant roadblocks and resistance to change. Open-minded culture and customer centricity played an essential part in innovation and coincided with organisational culture. Respondents explained that promoting an open-minded culture shift was crucial to guaranteeing trust, transparency, exposure points and collaboration. Keeping an open mind allowed additional lines of inquiry to be present, therefore, allowing members to express concerns, ideas, and visions. Customer centricity being integrated into the organisational culture resonated with the researcher, adding value to the customer journey, and
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		promoting a positive customer experience was an interesting and valuable point to explore. Seeing that innovation impacts the customer journey and ease of doing business, the researcher can see the clear link between organisational culture and customer centricity.
4	2	Leaders feel it is important to embrace and respect the uncertainty of global innovation as this is the pathway to future improvements. Aligning with organisational values can positively create an energised culture, promoting forward thinking in individuals. Supportiveness of not only the direct team but the wider business through the entire innovation process. Individuals will have different perspectives, different views, and opinions on all parts of the process. To safeguard success, supportiveness of

		all opinions matter. Creating enthusiasm through aligning organisational values is one part to this response, the other is creating it through proactive team building, formulating trust and involving members in the decision-making process. Forward thinking leaders encourage forward thinking followers, inviting members to join in the design process can highlight potential gaps that were not apparent in the first instance. Opening a line of inquiry through curiosity assists with both the leaders understanding and the follower's knowledge. Leaders' perception on other's understanding, thoughts and feelings may be very different than the actuals.
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4.2.2: Summary of proposition results

The proposition questions allowed the researcher to create case studies through key focus areas.

The researcher identified many keys areas to elaborate on, these areas include but are not limited to:

- Organisational Culture
- Communication
- Listening
- Forward Thinking
- Support
- Feedback
- Line of Inquiry
- Creating Enthusiasm
- Collaboration
- Building Trust
- Customer Needs

These focus areas created context in both the questionnaires and semi-structured interviews for further research.

4.3: Interview results

As stated in chapter 3, the interviews were conducted in a semi-structured manner, in addition to the questions asked, some questions were followed up by asking the participant to expand on their response for context. The questions requiring further information will be presented below under the “**why**” banner, those not requiring additional information will not have the “**why**” presented.

Question 1:

Global innovation consists of various ideas and actions. As a leader what are the most important ideas or actions?

The reasoning for this question was to ascertain the key areas of focus to successfully implement global innovation. There were numerous results to this question, the researcher has provided them all below:

- Understanding customers' needs and wants.
- Rolling out products simultaneously in several regions.
- Ensuring a risk matrix to cope with competition that may appear suddenly.
- Collaboration between widely dispersed locations.
- Engaging in fresh ideas away from headquarters.

Why?

Participant 1:

Understanding customers' needs and wants - Understanding the needs and wants of the customers is crucial for the success of innovation as it solves pain points for the organisation indirectly. Ideas are generated close to the customers to enhance and improve their needs and wants within the organisation itself.

Customers can become an organisations greatest resource, they act as a third party, if you will, to assist in designing new innovated tools through customer research as they act as the voice of all customers within that market base. External communication plays a significant part in this process as continuous customer research and feedback loops allow customers to identify gaps, inconsistencies and improvements required, making customer needs and wants a valuable platform.

Participant 2:

Collaboration between widely dispersed locations and engaging in fresh ideas away from headquarters - To be innovative, you need to have collaboration between widely dispersed locations. The need for diverse options, experiences and mindsets are critical. In addition, innovation requires new input and new triggers by exposing yourself to new environments outside of headquarters. Collaboration cannot be refined to the inner circle, reaching out to other sister locations, and understanding the process across the

broader environment can highlight additional improvement areas as well as catering to all customer databases and not just your backyard.

Participant 3:

Understanding customers' needs and wants – Immersing yourself into the shoes of your customers and innovating from their point of view instead of your competitors' point of view is highly important when trying to ensure your products and services stay true to brand whilst maintaining a certain uniqueness.

Ensuring a risk matrix to cope with competition that may suddenly appear – Risks matrix can assure that the team can be prepared with mitigation strategies if a competitor appears and overpowers a new product launch with one of their own launches. Risk matrix can also prepare the team to work more strategically and avoid wastage in terms of time and costs.

Rolling out products simultaneously in several regions – Not only will this ensure consistency of product or services; it will also allow a wider engagement of internal and external stakeholders allowing free flowing feedback to be received. Rolling out products through a testing phase across several regions cultivates new ideas and brings excitement to the process both from internal stakeholders as well as external.

Participant 4:

Understanding customers' need and wants, ensuring a risk matrix to cope with competition that may appear suddenly, collaboration between widely dispersed locations and engaging in fresh ideas away from headquarters – Understanding customers, their needs and user experience is critical to gain adoption of the product or service being introduced. Identifying risks and developing mitigation strategies; building in flexibility to pivot in different directions is important. Collaboration is highly critical to gain speed and minimise time through replication of activities, leverage capabilities and learn from others; especially where customers have similar needs.

A glocal (global/local) organisation strengthens resourcing and the likelihood of success from development and product introduction. Satellite developments in regional areas misuse resources and do not leverage the strength and size of an organisation. As many innovations are interrelated to other systems, a big picture approach needs to be taken, which is ideally suited to headquarters taking a lead, but working alongside regions collaboratively.

Participant 5:

Ensuring a risk matrix to cope with competition that may appear suddenly.

Risk plays a huge part in an innovative idea; this risk extends beyond the competition and extends across multiple factors. Firstly, we must consider the risk to the business itself; are we ensuring that financial impacts have been addressed and that all cost impacts to the business have been accounted for and budgeted within the reasonable scope.

Secondly, the risk impact to internal stakeholders and our customers is critical to continuous improvement and sustainability. Working within a customer-focused arena means we need to assess any risks directly associated with our customer data base.

Customers are not only our key stakeholders, but they are also the reason we are in business, therefore clear and detailed risk analysis needs to be completed to ensure minimal risk impacts.

Lastly, a risk management system with an embedded risk matrix needs to be developed to cope with competition, especially on first-mover innovative ideas. Having a risk matrix and a what-if-analysis to create scenarios on what could happen in the future market, could also help a business stay ahead of the competition trend.

Participant 6:

Collaboration between widely dispersed locations.

Ensuring clear and consistent collaboration between all locations of a widely dispersed team is critical for many reasons:

- a) Success stems from many inputs, nothing more so than communication and collaboration between inter-company business units. Ideation is created by

ensuring clear and concise targets, goals and objectives are communicated throughout the entire organisation.

- b) Implementation requires everyone to be on the same page and well informed with regards to what the business is trying to achieve. Again, referring to point A, if each stakeholder is well informed, implementation of the ideation is then a smooth process with successful rewards.
- c) Feedback is essential in an innovative environment as it offers a forum for continuous improvement and allows wider teams the inclusion into the strategic vision and goals for an organisation.

Understanding customers' needs and wants.

Understanding the needs and wants of a customer can keep an organisation abreast of new innovations in demand. Researching your customers through customer survey's, NPS and development tools can assist any organisation to not only know their customers but also become a first mover in the market.

Customers can be a tremendous capturing tool for improvement of business processes with inclusion of automation and self-service qualities. Making business easier for the customer increases the loyalty and reward for any organisation. Building trust between customer and organisation can provide a wealth of knowledge that perhaps internal stakeholders never thought of.

Participant 7:

Engaging in fresh ideas away from headquarters.

Whilst head office ideas are just as important than any others, it is essential that ideation come from an array of areas across the business. Having a diverse range of ideation can be extremely beneficial, especially to the customers. Most individuals have ideas that are very innovative and creative, however, there are often elements to the whole process/picture missing.

Collaboration across business units and seeking valuable feedback will allow progression, strengthen and growth in the original ideation. This creates a puzzle to be built and completed with all the necessary drivers and processes to be met satisfactorily.

Collaboration between widely dispersed locations.

Very much like the above point, allowing strong collaboration between business units invites additional data and focal points. Collaboration can bring with it a vision and result that was not initially thought off or mapped.

In addition to collaboration, feedback is a valuable tool to explore critical areas that may be missed. It is also a great way to engage individuals that don't normally have input into the ideation or innovation space and give them a sense of ownership and achievement in that strategic direction of the organisation.

Understanding customers' needs and wants.

It goes without saying that customers' needs and wants should be at the forefront of any innovative creation, after all, they are the recipients of most ideas, and the focus is largely on customer experience and satisfaction.

Understanding customers' needs and wants is one element of innovation, the other element again should be feedback from customers. Aligning feedback with the mechanics of innovative products can bring forth valuable continuous improvement strategies.

This participant went beyond the allotted answer selection and included the below new insight:

Understanding the employees' needs and wants.

Understanding what drives your employees is a critical element to the success of any innovative project. When a leader knows their team and is aware of what drives them, they can incorporate these values into the overall strategy, creating a well-designed structure that accounts for the human aspect as well as the technical. If team members are working on a project that has no value to them or worse goes against their core values, then their ability to contribute in a positive manner diminishes. Diminished value can cause a flow on effect and may jeopardize the entire project or other team members, motivation starts to decrease, and negativity starts to increase.

Knowing the team members wants and needs can also strengthen the leader, not all values, wants and needs will resonate with everyone – but as a leader it can open your eyes to the experiences other are going through. Wants and needs can also be that of a tangible nature, team members cannot carry out their duties sufficiently if they are not provided the right tools to do so.

Question 2:

Top challenges as a leader for change/innovation?

The purpose for asking this question was to visualise, as a leader, what the key challenges are associated with innovation. What (if any) are the leadership styles and traits needed to overcome some of the challenges presented.

- **People** – Dealing with humans is always going to be challenging based on different opinions, views, emotions, and priorities. It is necessary to take each person through the change curve (see appendix I) that way they can understand all different aspects of the change and the leader can appreciate it is a process full of different interactions and responses.
- **Cultural Mindset** – The organisational culture to accept change ‘respecting the past but embracing the future.’ Culture can impede improvement and can be based on legacy employees and management not willing to move forward. Changing one’s mindset when they are stuck or comfortable with what they currently know or were previously introduced to may be challenging as users may feel attacked when a new product or process is introduced. Individuals can feel as though the new process interferes with their job or provides them with a heavier workload, this is contributed to the individual having to unlearn the way it used to be done and learn something new.

Ensuring the organisation has a change and transformational appetite aids with innovation drive, if there is a lack of board or senior stakeholder sponsorship; drive will not exist, making innovation implementation and surrounding processes impossible.

- **Patience** – Patience is also surrounded by organisational culture influences, going back to culture and conditioning surrounding actionable progress. Patience also in the sense of results; innovation takes time, time to invest and research, then time to see positive results. Individuals must understand that innovation implementation and change is a process, it takes time to get it right depending on what outcome you are trying to achieve.
- **Benefits of innovation** – Proving the benefits of the innovation and valuable ideas versus showing statistics are a challenge. Showing results when a product is new can eventually save time and money however, proving to users that the products can work when it has yet to be released or tested by the main users themselves can prove to be challenging as users are more likely to pick up a product once it has been testified by others.
- **Dedication** – One of the greatest challenges is to ensure stakeholders dedication to the change and innovation. Although some may evolve with change, other may not adapt as well and may push back or rebel against it. Individuals will have many questions or enquiries; it is up to the leader to open that line of inquiry to better understand and assist. Having a clear line of inquiry and post launch support will assist with a smooth transition period and allow members to dedicate to the change.
- **Do not go overboard** – Too much innovation can be harmful, leaders need to draw the line at where it adds value and benefit and where it just causes confusion. Leaders who innovate purely for the sake of innovating can cause unnecessary distress and confusion, this can lead to resistance and high turnover of team members.
- **Adoption** – Leaders researching, designing, and implementing innovation need to be adaptable. Innovation and changes can occur all the time so being adaptive and teaching members to be adaptable can limit the stress and risks turning what potentially could be a negative effect into a positive.

➤ **Defensive communication** – Ensuring communication is not presented in a threatening manner. Defensive communication often in times of stress or high pressure, can leave a member feeling inadequate, unsafe, and not valued. Guaranteeing open, honest, and transparent communication will always present a positive collaborative attendance to change and implementation.

➤ **Feedback (both internal and external)** – Often, we as humans, can work solely with blinkers on. Individuals get consumed with their own agenda that they inadvertently leave out crucial drivers or processes that make an innovative project complete. Documenting all feedback whether it is from internal stakeholders such as peers, supervisors or managers can enlighten the visibility of additional materials or elements of the project. Feedback in conjunction with feedback received from customers could further grow and strengthen the project by adding value for customers experience and satisfaction.

➤ **Testing**

UAT testing or User Acceptance Testing is testing the end-to-end journey of an application. This testing creates a ‘real world’ scenario to allow real world testing to be conducted, which in turn allows real world feedback to be obtained. This is something that should always be considered if not mandated, especially when the innovative idea is customer facing. The absences of testing can cause great challenges both internally and to the customer. Documentation derived from testing gives a clear roadmap into any gaps that may appear in the application itself or the processes that drive the application.

➤ **Mindset**

Having a well-balanced mindset has been indicated by a few participants as being one of their greatest challenges. Based on an assumption derived from their verbal response, having a diverse mindset is important to leaders and allows transactions between leaders and members to be open, collaborative, and supportive. The below mindsets were referred to the most:

1. **Growth mindset**

Participants indicated that a growth mindset allows the ability to change not only a member’s talent, ability, and intellect but also the leaders. A growth mindset requires a

leader to encourage themselves and members to take on risks and challenges, encourage feedback and embrace the outcomes for continuous improvement, also provide feedback for the future growth of teams. After reflecting on these results, it is important to recognise the three common misconceptions of growth mindset to ensure that these did not taint the results:

- a) ***I already have a growth mindset;*** leaders often mistake their ability to be flexible and openminded as already possessing a growth mindset. Research by Dweck, C. (2016) states that this is classified as a ‘false growth mindset’, this is due to everyone having a mixture of both growth mindset and fixed mindset that matures with experience. Dweck, C. (2016) continues to state that there is no such thing as “pure” growth mindset, leaders need to acknowledge this to attain the benefits they seek.
- b) ***A growth mindset is about praising and rewarding effort;*** Dweck, C. (2016) states that this is not necessarily true. Rewarding a job well done is one thing, however, learning and progress should be the central point and emphasis on the process the yields these tasks such as seeking assistance from others, trying new strategies, taking risks within one’s control and capitalizing on setbacks to move forward effectively.
- c) ***Just espouse a growth mindset, and good things will happen;*** Organisations that embody a growth mindset encourage appropriate risk-taking, knowing that not all risks will work out (Dweck, C., 2016). Espousing a growth mindset is merely lip services, an organisation, and leaders within need to practise what they preach and embed a growth mindset into their core values. Only when the culture of a growth mindset is embedded will it allow employees to be rewarded for important and useful lessons learnt, even if the project does not meet its original goals. Support is embedded across the organisational boundaries rather than competition among employees or business units. A growth mindset is incorporated into all policy and procedures to ensure that growth is obtained. The are committed to the growth of every member, not just in words but in deeds, such as broadly available development and advancement opportunities (Dweck, C., 2016).

2. **Fixed mindset**

In a fixed mindset environment (which some participants explained was their current mindset) there is no belief that individuals, inclusive of the leader cannot change their set of values or mindsets and they remain determined on what they believe is right. They feel that their talent and intelligence is fixed with no ability to grow, develop or change; to put it quite simply, they believe that if they are not good at something, they will never be good at it.

As a leader this inhibits you from embracing challenges due to the fear of failure, therefore, never learning or challenging oneself. The detriment it then has on a team member is greater, they will never learn the benefits of hard work, learning and developing, learning from failures, or having a mentor/coach as a leader empowering them to become a better version of themselves.

They may often get overlooked but a fixed mindset is not all doom and gloom, there are some benefits to this type of mindset, such as:

1. They are good at what they have the intellect to do and never give up if it is within their comfort zone.
2. Gives the individual a sense of belonging.
3. The work becomes fixed therefore becomes easier.
4. They have a scapegoat for when things go wrong – to the individual the scapegoat is “you gave me a task that was outside of my capabilities.”
5. No risks are taken that may interfere with their success.

Along with the good must come the bad, the disadvantage of a fixed mindset is as follows:

1. You are not able to adapt to dire situations and do something that is deemed out of the comfort zone.
2. They cannot alter their views, plans or actions.
3. Never able to reach their full potential.
4. Heavy resistance to growth and change.
5. Only ever reproduce what is familiar to them.
6. Only ever preserving existing structures.

Question 3:

Top successes as a leader for change/innovation?

The purpose for asking this question was to ascertain as a leader, what the noted successes in relation to innovation. What (if any) were the leadership styles and traits that contributed to these successes.

- **Communication** - Using the correct language is vital, open, honest, and transparent communication channels will give a leader a clear and concise picture of what is required by the member to work at the best of their ability. Open communication brings effective messages and listening skills that will guarantee any 'white noise' is removed. If a leader does not practise open, clear communication white noise can interfere with the member and leader's interpretation and understanding of forward directions.

White noise is inference (semantic noise, cultural noise, organisational noise, physical noise, physiological noise, psychological noise, and technical noise) this interference can distort the messages being sent and the messages being received in their full intent. These types of issues can cause innovative projects to become stale or members feeling unmotivated and flat through lack of understanding their goals, work, and positions.

- **Milestones** – Setting milestones can heighten motivation and enthusiasm in both team members and leaders. Milestones give a sense of achievement and pride; they can also possess a sense of relief dependent on the scale of the project. Celebrated milestones are a good way to celebrate especially as a team, a good celebration never hurt anybody!
- **Stakeholder engagement** – Interacting and listening to feedback available through stakeholder engagement is pivotal to success. Keeping all stakeholders informed and aligned with the project's progress will give the organisation a sense of comfort and guidance to what is coming. This process also allows a smoother transition into the change management cycle as the stakeholders and the organisation have been part of the journey. When stakeholders are being heard and their opinions taken into consideration it allows the innovation to become stronger and the adaptation easier.

- **Change management** – Having a change management plan in place will keep all members on track of their contributions, roles, and responsibilities. Including timelines into the plan will allow milestones to be achieved by selected dates and remind the leader to celebrate these achievements. Communication is a key criterion to any change management plan; this will align stakeholders to the projected timeline and safeguard any resistance by exposing it early. Change management is not an event, it is a process, and this process should always commence with communication of the innovation and all the details surrounding it and should not continue throughout the implementation and even in the aftermath.

- **Patience** – Patience and being open minded to the obstacles that will come throughout the implementation and change phase, it is ok to fail and re-think a plan – some of the greatest innovations have come from several failures. Individuals can act unfavourable and sometimes irrational, however, listen to them, and give them the time and space to open a line of inquiry into understanding. This shows respect in other's beliefs and concerns, in turn the respect will also be shown to a leader's beliefs, opinions and concerns, be patient.

- **Empathetic** – Innovation and change takes time, be empathetic to other's concerns as to them they are real and can invoke fear. Be curious to the line of inquiry, seek the reasoning behind their fear, and truly understand what this means to your team members.

- **Customer's needs** – Leverage of the local knowledge, including customers' needs, wants and desires can assist with the design of any innovative product designed to make doing business with easier. Customers play an integral part in not only the design but the continuous improvement to any innovation project. Setting up reliable customer feedback channels can improve innovation and give organisations a window into their future needs and wants.

- **Collaboration** – Building a team is one achievement but to have them all on the same page with innovation and understanding is another. Collaboration is a multi-tiered paradigm, on one hand it can assist with business-as-usual processes, on the other hand it can allow members to shine and input creatively, sharing, and exploring the unknown for the greatest of benefits. A team who collaborates is a team who can communicate; if everyone understands the complexity, risks, requirements, roles, and responsibilities as well as functionality of the innovation, they become a strong supportive team – especially within the change management cycle.
- **Do not forget to have fun** – Create an environment where fun can be had, not everything needs to be under strict guidelines and timelines. When the most appropriate opportunity exists to let your hair down and have some fun as a team, embrace it. A refreshed team is a motivated and excited team, innovation can be very tiresome and mentally draining so it is important to not burn members out and always demonstrate we are human, and we all need a much-deserved break.
- **Relationship building** – Relationship building is required all throughout the organisation as innovation requires an extensive team with different types of knowledge and experience. Relationship building is also important within your intimate team, the members need to feel safe knowing they can lean on the leader's knowledge, expertise and experience if required. Members stand to gain a greater amount of wisdom from their leader that will one day elevate them in their chosen career path.
- **Seeking internal feedback and opening continuous feedback loops** – Feedback has proven many times to be a great measurement tool. Gathering data from internal stakeholders opens a collaborative forum for discussion and is closely linked to employees feeling included, secured, and valuable. Stakeholders are much more engaged when they feel part of the process and a key contributor to the solution – the key to this, is to ensure that they are brought in at the start of the process and not midway through.

- **Encouraging consistent UAT testing** – Having frequent conversations and ensuring all relevant stakeholders are across the roadmap development of any innovative creation will assist in promotion of user acceptance testing, especially within the IT (Information Technology) space. It is key business units' engagement that allows greater conversations to transpire and greater testing to be conducted. Encouraging testing throughout the end-to-end journey allows all kinds of experience, knowledge, and feedback to occur, this in turn translates to a well-designed and well tested product.
- **Burning platform** – Having a strong burning platform can be the difference between successfully implementing an innovative project and a complicated implementation with heavy resistance. A burning platform is a metaphor quite often used for a necessary change despite fear being involved. Building a burning platform entails a certain volume of urgency, however, it must also highlight the specific pain point that is being conveyed.

In today's terms burning platforms are used through the change management process, with the general perception pain drives change. Organisations strategy in line with innovation should already predict what the cost and risk would be if status quo remains, this then becomes the 'burning platform.' If the burning platform occurs too late the organisation has already worn the cost and pain, sometimes more than they can bear, this is referred to as 'current pain.' When current pain occurs, the unfortunate circumstance is short-term tactical action, this comes with a high opportunity cost. Anticipated pain however has a decreased cost and pain aspect, it also significantly lowers the opportunity costs, if apparent at all. Having an early well-designed burning platform can assist with numerous benefits in innovation but none more so than organisational knowledge, current state vs. future state lens.

Question 4:

Can organisational culture impact the implementation of global innovation? If so, how?

Organisational culture is a two-part organism, one part being the people with their behaviours, shared values, communication styles, leadership styles and attitudes. The second part is the infrastructure containing the organisations policies, procedures,

processes, and systems. If the organisational culture does not support this infrastructure or claims to promote innovation but not support it, then innovation will not be successful.

Many organisations claim to support innovation; however, they do not encourage, embrace, or truly desire the change. This inconsistency will see innovation be implemented but in a negative format, having dire consequences on the customers, leaders, employees, and the working environment.

Communication needs to be the centre piece for innovation acceptance.

Clear, concise, and constant communication surrounding the benefits of innovation and why the organisation is heading this way will increase the appetite and enthusiasm – which in turn creates an exciting innovative culture throughout.

Involvement at every level is another important factor to organisational culture when implementing innovation. Having a wide range of stakeholders not only allows additional knowledge and expertise to be inputted but it also highlights the importance of everyone which translates to a certain amount of accountability and ownership within the organisation. Involving members in the strategic direction of the organisation, informing them on the strategic roadmap and demonstrating how they all fit within the bigger picture, shifts the culture to a more supportive and encouraging direction.

Question 5:

Why is it important to take stakeholders through the innovation journey?

Stakeholders are individuals or groups with an invested interest in an organisation and their performance, these stakeholders can range from internal environments and external, as shown below:

Internal

Employees
Internal customers
Management
Owners
CEO/Board

External

Suppliers
Society
Government
Creditors
Customers

Bringing stakeholders along on the innovation journey is essential to the designing, planning, implementing, and the improvement stage of global innovation. Without consistent engagement with stakeholders, innovation can run the risk of not being fit for purpose or not eventuating.

Collaboration can invite much needed sponsorship into ideas and designs dependent on the innovation context – both internal and external stakeholders can contribute greatness in this area.

When commencing with an innovation framework, stakeholders hold an intricate position in the process, historical stakeholders' input has uncovered gaps between implementation and technology adaption.

Inviting stakeholders along the journey brings with it new capabilities and new ways to innovate, this can be used as a cost reduction portion of the project as stakeholders can develop or already possess skill sets that would otherwise cost the organisation to procure or cost in a timeline sense. Engagement on all levels proactively considers all needs and aspirations to any stakeholder in the organisation, this can foster connections, build confidence, and enhance trust and buy-in to key initiatives.

The journey of some innovative creations can be a lengthy one, therefore, having consistent feedback throughout that journey can sometimes expedite the process. Stakeholders of any kind can input valuable information as

Question 6:

Successful implementation of innovation is a multi-layered process, which leadership style do you feel fits best, and why?

Participant 1:

Style:

- Transformational and Adaptive.

Why?

Transformational – In conjunction with have a high level of confidence and trust, transformational leaders enable creativity to be expressed, offering multiple perspectives on tasks, and encouraging members to challenge their fears to come up with new innovated ideas and designs. Transformational qualities also inspire organisations and individuals to look ahead with a focus on improvement opportunities and innovation.

Adaptive – Adaptive leadership is more important than ever, especially in these times of uncertainty. With recent pandemics and unexpected lockdowns, it is important to acknowledge the disruption and risks that arise. These disruptions and risks can alter the initial stages of any innovation project.

During the pandemic, many team members not only suffered with the transition to working from home, but many suffered mentally. As a leader it is mandatory to be on high alert and watch for warning signs of the team members to accommodate their needs and adapt to a new way of interacting and collaborating. Adaptive leadership can assist any leader in guiding and coaching their team on a personal level to ensure the projects stay on track and cater to their ever-changing needs in distressing times.

Participant 2:

Style:

- Transactional and Visionary.

Why?

Transactional – There will always be elements of transactions in any innovative project, especially with regards to finance or budget implications and Information Technology (IT) requirements. These are tasks that need to be conducted in a way with strict protocols attached. Transactional leadership plays a huge part in knowledge sharing throughout the organisation, especially regarding monetary rewards. When teams are offered a reward to complete a task, they engage more, collaborate strongly, and use their individual knowledge to strengthen the team.

Visionary – To have grandiose visions and innovative ideas are wonderful, however, if they are not followed up by action, they are useless. Visionary leadership brings creativity which promotes innovative ideas and excitement within the innovative teams, inviting team members to think outside the box with a future forward view. Team members

receive a sense of belonging and a sense of contribution to important development growth within the organisation. Creating the futuristic lens influences the organisational culture promoting engagement and cultivates an organisation that learns, grows, and succeeds as a combined unit, without members engagement visions and goals will not succeed.

Participant 3:

Style:

➤ Adaptive, Transformational, and Innovative.

Why?

Adaptive – Adaptive leadership is critical in the application of innovation, without having elements of adaptive leadership, projects will not fit best practise exercises. Innovative projects are created on many levels for many different needs, being an innovative leader allows leaders and team members to adapt to the ever-changing needs and wants of customers. In times of constant change and challenging environments, adaptive leaders constantly assess their actions and goals to ensure minimal impact on their team and the organisation.

Transformational – Innovation is associated with change and with change can bring a world of excitement, resistance, enthusiasm, fear, anxiety, and improvement. Members of any organisation will experience many, if not, all these emotions that are embedded with change. As a transformational leader it is important to acknowledge everyone is different and everyone will need different levels of attention to make them feel safe, secure, and knowledgeable. This leadership type is more significant to innovation implementation than any other type, this is due to the compassion and care this leadership style brings with it. Being empathetic and sincere gains trust in the team and embeds compliance through this trust.

Innovative – Encouraging team members and stakeholders to embrace future planning and future visions requires innovative leadership. As the world evolves and changes, encouraging members to be creative and innovative is a substantial benefit to the organisation, the customer and team member's professional growth. Innovative

leadership combined with other leadership styles creates a strong bond between the leader and the member which highlights transparency, trust, and commitment.

Participant 4:

Style:

- Adaptive, Authentic and Transformational.

Why?

Adaptive – Making members feel safe, secure, and valid during times of uncertain are important to an organisation, especially regarding innovation. When an uncertain event occurs, it is human nature to have an element of fear whether that fear be loss of job, change to work or change to the environment, all members need to feel supported. Adaptive leaders need to be honest and transparent but in combination with high emotional intelligence; members appreciate transparency, but this could elevate their fear, therefore, leaders need to be in tune with the members thoughts, feelings, emotions, and concerns. For some, change has considerable impacts on their mental and physical health – especially when the change is sudden, for example, the recent pandemic. With no established methods or protocols to deal with sudden uncertainty adaptive leaders can resolve technical and adaptive issues by changing their behaviour as a response mechanism, this change can be achieved by being flexible and resilient.

Authentic – Open, honest, transparent is key to building strong teams. Leading with vision and integrity is vital for successful strong teams, especially those teams involved in innovation implementation. Authenticity is needed to ensure full understanding between the leader and the team members, without this, projects could fail due to unmotivated, uninspired team members who have not developed the trust required to successfully implement change through innovation.

Transformational – The connection between leader and member is the strongest when the leader demonstrates transformational qualities, this is due to the high level of emotional intelligence present in these leaders. Having a strong bond with members displays a high level of trust and respect, this in turn provides the leader with a dedicated supportive team. Much like many other leadership styles, a transformational leader

coaches, guides, supports and educates their team to further their interaction and personal growth. These qualities are key for innovation, especially through the global network with members from all around the globe.

Participant 5:

Style:

➤ Authentic, Transformational, Servant

Why?

Authentic – When a leader is authentic and truly transparent, they can engage with team members on a greater scale. Authenticity brings with it a great sense of trust and confidence; team members know their role within the projects and have greater confidence to speak up when they either don't understand a direction or are purely inquisitive about the transformation.

Authenticity matters to a leader's growth and development, being able to share, and more importantly receive honesty with integrity further strengthens an individual, however, this goes hand in hand with being able to acknowledge and embrace criticism or feedback in general.

Transformational – The word transformational can be perceived many ways, for me this is a pivotal element to the leadership style I bring. Being transformational is not always about being competitive and the first entrant in the marketplace, it is being true to members, engaging in team brainstorming sessions and exploring new and creative designs and ideas. As a leader I feel it my personal mission to expand my own knowledge and that of others, growth and development through innovative creation can be a huge booster to those members directly involved. A transformational mindset allows the organization to offer a greater quality to its customers but also a greater experience to all team members on all levels.

Servant – Within many roles and hierarchy's servant leadership is not common to encounter, this is primarily due to leaders feeling they should be served and not serve for, this is a common misconception still to this day. Servant leadership is critical within the spectrum of innovation, to be able to serve as part of the functional team, gives an elevated quality of work and insight. This leadership style in a way goes hand in hand with

transformational and other leadership styles where the main objective is to 'serve' the organization and employees alike as opposed to one's own agenda and objectives. To be a servant leadership in the scope of innovation, leads to enhanced involvement from members, knowing their voices are heard and their opinions taken into consideration. From an organisational perspective, servant leadership allows forward thinking with clear and concise planning and direction from all involved, this comes with decreased personal gratification and an increase in productivity.

Participant 6:

Style:

- Visionary and Transactional

Why?

Visionary – Strategical visionary leadership is required for the completion of goals and aligning with the strategic direction of the organisation. What is important is visionary leaders empowering team members to create a clear roadmap of succession. Tasks assigned to members create empowerment, sense of self satisfaction and knowledge enhancement. Many leaders underestimate the strength of visionary leadership, they perceive it as purely forward thinking, however, this is not the case.

Visionary leadership is much more, it is enabling a team to be creative and express opinions surrounding future processes and developments that not only benefit the internal community but also the external environment. Learnings from visionary leadership has further developed my leadership and influenced the team's ability to look at where we currently are and where we want to be, this assists with a collaborative approach to our strategic roadmap and business planning.

Transactional – There must always be an element of transactional leadership in everything we do, even innovation. It is nice to believe that we can all carry on with innovative thinking, creativity, and expression, however, reality is we have a job to do and that requires structure, planning and focus.

Instructions are necessary for progression and guidance, I have elements of both styles of mentioned leaderships, however, they are dependent on which team's I am engaged with and which part of the process stage we are at. For example: In an innovation project on a global level; instruction is necessary for the build and business requirements, therefore,

being a transactional leader, leading through strict instructions and influencing, motivating through rewarding can be critical to getting technical aspects right and delivered on time.

Participant 7:

Style:

- Adaptive and Visionary

Why?

Adaptive – Adaptive leadership is where I see myself majority of the time, working within an ever-changing environment and quite pressured environment mandates us to *‘think on our feet.’* Being adaptive to change is important to how my team operate and is equally important to the progression of our projects.

The team are extremely diverse with an overarching appetite for change, embracing the challenges that come with that appetite. I like to think that this appetite and drive comes from my adaptive leadership style, the team were not always so hungry for adaption and change. My experience and high EQ (Emotional Intelligence) has transitioned though the team and organisational goals are now being achieved in a more relaxed informative manner, which is exciting to see. Both the team and I have developed a growth mindset, this allows us to proceed successfully with future projects and allows risks to be identified as we seek out the journey.

Visionary – Visionary leadership can come naturally to several leaders; leaders often make it their mission to train and develop team members to look forward to innovative, transformational opportunities. Visionary leadership on a personal level means engaging, collaboration, development, and real opportunities. These personal elements are what makes me the leader I am today and majority of them were developed as I widened my career portfolio.

Elevating team members to levels of unfamiliar empowerment creates an incredible sense of belonging and matures their skills to be quite resilient. I have watched many members of the team embrace the responsibility that they normally would shy away from and have only strengthened from there. All these key components benefit organizations by maturing teams into strong, confident, developing members that always look forward and advance an innovative mindset which is a great asset to have.

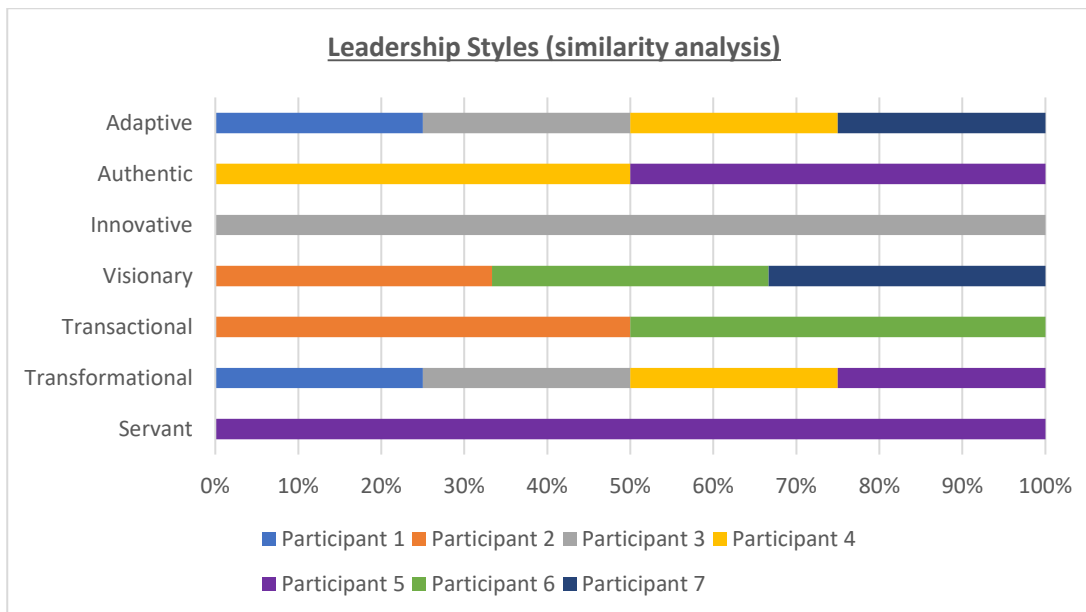
4.3.1: Similarity Analysis

For visual stimulation, the researcher has produced a graph below that combines all the interviewees' responses to key leadership styles in global innovation implementation. Graph 3 highlights an array of leadership styles from ***Innovative, Authentic, Transactional, Visionary, Servant, Adaptive and Transformational***. These results pose many styles that are interconnected to the development and success of global innovation and building strong, resilient teams.

From the seven participants that engaged in the interview process five (5) viewed multiple leadership styles as being necessary for success. Participant's one (1), three (3) and four (4) believed success resides with both adaptive leadership in conjunction with transformational leadership. The researcher found this most intriguing as these happen to be the two leadership styles that resonate the most with their own journey to discovery.

The participants felt being both adaptive in forward thinking with team members feelings, thoughts, and fears along with organisational growth and innovation connected well with transformational leadership in the development of team members through coaching, guiding, and educating was a promising start to a robust team and creative thinking. Interestingly, when we look at graph 3 below a conclusion can be quickly drawn to the requirements of ***Adaptive, Authentic, Visionary, Transactional and Transformational*** leadership styles to enhance success in an innovative environment.

Even more interesting is the fact only one (1) participant recommended innovative leadership style as a driver for the successful implementation of innovation. The researcher believes this is due to close linkage between innovative leadership styles and that of transformation leadership styles, both with the ability to enhance innovation whilst building strong teams and developing capabilities. It has been researched in the past the transformational leadership is the more effective style for advancing innovation, team collaboration and understanding, increasing appetite for creativity, and establishing a greater accomplishment among employees within any given organisation.



Graph 3: Leadership Styles

Source: (Author)

4.3.2 Summary of interviews

The researcher conducted the interviews first to ascertain the ‘theory’ required for successful implementation of global innovation. Key themes emerged from this process and will be further supported by a following questionnaire.

The interview responses allowed the researcher to gain greater insights into not only leadership qualities required but functional qualities that enhance and assist with the implementation of global innovation. The researcher identified many key areas that will require further confirmation and information, these areas are:

- ***Lines of inquiry*** – Being curious as a leader, opening the floor to allow lines of inquiry to exist between leader and team member.
- ***Communication channels*** – Consistent open transparent communication, ensuring minimal white noise.
- ***Organisational culture*** – The impacts both positive and negative that organisational culture can create.
- ***Relationship Building*** – Having that strong bond with team members, allowing members to feel safe and secure to be creative and express their ideas.

- **Customer expectations** – Keeping an open mind to customers' expectations when designing and implementing global innovation, not all customers are on the same level with the same wants and needs.
- **Feedback loops** – Having clear lines of feedback, catering for all stakeholders to express their feedback, and be heard. Feedback loops in relation to leadership feedback and areas of improvement from member to leader and vice versa.
- **Collaboration** – Creating an environment where regular collaboration can take place, ensuring mutual trust and respect can be apparent between leader and member. Allowing members to freely and safely express ideas and participate in the decision-making process.

4.4 Questionnaire results

The purpose of these questionnaire questions was to further support the proposition and interview discussions. Key learnings were coded to formulate hypothesis on what is important to a leader when leading through global innovation. The questionnaires were designed in a two-pronged approach, the first approach was for participants to answer the questions via written dialogue allowing expansion on their answers. The second approach was via a Likert scaling question located under the first approach question, the reasoning for this was to ascertain the importance and priority of each question, a sample is in Appendix J. Further dissection of the Likert scale results is also presented in this chapter.

Question 1:

Why is it important to measure outcomes against customer expectations?

The importance for measuring outcomes against customer expectations was very clear on the survey notation section, the responses were given in dot format and are as per below.

- Highlight customers future needs, wants and desires.
- Helps organisations identify problem areas.
- Assists with further research areas.
- Helps with designing innovative services and products.
- Builds strong customer relationships.
- Assists in further improvement or development.

- Opens further change management methodologies based on customers' expectations and guidance.
- Promotes advocacy with customers, making the brand stronger.

Question 2:

Why is it important to allow members to participate in decision-making?

Another key area to emerge from the interview questions was the importance of allowing members to participate in decision-making. The researcher's PCLP currently does not cater for additional member's contribution to decision-making, therefore, further research was required.

- Represents trust and value towards the members.
- Contributes to the reduction of bias.
- Improves morale.
- Gives members a sense of importance, pride and belonging.
- Exposes new insights to a project – new ideas and thoughts.
- Increases productivity.
- Increases collaboration and communication.
- Dedication and commitment to the project.
- Increased critical analysis for complex decision-making can produce high quality decisions.
- Increased satisfaction and acceptance, this can be vital for change management.
- Insight into any confusion or misunderstandings that maybe present.

Question 3:

Why is it important to allow members to express their ideas?

Originating from a key insight through the interview process, the researcher was intrigued to see why the importance of allowing members to express their ideas. Common themes emerged in response to this question, the researcher has combined the common responses and set them out below.

- Important in relation to fuelling discussion, creating ideation, and exercising positive groupthink.
- This process allows creativity and promotes safety and security within their role and the organisation.
- Opens constructive channels of feedback – creating a feedback-friendly environment.
- Lead by example, encourage all ideas to be communicated and expressed, this will allow free flowing respectable communication.
- Allow their ideas to influence your own thinking and broaden your own horizon.
- Expressing ideas through positivity increases member's motivation and morale to also express their ideas.
- Sharing ideas in an open, transparent, safe environment can generate new improvements within people, processes, and systems.

Question 4:

Should innovation and current projects be communicated internally regularly?

Communication was identified as one of the main key criteria in the interview process. The researcher has theorized that communication is important on all levels and more so regarding innovation and current innovative projects. The intentional direction of this question is to support the researcher's theory and that of the interview results, that communication is important across all levels of the business. The participant's responses are in dot format below.

- Critical for change management processes and methodologies.
- Gives the wider business a better understanding of the future goals and visions of the organisation.
- The importance is taking the internal stakeholders through the journey at each stage, internal communication is vital to stakeholders understanding as it minimises confusion and misunderstandings.
- Communicating internally greatly reduces the resistance to change when innovative services or products are introduced. Workload can increase for some internal members and without communication, anxiousness and resistance grows.
- Given that innovation begins with communication, it is extremely important to keep that channel open. Open communication promotes knowledge sharing, trust, and transparency.

Question 5:

Why is organisational culture important to global innovation implementation?

The second main theory to arise from the interview process was organisational culture and how that impacts on global innovation. The participants in this instance mirrored the sentiments of those participating in the interview with the key points below.

- Supportive, innovative culture nurtures innovation and make for ease of process.
- Embedding a transformational appetite encourages future innovative ideas and visions.
- Having an organisation that embeds, supports, promotes, and encourages forward thinking and improvement opportunities both internal and external will meet stakeholders need and stand out from competitors.

Question 6:

Why is it important to successfully implement global innovation?

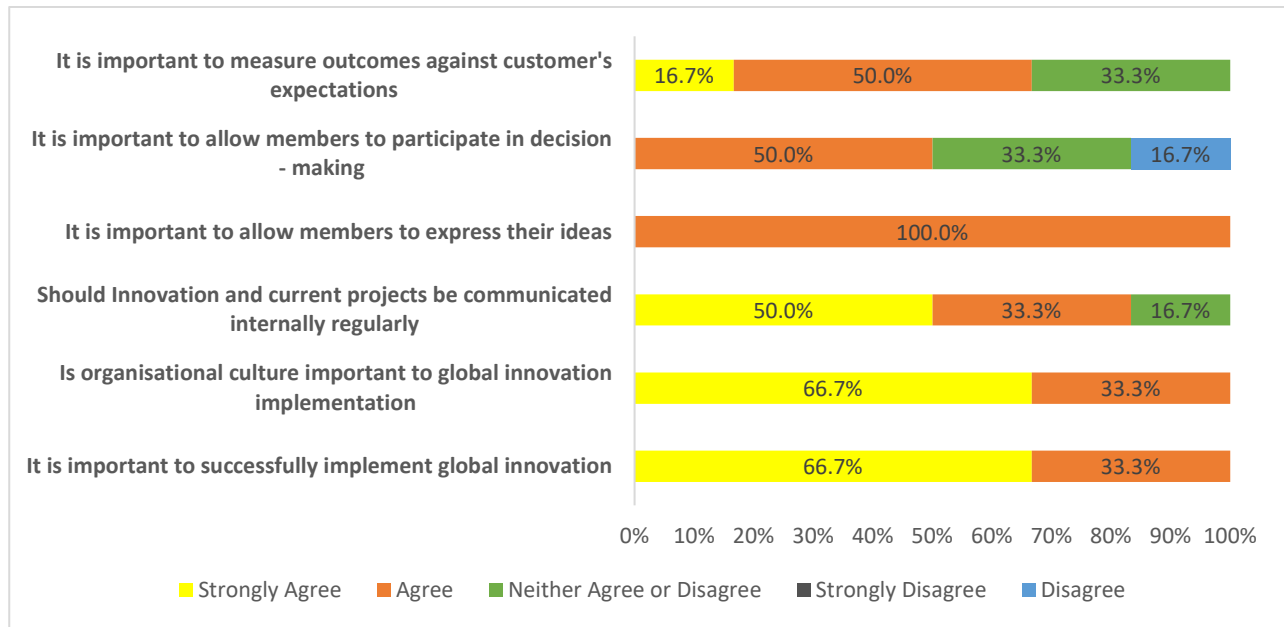
To be able to answer the overarching research question the researcher first needs to understand the importance of global innovation.

The researcher wanted to gain insight into the importance on two levels, firstly, the importance to the organisation and secondly, the importance to the stakeholders: both internal and external. Results are presented below.

- To gain an understanding of customers' needs and wants and meet social requirements.
- Resolution of collective issues in a sustainable and efficient manner.
- Improve capabilities and better use of technology and resources.
- Offering innovation globally to the market increase competitive advantage.
- Building a culture of innovation drives sustainability and productive practices that allows for more ideas.
- Increases staff morale, enthusiasm, trust, respect, and engagement.
- Increases stakeholder knowledge and capabilities.

4.4.1 Likert scale results

To get a sense of importance and priority, the researcher incorporated a 5-point Likert scale within the questionnaire. By selecting key questions from the questionnaire, the researcher asked the participants to rate on a scale from **strongly agree** to **strongly disagree**. These results are reflected in graph 4.



Graph 4: Questionnaire results.

Source: (Author) – Raw data available in Appendix H

To further digest these results each question needs to be analysed separately.

It is important to measure outcomes against customer's expectations:

- The results display a scoring of **16.7%** in strong agreeance with this statement. **50%** in agreeance and **33.3%** neither agreed nor disagreed with the statement. The only concern to the researcher in this space is the result relating to neither agreed nor disagree as this does not provide a clear enough picture to the strength of the topic.

The researcher noted this indecisiveness has created uncertainty; however, the researcher has drawn a conclusion based on interview results and literature review. The conclusion surrounds the need to measure against customer's expectations although this is not the only measurement that needs to be considered. At times, the measurement against customer expectations is so diverse from different demographics that it is impossible to measure and cater to all.

It is important to allow members to participate in decision-making:

- Results indicate that **16.7%** disagree that it is important to allow members to participate in decision-making processes. The researcher found this result was due to some leaders feeling it is not necessary to involve members in decision-making based on the project context, sometimes the decisions are left to those on an executive level. The researcher found this more relevant to the public sector and those organisations reporting to a board. **50%** agreed that it is important based on collaboration, enthusiasm, motivation, and engagement.

Members being able to express their ideas or concerns create new ideas and a safe environment to be honest and transparent. Evidence in some literature suggests that allowing members to participate strengthens the original innovative model and can enhance capabilities. **33.3%** neither agreed nor disagreed, this result caused confusion with the researcher as based on the written responses majority were positive outcomes. Further literature review and enquiry demonstrated the indecisive answer was also based on environmental factors and leadership hierarchical factors. Some organisations do not promote wider decision-making efforts, these organisations also have a hierarchical structure that only supports decision-making from senior executives.

It is important to allow members to express their ideas.

- **100%** agreed to this statement, the researcher had already formed an opinion based on interviewees responses that allowing members to express their ideas was a key requirement to success, therefore, this result did not come as a surprise.

Should innovation and current projects be communicated internally regularly.

- It was of no surprise to the researcher that **50%** of participants rated this statement as strong agree and **33%** rated agree. Throughout the research it has become quite apparent to the researcher that communication is important to the success of global innovation implementation. Research literature also concludes the importance of communication especially in relation to internal communication on a regular basis. **16.7%** neither agreed nor disagreed based on business strategies and continuous

changes being made that directly impact the external environment and not the internal environment. After further research the researcher uncovered that not all organisations believe internal communications are necessary when the change is occurring externally to the organisation and staff within. It is believed that communication is required but not necessarily on all levels of an organisation when the impact is not direct.

Is organisational culture important to global innovation.

- **66.7%** strongly agreed with this statement and **33.3%** agreed, given the data already collected in the interview process, questionnaire written section and the researcher's personal reflections it is an expected result.

It is important to successfully implement global innovation.

- It is expected to see the result of **66.7%** strongly agreeing with this statement and **33.3%** agreeing. Information obtained surrounding the importance of global innovation and competitive advantage, the researcher projected a result of this nature.

4.4.2 Summary of questionnaire results

The researcher gained a tremendous amount of insight into the selected questionnaire questions, more so within the 5-point Likert scale where participants rated the importance of the question content. Theories identified through the interview process were aligned and concluded with the questionnaire questions. Supported conclusions with a direct link to the overarching research question are:

1. The importance of organisational culture and what impacts bad and good culture can present.
2. Communication is critical on all levels of the organisation and not just within the project team itself.
3. Engagement from team members – sharing in ideas through open dialogue in a safe environment, opening the line of inquiry by engaging and encouraging curiosity and allowing members to participate in decision-making.

4. To move in the direction of an innovative organisation, gain a competitive advantage and excel in customer experience, alignment with customer needs and wants is vital.

4.5 Personal reflections and experience

Working with a multitude of teams previously, the researcher reflects on projects they had worked on that requiring both transactional leadership and transformational leadership. The researcher understands some of the commentary and ratings obtained through the questionnaire question as they resonate with some innovative project work that required improvements to be made to pre-existing business processes. The researcher was leading a global digital platform that would assist customers with ordering concrete through an application then allow visibility of the trucks containing the concrete from the time they left the concrete plant all the way to site arrival. The concept seemed easy; however, it was far from easy.

Communication on all levels was not a key criterion and caused the project to spin around in a cycle going nowhere fast. The lack of communication both internal and external not only impacted the progression but also caused confusion within the external environments and with the sales representatives. Having the sales representatives on board and understanding the innovation was critical to the project's success as the sales representatives were the voice from the customer as well as the voice to the customer, being an advocate with low confidence and low understanding of the product caused distrust with the customer database, anxiety, frustration, and resistance.

The decision to limited communications to only the operational departments were taken away from the project team as the hierarchical structure was multilayered and the executive management team made the decision without consulting with subject matter experts and without collaboration with the operational and functional departments, inclusive of the customer research results.

By not allowing members to participate with decision making, each country had different opinions throughout global executive management teams which caused misalignment and teams working in silos as opposed to a well-oiled machine. Having a broad range of customer insight to their wants and needs is an asset that should be shared and utilised

by all. By allowing members to participate in the expression of ideas and decisions could have eliminated the misalignment and not permitted each country to try and implement innovation without the crucial details surrounding it.

Whilst the researcher does not work for this organisation any longer, it is understood that the project is still at a standstill and not progressing. Through this program and the research involved in this critique, the researcher can clearly see why this global innovation has not been implemented yet. Had the researcher understood and seen the importance of organisational culture, communications at all levels, engagement, and involvement in decision-making processes on a global scale they would have spoken up to influence the executive team to take a different approach and get the innovative product out there for consumer use and satisfaction.

In addition to the above and consolidating all the research in this critique, it is clearly relevant that feedback loops provide clear and transparent dialogue to be had between leader and members. This dialogue stamps out any ambiguity with instructions or direction, including the result and key milestones along the way. By providing feedback to employees to strengthen and help guide their development also offers an opportunity for the leader to seek transparent feedback, which will also assist the leader in their development.

4.5.1 Summary of personal reflections

A key learning from this personal experience is, sometimes as a leader who is already embedded in a culture that has never been challenged, you do not always see it for what it really is and never truly understand the detriment until you step away from it.

The research acknowledges that communication holds such an important role to the design of the innovation but more so in the implementation of the innovation, especially on a global scale. Without effective and thorough communication not only does the project not progress but the consumers are the ones that suffer without the innovation. The researcher also recognises the importance of organisational culture through personal reflections. Many organisations promote that they are innovative, forward thinking and going through a transformational period, however, the researcher has worked for a few organisations that promote but do not act. This is a critical flaw in organisations, if they

do not have that engaging transformational culture, they will never move forward with achieving their desired goals.

4.6 Limitations of research

Limitations to research can exist in many ways, this does not constitute flawed results it just means that either further research is required, or the researcher is satisfied with the intention of the results presented. This critique is not without its limitations as the research presents below, however, the researcher is satisfied that the documented limitations in no way caused any detriment to the findings.

4.6.1 Limitations on questionnaire

1. Only suitable to participants on a higher level, both educational and professional.
 - a. Questions required knowledge and superior writing skills to express emotion in the write tone.
 - b. Required professional leaders who have sound knowledge of innovation and leadership qualities.
2. Time consuming.
 - c. The researcher found it very time-consuming collecting and analysing the data.
 - I. Time was extended due to having respondents answering open-ended questions.
 - II. Some responses were very detailed and quite difficult to put together in context.
 - III. Some responses were too brief not allowing a great deal of input.
3. Self-awareness.
 - d. Some respondents may not have a grasp on their own behaviours and what that means to their perceived leadership skills.

4.6.2 Limitations on interviews

1. No record, interviews were conducted verbally.
 - a. Although the researcher took thorough notes, some points had the potential of being miss read.
2. Interpretation.
 - a. The researcher's interpretation of what the participants were stating.
3. Bias.
 - a. Participants biased toward the research context and their own leadership.
4. Time consuming.
 - a. Researcher found the interviews time consuming in relation to transcribing and analysing results.
5. Self-awareness.
 - a. Some respondents may not have a grasp on their own behaviours and what that means to their perceived leadership skills.

Summary of propositions, interviews, questionnaires, and reflections

The proposition questions allowed the researcher to create case studies reflecting possible key areas of study needed to answer the overarching research question. The results from these questions highlighted case studies surrounding, **organisational culture, and line of inquiry, communication, collaboration, trust, and support**. The interview questions were directly related to the proposition case studies and resulted in the theory that **relationship building, customer expectations, organisational culture, feedback, and decision-making** were best aligned with the future development of the researchers PCLP to cater for global innovation implementation.

To further conclude and support this research, the researcher then constructed a questionnaire which also catered for a 5-point Likert scale to ascertain the importance of the interview results. This questionnaire resulted in the conclusion that **organisational culture, communication on all levels, relationship building (including line of inquiry and curiosity) customer needs, and decision-making** are required attributes to the researchers PCLP to ensure successful implementation of global innovation.

After reflecting on personal experiences over the past 10 years the researcher can add additional support to the research results. Reflections concluded that **inclusion, organisational culture, communication, feedback, relationship building and decision-making** as being important contributions to the researchers PCLP which in turn produces the growth of a leader to lead through the implantation of global innovation.

Chapter 5: Evolution of the personal contingent leadership paradigm

Introduction

This chapter will commence with the maturity framework of each progressive step in the researchers PCLP. As the researcher moved through the leadership journey, embracing all learnings, and heavily reflecting on personal experiences as well as the researchers working career each maturity framework below further develops and matures the researcher to the leader they are today and the leader they inspire to be.

5.1: Researchers PCLP journey

Prior to commencement of the Doctor of Business Leadership the researcher really was not in tune with who they were and what type of leader they represented. The beginning of this journey saw the researcher really struggle to dive deep into what made them the way they were and what makes them unique. Reflection made the beginning of this journey easier for the researcher and what they uncovered was a revelation, even to them. Join me now in reflecting through this entire leadership journey, so you the reader, can truly understand the pathways leading up to the researchers aspiring PCLP.

5.1.1 Researchers initial PCLP

The researchers initial PCLP in appendix K demonstrates three (3) core values of the researcher, these core values then extend out to crucial components required in the outer circles. In the context of the researcher team building, emotional intelligence, trust, inclusion, communication, and goal orientation are all valid and equally important components as the researcher's main objective on a national level is to build strong teams designed to strategize, revise, create and implement process improvement and change management objectives.

Humility plays a major part in the researchers' personal core values, especially regarding inter-relationships with team members.

The aim of **Integrity** in the researchers PCLP is promote ethical behaviours through integrity leadership displaying positive work engagement from followers. Integrity in the

context of the researcher is an important individual characteristic as it promotes honesty and trust within the team environment allowing open and transparent actions and communication.

The third core value of the researcher is ***Influential***, this is due to the nature of the researchers' position. The researcher encourages, coaches, inspires and influence stakeholders to enhance career paths of followers and to support change management prospects.

With a wide variety of projects, the researcher is involved in influential abilities are critical for not only the organisation but also internal and external stakeholders.

The researcher knows the importance of influencing others to assist changing the way they would normally behaviour, think and act to influence the changes within the organisation and change management. The focus of the researcher's objectives are quality process improvement initiatives incorporating appropriate change management strategies. As an influential leader, the researcher also encourages team members to enhance their influential skills to influences one another.

In the initial stages the researcher did not really understand the full concept of the surrounding influences contained within their beginning PCLP but as the research delved further into their journey and explored the historical leadership theories, they began to understand who they were and who they were becoming.

More work was required from this initial PCLP, the researcher knew this what not all they entailed, there was more to learn and explore to become the leader they dreamed to be.

5.1.2 Researchers second PCLP development

The second PCLP development came when the researcher began to really investigate who they were as a current leader in their current climate and understand all the dynamics that were circular to their core values. What influenced the leader? What environmental factors helped or hindered the leader? And what skills, knowledge and developments did the researcher need to progress their PCLP to suit their needs and environment? All these questions were top of mind when the research began to compare two organisations that they were a leader in. Through this case study analysis, the researcher was able to conclude on the PCLP that is visible in appendix L.

Although quite messy in structure, this PCLP development was the second of its kind, the researcher was still advancing and expanding on all criteria's they deemed necessary based on work experience and leadership responsibilities. Through SWOT/PESTLE analysis the researcher had a better understanding of unpredictable and uncertain circumstances that can occur, as an effective leader the researcher needed to have not just an open mind but also a contingent plan that can cater for many scenarios. Tools such as a SWOT analysis and a PESTLE analysis are widely used to identify and analyse an organizations internal and external environment. If we look at the SWOT analysis first, it looks at the **strengths, weaknesses, opportunities, and threats** internally. These assist with creating mitigation strategies to ensure the impact is low. A PESTLE analysis on the other hand looks at the external environment, namely **political, economic, sociological, technological, legal, and environmental**. Quite often after identification has occurred, departments construct their own strategies to ensure minimal impact to both the organisation and team members alike.

Qualitative and quantitative research was conducted with two different organisations that the researcher worked in as a leader. The research was designed around the current leadership traits the researcher has and highlighted the areas requiring improvement. These results in conjunction with the SWOT/PESTLE analysis conducted on both these organisations, allowed the researcher to document the below required additions to their PCLP.

Authenticity was then added to the researchers PCLP as the results indicated that the researcher had authenticity, however it was not consistent. In some projects the researcher showed high levels of authenticity and in others a low level. The research acknowledges authenticity is vital to support and engagement from team members, therefore, added this element to their PCLP for future growth and consistency.

Empathy was also an addition to the researchers PCLP, as this stage the researcher felt that having a greater level of empathy, especially in unpredictable and uncertain times will allow in-depth understanding of how one feels and what is altering their behaviors. Empathy was established as a key motivational quality in a leader and promotes satisfaction within the member's role and responsibilities.

Virtual communication was taken into consideration in the researchers PCLP, not in its operational manner but more in the impact virtual communication can have on a leader and a member. Aside from recent pandemic times, virtual communication occurs frequently and is an area where even more uncertainty can grow. Much like effective communication; if virtual communication is not carried out in an effective transparent manner it will raise levels of uncertainty, angst, and potential misalignment. Whilst it is becoming more common than face-to-face communication, leaders employing virtual communication still need work on the capabilities to conduct such communication with minimal impact.

The last inclusion to the initial PCLP was **crisis management** and **transparency**. Being able to adjust effectively to an internal or external crisis as a leader would be beneficial to the organisation and individuals within. Dependent on the situation a leader who can manage and lead through a crisis or pandemic situation would achieve high levels of engagement and participation from all.

5.1.3 Researchers third PCLP development

As the researcher progressed into the ethical morals of a leader, they knew further investigation into their current PCLP was required. Although profit-making is an essential part of any business, there is more to organisational success and profit. Organisations need to concentrate on the promotion of good ethical behaviours, transparency, inclusion, and solid morals; only then is an organisation able to retain staff, increase visibility, enhance sustainability, and maintain business stability.

Through the methodology of visibility, inclusion, ethics, and morals, organisations can influence the company culture. Spreading these virtuous ethics and moral behaviours will produce leaders that produce high functioning teams and decision-making processes that will strengthen growth and profitability throughout.

It was at this stage that the researcher was working within an organisation that was perceived to be unethical. It was a company closely related to the mining industry and by environmental standards were abiding by the rules but on ethical standards with external stakeholders, this company fall short. Through the exploration process of this journey, the

researcher concluded that leadership is shaped by external factors and the environment in which we work in. When we claim that something is either 'good' or 'bad,' 'right' or 'wrong,' 'moral' or 'immoral' we make assertions with regards to other's behaviours. To condemn or praise someone else's actions is one of the most powerful things that we can do with language, and that others can do to us.

The researcher knew that amendments were necessary to strengthen their PCLP to ensure all avenues of influences were covered. Whilst the researcher acknowledges the requirement to increase their core values, they also acknowledge the need to reflect on the ethics and moral implications at play.

The researcher had exposed a new set of core values that held true within them, and these were applied to their existing PCLP as additional influences to internal and external environments.

Integrity – Holding true honesty and what is important to the researcher to enable strong bonds to form. Moral and ethical principles that are important to the researcher, holdings those values to the best intent.

Compassion – Understanding others' thoughts, feelings, values, and beliefs, using this knowledge to educate self-awareness.

Confidence – Speaking with conviction and honesty, knowing the researcher's beliefs and ethical values matter – standing by what they believe in.

These three new core values were discovered based on the researcher's ability to connect with external parties and cater to their needs and wants, including their influential power. Whilst the original four core values remain, they are associated to internal environments; the three new values that will be added extending into external environments as demonstrated in appendix M.

The researcher acknowledges the need for connected intellect, it is apparent to the researcher that strong, viable leadership comes not only within the leader but from internal and external sources alike. The researcher's PCLP advancements give a visualisation of extended qualities that cater for multiple realms within an organisation, this visualisation containing additional core values allows for additional feedback loops for continuous improvement.

The researcher feels good leadership should come from all facets of the environment, it is important to understand the needs of others and understand the driver's that contribute to stakeholders' decision-making, ethics, and morals – understanding your audience is key for the researcher.

5.1.4 Researchers fourth PCLP development

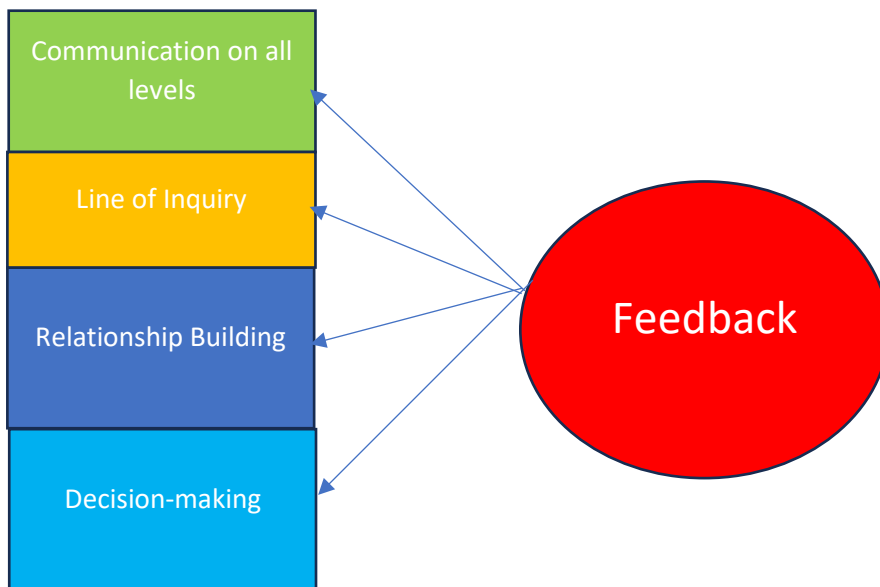
The next growth for the researchers PCLP came when a closer look into organisational impacts came into light. Given the current context the researcher was working in, these organisational impacts consisted of *scarcity of materials, digital first movers and lobbyists*. Throughout this exploration that researcher realised that their PCLP needed to support interruptions to the supply and demand chain.

This development seen effective communication and engagement added into the researchers PCLP. These additions were not alone in the mindset of the researcher as they acknowledged that leadership styles also came into play at this stage.

Currently there are many uncertainties that can confront leaders and impact business operations. As a developing leader, the researcher acknowledges that whilst their leadership style is transformational, the need to have adaptive leadership and visionary leadership skills are necessary, especially in relation to their task of global innovation.

5.2 Aspiring PCLP components based on learnings.

Throughout the research journey, the researcher has acquired a greater understanding of what is required from a leader to successfully implement global innovation. Given these new insights the researcher acknowledges that their current PCLP is not equipped to satisfy this direction, therefore based on research findings, an inspiring PCLP has now been created. The researcher, based on results, discussion, conclusion, and personal reflections plans to integrate the below key factors into their aspiring PCLP.



Source: (Author)

5.2.1 Relationship building and communication on all levels.

The aspirational PCLP is designed to build and strengthen relationships by valuing and respecting differences, building on strengths, and compensating for weaknesses. To produce and sustain relationships, constructive collaboration needs to be at the forefront.

Communication is the key to opening people's minds, embracing new ideas and new possibilities – for this to be a successful endeavour, people need to remove defensive communication and allow synergistic communication to emerge. To understand communication is to view it as a people process rather than a language process. Defensive communication is communication behaviours that which stimulates one to perceive or anticipate a threat; causing the individual to expend energy to defend themselves.

Figure 13 is a visual demonstration on the differences with defensive communication v's supportive information. Being a key element supported by research, communication needs to be supportive and encouraging in nature.

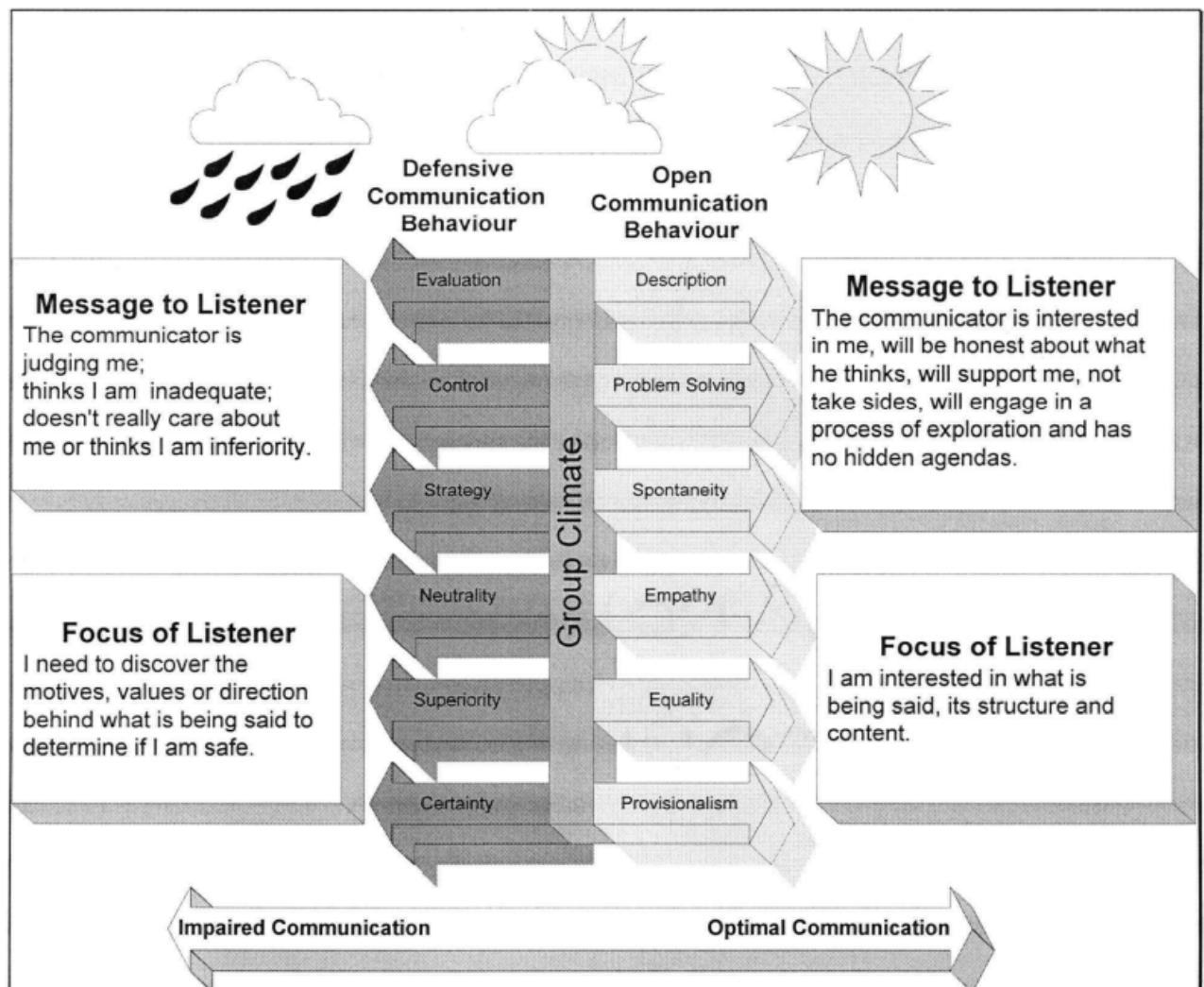


Figure 13: Defensive and supportive climates.

Retrieved from: Peck, E. W. (1998). *Leadership and defensive communication: A grounded theory study of leadership reaction to defensive communication* (Doctoral dissertation, University of British Columbia).

Rees, E. (2001) makes a valuable statement with regards to a purpose-driven model implemented within a church setting, now whilst this model was designed for leaders of purpose-driven churches to model the five biblical purposes mandated by Jesus in the Great Commandment and Great Commission, the model was depended on seven transformational leadership qualities to create synergy of energy, as presented below; I have found these to be insightful and resonating with researcher's aspirational PCLP.

1. **Principle of simplification** - Successful leadership begins with a vision, which reflects the shared purpose. The ability to articulate a clear, practical, transformational vision which answers the question, "Where are we headed?"
2. **Principle of motivation** – The ability to gain the agreement and commitment of other people to the vision.
3. **Principle of facilitation** - The ability to effectively facilitate the learning of individuals, teams, and other reliable and reputable resources.
4. **Principle of innovation** - The ability to boldly initiate innovative ideas and change when needed. Leaders must initiate and respond quickly to change. Team members successfully influence one another to assimilate change because the transformational leaders have built trust and fostered teamwork.
5. **Principle of mobilisation** - The ability to enlist, equip and empower others to fulfil the vision. Transformational leaders look for willing participants who have already been given formal leadership responsibilities and among people who have not. They desire leadership at all levels, so they find ways to invite and ignite leadership all levels.
6. **Principle of preparation** - The ability to never stop learning about themselves with and without the help of others, "Leaders are learners."
7. **Principle of determination** - The ability to finish the race. A leader's missions are sometime difficult and their journey often lonely. Leaders depend on their stamina, endurance, courage, and strength to finish each day. Because their focus is not only on raising their own leadership but the development of others, the most rigorous and humbling of all human endeavours, transformational leaders experience times of self-doubt, grief, and fatigue. Transformational leaders must develop spiritual, emotional, and physical disciplines to sustain their high level of commitment to their cause.

Adopted from: Rees, E. (2001). Seven principles of transformational leadership: creating a synergy of energy. Online: cicministry.org.

Research and personal experience show that building strong relationships requires communication on all levels. When referencing supportive communication, the researcher is referring to all levels of an organisation, inclusive of external influences. By creating a safe and secure environment through building strong relationships, the researcher feels ideas, thoughts and feelings will be freely expressed without any hesitation, allowing creativeness and new innovative ideas to percolate.

To create a synergy for energy and ensuring the researcher's PCLP has an equal understanding on both defensive communication and supportive communication, the researcher explores the overlapping groups of communication and interaction behaviours that support both defensive and supportive communication:

Evaluative - Defensive

A leader who passes judgement when presented with an idea, question, or challenges. These leaders can be very judgemental and criticise an individual based on many different aspects, they tend to question other individuals' morals and standards of performance.

Descriptive – Supportive

In contradiction to the above, this leader does not pass judgment, they often set up lines of enquiry requesting information through inquisitive questioning. They present their emotions without requesting others to change their behaviour and way of thinking.

Controlling – Defensive

This type of leader attempts to change or influence another, these changes can extend to one's beliefs, thoughts, opinions, and their behaviour. This type of control can be recognised as an underlying issue with the leader's current ideas, beliefs, and behaviours.

Problem - Orientated – Supportive

This type of leader is closely associated with the researcher's aspiring PCLP as they possess the desire to work as a team to solve problems and challenges. The leader creates an inclusive environment by using language such as 'we' rather than 'I' or 'You.' They never play the blame game and ensure each member is clear on their roles and responsibilities to ensure they met their goals and desires.

Strategic – Defensive

Based on manipulation, this leader ensures other members believe that they are making their own decisions, when they are not. Characteristics of this leader and their communication pattern can be interpreted as ambiguous.

Spontaneous – Supportive

The researcher refers to this leader as a clear and concise leader, more research in this field is documented to contribute to the researchers aspiring PCLP to not only become a better leader but to ensure clarity throughout the development and implementation of global innovation. This leaders' behaviours and communication is never rehearsed, they

are natural and genuine. They are straight talking and free from ulterior motives or deception.

Neutral – Defensive

Shows no empathy or concern for any team members, communication patterns indicate the need for distance and suggests a clinical relationship rather than supportive and engaging.

Empathetic – Supportive

High level of respect is exchanged from leader to member, communication and behaviours give the member a sense of security to share their thoughts and feelings with a perception of understanding from the leader. These leaders are very in tuned with their own behaviours, emotions and can empathise with their members.

Superior – Defensive

Communication can be powerful, when communicating in a superior manner it indicates that you, the leader, are in a high position and superior to those around you. These leaders communicate in a way that alludes a higher education, more intelligent and more experienced. This type of communicative behaviour leaves others feeling worthless and inadequate.

Equal – Supportive

Seeing an individual as an equal portrays the willingness to engage in a collaborative relationship and create a future collaborative environment. Communicating at this level will increase trust and a sense of true value.

Certain – Defensive

Communicating and acting in a certain environment does not allow mutual exchange of ideas, thoughts, feelings, or beliefs. These leaders are closed off to the idea of collaborative discussions and focus on winning an argument and getting their own way than solving a problem. The way in which they communicate portrays the belief that their ideas are truths that must be defended.

Provisional – Supportive

Self-exploration is key to this leader, knowing oneself will allow them to truly know those around them. They communicate and behaviour in a manner that demonstrates a

willingness to explore a member's thoughts and feelings. They focus on investigating ideas and exploring new ways of thinking rather than taking sides.

The researcher acknowledges the link between defensive and supportive communication techniques with the behaviour patterns of their team members. There are always elements of both defensive and supportive communications in any organisation, however, in most cases the balance between them is never equal.

Leaders tend to sway one way more than the other, if the leader is more inclined to be a defensive communicator, then the behaviours and environment will present complications, misunderstandings and a culture of constraints and challenges. On the opposing side, creating a learning environment through the implementation of supportive communication enhances and influences inquisitive behaviours and an appetite for deeper learning and understanding, it is these categories and characteristics that the researcher is hoping to achieve.

5.2.2 Line of Inquiry and decision-making

For innovation to be explored and implemented a line of inquiry should be established. This allows transparency, collaboration, inclusion, heightened motivation, and knowledge sharing capabilities. There are many types of lines of inquiry, they can consist of:

- Allowing members to freely ask questions.
- Facilitating discussions and encouraging freedom and time to speak.
- Encouraging healthy debate.
- Encouraging input and feedback – ways of expression and learning.
- Seeking the wisdom in the room.
- Listening.

With any project including innovation, the researcher feels a line of inquiry will generate more opportunities and creative ideas to be explore for continuous improvement. This method would also see members feeling satisfied and proud. Looking into their own self-awareness the researcher will employee the focus on question-based approaches to challenges and accommodate the environment to allow freedom of discussion.

As a leader enabling change opening a line of inquiry allows members to participate in the decision-making process. As presented in chapter 4, results indicate the importance of allowing members to contribute to the decision-making process for a sense of self-worth and contribution. The researcher suggests the induction of double loop learning to

contribute and achieve this collaborative goal. When challenges present themselves, a leader often refers to a 'single loop' method. This method entails a single point of view with a singular resolution (problem solving), the challenge is looked at from the perspective of making any adjustments necessary to fix the problem, leaving the system the way it stands. Double loop learning on the other hand entails in-depth analysis and questioning, this is demonstrated below in figure 14.

The researcher will add the addition of single and double loop learning in aid to assist with team relationships and decision-making. Having single loop learning is not enough to really question our assumptions, collaborate on new ways of thinking and become creative – do we really need to stick with “this is how we have always done it”?

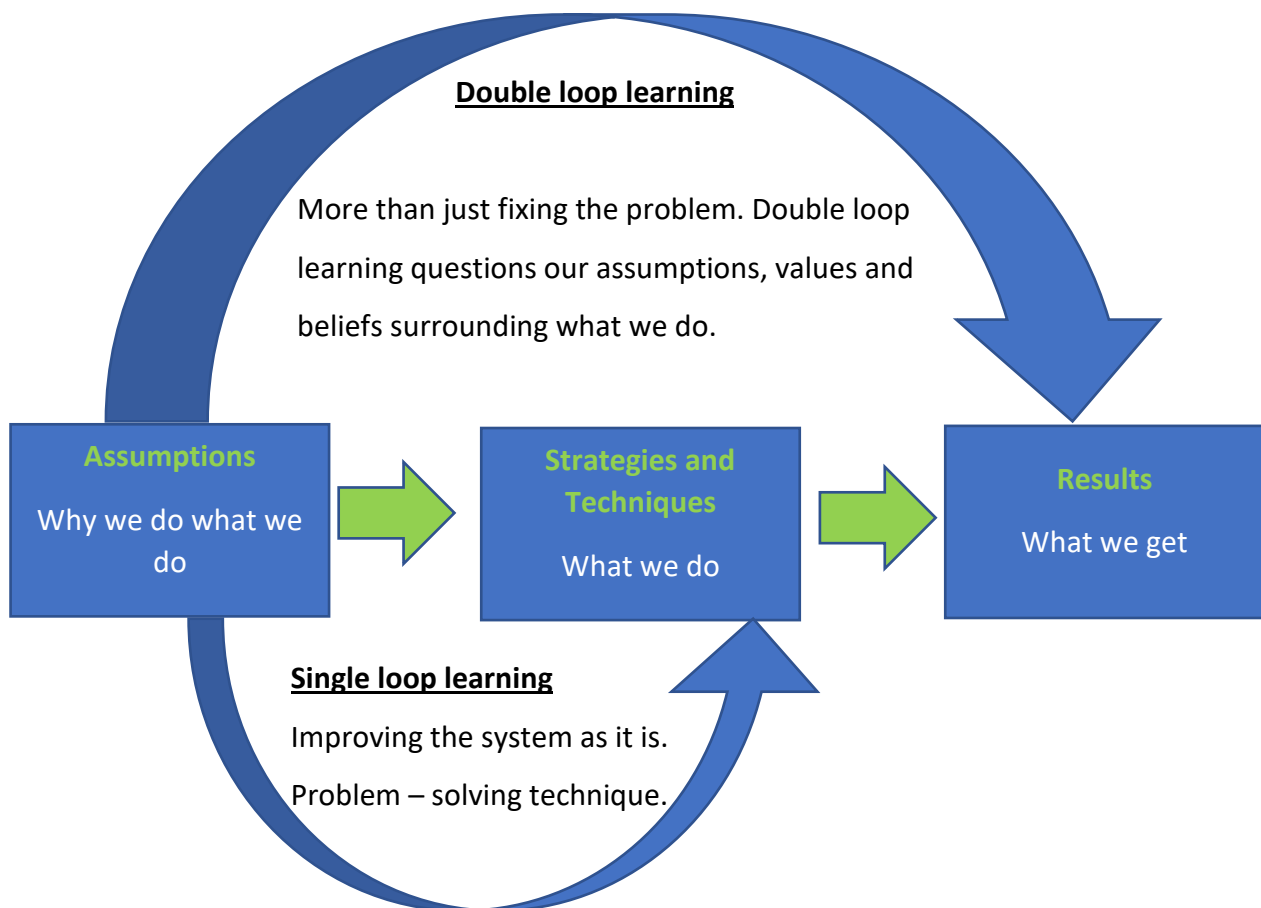


Figure 14: Single and double loop learning.

Source: (Author)

5.2.3 Relationship building

Leaders leverage of strong relationships to influence and work with team members to achieve common goals and milestones. This strengthened relationship builds a shared vision within the team and enables leaders to implement meaningful change. The researcher believes their desired leadership styles hinge on the ability of creating meaningful, transparent, and strong relationships. These relationships go beyond internal stakeholders and advance to customer segmentations, customers want's, needs and feedback directly align with innovation and a collaborative relationship with those customers is critical to success.

The researcher needs to ensure they incorporate their EQ skills into relationship building to fully understand their team's wants and desires. Through the research taken to date, the researcher has ascertained high EQ skills and an awareness of oneself can be beneficial to responding productively and understanding perspectives of all stakeholders. Team members and external stakeholders receive a sense of belonging and accomplishment when they know they are part of the 'team,' this inspires creativity and engagement which are drivers to successful innovation and developed leadership.

To build a strong relationship the researcher must:

- Continue with their self-awareness and increase their EQ skills.
- Actively listen – Listen to all perspectives, understand, and ask questions for clarification.
- Open and supportive communication.
- Follow through on commitments and directions.
- Create a nurturing culture to inspire members and create a unity within.
- Create an environment where feedback can be given and taken in a safe and confidential manner.
- Appreciate team members and customers for their thoughts, opinions, views, and values.
- Be supportive to all stakeholders.

- Negotiating conflict, this can be achieved easier when the leader has created a safe and supportive environment.
- Being transparent, clear, and concise – ensuring the team understand where the leader stands and more so where each other stand in the engagement exercise. Being transparent, clear, and concise offers the stakeholders a roadmap of expectations without any ‘noise’ causing misinterpretations and miscommunication.

As a leader, being trusted and authentic in relationships holds a great value to building strong valuable teams. When situations go astray, leaders with strong relationships can overcome obstacles as the environment they have created offers transparency to speak the truth, a trusted circle to open discussions, open and supportive communication to stimulate ideas and creativity, feedback loops to enhance learning and development, and a supportive network – these elements are foundational for critical thinking and resolution brainstorming.

The creation of relationships outside the team circle offers additional networking support and allows everyone to be involved. Inclusion can elevate the appetite for innovation within an organisation and as an extra benefit can decrease resistance to change through the implementation process. For all these reasons and more, it is important that the researcher incorporate relationship building into the PCLP for both internal stakeholders and external stakeholders.

5.2.4 Decision-making

Decision-making can be interpreted in many ways, for simplicity the researcher will interpret decision-making in team environments and innovation implementation context. Decision-making for the researcher goes hand in hand with team building and collaboration, getting the team’s involvement is of great importance for understanding and having a full awareness of goals and the result we are trying to achieve will assist both the team members and the leadership to share in decision-making processes. Empowering team members to take on board small, medium, and large decision-making processes excels the transformational leader the researcher is seeking to becoming.

The importance of empowering team members to take on the decision-making process extends beyond pure empowerment; decision-making enhances motivation which contributes to increased levels of performance and well-being. It is not general practice that team members make the decisions, however with leadership support and guidance, members can experience further learning and development by allowing this process to take place. For a leader it can be quite an experience empowering and enabling members to embrace the responsibilities, along with the consequences of decision-making. Leaders can feel a sense of dread in this process, this could be from a prior negative experience of their own, or the dread a wrong decision could be made, this is when reflection can be powerful – the researcher did just that in the below journey entry.

Thinking of ways to engage, empower and embed decision-making processes into the team has always been a fear of mine. I know this is based on a past negative experience when I was a credit manager in an organisation that typically would not support team members making those decisions. The experience began when I was coaching and leading a team of accounts receivable team members, wanting the best opportunity for them, alike the one that was given to me many years prior.

We had an opportunity to automate our customer interactions, including but not limited to: Collection notices, communications on new products and services, promotions, legal notifications (repossession processes) and contact information.

The current manual process for the above notifications was costing the department, organisation, and employees a great deal. As a team we rallied together to process map and document every pain point along the way, we deliberately included those pain points that directly affected the customer to ensure we were thorough in our research and results.

This process took my team and I well over 3 months to complete, we created numerous use cases and had thorough research data to support the requirement of automation. Through collaboration and brainstorming exercises, the team devised a well thought out resolution and even went as far as engaging a 3rd party provider for further support. As a team we presented these findings to executive management and created a well-designed

presentation to further support our findings. These findings demonstrated the need for automation and concluded in the below benefits:

- 1. Increased customer satisfaction and experience through receiving communications in a timely manner to respond in a timely manner.*
- 2. Decreased DOS (days debt outstanding) due to customer correspondence being sent and received immediately.*
- 3. Decreased legal proceedings*
- 4. Increased employee satisfaction, knowing their work was done and they could generate more contact than normal.*
- 5. Branded and personalised customer communications.*
- 6. Increased promotional material being sent with correspondence.*
- 7. Increased customer engagement.*
- 8. Increased employee productivity, staff were able to spend valuable time on other BAU (Business as Usual) activities.*

I was very proud of my team to have brainstormed such an amazing project and conduct a presentation that was both clear and concise; that I decided to allow them to present this to the executive team, had I had known the repercussion, I would have thought about that decision a second time. As a leader I made the decision to allow the team to make the decisions, they conducted the research and compiled everything required nicely, I was just there to assist and support when and where required. I empowered my team and brought them into the world of decision-making with pride, the executive team on the other hand did not share my leadership sentiments.

The executive team crucified the team, completely dismissing their thoughts, feelings, opinions, and hard work. I also received a 'talking to' regarding my place within the business and my responsibility in directing ideas, proposals, and projects to the executive team. They were not impressed by the team presenting the findings and whilst they were intrigued by the thought of automation, they decided to not proceed with the investment. I know this decision was more a punishment to the team and I for not complying with the hierarchy structure they were accustomed too. My heart broke for my team as their motivation and care diminished, they were no longer engaged, and I had lost 4 members that month.

The benefit to the organisation, customer and employee outweighed the perception that a leader/manager needs to follow the hierarchical structure an executive team puts into place, how will others learn? How will they develop? How will they make mistakes and embrace those mistakes? How can they ever progress?

Figure 15: Empowerment/decision-making journal entry.

Source: (Author)

5.2.5 Feedback

Feedback had been mentioned quite a lot throughout the research process, this inspired the research delve into the mechanics of feedback a lot more.

If we consider feedback at a high level, it is simply advising a team member or stakeholder what they have done well, not so well, how they can improve and what they need to be mindful of. In the researchers experience this is a simplistic approach and often part of a one-to-one meeting or at performance review time. Feedback can and should be so much more, this powerful tool is what can inspire, motivate, and further strengthen a team or at an individual level.

Much like defensive and supportive communication, feedback can be delivered in multiple ways. Through research discovery, the researcher has ascertained feedback to the receiver can be perceived as either a threat or a reward. Upon further investigation and research, the researcher has determined that the 'scarf' feedback model would be the most appropriate for their environment.

The scarf model, established by David Rock works with the premise that neuroscience is the key driver to working effectively with others. Back in 2008 David Rock discovered that using 5 domains **S.C.A.R.F** assists in influencing one's behaviour in social environments, a great example of this is illustrated below:

Jan is managing a new team, and she notices that one of her team members, Carl, is using a new piece of software incorrectly. She offers him some advice and returns to her work. But later, she notices that he's still misusing it. So, she decides to sit with him until he gets it right.

Over the next few days, Jan notices that Carl has become standoffish with her. He is defensive when she offers him feedback, and he avoids talking to her. Jan is bewildered – all she wants to do is to help Carl, and she cannot figure out why he is reacting so badly to her support.

If she had used the SCARF Model, Jan would have realized that Carl was not being difficult – he just felt threatened. The way she handled the situation made Carl feel silly and stupid, instead of empowered (Rock, D.,2008).

In the context of leader behaviour and feedback, the researcher will now further explain these 5 social domains and how they can be incorporated to produce constructive feedback and awareness, in which they will incorporate into their evolving PCLP.

As the scarf model suggests, each social domain contains either a threat reaction or a reward reaction, the researcher will also demonstrate these within the domains:

➤ **Status**

Status indicates the importance to others; it is our sense of personal worth. Quite often one's status is a comparison of where they are at in relation to others surrounding them.

With each domain there is a need to eliminate apparent threats and heighten rewards. For the researcher to achieve this, they will implement the below practices.

Eliminate threat practices.

1. Avoid mishandling member or group feedback, in turn this will eliminate the threat to someone's status. Mishandling feedback can create a member or group to become defensive and unproductive, ensuring feedback is delivered in a constructive, encouraging manner can assist with mitigating any hit to their status.
2. Self-reflection as a leader is also critical to one's status, as a leader if you feel threatened by team members who perhaps could be highly skilled in areas in which the leader is not, they could ultimately 'lash out' and downplay members ideas or deliver feedback in a manner that is destructive. The research presented in this critique shows that feedback is not purely about the team members and is as equally important for a leader.
3. Avoiding self-sabotaging behaviour and identifying and facing fears through self-awareness and challenges could be the key to delivering effective and efficient feedback to others.

Maximise rewards practices.

1. Encourage and engage in regular praise, ensure it becomes part of the culture within the team. Equally important on an individual level, praise can provide development opportunities and enhance motivation. Encouraging the team to also praise other members can be very influential and stimulating, creating a close-knit collaborative environment.
2. Promoting constructive feedback to enhance personal learning and development. This practise can also stimulate and heighten one's status as well as their future career and personal profession.
3. Beneficial performance reviews, allow the member to explore and verbalise their own feedback. This can be achieved by asking the member the question "how do you think you performed" and "how do you feel with you achieve" these types of open questions will encourage the member to delve deeper into their emotions as well as their performance, they may uncover more than the leader assumed in the first place.

➤ Certainty

Certainty can be the centre piece for some individuals, it is a sense of what the future holds. As a leader bringing uncertainty into the culture of the team can be extremely detrimental, not just for the member(s) but also for any projects that are on course. Uncertainty brings with it work and brain overload as a person tries to make sense of something, in this case feedback, their brain overworks.

Uncertainty in relation to a broader perspective than feedback causes anxiety and errors to occur, this can be dangerous in the context of global innovation and quite costly. Interlinking this with feedback would see the member(s) experience be tainted due to their initial lack of understanding in what was required.

Eliminate threat practices.

1. Establishing clear guidelines around expectations and what they, as individuals, are accountable for. Clear expectations of what the leader requires and how members can achieve it would eliminate the threat of uncertainty.
2. Setting clear goals that are well structured, defined, and transparent.
3. Be realistic when setting project schedules. Factor in resources required to reduce stress, uncertainty, and overworking – this will provide for transparent and clear feedback.

Maximise rewards practices.

1. Bringing transparency into every project aspect, timelines, milestones to be achieved, feedback to be regular throughout the project and not just at the end or performance review stages.
2. Eliminate dishonesty – feedback needs to be thorough, even when it is not ideally positive. Reframing from delivering non positive feedback only hinders members growth and development.
3. As a leader it is ideal to not be unpredictable as this only strengthens uncertainty and makes the member confused and afraid.

➤ Autonomy

Autonomy can give a member a sense of control over their work and their lives. Another word for autonomy could be self-governed and self-ruled. Autonomy allows individuals the freedom to make their own decisions without being controlled by anyone else. The benefit to autonomy is giving the people the freedom to learn and develop, even from mistakes they may make. Engagement and happiness are also strong signs of individuals who have autonomy, this makes feedback easier to deliver and/or receive. Team members with autonomy want to feel accountable and want to perform at their optimal levels, this makes the employee feel valued and respected.

Eliminate threat practices.

1. Ensure as a leader you are not micromanaging team members, micromanaging makes the individual feel like they are not good enough, not trusted and not valued.
2. Mental health issues can arise from authoritative leadership, they can lose their self-esteem and start to withdrawal from social engagement.
3. Stopping team members from being involved or making decisions, this can result in members feeling less valued and demotivated.

Maximise rewards practices.

1. Encourage decision-making with team members, involve them in all elements of the project and encourage them to input ideas, feelings, thoughts, and suggestions. This will increase their self-esteem and drive motivation throughout the project.
2. Give team members full autonomy to make those decision and to even learn from mistakes made, this will strengthen the members confidence, development, and growth for the future.
3. Encourage members to use their initiative, get them to brainstorm ideas with other team members and get their intellectual juices flowing. This will increase collaboration, heightened responsibility, thought provoking and engagement with broader stakeholders.

➤ Relatedness

Relatedness within a team dynamic is important as it allows the members to feel a sense of safety with others. As a team, a leader needs to ensure a safe environment where individuals can freely discuss and engage with each other, especially within a global innovation space. Critical innovative ideas are often born through the engagement and discussion of subject matter experts as they brainstorm different thoughts and feelings on what good looks like for an organisation.

In the context of feedback, relatedness can also be between team member and leader, when a leader is on the level of a member and not thinking they are one better, they are able to engage and talk freely without defensive emotions getting in the way. Free flowing feedback is always delivered in a constructive manner when a leader understands and can relate to a member.

Eliminate threat practices.

1. Fostering internal competition between team members, playing one or more member against another. This can be interpreted as bully when a leader makes a member feel as though they need to compete to win their respect or affection.
2. Keeping team members apart from each other and prohibiting social interactions. Leaders who deliberately distract members and encourage silo behaviours also create an environment of resentment, fear, and anger. These behaviours make feedback between members and between leader and member very difficult as members go in with fear, anger, and hatred right from the beginning, therefore, they will be defensive even before the feedback is given. They will also be less likely to offer their feedback to the leader or any other member, limiting individuals' professional development and growth.

Maximise rewards practices.

1. Encourage team interaction and create an environment where socialising is acceptable. People vent it is part and parcel of human behaviours, whilst venting can be dangerous in the wrong circumstance or environment, it can also be healthy. Leaders who create the right environment with the correct delivery of constructive feedback, also create an environment where venting is also constructive and healthy. With day-to-day work and the stresses of innovation and projects, the researcher acknowledges that socialising is an important factor to increase team building, engagement, collaboration, and member to member feedback.
2. Friendly gestures are also important in the workplace, a smile, a nod, an acknowledgement can mean a lot to members and leaders alike. Common

courtesy is free and something quite a lot of leaders lack. Friendly gestures or a chat can make members feel valued and respected, this in turn creates that safe environment that encourages all other benefits stated throughout this thesis.

3. Inspire mentor programs, both for members with their leader and members with other members. We were not born knowing everything and there is always something new to learn from someone else. Mentorship is such a strong characteristic to have as a leader, to strengthen a member's mindset can be extremely valuable.

➤ **Fairness**

Fairness speaks for itself; it gives a member a sense of what is just. Leaders that do not display fairness will spark behaviours in their team members that cannot be easily undone. Much like the threats in autonomy, leaders being unfair can encourage resentment, fear, and anger in their team members. Fair leaders spread engagement and encourage members to also be fair to each other. When a member of a team feels they are being treated unfairly or they are receiving unfair or bias feedback their natural reaction is to become withdrawn from future involvement or extremely defensive in nature.

Eliminate threat practices.

1. Unequal treatment of team members, this also places a restraint on member-to-member interactions. Members can feel resentment towards their fellow colleagues all because one is treated better than another. The whole team dynamics start to then fall apart of defensive communication starts to spiral out of control between members and leader.
2. Unclear directions or rules will cause confusion and make members feel disorientated about their goals. Members often receive poor feedback based on leaders being unclear about the direction they need to take; goals are often not achieved and motivational levels plummet.
3. Lack of communication can be severely detrimental to a member. As a leader not being clear and concise can cause all sorts of issues, most of them

mentioned above. Lack of communication within the feedback phase will also hinder a member's development as they will not know the true intent of the feedback or the reasonings surrounding said feedback.

Maximise rewards practices.

1. Transparency in everything you do as a leader, this eliminates confusion and members being disorientated. Being transparent in feedback sessions allows members to ask questions and explore possibilities. When members know the pathway or journey, they are on, they are more likely to give 100% dedication to the cause.
2. As we know feedback can be hard or easy to deliver, however, as a leader open communication is the key. Members want to know how they are doing and how they can improve, this is interlinked with their growth and development journey's. Open communication in a day-to-day sense is just as equally important, this allows members to keep on track and to know what is required and how to get there.
3. Clear guidelines will also be of benefit to team members. As a team performs through tasks assigned, knowing what is expected from them and clear guidelines on how to achieve this will see their feedback being positive and inspiring. Guidelines clearly delivered and on display promotes team members being set up for success not for failure.

The researcher has also identified the benefits of reward practices and the consequences of threat practices as detailed below. This has enabled the full detriment to be seen and critical lessons to be learnt when a leader does not provide feedback in a constructive manner and the impacts on the 5 psychological domains.

Benefits of reward practices

1. Greater thinking and reasoning in relation to giving and receiving feedback.
2. Greater insights to projects, innovation, feedback and how they as a team member contribute to the great goal.

3. Fewer errors, feedback provides a greater insight into learning and development opportunities. Feedback and one's status is a great tool to professional and personal enhancement.
4. Creating a wider field of view, members become more open and transparent when they can freely express themselves; this can be achieved via regular feedback or through the performance review process.
5. Greater understanding – when leaders deliver feedback positively it can stimulate a greater understanding of where that member maybe at any given time.

Consequences of threat practices

1. Increase in stress hormones by delivering unconstructive or destructive feedback. Members can become increasingly stressed and feel like they cannot speak freely or respond to negative feedback. By not being able to discuss or debate the feedback in a healthy manner, they search for a new role or new industry and become a very stressed unproductive individual.
2. Decreased brain function – this point covers an array of issues, such as
 - a. Reduced resources – much like point 1, when an individual gets stressed the oxygen to their brain is reduced causing lower glucose which in turn reduces brain functionality.
 - b. Reduced work memory – members become confused, disorientated, and eventually burnt out.
 - c. Reduced brain functioning with decision-making processes. Fewer insights obtained and less 'aha' moments.
3. Members can generalise a lot more which increases the likelihood of making errors, limiting opportunities.
4. Increased defensive reactions and interactions. Feedback both positive and negative needs to be delivered in a constructive manner, if not members will rebel in a way that can potentially be very destructive.

5. Small stressors can be perceived as large stress factors. Something that could be small and deemed insignificant can become bigger than Ben Hur in the eyes of a member.

With all these domains and factors in play, the researcher feels a strong commitment to feedback and its delivery and values the importance this presents in their evolving PCLP.

The above forementioned inclusions driven by research have been imbedded into the researchers existing PCLP and validates the leader they inspire to be. Diagram 7 illustrates the newly aspiring PCLP that the researcher is working towards, and all the necessary, transferable skills sets required.

Leadership is an evolving process and the aspirational PCLP will only advance as the researcher matures in their way of thinking, experience and leadership styles adopted.

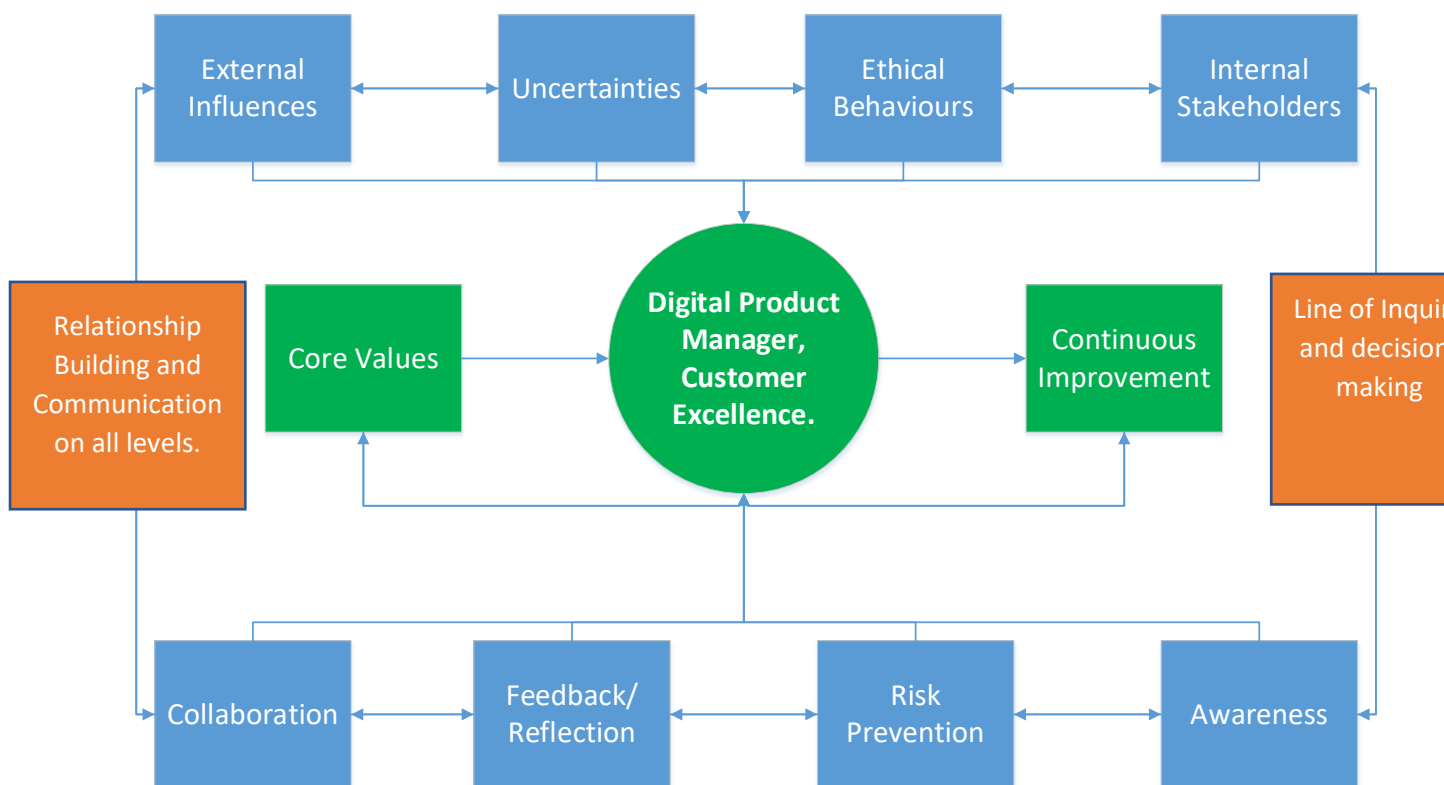


Diagram 7: Evolution of the researcher's PCLP.

Source: (Author)

Through thorough qualitative and quantitative research, the identified additions required include ***relationship building, line of inquiry (inclusive of single and double loop learning), communications on all levels, feedback, and decision-making.***

These additions not only strengthen the researchers PCLP, but they are classified as ‘fit for purpose’ when implementing global innovation.

As a result of this the researcher has overhauled the centre position in the PCLP, adding additional personal developments based on their learnings, experience, and research to date.

These updated elements begin with the researcher in the central position, as the reader can see, the researcher is currently a Digital Product Manager, Customer Experience and therefore works with large teams and diverse members. Diagram 7 illustrates two **green** elements that reside each side of the researcher due to their nature and what they represent as being important to the researcher.

Continuous improvement is a two-pronged statement, the first being the continuous improvement of the researcher by learning and developing personal strategies and exploring new leadership qualities. Secondly, continuous improvement opportunities for the organisation and external stakeholders through the research and development of global innovation and ease of doing business.

Core values are near and dear to the researcher especially as they have flourished through the DBL program. The researcher struggled in the beginning to identify their core values; this was due to the researcher not knowing who they were. This journey has been an awakening right from the beginning and as time has progressed through learning, development and reflections, the researcher has successfully identified those core values that speak truths in volume and continue to grow throughout the researcher’s growth. The researcher will continuously update and enhance their PCLP as time progresses, there is still so much to learn and explore – leadership is a revolving door of trial, tribulation, knowledge, and experience.

Chapter 6: Discussion and Conclusions

Discussion

The drive to explore leadership and develop oneself as a leader can emerge for many different pathways, some are evident by past leaders that have influenced and supported us to become the best we can. Others can emerge from a negative space not wanting to be that 'leader' – this has influenced the individual to discover who they really are and highlight the best leadership qualities within. Many, like the researcher are influenced by both with the richness of parenting inspirations. As discussed early in this thesis, the leadership journey began at an early age for the researcher and has continued to intrigue them ever since.

Experiences and leadership knowledge will only get you so far, deep dive into who you are and where you have come from – reflecting on everything that is true to you as a leader is so much more rewarding.

Coming from a background of process improvement, team building, and innovation made this program and thesis so important. The overarching research question was designed to penetrate the boundaries of global innovation and seek the truth behind succession in alignment with great leadership.

Summary of findings

Throughout this leadership journey, the researcher has investigated the theories of already existing leadership categories and has recognised they hold similar traits to a transformational leader, adaptive leader, and authentic leader. In addition to these traits, the researcher also acknowledged through the course of this leadership journey, that they are a storyteller. The researcher often uses storytelling as a communication tool to convey ideas, visions, knowledge transfers and resolutions.

Commencing this journey, the researcher knew from childhood learnings that they wanted to make a difference in the working world, however, they were not naïve to know they could solve the world of poor leaders either. Embracing the leadership doctorate has allowed the researcher to test unfamiliar waters and put themselves out of their comfort

zone just enough to allow a clear vision into who they really are and what their intentions and motives are. The forever evolving PCLP is proof of this concept and being able to create and grow something so diverse and transferrable has been inspirational and rewarding.

The researcher recognised that although their PCLP could be transferrable, it also needed more work in their field of choice, being process improvement and innovation of a global scale and this is where we are today. The thirst for knowledge to expand and mature the researchers PCLP also entwined with the thought process of what is next? What is needed to grow this PCLP and the researcher equally within the context for global innovation and improvement? The researcher's questions were answered within the research stage of this critique.

Results have awakened the researcher to additional leadership strengths that were missing. These strengths were not only outer elements of the PCLP but also personal elements that impact the researcher's core values. Results have shown a strong correlation between relationship building, communication on all levels, line of inquiry and decision-making with leading global innovation successfully.

6.1 Leadership practices

This section concludes the principles to future leadership practices the researcher needs to adopt to achieve the overarching researcher question – ***How can the researcher's PCLP evolve to lead through global innovation?***

The researcher never identified themselves as a certain type of leader, they always strived to be the best individual they could. It has only been during the doctorate program and this critique that the researcher has closely associated who they are with leadership traits such as transformational, adaptive, and authentic. As the researcher's career grows, they become responsible for larger teams and more intricate projects, requiring their leadership knowledge and capabilities to cater.

At the beginning of this critique the researcher was not certain what to expect from the research and was curious and excited to delve into new pathways of learning and adapting to the outcomes; whilst evolving their PCLP. As discussed above the results indicate certain leadership elements required to evolve the researchers PCLP to accommodate for the implementation of global innovation, however, what has not been

concluded is the leadership practises required from the researcher to ensure these elements are implemented for the success of the common goal.

As we have ascertained the below leadership qualities are what is required to evolve the researcher's PCLP:

- Relationship Building
- Line of Inquiry (including double loop learning)
- Communication on all levels
- Decision-making
- Feedback

To enhance and preserve these elements, the researcher has concluded they need to endorse specific leadership practices.

Leadership Practice #1 – Create a safe and secure environment.

Creating a safe and secure environment is a two-pronged framework, on one side it is all about the researcher and their new look on their evolution of leadership styles and skills, or the other side is the follower and their ability to include themselves into collaboration and sharing thoughts, feelings, and ideas.

Practices:

- Adopt consultative leadership skills to promote trust and comfortability with the inclusion of collaboration. The main objective from these skills is to get everyone involved in the project and implementation of innovation. Gather key ideas, beliefs, concerns, and feedback to succeed in our goals and strengthening not only the relationship between leader and follower but growing relationships throughout the organisation and from team member to team member.
- Engage and encourage critical thinking in a positive manner, allow members to freely express ideas with respect and trust that not everyone thinks and feels the same as the other.
- Practice double-loop learning methodologies, this will allow transparency within the team and comfortability that it is ok to make mistakes but what can we learn from them? How do we learn from them? And how can we make a safeguard for the future?

- Ensure the environment that is being created is safe and secure. Conduct regular but not intense catchups with the teams to gather feedback on environment, safety, productivity, ideas, and concerns.

Leadership Practice #2 – Communication at all levels.

Communication can be thought of as the beating heart to any project as without communication how does one know what their roles and responsibilities are?

Communication be it verbal or non-verbal sets the tone for the rest of the project and could be the key between success and failure.

Practices:

- Train, coach, and guide with the tools necessary to ensure clear and concise communication. Allow the team to recognise 'white noise' and construct a strategy to overcome the noise and stay on track.
- Celebrate milestones by communicating success stories and achievements. Assist in the development of an internal news bulletin on all things digital, inform all staff of progression, work, and intricate details of current digital programs along with customer expectations and feedback.
- Implement and participate in '*a day in the life off*' – global innovation involves many different departments and engagement with them all is a **must**. Spending the day with fellow colleagues will allow the team to see their involvement within our global projects and gain a greater understanding in the challenges that present themselves to all within the organisation.
- As a team recognise barriers to communication such as:
 - **Information overload** – This can occur when a leader or another team member is sending too much information for the receiver to process, messages get mixed and white noise can be apparent.

- **Trust and credibility** – A lack of trust can be extremely impactful on effective communication. If trust is broken between a leader and team member or in general it is hard to recoup it, broken trust leads to individuals not believing one another severing the relationship.

A lack of credibility prevents the receiver from fully receiving the message as they maybe questioning your knowledge in the matter. The receiver may hear the words; however, they will not believe you or acknowledge your perspective.

- **Time** – Poor communication can steam from a lack of time; hurrying conversations leads to miscommunication and poor direction. Effective communication is especially important to the researcher, given, their main aim is to project manager global innovation. If the researcher is time poor and does not articulate the correct message many projects will fail or not be user friendly to any stakeholders. Global innovation is a key factor to everything we are trying to achieve as an organisation, poor communication caused by poor time management can cause critical errors in data and individuals understanding.
- **Filtering** – Manipulation of information that is going to the receiver is one of the many forms of filtering. This causes white noise depending on how the message is sent and the tone used. Filtering can make objective decision-making difficult as the true nature of the message will never accurately be sent or received.
- **Emotions** – Emotions such as anger, happiness, fear and love, these emotions are neither right nor wrong but expression of one's reaction. Communicating emotionally can impact your decision-making capabilities and distort messaging.

Leadership Practice #3 – Line of Inquiry.

Line of inquiry gets the knowledge juices flowing allowing individuals to knowledge share with each other and the organisation. Practising line of inquiry encourages members to explore their curiosities. The importance of line of inquiry hinges on an appropriate environment which the researcher will practice by the below.

Practices:

- As we have previously created a safe and secure environment, we now need to encourage the team to be curious and explore different ideas and scenarios. The researcher has already started to create open and effective communication strategies and a safe and secure environment; therefore, this practice should naturally flow.
- Include time for reflection, enable the team to sit and reflect on the day to stimulate conversation and percolate ideas to promote collaboration. Taking the time to reflect is a powerful tool to use as a leader as it enables collaboration and relaxation with the team, this can enhance relationships and ideas.
- Allow every member to speak without interruption to get their questions or thoughts across by providing a platform to do so. Teach members to be patient and respectful of other's and to not over talk each other or correct anyone's thoughts and feelings.
- The leader must also be involved by opening and engaging in lines of inquiry, sharing their curiosities, and learning from other's experiences and insights.

Leadership Practice #4 – Decision-Making.

Decision-making is a critical part of what we do and can be achieved both solo and as a team. The researcher's leadership styles and traits prefer decision-making to be a team effort. Researcher conducted in this critique further supports the need to include members into the decision-making process as it strengthens trust and promotes inclusion.

Practices:

- Nurture and support members to grow in knowledge and skill sets.
- Cultivate an environment free of bias to enable strategic and creative thinking, there are many sides to innovation and not one idea is ideal.
- Include members into the final stage discussion, seek valid input and involve all in the decision-making processes, such as:
 - **Defining the situation** – seek understanding of the problem and tasks at hand.
 - **Define the problem** – this will allow all members to grasp what really is at hand and how as a team we can achieve our common goal.
 - **Define objectives** – Have the team identify and recognise the objectives at hand and the cost or benefits they entail.
 - **Diagnose the problem** – Collaborative discussions surrounding what we are trying to achieve and the road to success.
 - **Develop alternatives** – Develop a brainstorming session to document all members' creative thinking strategies and convert them into possible alternative to the problem.
 - **Evaluate alternatives** – Discuss the possible alternatives with team members and evaluate them based on cost, benefit, risk, and timeframes.
 - **Recognise the best alternative** – Openly discuss all the alternatives and jointly decided on best practice.
 - **Implementation** – In a group activity devise an implementation strategy and plan. Seek member's thoughts on a mapping process and encourage thought around how best to gain traction and where to start.

Leadership Practice #5 – Feedback.

The researcher recognises that feedback can place members in a vulnerable position. Members can interpret feedback as either a threat or a reward and in addition to receiving the feedback, they can quite often feel deflated and unmotivated. Feedback is one element of progression and development but so is the delivery of feedback, leaders need to recognise the challenges feedback can present and ensure their deliver is timely and effective.

Practices:

- Ensuring the timing of feedback is relevant to task or event it pertains to.
- Respect other's personal worth and take into consideration how they may be feeling.
- Set clear goals and expectations so that there are no surprises to the team members.
- Mentor and empower team members to strive for their personal goals and those of the project.
- Show transparency and honesty.
- Be clear and concise in goals, objectives, and decisions.
- Provide constructive feedback and ensure development plans are established.

Leadership Practice #6 – Global Innovation.

Global innovation is not 'one size fits all' it demands input from all parts of a business both internal and external. Success can be measured by the usage or functionality of a design; however, the voice of stakeholders is the key to the design. The voice of the employee generates ideas, creative thinking, functionality, framework, and practicality. The voice of the customer generates usage, ease of doing business, practicality, powerful feedback, customer excellence and loyalty. These are not the only voices that shape global innovation, but they are two of the most significant. As a leader there are certain practises that will need to be developed for success and these are:

Practices:

- Engaging in research, both internal and external – seeking opinions, ideas, thoughts, feelings and feedback from members and customers.
- Consolidating the research feedback and engaging in conversations with members. Taking people on the journey with testing these ideas for practicality and ease.
- Seeking input into alternate designs and functionalities based on research results, inclusion is of importance here as members have an array of different ideas that could surprise you.
- Celebrating milestone achievements and taking some time out to recognise a collective job well done!

- Setting timelines together based on everyone is working schedule – this will ensure work is evenly distributed, everyone is included and assisting, pride in ownership and projects are remaining on track.
- Communicating with the customers, letting them know “*we heard you.*” We not only heard you, but you are also contributing to the growth of the organisation. Sharing success stories with all stakeholders – let the employees and the customers know how well they have done and how valuable their feedback has been.
- No interruptions! Give everyone the time and space to discuss their thoughts, feelings, and emotions. Project work, especially those involving innovation can be hectic at the best of times so always allow members to express how that makes them feel.
- Support – both customers and members during all stages of global innovation from design to testing and implementation. Set up change champions to assist throughout the business and externally.

6.3 Future research

With such a wide range of results generated from the qualitative, quantitative, and personal reflections research, the researcher recognizes future study is required.

The researcher noted that ***organisational culture influences*** is one area necessitating further study as well as ***inquiry-driven leadership***.

Organisational influences identified in this study have circled around organisational culture. This discovery has alluded to the negative and positive influences and impacts this can have on not only an organisation but also the leaders within. Key to leadership and leading through global innovation, future impact risks the researcher would like to further explore are:

1. The organisation’s structure and how this impacts the culture, for example.
 - a. Job design
 - b. Delegation
 - c. Departmentation
 - d. Span of control
 - e. Chain of command

2. The organisations systems and process in which they rely on.
3. Exploration of the behaviours and attitudes of employees, including.
 - a. By department
 - b. By organisation
 - c. By leader
4. The organisations values and traditions, including.
 - a. By country
5. The organisations management and leadership styles in which they have adopted.

This future study should provide the researcher with a greater view of the organisational culture that resides within the organisation and its counterparts.

In addition to this, the researcher also identified the need to research inquiry-driven leadership to ascertain further understanding on how collaboration with the main aim of question-based approaches can enhance problem-solving and stimulate creative thinking. Through observation, investigation, and discovery the researcher is hoping to further enhance their PCLP to incorporate the correct methodology to deploy inquiry-driven leadership with the additional goal of involvement in the decision-making processes for all team members.

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Supporting portfolio:

Appendix A: Comparison of various Operationalizations of French and Raven's (1959) Power Bases.

O = Agent

P = Person

<u>Study</u>	<u>Description</u>
Reward Power	
French & Raven (1959)	Reward power is denned as power whose basis is the ability to reward. The strength of the reward power of O/P increases with the magnitude of the rewards which P perceives that O can mediate for him. Reward power depends on O's ability to administer positive valences and to remove or decrease negative valences. The strength of reward power also depends upon the probability that O can mediate the reward, as perceived by P.
Bachman et al. (1966)	He can give special help and benefits to those who cooperate with him.
Student (1968)	I comply with my supervisor's directives because he can give special help and benefits to those who cooperate with him.
	I feel he can influence my salary.
Thamhain & Gemmill (1974)	
Coercive/Punishment Power	
French & Raven (1959)	Coercive power is like reward power in that it also involves O's ability to manipulate the attainment of valences. Coercive power of O/P stems from the expectation on the part of P that he will be

Bachman et al. (1966) Student (1968) Thamhain & Gemmill (1974)	punished by O if he fails to conform to the influence attempt. Thus, negative valences will exist in given regions of P's life space, corresponding to the threatened punishment by O. The strength of coercive power depends on the magnitude of the negative valence of the threatened punishment multiplied by the perceived probability that P can avoid the punishment by conformity (i.e., the probability of punishment for nonconformity minus the probability of punishment for conformity).
	He can apply pressure or penalize those who do not cooperate.
	I comply with my supervisor's directives because he can penalize or make things difficult for those who do not cooperate with him.
	If feel he can apply pressure or penalize me in some way.
Legitimate Power	
French & Raven (1959)	Legitimate power of O/P is here defined as that power which stems from internalized values in P which dictate that O has a legitimate right to influence P and that P has an obligation to accept this influence. We note that legitimate power is very similar to the notion of legitimacy of authority which has long been explored by sociologists, particularly by Weber and more recently by Goldhammer and Shils.

	However, legitimate power is not always a role relation: P may accept an induction from O simply because he previously promised to help O, and he values his word too much to break the promise. In all cases, the notion of legitimacy involves some sort of code or standard, accepted by the individual, by virtue of which the external agent can assert his power.
Bachman et al. (1966)	He has a legitimate right, considering his position, to expect that his suggestions will be carried out.
Student (1968)	I comply with my supervisor's directives because he has a right, considering his position, to expect subordinates to do what he wants.
Thamhain & Gemmill (1974)	He has the formal authority.
Expert Power	
French & Raven (1959)	The strength of the expert power of O/P varies with the extent of the knowledge or perception that P attributes to O within a given area. Probably P evaluates O's expertness in relation to personal knowledge as well as against an absolute standard.
Bachman et al. (1966)	I respect his competence and good judgment about things with which he is more experienced than I.
Student (1968)	I comply with my supervisor's directives because I respect his experience and good judgement.

Thamhain & Gemmill (1974)	I respect him and place confidence in his special knowledge and advice.
Referent Power	
French & Raven (1959)	The referent power of O/P has its basis in the identification of P with O. By identification, we mean a feeling of oneness of P with O, or a desire for such an identity. If O is a person toward whom P is highly attracted P will have a desire to become closely associated with O. If O is an attractive group, P will have a feeling of membership or desire to join. If P is already closely associated with O, he will want to maintain this relationship. P's identification with O can be established or maintained if P behaves, believes, and perceives as O does to influence P, even though P may be unaware of this referent power. The stronger the identification of P with O the greater the referent power of O/P.
Bachman et al. (1966)	I admire him for his personal qualities and want to act in a way that merits his respect and admiration.
Student (1968)	I comply with my supervisor's directives because he is a 'nice guy,' and I do not want to hurt him.
Thamhain & Gemmill (1974)	He has established a personal friendship with me.

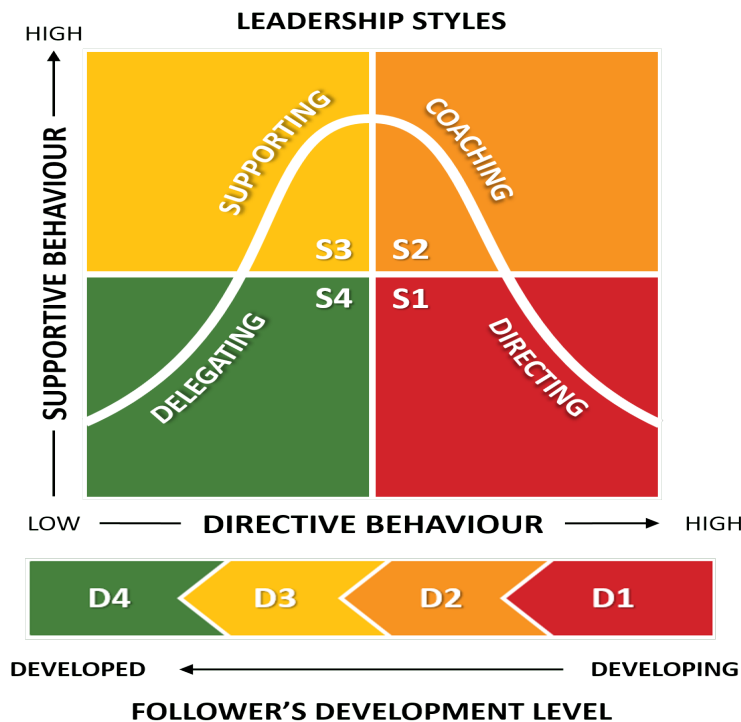
Adapted from: Podsakoff, P. M., & Schriesheim, C. A. (1985). Field studies of French and Raven's bases of power: Critique, reanalysis, and suggestions for future research.

Appendix B: Leader – Member Relationship

<u>Leader member relations</u>	The relationship between supervisor and subordinate: the trust, confidence and respect subordinates have caught the leader.
<u>Task structure</u>	The structure is about the extent to which the duties or tasks that need to be done, based on the set, or organized.
<u>Position power</u>	The leader of power or influence can be a leader on variables such as appointment and dismissal of employees, disciplinary regulations, enhance and enforce their rights.

Reprinted from: Parry et al. (2006).

Appendix C: Hersey and Blanchard Situational Leadership Styles



Reprinted from: Hersey, P., and Blanchard, K.H. (1977). Management of Organizational Behavior: Utilizing Human Resources. New Jersey/Prentice Hall.

Followers Task Readiness (Development)

The follower's skill set, knowledge, experience, and ability will impact their delivery and the outcome of a specific task, therefore depending on these variables, the leader will need to apply further development or less development (for the experienced and competent). As colour coded above, starting right to left a high level of development will need to be employed by the leader as they progress through from D1 (**directing in behaviour**) to D2 (**coaching in behaviour**) to D3 (**supporting in behaviour**) and finally D4 (**delegating in behaviour**) the follower will become completely developed to accomplish the task(s) at hand, further exploration of these levels is explained below.

Followers Psychological Readiness

This depicts the willingness for the follow to accept and take responsibility for the task actions. Such qualities include **motivation, confidence, energy levels, and determination**.

D1: Low Competence and High Commitment

This category of followers whilst incapable of conducting some tasks; possess the drive to at least try to complete the task. Even though they lack the knowledge, skill and in some regard the ability, they show great signs of motivation, drive, and determination. Due to the low competence, these follows are categorised as D1, the beginning of the development cycle and will progress as their journey progresses.

D2: Low Competence and Low Commitment

This category of follows lack the skill set to successfully complete a task, they can also show signs of unwillingness to deliver OR have low levels of confidence. Blanchard seen these follows as D2 type and not D1 as coaching is required to gain confidence and grow skill sets.

D3: High Competence and Low Commitment

These follows obtain the necessary skill set, however, lack the drive to conduct successful tasks. The thought process behind this type of behaviour is 2 pronged; followers may be unmotivated OR they could still be nervous about making an error.

D4: High Competence and High Commitment

Lastly, the D4 followers – these followers are motivated, willing, able, and confident to take on any/all tasks. This holds more of a delegating role for the leader as they have full confidence that the task will be managed well and completed satisfactorily.

Adapted from: Hersey, P., and Blanchard, K.H. (1977). Management of Organizational Behavior: Utilizing Human Resources. New Jersey/Prentice Hall.

Appendix D: Charismatic & Non-charismatic Leadership Styles

	<i>Noncharismatic Leaders</i>	<i>Charismatic Leaders</i>
Stage 1		
<i>Environmental sensitivity</i>	Low need for environmental sensitivity to maintain status quo	High need for environmental sensitivity to change the status quo
<i>Relation to status quo</i>	Essentially agrees with status quo and strives to maintain it	Essentially opposes status quo and strives to change it
Stage 2		
<i>Future goals</i>	Goals not too discrepant from status quo	Idealized vision that is highly discrepant from status quo
<i>Likableness</i>	Shared perspective makes him or her likable	Shared perspective and idealized vision make him or her likable and worthy of identification and imitation
<i>Articulation</i>	Weak articulation of goals and motivation to lead	Strong and/or inspirational articulation of future vision and motivation to lead
Stage 3		
<i>Behavior novelty</i>	Conventional, conforming to existing norms	Unconventional or counternormative
<i>Trustworthiness</i>	Disinterested advocacy in persuasion attempts	Passionate advocacy, incurring great personal risk and cost
<i>Expertise</i>	Expert in using available means to achieve goals within the framework of the existing order	Expert in using unconventional means to transcend the existing order
Influence Strategy		
<i>Power base usage</i>	Position power and personal power (based on reward and/or expert power, and liking for a friend who is similar other)	Personal power (based on expert power; respect and admiration for a unique hero)

Reprinted from: Conger, J. A., & Kanungo, R. N. (1987).

Appendix E: Sample of the Multifactor Leadership Questionnaire (MLQ)

Sample Items From the Multifactor Leadership Questionnaire (MLQ) Form 5X-Short

These questions provide examples of the items that are used to evaluate leadership style. The MLQ is provided in both Self and Rater forms. The Self form measures self-perception of leadership behaviors. The Rater form is used to measure leadership. By thinking about the leadership styles as exemplified below, you can get a sense of your own belief about your leadership.

Key: 0 = Not at all 1 = Once in a while 2 = Sometimes 3 = Fairly often 4 = Frequently, if not always

Transformational Leadership Styles

Idealized Influence (Attributes)	I go beyond self-interest for the good of the group.	0 1 2 3 4
Idealized Influence (Behaviors)	I consider the moral and ethical consequences of decisions.	0 1 2 3 4
Inspirational Motivation	I talk optimistically about the future.	0 1 2 3 4
Intellectual Stimulation	I reexamine critical assumptions to question whether they are appropriate.	0 1 2 3 4
Individualized Consideration	I help others to develop their strengths.	0 1 2 3 4

Transactional Leadership Styles

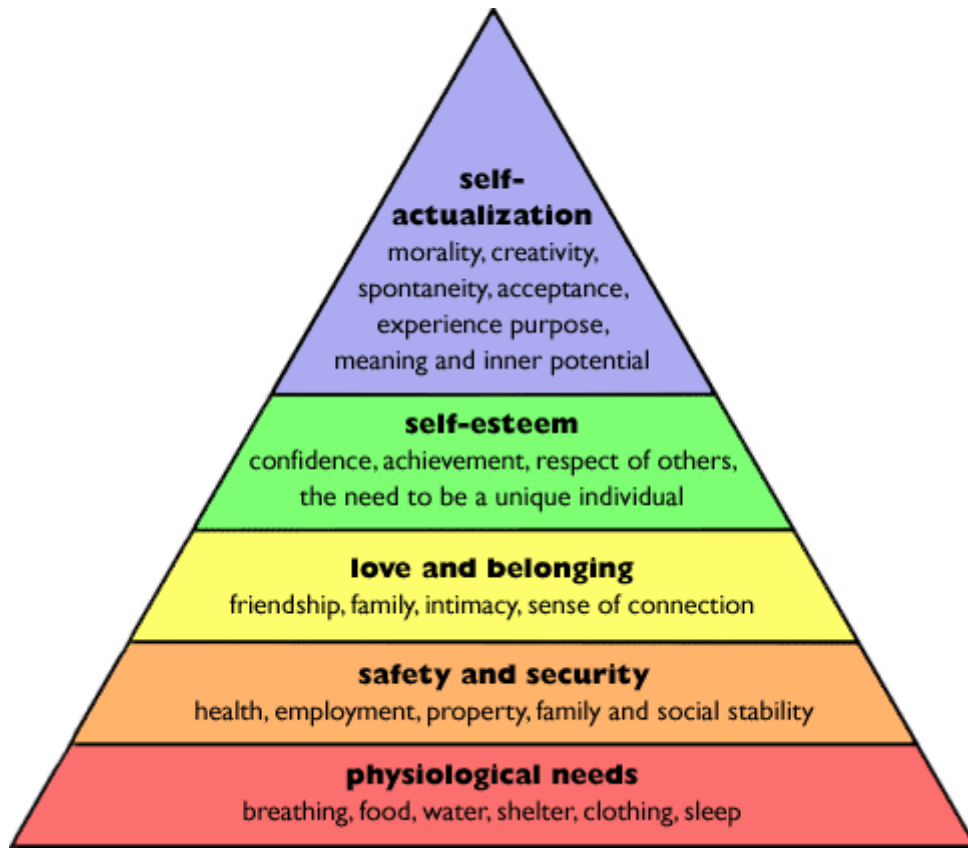
Contingent Reward	I make clear what one can expect to receive when performance goals are achieved.	0 1 2 3 4
Management by Exception: Active	I keep track of all mistakes.	0 1 2 3 4

Passive/Avoidant Leadership Styles

Management by Exception: Passive	I wait for things to go wrong before taking action.	0 1 2 3 4
Laissez-Faire	I avoid making decisions.	0 1 2 3 4

Reprinted from: Rowold, J. (2005). Multifactor leadership questionnaire. *Psychometric properties of the German translation by Jens Rowold. Redwood City: Mind Garden.*

Appendix F: Maslow's hierarchy of needs



Reprinted from: Maslow, A. (1943). Maslow's hierarchy of needs. *Index of DOCS/Teacing {sp}*
Collection/Honolulu.

Appendix G: Questionnaire outline letter



Questionnaire outline
letter.pdf

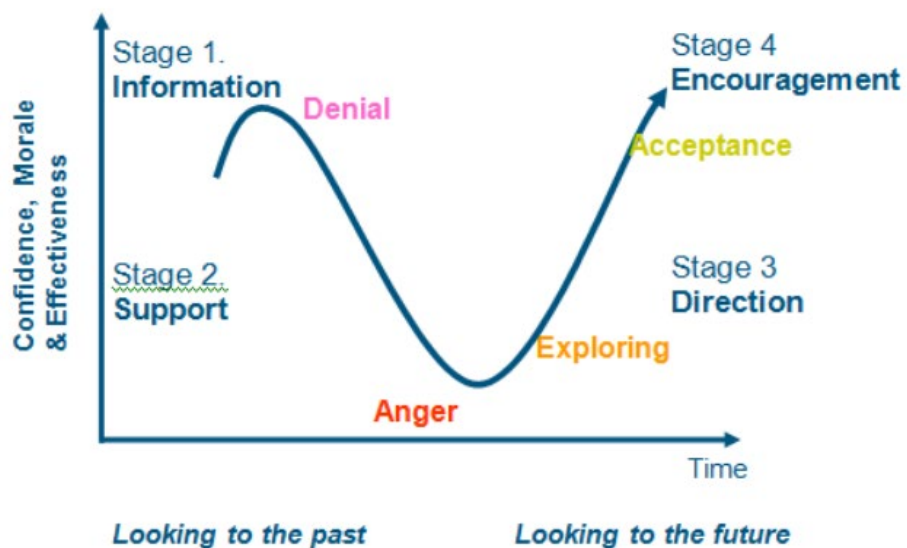
Appendix H: Likert Scale – Raw data.



Likert Data -
Survey.xlsx

Appendix I: The Change Curve

The Change Curve



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Appendix J: Participant Questionnaire



Participant
Questionnaire.pdf

Appendix K: Researchers Initial PCLP



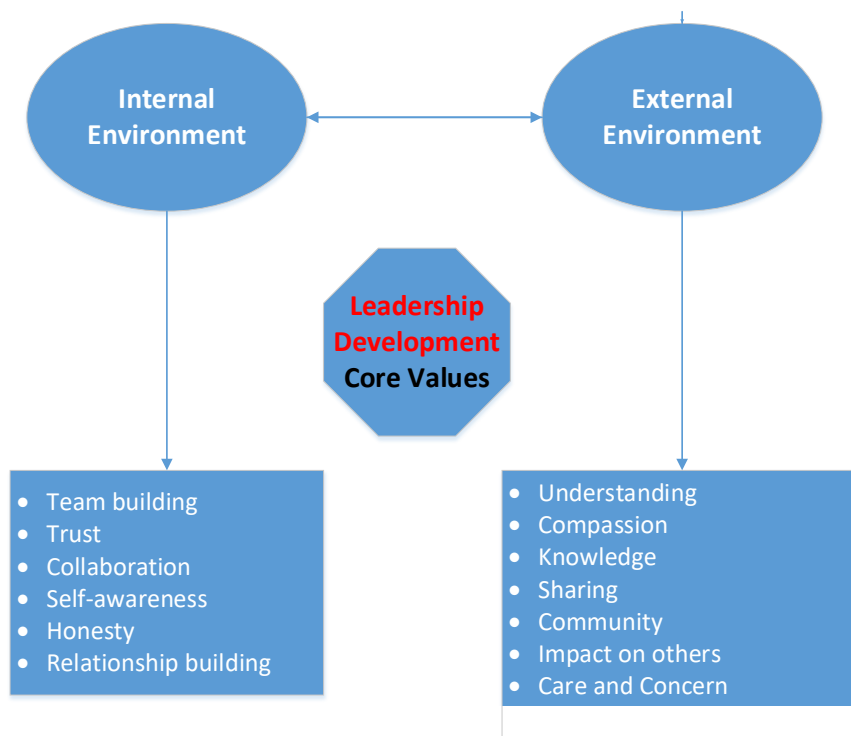
Source: (Author)

Appendix L: Researchers second PCLP development



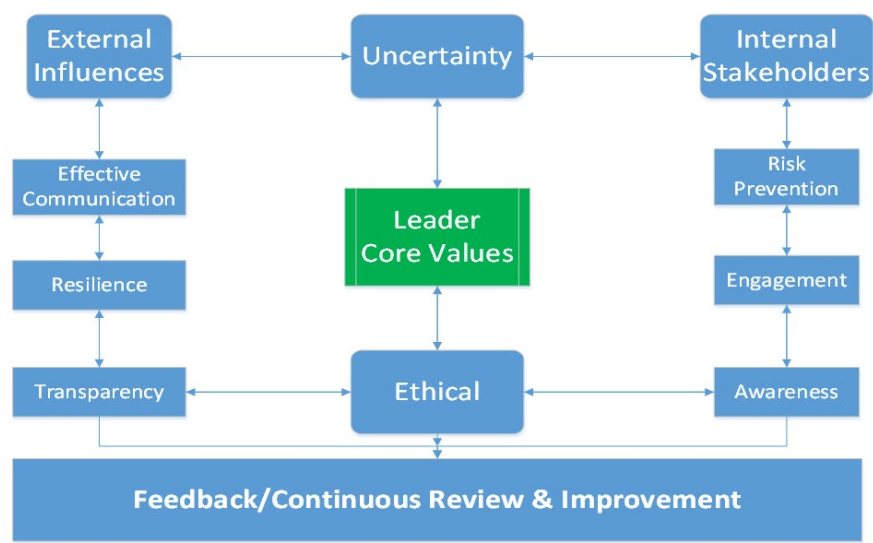
Source: (Author)

Appendix M: Researchers third PCLP development



Source: (Author)

Appendix N: Researchers fourth PCLP development



Source: (Author)